

Progression of skills in SPAG

Pupil Assessments for SPAG are completed on Target Tracker

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	ELG: I can write recognisable letters, most of which are correctly formed ELG: I can spell words by identifying sounds in them and representing the sounds with a letter or letters ELG: I can write simple phrases and sentences that can be read by others	I can segment spoken words into individual phonemes and represent them with graphemes, spelling some correctly. I can spell words containing each of the 40+ phonemes already taught. I can spell some common exception words. I can spell the days of the week. I can name the letters of the alphabet in order. I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I can add prefixes and and suffixes using the spelling rule for adding –s or –es as the plural markers for nouns and the 3rd person singular marker for verbs. I can add prefix un and understand how it changes the meaning of verbs and adjectives. Eg unkind, untie I can add the suffix: ing, ed, er, est where no change is needed in the spelling of root words eg helping, helped, helper, eating, quicker, quickest. I can write from memory simple sentences dictated by the teacher that incl words using GPCs & common exception words taught so far.	I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. I can spell by learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones. I can spell many / most common exception words. I can spell most words with contracted forms. I can spell by learning the possessive apostrophe (singular) I can spell by distinguishing between homophone and near homophones. I can add suffixes to spell many longer words correctly incl, -ment, -ness, -ful, -less, -ly I can write from memory simple sentences dictated by the teacher that incl using the GPC's, common exception words and punctuation taught so far.	I can use the prefixes un, dis, mis, re, pre. I can add suffixes beginning with vowel letters to words o more than one syllable eg forgetting, preferred, gardening, limited. I can use the suffix –ly. I can spell words with endings sounding like “zh” and “ch” eg treasure, picture I can spell words with endings like “zhun” eg division, decision I can spell homophones brake / break, fair / fare, grate / great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/meet, peace/piece, plain/plane I can spell words that are often misspelt I can spell words containing the “i” sound spelt “y” elsewhere than at the end of the word eg myth, gym. I can spell words containing the “u” sound spelt “ou” eg double I can spell words with the “k” sound spelt “ch” eg scheme I can spell words with the “sh” sound spelt “ch” eg chef I can spell words with the “ay” sound spelt “ei” “eigh” or “ey” I can use the first two or three letters of a word to check its spelling in a dictionary I can write from memory simple sentences dictated by the teacher that inc words and punctuation taught so far.	I can use the prefixes in, im, il, ir, sub, inter, super, anti, auto. I understand and add suffixes –ation, –ous. I can add endings which sound lik “shun” spelt –tion, –sion, –ssion, –cian. I can spell words ending with the “g” spelt “gue” and the “k” sound eg rogue, tongue, unique I can spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/reign/rein, scene/seen, weather/whether, whose/who’s I can spell words with the “s” sounds spelt “sc”. I can place the possessive apostrophe accurately in words with regular plurals eg girls’ and in words with irregular plurals eg children’s I can use the first three or four letters of a word to check its spelling in a dictionary I can write from memory simple sentences dictated by the teacher that inc words and punctuation taught so far.	I can spell words that sound like “shush” spelt –cious, –tious eg cautious I can spell words which sound like “shil” spelt –cial, –tial eg partial I can spell words ending in –ant, –ance/-ancy, –ent, –ence/-ency eg transparent/transparency I can spell words ending in –able and –ible also –ably and –ibly eg adorable, adorably I can spell words containing the letter string “ough” eg through I can spell some words with silent letters eg psalm I can spell some of the year 5 & 6 words correctly I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus.	I can add suffixes beginning with vowel letters to words ending in –fer eg referring, preferred I can use prefixes involving the use of a hyphen eg co-ordinate, re-enter I can distinguish between homophones and other words which are often confused I can spell most of the year 5 & 6 words correctly I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically I can use a dictionary to check the meaning and spelling of words. I can use a thesaurus with confidence.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar & Punctuation	I can write short sentences with words with known letter sound correspondences using a capital letter and a full stop	I can understand how words can combine to make sentences. I can separate words with spaces. I can join words and clauses using and. I can use capital letters and full stops to demarcate sentences in some of my writing. I can use a capital letter for names of people, places, the days of the week and the personal pronoun I. I can understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	I can form nouns using suffixes such as -ness, -er and by compounding eg whiteboard, superman I can form adjectives using suffixes such as -ful, -less. I can use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs eg smoothly, softly, bigger, biggest I can use subordination (when, if, that, because) and co-ordination (or, and, but) I can use expanded noun phrases for description and specification eg the blue butterfly. I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. I can present and past tense mostly correctly and consistently. I can use the progressive form of verbs in the present and past tense to mark actions in progress eg she is drumming, he was shouting. I can use capital letters and full stops to demarcate sentences consistently in my writing with some use of question marks & exclamation marks. I can use commas to separate items in a list. I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. I understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past / present) apostrophe, comma.	I can form nouns using a range of prefixes eg super, anti, auto. I can use the forms a or an according to whether the next word begins with a consonant or a vowel eg a rock, an open box I can identify word families based on common root words eg solve, solution, solver, insoluble I can express time, place & cause using co-ordinating and subordinating conjunctions (eg when, before, after, while) adverbs (then, next, soon) or prepositions (after, during) I can begin to use paragraphs as a way to group related material I can use the present perfect form of verbs instead of the simple past eg He has gone out to play. I can use headings and sub headings to aid presentation I am beginning to use inverted commas to punctuate direct speech I understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	I understand the grammatical difference between plural and possessive -s. I can use the standard English forms for verb inflections instead of local spoken forms eg we were instead of we was, or I did instead of I done I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg the teacher becomes the teacher with curly hair I can use fronted adverbials eg later that day, I heard the bad news I can use paragraphs to organise ideas around a theme I can make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition I can use commas after fronted adverbials. I can use apostrophes to mark plural possession. I can use inverted commas and other punctuation to indicate direct speech and a comma after the reporting clause, end the punctuation within inverted commas I understand the following terminology: determiner, pronoun, possessive pronoun, adverbial	I can convert nouns or adjectives into verbs using suffixes eg -ate, -ise, -ify,. I understand verb prefixes eg dis, de, mis, over, and re. I can use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. I can use a wide range of clause structures sometimes varying their position within the sentence. I can indicate degrees of possibility using adverbs eg perhaps, surely or modal verbs eg might, should, will, must I can use devices to build cohesion within a paragraph eg then, after that, this I can link ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before I can use brackets, dashes or commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity. I understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	I understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing eg find out – discover, ask for – request I understand how words are related by meaning as synonyms and antonyms eg big, little, large I can: use the passive to affect the presentation of the information in a sentence eg I broke the window in the greenhouse vs The window in the greenhouse was broken (by me). use expanded noun phrases to convey complicated information concisely. link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis. use the perfect form of verbs to mark relationships of time and cause. use layout devices eg sub-headings, bullets or tables to structure text use the semi colon, colon and dash to mark the boundary between independent clauses eg It's raining; I'm fed up use the colon to introduce a list and use of semi-colons within lists use bullet points to list information. I understand how hyphens can be used to avoid ambiguity eg man eating shark vs man-eating shark or recover vs re-cover I understand the difference between the structures typical of informal speech and structures appropriate for formal speech and writing eg the use of question tags: He's your friend isn't he? Or the use of the subjunctive forms such as "If I were" or "Were they to come" in some very formal writing and speech. I understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.