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 1  To leave spaces between words  Recognise capital letters and full stops when reading and name them correctly  Begin to use the term sentence  Know that a line of writing is not necessarily a sentence  Begin to use full stops to demarcate sentences  To use a capital letter for the personal pronoun and the start of a sentence  To 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 read  To continue demarcating sentences when writing, ending a sentence with a full stop  To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week  To add question marks to questions  To use exclamation marks within  Through reading and writing to reinforce knowledge of the term sentence | To leave spaces between words  Recognise capital letters and full stops when reading and name them correctly  Begin to use the term sentence  Know that a line of writing is not necessarily a sentence | To leave spaces between words  Begin to use full stops to demarcate sentences  To use a capital letter for the personal pronoun and the start of a sentence  To join words and join sentences using ‘and’ | To leave spaces between words  Recognise full stops and capital letters when reading and understand how they affect the way a passage is read  To continue demarcating sentences when writing, ending a sentence with a full stop  To 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 stops  To continue demarcating sentences when writing, ending a sentence with a full stop  To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week  To join words and join sentences using ‘and’  To add question marks to questions  To use exclamation marks within | To continue demarcating sentences when writing, ending a sentence with a full stop  To use capital letters for the personal pronoun I, for names and for the start of a sentence  To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week  To add question marks to questions  To use exclamation marks within | Through reading and writing to reinforce knowledge of the term sentence  To continue demarcating sentences when writing, ending a sentence with a full stop  To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week  To add question marks to questions  To use exclamation marks within |
| Terminology for pupil | Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark | | | | | |
| Year 2  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 sentences  To use nouns accurately within sentences  To know and use Proper Nouns  To be able to expand nouns phrases for description and specification  To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification  To know what an adjective is  To identify adjectives within sentences  To use adjectives accurately within sentences  To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  To be able to expand nouns phrases for description and specification  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 know what a verb is  To identify verbs within sentences  To use verbs accurately within sentences  To write sentences with subject-verb agreements  To correct sentences with subject/verb agreements that are incorrect  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  Selecting 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 sentences  To use nouns accurately within sentences  To know and use Proper Nouns  To be able to expand nouns phrases for description and specification  To 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 specification  To know what an adjective is  To identify adjectives within sentences  To use adjectives accurately within sentences  To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification  To 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 specification  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 know what a verb is  To identify verbs within sentences  To use verbs accurately within sentences  To write sentences with subject-verb agreements  To correct sentences with subject/verb agreements that are incorrect  To 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 3  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 material  To 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 material  To use headings and subheadings to aid presentation | To introduce paragraphs as a way to group related material  To use headings and subheadings to aid presentation  To use the present perfect form of verbs instead of the simple past | To introduce paragraphs as a way to group related material  To use headings and subheadings to aid presentation  To 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 4  To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  To use fronted adverbials  To use paragraphs to organise ideas around a theme  To 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 theme  To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  To develop adjective use ensuring that the correct tone is achieved through vocabulary choices  To use fronted adverbials  To know what adverbial openers are and use them independently within writing  To use commas after fronted adverbials | To use paragraphs to organise ideas around a theme  To 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 theme  To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  To develop the use of prepositional phrases to develop continuity and placement of ideas within writing  To know what a pronoun is  To be able to select pronouns for use within sentences  To be able to use pronouns within sentences | To use paragraphs to organise ideas around a theme  To use inverted commas and other punctuation to indicate direct speech  To use the term inverted commas  To know the basic conventions of speech punctuation through:  -beginning to use in own writing  -using capital letters to mark the start of direct speech  To use apostrophes to mark singular and plural possession | To use paragraphs to organise ideas around a theme  To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing  To use fronted adverbials  To know what adverbial openers are and use them independently within writing  To use commas after fronted adverbials | To use paragraphs to organise ideas around a theme  To use inverted commas and other punctuation to indicate direct speech  To use the term inverted commas  To know the basic conventions of speech punctuation through:  -beginning to use in own writing  -using capital letters to mark the start of direct speech  To 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 5  To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun  To indicate degrees of possibility using adverbs or modal verbs  To use devices to build cohesion within a paragraph  To link ideas across paragraphs using adverbials of time, place and number or tense choices  To 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 paragraph  To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun  To indicate degrees of possibility using adverbs or modal verbs  To use brackets, dashes or commas to indicate parenthesis  To be able to identify brackets within writing  To understand the purpose of brackets within writing  To use brackets accurately within writing  To use brackets within complex sentences | To use devices to build cohesion within a paragraph  To be able to identify formal and informal voice  To be able to change between formal and informal voice depending on the style of writing  To use commas to avoid ambiguity and to clarify meaning | To use devices to build cohesion within a paragraph  To link ideas across paragraphs using adverbials of time, place and number or tense choices  To use brackets, dashes or commas to indicate parenthesis  To be able to identify dashes within writing  To understand the purpose of dashes within writing  To use dashes accurately within writing | To use devices to build cohesion within a paragraph  To be able to identify formal and informal voice  To be able to change between formal and informal voice depending on the style of writing  To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun  To indicate degrees of possibility using adverbs or modal verbs  To use commas to avoid ambiguity and to clarify meaning | To use devices to build cohesion within a paragraph  To be able to identify formal and informal voice  To be able to change between formal and informal voice depending on the style of writing  To link ideas across paragraphs using adverbials of time, place and number or tense choices  To 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 paragraph  To be able to identify formal and informal voice  To be able to change between formal and informal voice depending on the style of writing  To use commas to avoid ambiguity and to clarify meaning |
| Vocabulary | To know vocabulary taught in year 1, 2, 3 and 4  Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity | | | | | |
| Year 6  To use the passive to affect the presentation of information within a sentence  To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms  To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis  To use layout devices – headings, subheadings, colons, bullets, tables  To use the semi-colon, colon and dash to mark the boundary between independent clauses  To use the colon to introduce a list and use of semi-colons within lists  To 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 ellipsis  To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa  To use the passive to affect the presentation of information within a sentence  To understand what active and passive voice means  To understand the difference between active and passive voice  To understand personal and impersonal voice within writing  To 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 ellipsis  To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms  To use layout devices – headings, subheadings, colons, bullets, tables  To investigate connecting words and phrases  To form complex sentences  To be able to identify subordinating connectives and their use within sentences  To be able to write sentences using subordinating connectives  To 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 ellipsis  To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa  To use the passive to affect the presentation of information within a sentence  To understand what active and passive voice means  To understand the difference between active and passive voice  To 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 ellipsis  To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms  To use layout devices – headings, subheadings, colons, bullets, tables  To use the colon to introduce a list and use of semi-colons within lists  To use bullet points to list information. To use hyphens to avoid ambiguity.  To revise work on complex sentences:  Identifying main clauses  Ways of connecting clauses  Constructing complex sentences | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis  To use the colon to introduce a list and use of semi-colons within lists  To use bullet points to list information. To use hyphens to avoid ambiguity.  To revise work on complex sentences:  Identifying main clauses  Ways of connecting clauses  Constructing complex sentences | To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis  To use the colon to introduce a list and use of semi-colons within lists  To 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.