

## Progression of objectives to be covered for SPAG

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p> <p>To leave spaces between words</p> <p>Recognise capital letters and full stops when reading and name them correctly</p> <p>Begin to use the term sentence</p> <p>Know that a line of writing is not necessarily a sentence</p> <p>Begin to use full stops to demarcate sentences</p> <p>To use a capital letter for the personal pronoun and the start of a sentence</p> <p>To join words and join sentences using 'and'</p> <p>Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p> <p>Through reading and writing to reinforce knowledge of the term sentence</p>	<p>To leave spaces between words</p> <p>Recognise capital letters and full stops when reading and name them correctly</p> <p>Begin to use the term sentence</p> <p>Know that a line of writing is not necessarily a sentence</p>	<p>To leave spaces between words</p> <p>Begin to use full stops to demarcate sentences</p> <p>To use a capital letter for the personal pronoun and the start of a sentence</p> <p>To join words and join sentences using 'and'</p>	<p>To leave spaces between words</p> <p>Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To join words and join sentences using 'and'</p>	<p>To use the term sentence appropriately</p> <p>To identify sentences within text i.e. those demarcated by capital letters and full stops</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To join words and join sentences using 'and'</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p>	<p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To use capital letters for the personal pronoun I, for names and for the start of a sentence</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p>	<p>Through reading and writing to reinforce knowledge of the term sentence</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p>
Terminology for pupil	Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark					

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<p><b>Year 2</b></p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To identify nouns within sentences</p> <p>To use nouns accurately within sentences</p> <p>To know and use Proper Nouns</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification</p> <p>To know what an adjective is To identify adjectives within sentences To use adjectives accurately within sentences</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>To be able to expand nouns phrases for description and specification</p> <p>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).</p> <p>To know what a verb is To identify verbs within sentences To use verbs accurately within sentences To write sentences with subject-verb agreements</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To identify nouns within sentences</p> <p>To use nouns accurately within sentences</p> <p>To know and use Proper Nouns</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To know what an adjective is To identify adjectives within sentences To use adjectives accurately within sentences</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To be able to expand nouns phrases for description and specification</p> <p>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).</p> <p>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</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>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).</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>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).</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list.</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>Selecting correct punctuation to end a sentence. (!...?.)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list</p>
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<p>To correct sentences with subject/verb agreements that are incorrect</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list</p> <p>Selecting correct punctuation to end a sentence. (!...?.)</p>						
Vocabulary	<p>To know the vocabulary taught in year 1.</p> <p>Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma</p>					
<p>Year 3</p> <p>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)</p> <p>To introduce paragraphs as a way to group related material</p> <p>To use headings and subheadings to aid presentation</p> <p>To use the present perfect form of verbs instead of the simple past</p>	<p>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)</p> <p>To understand what conjunctions are and be able to use them within writing independently</p>	<p>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)</p> <p>To understand what adverbs are and be able to use them within writing independently</p>	<p>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)</p> <p>To understand what prepositions are and be able to use them within writing independently</p>	<p>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)</p> <p>To introduce paragraphs as a way to group related material</p> <p>To use headings and subheadings to aid presentation</p>	<p>To introduce paragraphs as a way to group related material</p> <p>To use headings and subheadings to aid presentation</p> <p>To use the present perfect form of verbs instead of the simple past</p>	<p>To introduce paragraphs as a way to group related material</p> <p>To use headings and subheadings to aid presentation</p> <p>To use the present perfect form of verbs instead of the simple past</p>
Vocabulary	<p>To know vocabulary taught in year 1 and 2.</p> <p>Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas</p>					

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<p>Year 4</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To use fronted adverbials</p> <p>To use paragraphs to organise ideas around a theme</p> <p>To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>To use inverted commas and other punctuation to indicate direct speech.</p> <p>To use apostrophes to mark singular and plural possession.</p> <p>To use commas after fronted adverbials.</p>	<p>To use paragraphs to organise ideas around a theme</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To develop adjective use ensuring that the correct tone is achieved through vocabulary choices</p> <p>To use fronted adverbials</p> <p>To know what adverbial openers are and use them independently within writing</p> <p>To use commas after fronted adverbials</p>	<p>To use paragraphs to organise ideas around a theme</p> <p>To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>To use paragraphs to organise ideas around a theme</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To develop the use of prepositional phrases to develop continuity and placement of ideas within writing</p> <p>To know what a pronoun is</p> <p>To be able to select pronouns for use within sentences</p> <p>To be able to use pronouns within sentences</p>	<p>To use paragraphs to organise ideas around a theme</p> <p>To use inverted commas and other punctuation to indicate direct speech</p> <p>To use the term inverted commas</p> <p>To know the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> <li>-beginning to use in own writing</li> <li>-using capital letters to mark the start of direct speech</li> </ul> <p>To use apostrophes to mark singular and plural possession</p>	<p>To use paragraphs to organise ideas around a theme</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing</p> <p>To use fronted adverbials</p> <p>To know what adverbial openers are and use them independently within writing</p> <p>To use commas after fronted adverbials</p>	<p>To use paragraphs to organise ideas around a theme</p> <p>To use inverted commas and other punctuation to indicate direct speech</p> <p>To use the term inverted commas</p> <p>To know the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> <li>-beginning to use in own writing</li> <li>-using capital letters to mark the start of direct speech</li> </ul> <p>To use apostrophes to mark singular and plural possession</p>
Vocabulary	<p>To know vocabulary taught in year 1, 2 and 3.</p> <p>Determiner, Pronoun, Possessive pronoun, Adverbial</p>					
<p>Year 5</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p> <p>To use devices to build cohesion within a paragraph</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To be able to identify brackets within writing</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To be able to identify dashes within writing</p> <p>To understand the purpose of dashes within writing</p> <p>To use dashes accurately within writing</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>

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	To understand the purpose of brackets within writing To use brackets accurately within writing To use brackets within complex sentences			To use commas to avoid ambiguity and to clarify meaning	To be able to understand the purpose of commas within writing	
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	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa</p> <p>To use the passive to affect the presentation of information within a sentence</p> <p>To understand what active and passive voice means</p> <p>To understand the difference between active and passive voice</p> <p>To understand personal and impersonal voice within writing</p> <p>To use using an active and passive voice and be able to change between type of voice</p>	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p> <p>To use layout devices – headings, subheadings, colons, bullets, tables</p> <p>To investigate connecting words and phrases</p> <p>To form complex sentences</p> <p>To be able to identify subordinating connectives and their use within sentences</p> <p>To be able to write sentences using subordinating connectives</p> <p>To be able to insert subordinating connectives within sentences</p>	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa</p> <p>To use the passive to affect the presentation of information within a sentence</p> <p>To understand what active and passive voice means</p> <p>To understand the difference between active and passive voice</p> <p>To understand personal and impersonal voice within writing</p>	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p> <p>To use layout devices – headings, subheadings, colons, bullets, tables</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p> <p>To revise work on complex sentences:</p> <p>Identifying main clauses</p> <p>Ways of connecting clauses</p> <p>Constructing complex sentences</p>	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>
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					

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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.



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