



### Spelling, Punctuation and Grammar Progression and Sentence Stems

<p>Reception Writing Skills progression</p>	<p>Gives meaning to the marks they make as they draw, paint and type using a keyboard or touch-screen technology</p> <p>Can hear the initial sounds in words and use clearly identifiable letters to write them.</p>	<p>Can hear initial and final sounds in the words and use clearly identifiable letters to write them.</p> <p>Uses their developing phonic knowledge to write things such as lists,</p>	<p>Segment the sounds in a word and uses clearly identifiable letters in sequence</p> <p>Uses their developing phonic knowledge to write things such as captions, later progressing to simple sentences</p>	<p>Write phonetically plausible words</p> <p>To say and write a simple sentence</p> <p>Uses their developing phonic knowledge to write things such as simple sentences</p>	<p>Write a simple sentence which can be read by themselves and others.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</p> <p>Uses their developing phonic knowledge to write things such as a simple sentence</p>	<p>Write simple phrases and sentences which can be read by themselves and others.</p> <p>Re-read my sentence to check if it makes sense.</p> <p>Uses their developing phonic knowledge to write things such as simple sentences</p>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>● Use one-handed tools and equipment.</li> <li>● Show a preference for dominant hand.</li> <li>● Form lower case/ capital letters correctly.</li> <li>● Ascribes meanings to signs, symbols and words that they make themselves.</li> <li>● Includes mark making and early writing in their play.</li> <li>● Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, and sometimes with words, in print and digital formats</li> <li>● Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</li> </ul>					
<p>Early Learning Goal</p>	<ul style="list-style-type: none"> <li>● Write recognisable letters, most of which are correctly formed</li> <li>● Spell words by identifying sounds in them and representing the sounds with a letter or letter</li> <li>● Write simple phrases and sentences that can be read by others</li> </ul>					

Y1 GPS knowledge and skills	Revisit Reception GPS skills See GPS Nouns Verbs Beginning to understand features of sentence through subject and verbs Daily	Simple sentences	Adjectives Proper nouns (embedding simple sentences)	Compound sentence with pronoun and personal pronouns	Proper nouns and questions	Embedding year 1 knowledge of compound and pronoun. Time adverbials Question marks Imperative verbs
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✓ Noun

A noun names a person, place, or object. In a sentence we also call this the subject (who or what the sentence is about).

Precise nouns create a picture in the reader's head.

STEM I know that cat is a noun. Cat is the name of an animal and a noun names an animal.

✓ Verb

Verbs are action words in a sentence that describe what the subject/person/animal or object is doing.

STEM I know that zoomed is a verb. Zoomed describes what action the bus was doing.

✓ Simple Sentence

A simple sentence is a sentence that is made up of a capital letter or upper case letter, a subject (noun), a verb and it finishes with a full stop.

STEM: I know that this is a correct simple sentence. It has a capital letter at the beginning, a subject (name the subject), a verb (name the verb) and a full stop at the end.

✓ Adjective

An adjective is a word that describes the noun. They help to create a picture in the reader's head.

STEM I know that foamy is an adjective. Foamy describes the noun water.

✓ Compound Sentence (and)

A compound sentence is a sentence that is made up of two simple sentences. The two main clauses which have a subject and a verb are joined together using the co-ordinating conjunction and. It has a full stop at the end.

✓ Pronoun

A pronoun is a short word that replaces a noun/subject.

✓ Proper Noun

A proper noun is a special name for a person, place, the days of the week and the months of the year. Proper nouns start with a capital letter. STEM I know that London is a proper noun. London is a special name for a place and it starts with a capital letter.

✓ Question

A question is used to ask something. It must end with a question mark? Not a full stop.

STEM I know that this is a question. It asks the reader what the time is and it ends with a question mark.

✓ Past tense

The past tense is used to talk about something that has already happened.

✓ Present Tense

The present tense is used to talk about something that is happening now.

Y2 GPS knowledge and skills

*Revisit Y1 skills and ensure that compound sentences are secured.*  
Expanded noun phrases (with/like)  
Build sentences using where

Compound sentences using the co-ordinating conjunctions but and or (revisiting and)

Sentence types command, statement and exclamation (revisiting question marks)

Using the subordinating conjunctions when, if, because to extend sentences

Using the subordinating conjunctions when, if, because to extend sentences

Commas for a list Embed learning from Y2

Tense (Year 1 Recap)

The past tense is used to talk about something that has already happened.

The present tense is used to talk about something that is happening now.

✓ Regular and Irregular past tense

Regular past tense verbs end in ed. Irregular verbs do not.

✓ Tense - Verb to be

The verb to be is an irregular verb. In the past tense we use was and were. In the present tense we use is, am and are.

✓ Past progressive tense

Past progressive tense uses the past tense but the action still goes on.

Past progressive tense uses was and were then a verb with an *ing* suffix.

STEM I know that this is the past progressive tense. It uses the past tense (was) but the action still goes on. It uses a verb with an ing suffix.

✓ Present progressive

Present progressive uses the present tense but the action still goes on.

Present progressive uses am, is and are then a verb with an *ing* suffix

STEM I know that this is the present progressive tense. It uses the present tense (am) but the action still goes on. It uses a verb with an ing suffix.

✓ Expanded Noun Phrases before and after the noun (using *with* and *like*).

Expanded noun phrases are one or two precise **adjectives** that are added to a **noun** to add detail to writing. When two adjectives are used, a comma is used to separate them.

STEM

the young, mischievous fox

I know that this is a correctly structured expanded noun phrase.

It has two precise adjectives before the noun fox and they are separated by a comma. There is no verb.

✓ Simple Sentence (Year 2 will build on Year 1 learning and will now introduce clauses)

A simple sentence is made up of a main clause. A main clause is a group of words that contains a subject and a verb which makes complete sense on its own. A main clause can form a complete simple sentence on its own.

✓ Compound Sentence

A compound sentence is a sentence that is made up of two simple sentences. The two **main clauses** which have a **subject** and a **verb** are joined together using the **co-ordinating conjunction**. It has a **full stop** at the end.

STEM

Emma looked up at the night sky and she saw stars twinkling.

This is a correctly structured compound sentence.

It has a capital letter, a subject (Emma), a verb (looked), a co-ordinating conjunction (and) a subject (she), a verb (saw) and a full stop.

✓ Personal pronoun

Personal pronoun is a short word that replaces a noun/subject

Personal pronouns make our work more interesting

I is a pronoun that we use when talking about ourselves and it always has a capital letter.

✓ Using and

The co-ordinating conjunction and gives more information about the first part of the sentence.

✓ Using or

The co-ordinating conjunction or gives the reader a choice of the first part of the sentence or the second part of the sentence.

✓ Using but

The co-ordinating conjunction but is used offer a contrast or an opposite.

✓ Question (Year 1 Recap)

A **question** is used to ask something. It must end with a question mark? Not a full stop.

STEM I know that this is a question. It asks the reader what the time is and it ends with a question mark.

✓ Exclamation sentence

An exclamation sentence is forceful and it shows high levels of feelings such as a anger, surprise, happiness and love. It ends with an exclamation mark (!).  
To show surprise, it can start with how or what.

✓ Command sentence

A command sentence tells us to do something and it starts with an imperative **verb** or a bossy **verb**.

✓ Statement

A Statement is a sentence that tells us a fact, idea or opinion. It tells us something.

✓ Subordinate Conjunctions (when, if, because)

The subordinating conjunction if is used to tell us that something will happen if something else happens

Example:

*You can go outside to play if it doesn't rain.*

STEM

This sentence uses the subordinating conjunction if correctly. It tells the reader play will happen if it doesn't rain.

The subordinating conjunction when is used to show time.

Example:

*I will play football when I finish my maths.*

STEM

This sentence uses the subordinating conjunction when correctly. It tells the reader when football will be played.

The subordinate conjunction because is used to show cause and effect. It tells us why or gives us a reason why.

Example:

*I put my coat on because it was cold.*

STEM

This sentence uses the subordinating conjunction because correctly. It gives a reason why the coat was out on.

- ✓ Commas (lists)

Commas are used to separate items in a list. The last two items in a list must always have the word and in between them instead of a comma.

Example:

*My favourite colours are blue, green, pink and purple.*

STEM

Commas are used correctly to separate items in a list in this sentence because there is a comma in between blue and green and an and in between the last two items (pink and purple).

Y3 GPS knowledge and skills	<p><i>Year 2 recap of co-ordinating conjunctions and using when, if and because to extend sentences</i></p> <p>To use the co-ordinating conjunction 'so' to show a consequence</p>	Fronted adverbials	Expanded noun phrases using with and like for additional detail Complex sentences	To use direct speech and to understand that direct speech can show character.	<i>Consolidation and application of Grammar skills taught</i> Complex sentences	<i>Consolidation and application of grammar skills taught</i>
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Tense (Year 2 Recap)

The past tense is used to talk about something that has already happened.

The present tense is used to talk about something that is happening now.

- ✓ Regular and Irregular past tense

Regular past tense verbs end in ed. Irregular verbs do not.

- ✓ Tense - Verb to be

The verb to be is an irregular verb. In the past tense we use was and were. In the present tense we use is, am and are.

✓ Past progressive tense

Past progressive tense uses the past tense but the action still goes on.

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STEM I know that this is the past progressive tense. It uses the past tense (was) but the action still goes on. It uses a verb with an *ing* suffix.

✓ Present progressive

Present progressive uses the present tense but the action still goes on.

Present progressive uses am, is and are then a verb with an *ing* suffix

STEM I know that this is the present progressive tense. It uses the present tense (am) but the action still goes on. It uses a verb with an *ing* suffix.

✓ Compound Sentence (Recap Y2)

A compound sentence is a sentence that is made up of two simple sentences. The two **main clauses** which have a **subject** and a **verb** are joined together using the **co-ordinating conjunction**. It has a **full stop** at the end.

A main clause makes sense on its own and it has a subject verb.

Using and

The co-ordinating conjunction and gives more information about the first part of the sentence.

Using or

The co-ordinating conjunction or gives the reader a choice of the first part of the sentence or the second part of the sentence.

Using but

The co-ordinating conjunction but is used to offer a contrast or an opposite.

✓ Using so

The co-ordinating conjunction so shows the consequence of an action or something that happened.

✓ Complex Sentences

*In year 2 the subordinating conjunction is used in the middle of the sentence only. In year 3, it is used at the beginning as well as in the middle. Recap using because, when and if to extend sentences first.*

Definition

- The subordinating conjunction because is used to show cause and effect. It tells us why or gives us a reason why. *Om lit the torch because it was dark in the cave.*

- The subordinating conjunction *if* is used to tell us that something will happen if something else happens.

*I look for signs of Om if I go anywhere.*

- The subordinating conjunction *when* is used to show time.

*My family did not believe me when I told them.*

### ✓ Complex sentence

#### Year 3 Definition

A complex sentence has a main clause and a subordinate clause. The main clause makes sense on its own and the subordinating clause does not. When the subordinating conjunction starts a sentence, it sticks to the subordinating clause and a comma is used to separate the two clauses.

ISAWAWABUB Y2 *If, when, because*

The subordinating conjunction **since** tells us the time from when it started.

*The boy was really happy since he met Om.*

The subordinating conjunction **although** tells us something surprising

*The sun was shining although it was very cold.*

The subordinating conjunction **while** tells us that something has happened at the same time as another event.

*We saw the cave paintings on the wall while we were in the cave.*

The subordinating conjunction **as** tells us something has happened at the same time as another event.

*I saw something move as I looked into the darkness.*

The subordinating conjunction **after** tells us that something has happened after another event

*I rushed outside after I had woken up.*

The subordinating conjunction **before** tells us that an event has happened before something else

*We had to collect hunt for reindeer before we could eat.*

The subordinating conjunction **until** tells us that something will not stop until something else happens.

*I will not stop looking until I find my favourite teddy.*

### ✓ Direct Speech

Speech is the words that are spoken by a character.

Inverted commas enclose the words that are spoken.

The opening inverted commas come before the first word that is spoken by the character.

The closing inverted commas come after the last word that is spoken by the character and the punctuation after it.

When a different character speaks, you must start a new line. New line for a new speaker!

A reporting clause can tell the reader who is speaking and how the speaker is feeling or acting. It can come at the beginning or at the end of direct speech.

These words are not spoken by the character.

When reporting clauses are at the end, they come after ?.! Or a , but there must be some punctuation before the closing speech marks.

We use speech in our writing to show character and to move events forwards.

Speech can be used to show how a character feels.

✓ Fronted Adverbials

An adverbial can be a word phrase or clause that tells the reader when, where and how something happens.

A fronted adverbial can be a word, phrase or clause that tells the reader when, where and how something happens. It is at the start of a sentence and it has a comma to mark the boundary

STEM

I know that this this sentences uses a fronted adverbial correctly because it has a word, phrase or clause that starts the sentence saying how, where or where. A comma marks the boundary.

Y4 GPS knowledge and skills	<p><i>Recap previous year group skills</i> Using expanded noun phrases with modifying adjectives and prepositional phrases</p>	<p>Using expanded noun phrases with modifying adjectives and prepositional phrases</p> <p>To use paragraphing effective with topic sentences that develop around a main point</p>	<p>To use direct speech to show character and to move events forward within a story</p> <p>To use paragraphing for narrative and non- narrative with effective topic sentences that develop around a main point</p> <p>To choose pronouns for clarity</p>	<p>To use paragraphing for narrative and non- narrative with effective topic sentences that develop around a main point</p> <p>To choose pronouns for clarity and cohesion and to avoid repetition</p>	Application of the year 4 GPS skills taught	Application of the year 4 GPS skills taught
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✓ Prepositions

Revisit adverbial phrase Year 3 - An adverbial can be a word phrase or clause that tells the reader when, where and how something happens. An adverbial phrase is a type of prepositional phrase.

A preposition is a word that tells you where or when something is in relation to something else.

The monkey was swinging under the branch.

I went home after the party.

The preposition under tells you where the monkey is.

The preposition after tells you when.

✓ Prepositional phrases –

A prepositional phrase is a phrase which begins with a preposition

The prepositional phrase is under the branch. It tells us where the monkey was swinging.

The prepositional phrase is after the party. It tells us when they went home.

STEM

I know that a preposition/prepositional phrase tells the reader when, where or how something happened.

✓ Use expanded noun phrases with modifying adjectives and prepositional phrases

Expanded Noun Phrases before and after the noun (using *with* and *like*). Revisit Year 2

Expanded noun phrases are one or two precise **adjectives** that are added to a **noun** to add detail to writing. When two adjectives are used, a comma is used to separate them.

The determiner

Year 4 introduce a determiner

They introduce the noun and give the reader important information about it.

There are two types of determiners -

They introduce the noun and give the reader important information about it.

Specific determiners refer to a specific noun when the reader knows exactly which noun you are referring to.

An expanded noun phrase can be expanded after the noun using a prepositional phrase.

✓ Possessive Pronouns (See Year 2 personal pronouns)

Possessive pronouns are words used to indicate that something belongs to someone

✓ . Direct Speech (Y3 and Y4)

Speech is the words that are spoken by a character.

Inverted commas enclose the words that are spoken.

The opening inverted commas come before the first word that is spoken by the character.

The closing inverted commas come after the last word that is spoken by the character and the punctuation after it.

When a different character speaks, you must start a new line. New line for a new speaker!

A reporting clause can tell the reader who is speaking and how the speaker is feeling or acting. It can come at the beginning or at the end of direct speech. These words are not spoken by the character.

When reporting clauses are at the end, they come after ?! Or a , but there must be some punctuation before the closing speech marks.

When the reporting clause is at the beginning of the sentence it is always followed by a comma.

We use speech in our writing to show character and to move events forwards.

Speech can be used to show how a character feels.

Paragraphs

A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject.

New paragraphs are shown by an indent (where the text starts some way into the line) or by leaving a line blank.

Paragraphs help to structure text; every new paragraph starts on a new line. We start a new paragraph to signal that the person, place, time or topic of the sentences has changed

Topic sentences

They are the first sentence of a paragraph that summarizes the main idea of the paragraph

Y5 GPS knowledge and skills

*Recap of previous year group GPS skills*  
Relative clauses

Semi-colons for clauses

Semi-colons for lists

GPS to be determined by AFL

Parentheses using ( ) Developing topic sentences

Embedded parenthesis using commas and dashes

✓ Relative Clauses

Revisit previous skills that are needed before teaching the year group skill (See Year 2 A clause is a group of words that includes a subject and a verb.)  
A relative clause adds information about the subject.

They come straight after the subject and they start with a relative pronoun or adverb and they are embedded in a main clause between two commas. They start with a relative pronoun (who, which/that, whose).

Relative adverbs are when and where  
When starts with time and where with a place.

**STEM**

I know that this sentence has a relative clause because the relative clause starts with the relative pronoun \_\_\_\_\_ and it gives extra detail about the subject \_\_\_\_\_. The first part and the final part of the sentence make a complete main clause.  
The relative clause gives us extra information about the noun and it is embedded in a main clause between two commas.

- ✓ Semi-colons ; to join two closely related clauses

**STEM**

A semicolon is used to join two independent clauses instead of using a co-ordinating conjunction. The two clauses must relate to each other like they would in a compound sentence.

- ✓ Embedded parenthesis using brackets, dashes and commas

Brackets, dashes and commas can be used to indicate parenthesis. This is a part of the sentence that adds extra explanation or information. This part of the sentence can be taken out of the sentence without losing meaning.  
Brackets are mostly used in non-fiction texts, commas in narratives and dashes in more informal writing.

**STEM**

I know that this is correctly structured parenthesis because two commas/brackets/dashes are used to separate the part of the sentences that adds extra information. The sentence (say sentence without the additional information) does not lose meaning without it. Commas/brackets/dashes are used correctly because it is a narrative/ non- fiction text / informal writing.

Y2 GPS knowledge and skills	<i>Recap of previous year group skills</i> ; for clauses Dashes for emphasis	Active and passive voice Subjunctive (no in an explanation text)	Semi colon for a list : for explanation Hypens	Application of GPS skills taught with the emphasis on manipulation for effect on the reader	Application of GPS skills taught with the emphasis on manipulation for effect on the reader	Application of GPS skills taught with the emphasis on manipulation for effect on the reader
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- ✓ Dashes used for emphasis

Use of a dash to mark two independent clauses instead of a semi-colon. In year 5, we learned how to use semi- colons to separate two clauses (see example from year 5).

Using a dash to separate the two clauses makes the effect more dramatic.

A dash mustn't be confused with a hyphen, which is used to combine words together and is slightly shorter in length than a dash.

Dashes can be used to

- insert a break in a sentence to replace brackets, a colon or a semi- colon
- to extend a sentence and expand upon a previously-made point or clause
- to show subordinate or additional information within a sentence.

#### ✓ Active and passive voice

A sentence is written in **active voice** when the subject of the sentence is performing the action.

In an active sentence, the subject performs the action (the verb) to the object.

STEM

I know that this sentence is written in the **active voice** because the subject cat is chasing the mouse. (The action)

A sentence is written in **passive voice** when the subject of the sentence has something done to it by someone or something..

In a passive sentence, the thing that would normally be the object gets turned into the subject through the use of the passive form of the verb.

STEM

I know that this sentence is written in the **passive voice** because the subject mouse is being chased by the cat.

#### ✓ Ellipses ...

An ellipsis is a punctuation mark made up of three dots (...). An ellipsis is used to show an omission of a word or words (including whole sentences) from a text.

- To create a pause for effect.
- To show an unfinished thought.
- To show a trail off into silence.