

Donington on Bain Primary School – Spelling, Grammar and Punctuation Progression Grid



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	Introduce: Determiners the a my your an this that his her their some all Prepositions: up down in into out to onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using ‘like’	Consolidate Reception list. Introduce: Prepositions: inside outside towards across under Determiners: the a my your an this that his her their some all lots of many more those these Adjectives to describe e.g. The old house... The huge elephant... Alliteration e.g. dangerous dragon slimy snake Similes using as....as... e.g. as tall as a house as red as a radish Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Consolidate Year 1 list. Introduce: Prepositions: behind above along before between after Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails. Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs.... Some cats.... Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Consolidate Year 2 list Introduce: Prepositions: Next to by the side of In front of during through throughout because of Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> Nouns formed from prefixes e.g. auto... super...anti... Word Families based on common words e.g. teacher –teach, beauty – beautiful Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box	Consolidate Year 3 list. Introduce: Prepositions: at underneath since towards beneath beyond Conditionals - could, should, would Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Consolidate Year 4 list. Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Consolidate Year 5 list. Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little
Punctuation	Introduce: Finger spaces, Full stops, Capital letters	Consolidate Reception list. Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate Year 1 list. Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. Fortunately,....Slow ly,.... Speech bubbles /speech marks for direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to mark singular possession e.g. the cat's name	Consolidate Year 2 list. Introduce: Colon before a list e.g. What you need: Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	Consolidate Year 3 list. Introduce: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line, Comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella! Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) as opposed to s to mark a plural	Consolidate Year 4 list. Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Consolidate Year 5 list. Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Terminology for children	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’	Consolidate: Finger spaces Letter, Word, Sentence, Full stop, Capital letter, Simile – ‘like’ Introduce: Punctuation, Question mark, Exclamation mark, Speech bubble, Bullet points, Singular/ plural, Adjective, Verbs, Conjunction, Alliteration Simile – ‘as	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points Singular/ plural Adjective Verb Conjunction Alliteration	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) •	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet

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			Simile – ‘as’/ ‘like’ Introduce: Apostrophe (contractions and singular possession) Commas for description ‘Speech marks’ Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases Generalisers	Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions	• Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Alliteration Simile – ‘as’/ ‘like’ Synonyms Introduce: • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession	points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms Introduce: • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket - dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question	points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia Introduce: • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
Spellings	See Little Wandle SSP	See Little Wandle SSP	See Little Wandle SSP	Ed Shed (Spelling Shed) Two year rolling programme Year A – Stage 3 Year B – Stage 4	Ed Shed (Spelling Shed) Two year rolling programme Year A – Stage 3 Year B – Stage 4	Ed Shed (Spelling Shed) Two year rolling programme Year A – Stage 5 Year B – Stage 6	Ed Shed (Spelling Shed) Two year rolling programme Year A – Stage 5 Year B – Stage 6