ST Botolph’s CEP

Progression of objectives to be covered for SPAG

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| --- | --- | --- | --- | --- | --- | --- |
| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2 |
| Year 1To leave spaces between wordsRecognise capital letters and full stops when reading and name them correctlyBegin to use the term sentence Know that a line of writing is not necessarily a sentenceBegin to use full stops to demarcate sentences To use a capital letter for the personal pronoun and the start of a sentenceTo join words and join sentences using ‘and’Recognise full stops and capital letters when reading and understand how they affect the way a passage is readTo continue demarcating sentences when writing, ending a sentence with a full stopTo recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the weekTo add question marks to questionsTo use exclamation marks withinThrough reading and writing to reinforce knowledge of the term sentence | To leave spaces between wordsRecognise capital letters and full stops when reading and name them correctlyBegin to use the term sentence Know that a line of writing is not necessarily a sentence | To leave spaces between wordsBegin to use full stops to demarcate sentences To use a capital letter for the personal pronoun and the start of a sentenceTo join words and join sentences using ‘and’ | To leave spaces between wordsRecognise full stops and capital letters when reading and understand how they affect the way a passage is readTo continue demarcating sentences when writing, ending a sentence with a full stopTo join words and join sentences using ‘and’ | To use the term sentence appropriately To identify sentences within text i.e. those demarcated by capital letters and full stopsTo continue demarcating sentences when writing, ending a sentence with a full stopTo recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the weekTo join words and join sentences using ‘and’To add question marks to questionsTo use exclamation marks within | To continue demarcating sentences when writing, ending a sentence with a full stopTo use capital letters for the personal pronoun I, for names and for the start of a sentenceTo recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the weekTo add question marks to questionsTo use exclamation marks within | Through reading and writing to reinforce knowledge of the term sentenceTo continue demarcating sentences when writing, ending a sentence with a full stopTo recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the weekTo add question marks to questionsTo use exclamation marks within |
| Terminology for pupil | Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark |
| Year 2To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To identify nouns within sentencesTo use nouns accurately within sentencesTo know and use Proper NounsTo be able to expand nouns phrases for description and specificationTo use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specificationTo know what an adjective isTo identify adjectives within sentencesTo use adjectives accurately within sentencesTo know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or commandTo be able to expand nouns phrases for description and specificationTo use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).To know what a verb isTo identify verbs within sentencesTo use verbs accurately within sentencesTo write sentences with subject-verb agreementsTo correct sentences with subject/verb agreements that are incorrectTo use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a listSelecting correct punctuation to end a sentence. (!...?.) | To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To identify nouns within sentencesTo use nouns accurately within sentencesTo know and use Proper NounsTo be able to expand nouns phrases for description and specificationTo use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification | To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To be able to expand nouns phrases for description and specificationTo know what an adjective isTo identify adjectives within sentencesTo use adjectives accurately within sentencesTo use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specificationTo know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  | To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To be able to expand nouns phrases for description and specificationTo use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).To know what a verb isTo identify verbs within sentencesTo use verbs accurately within sentencesTo write sentences with subject-verb agreementsTo correct sentences with subject/verb agreements that are incorrectTo know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a list | To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a list. | To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. Selecting correct punctuation to end a sentence. (!...?.)To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a list |
| Vocabulary | To know the vocabulary taught in year 1.Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma  |
| Year 3To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)To introduce paragraphs as a way to group related materialTo use headings and subheadings to aid presentation To use the present perfect form of verbs instead of the simple past | To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)To understand what conjunctions are and be able to use them within writing independently | To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)To understand what adverbs are and be able to use them within writing independently | To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)To understand what prepositions are and be able to use them within writing independently | To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)To introduce paragraphs as a way to group related materialTo use headings and subheadings to aid presentation | To introduce paragraphs as a way to group related materialTo use headings and subheadings to aid presentationTo use the present perfect form of verbs instead of the simple past | To introduce paragraphs as a way to group related materialTo use headings and subheadings to aid presentationTo use the present perfect form of verbs instead of the simple past |
| Vocabulary | To know vocabulary taught in year 1 and 2.Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas  |
| Year 4To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesTo use fronted adverbials To use paragraphs to organise ideas around a themeTo use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition. To use inverted commas and other punctuation to indicate direct speech. To use apostrophes to mark singular and plural possession. To use commas after fronted adverbials. | To use paragraphs to organise ideas around a themeTo use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesTo develop adjective use ensuring that the correct tone is achieved through vocabulary choicesTo use fronted adverbials To know what adverbial openers are and use them independently within writingTo use commas after fronted adverbials | To use paragraphs to organise ideas around a themeTo use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition | To use paragraphs to organise ideas around a themeTo use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesTo develop the use of prepositional phrases to develop continuity and placement of ideas within writingTo know what a pronoun isTo be able to select pronouns for use within sentencesTo be able to use pronouns within sentences  | To use paragraphs to organise ideas around a themeTo use inverted commas and other punctuation to indicate direct speechTo use the term inverted commasTo know the basic conventions of speech punctuation through:-beginning to use in own writing-using capital letters to mark the start of direct speechTo use apostrophes to mark singular and plural possession | To use paragraphs to organise ideas around a themeTo use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesTo develop the use of nouns to ensure that consistency and clarity is achieved throughout writingTo use fronted adverbials To know what adverbial openers are and use them independently within writingTo use commas after fronted adverbials | To use paragraphs to organise ideas around a themeTo use inverted commas and other punctuation to indicate direct speechTo use the term inverted commasTo know the basic conventions of speech punctuation through:-beginning to use in own writing-using capital letters to mark the start of direct speechTo use apostrophes to mark singular and plural possession |
| Vocabulary | To know vocabulary taught in year 1, 2 and 3.Determiner, Pronoun, Possessive pronoun, Adverbial |
| Year 5To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronounTo indicate degrees of possibility using adverbs or modal verbsTo use devices to build cohesion within a paragraphTo link ideas across paragraphs using adverbials of time, place and number or tense choicesTo use brackets, dashes or commas to indicate parenthesis To use commas to avoid ambiguity and to clarify meaning | To use devices to build cohesion within a paragraphTo use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronounTo indicate degrees of possibility using adverbs or modal verbsTo use brackets, dashes or commas to indicate parenthesis To be able to identify brackets within writingTo understand the purpose of brackets within writingTo use brackets accurately within writingTo use brackets within complex sentences |  To use devices to build cohesion within a paragraphTo be able to identify formal and informal voiceTo be able to change between formal and informal voice depending on the style of writingTo use commas to avoid ambiguity and to clarify meaning | To use devices to build cohesion within a paragraphTo link ideas across paragraphs using adverbials of time, place and number or tense choicesTo use brackets, dashes or commas to indicate parenthesis To be able to identify dashes within writingTo understand the purpose of dashes within writingTo use dashes accurately within writing | To use devices to build cohesion within a paragraphTo be able to identify formal and informal voiceTo be able to change between formal and informal voice depending on the style of writingTo use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronounTo indicate degrees of possibility using adverbs or modal verbsTo use commas to avoid ambiguity and to clarify meaning | To use devices to build cohesion within a paragraphTo be able to identify formal and informal voiceTo be able to change between formal and informal voice depending on the style of writingTo link ideas across paragraphs using adverbials of time, place and number or tense choicesTo use brackets, dashes or commas to indicate parenthesis To be able to understand the purpose of commas within writing | To use devices to build cohesion within a paragraphTo be able to identify formal and informal voiceTo be able to change between formal and informal voice depending on the style of writingTo use commas to avoid ambiguity and to clarify meaning |
| Vocabulary | To know vocabulary taught in year 1, 2, 3 and 4Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity |
| Year 6To use the passive to affect the presentation of information within a sentenceTo know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive formsTo link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo use layout devices – headings, subheadings, colons, bullets, tablesTo use the semi-colon, colon and dash to mark the boundary between independent clausesTo use the colon to introduce a list and use of semi-colons within listsTo use bullet points to list information. To use hyphens to avoid ambiguity.  | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo understand the term active and passive; begin able to transform a sentence from active to passive and vice versaTo use the passive to affect the presentation of information within a sentenceTo understand what active and passive voice meansTo understand the difference between active and passive voiceTo understand personal and impersonal voice within writingTo use using an active and passive voice and be able to change between type of voice | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive formsTo use layout devices – headings, subheadings, colons, bullets, tablesTo investigate connecting words and phrasesTo form complex sentences To be able to identify subordinating connectives and their use within sentencesTo be able to write sentences using subordinating connectivesTo be able to insert subordinating connectives within sentences | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo understand the term active and passive; begin able to transform a sentence from active to passive and vice versaTo use the passive to affect the presentation of information within a sentenceTo understand what active and passive voice meansTo understand the difference between active and passive voiceTo understand personal and impersonal voice within writing | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive formsTo use layout devices – headings, subheadings, colons, bullets, tablesTo use the colon to introduce a list and use of semi-colons within listsTo use bullet points to list information. To use hyphens to avoid ambiguity. To revise work on complex sentences:Identifying main clausesWays of connecting clausesConstructing complex sentences | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo use the colon to introduce a list and use of semi-colons within listsTo use bullet points to list information. To use hyphens to avoid ambiguity. To revise work on complex sentences:Identifying main clausesWays of connecting clausesConstructing complex sentences | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsisTo use the colon to introduce a list and use of semi-colons within listsTo use bullet points to list information. To use hyphens to avoid ambiguity.  |
| Vocabulary | To know vocabulary taught in year 1, 2, 3, 4 and 5.Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points |

Each year group will need to recap and revise work from previous years depending on children’s ability and what they have retained. We cannot expect children to remember all they have been taught if it’s only been taught once.