

YEAR GROUP	<p style="text-align: center;">SPaG concepts</p> <p>FROM WRITING GRIDS</p> <p>black – requirements for ARE; pink – requirements for GD</p> <p>FROM National Curriculum – purple</p> <p><u>underlined</u> – non-negotiables</p> <p style="border: 1px solid black; padding: 2px;">handwriting</p>
Year 1	<ul style="list-style-type: none"> <li>✓ sequencing simple sentences</li> <li>✓ <u>sentences make sense</u></li> <li>✓ <u>capital letters and full stops to demarcate sentences; for names and 'I'</u> (60%; 90% for GD)</li> <li>✓ nouns and adjectives</li> <li>✓ spell common exception words for Y1 (60%; 90% for GD)</li> <li>✓ exclamation marks and question marks (30%)</li> <li>✓ prefixes and suffixes – s, es, ing, ed, er, est</li> </ul> <p>Word level</p> <ul style="list-style-type: none"> <li>✓ regular plural noun suffixes –s or –es eg dog, dogs; wish, wishes</li> <li>✓ suffixes added to verbs where no change is needed in the spelling of root words eg helping, helped, helper</li> <li>✓ prefix un– negates the meaning of verbs and adjectives eg unkind, unhappy; undo, untie</li> </ul> <p>Sentence level</p> <ul style="list-style-type: none"> <li>✓ words can combine to make sentences</li> <li>✓ use 'and' to join words and clauses</li> </ul> <p>Text level</p> <ul style="list-style-type: none"> <li>✓ sequencing sentences</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>✓ <u>finger spaces</u></li> </ul> <p>Terminology</p> <ul style="list-style-type: none"> <li>✓ letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>*lower-case &amp; capital letters of the correct size, and orientation</li> <li>*clear spacing between words</li> </ul> </div>

- ✓ capital letters and full stops (90%)
- ✓ question marks (30%)
- ✓ past and present tense
- ✓ spell common exception words for Y2 (60%; 90% for GD)
- ✓ **commas to separate items in a short list**
- ✓ **contracted forms**
- ✓ **apostrophes to mark singular possession in nouns**
- ✓ **exclamation marks** (90%)
- ✓ **add suffixes to spell most (90%) words correctly in their writing -**  
-ment, -ness, -ful, -less, -ly

#### Word level

- ✓ formation nouns using suffixes such as -ness, -er and by compounding eg whiteboard, superman
- ✓ formation of adjectives using suffixes such as -ful, -ness (A fuller list of suffixes can be found in the Year 2 spelling section in English Appendix 1)
- ✓ use of suffixes -er, -est in adjectives; use of -ly to turn adjectives into adverbs

#### Sentence level

- ✓ subordination (using when, if, that, because) and co-ordination (using or, and, but)
- ✓ expanded noun phrases – adding adjectives eg the blue butterfly, plain flour; adding prepositional phrases eg the man in the moon
- ✓ sentence types – statements, questions, exclamations, commands

#### Text level

- ✓ correct choice and consistent use of present tense eg I sit; and past tense eg you came throughout writing
- ✓ present progressive eg I am driving, she is drumming, we are running;  
past progressive eg he was shouting, they are swimming

#### Punctuation

- ✓ exclamation marks
- ✓ commas to separate items in a list
- ✓ apostrophes for omission – eg can't, I'll; apostrophes for singular possession eg the girl's name

#### Terminology

- ✓ noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present, present progressive, past progressive), apostrophe, comma

(All non-negotiables to date)

- \*lower-case & capital letters of the correct size, and orientation
- \*use spacing between words that reflects the size of the letters
- \*use the diagonal and horizontal strokes needed to join some letters (30%)

- ✓ capital letters and full stops (90%)
- ✓ question marks and exclamation marks (60%; 90% for GD)
- ✓ commas to separate items in a short list (60%; 90% for GD)
- ✓ contracted forms (60%; 90% for GD)
- ✓ apostrophes to mark singular possession in nouns (60%; 90% for GD)
- ✓ inverted commas to denote speech (60%; 90% for GD)
- ✓ present perfect form eg I have drunk, she has eaten, we have run
- ✓ conjunctions (clause has a verb in it!) - when, before, after, while, because (subordinating); so (co-ordinating)
- ✓ adverbs - then, next, soon, therefore
- ✓ prepositions (no verb as these appear in a phrase!) - before, after, during, in, because of
- ✓ words from Y3/4 spelling list (60%; 90% for GD)
- ✓ fronted adverbials - time, place, manner (30%)

#### Word level

- ✓ formation of nouns using a range of prefixes eg super-, anti-, auto-
- ✓ 'a' (before a consonant) or 'an' (before a vowel) eg a rock, an open box
- ✓ word families based on common words, showing how words are related in form and meaning eg solve, solution, solver, dissolve, insoluble

#### Sentence level

- ✓ expressing time, place and cause using (see above) conjunctions, adverbs, prepositions

#### Text level

- ✓ paragraphs as a way to group related material
- ✓ headings and sub-headings to aid presentation
- ✓ use of the present perfect form of verbs instead of the simple past eg 'he has gone out to play' as opposed to 'he went out to play'

#### Punctuation

- ✓ inverted commas

#### Terminology

- ✓ preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

(All non-negotiables to date)

- \*diagonal and horizontal strokes to join letters (30%; 60% for GD)
- \*capital letters of correct orientation and size compared to lower case letters (90%)

Year 4

- ✓ organise writing into paragraphs around a theme (30%)
- ✓ capital letters and full stops (90%)
- ✓ question marks and exclamation marks (90%)
- ✓ fronted adverbials – time, place, manner (90%)
- ✓ comma after a fronted adverbial (90%)
- ✓ accurate use of verbs – ‘we were’, not ‘we was’ (90%)
- ✓ inverted commas for speech (60%; 90% for GD)
- ✓ apostrophe for singular possession (60%)
- ✓ words from Year 3/4 spelled correctly (60%)
- ✓ *apostrophes for plural possession (90%)*
- ✓ *standard and non-standard forms of English*
- ✓ *correct use of paragraphs to organise and structure*

#### Word level

- ✓ knowing the difference between the plural and possessive –s
- ✓ Standard English forms for verb inflections eg ‘we were’ instead of ‘we was’, ‘those things’ instead of ‘them things’, ‘I did’ instead of ‘I done’

#### Sentence level

- ✓ expanded noun phrases expanded by adding adjectives eg ‘the pot’ becomes ‘the cracked pot’, and prepositional phrases eg the teacher becomes ‘the teacher with the high-pitched voice’
- ✓ fronted adverbials

#### Text level

- ✓ paragraphs
- ✓ appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition eg Santa had a team of reindeer; Rudolph was **his** favourite

#### Punctuation

- ✓ inverted commas and other punctuation to indicate direct speech eg a comma after the reporting clause, and end punctuation within inverted commas eg The conductor shouted, “Sit down!”
- ✓ Apostrophes to mark plural possession eg the girl’s name, the girls’ names
- ✓ commas after fronted adverbials

#### Terminology

- ✓ determiner, pronoun, possessive pronoun, adverbial

(All non-negotiables to date)

- \* diagonal and horizontal strokes (30%)
- \* diagonal and horizontal strokes needed to join in some (30%) sections of their writing
- \* *legible, joined handwriting (90%)*

Year 5

- ✓ cohesion within and across paragraphs eg then, after that, this, firstly
- ✓ precise vocab and grammatical structures that reflect level of formality required (30%)
- ✓ differing clause structures – embedded, subordinate, adverbial, -ed clauses, used in different positions within a sentence (60%)
- ✓ indicate degrees of possibility through modal verbs (might; will, should, must PLUS OTHERS) or adverbs (perhaps, surely PLUS OTHERS)
- ✓ capital letters and full stops (90%)
- ✓ question marks and exclamation marks (90%)
- ✓ inverted commas for speech (90%)
- ✓ commas for clarity (60%)
- ✓ punctuation for parenthesis – commas, brackets, dashes
- ✓ dashes (towards the end of a sentence)
- ✓ words spelled correctly (60%)
- ✓ shifts in formality through selecting precise vocab and grammatical structures for effect
- ✓ wide range of clause structures (see above), sometimes varying their position within a sentence
- ✓ colons and semi-colons (90%)
- ✓ hyphens (90%)

#### Word level

- ✓ converting nouns or adjectives into verbs using suffixes eg -ate, -ise, -ify (PLUS OTHERS)
- ✓ verb prefixes eg dis-, de-, mis-, over- and re- (PLUS OTHERS)

#### Sentence level

- ✓ relative clauses beginning with who, whose, which, where, that eg 'The cat that is on the sofa is mine.'; or an omitted relative pronoun eg 'The cat on the sofa is mine.'
- ✓ degrees of possibility using adverbs or modal verbs

#### Text level

- ✓ building cohesion within a paragraph
- ✓ linking ideas across paragraphs using adverbials of time eg later (PLUS OTHERS); place eg nearby (PLUS OTHERS); and number eg secondly (PLUS OTHERS); or tense choices eg he had seen her before (the past perfect)

#### Punctuation

- ✓ brackets, dashes or commas to indicate parenthesis
- ✓ use of commas to clarify meaning or avoid ambiguity eg 'The pupil, said the teacher, was funny' as opposed to 'The pupil said the teacher was funny'

#### Terminology

- ✓ modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

(All non-negotiables to date)

\*legibility and fluency of handwriting over a sustained period. Ensuring letter formation is correct

\*legibility, fluency and speed of handwriting over a sustained period

Year 6

- ✓ vocab and grammatical structures to reflect purpose – contracted forms in dialogues in narrative, passive verbs, modal verbs to denote degrees of possibility (90%)
- ✓ cohesion within and across paragraphs (conjunctions of time, adverbials of time and place, pronouns, synonyms PLUS OTHERS)
- ✓ verb tenses – full range including past perfect, past progressive, present perfect, present progressive and subjunctive
- ✓ inverted commas and other punctuation for direct speech (90%)
- ✓ spellings from Year 5/6 spelling list plus less common and more ambitious vocab (90%)
- ✓ assured and conscious control of formality – grammatical and vocab-related manipulation
- ✓ full range of punctuation

#### Word level

- ✓ difference between vocab typical of informal speech and vocab appropriate for formal speech and writing eg find out/discover; ask for/request; go in/enter
- ✓ how words are related by meaning as synonyms and antonyms eg big, large, little

#### Sentence level

- ✓ use of the passive form
- ✓ difference between structures typical of informal speech and structures appropriate for formal speech and writing eg with the use of question tags eg He's your friend, isn't he?; or the use of subjunctive forms eg 'If I were to come/Were I to come' in some very formal writing and speech

#### Text level

- ✓ linking ideas across paragraphs using a wider range of cohesive devices
- ✓ devices – repetition of a word or phrase, grammatical connections eg the use of adverbials such as on the other hand, in contrast, as a consequence; and ellipsis
- ✓ layout devices eg headings, sub-headings, columns, bullets, or tables to structure text

#### Punctuation

- ✓ semi-colon, colon and dash to mark the boundary between independent clauses eg It's raining; I'm fed up.
- ✓ colon to introduce a list and use of semi-colons within lists
- ✓ bullet points to list information
- ✓ how hyphens can be used to avoid ambiguity eg 'man eating shark' versus 'man-eating shark' or recover versus re-cover

(All non-negotiables to date)

\*maintain legibility in joined handwriting when writing at speed