

# SPAG Year Expectations and Progression

## Year 1

Vocabulary and grammar	Punctuation
Leave spaces between words. Joining words and clauses with the conjunction <i>and</i> . Begin to punctuate sentences with full stop, capital letter, question mark and exclamation mark. Prepositions, e.g. up, down, in, into, out, to, onto, inside. Adjectives, e.g. old, little, big . Alliteration – big, blue bubbles bouncing Speech bubble Bullet points Singular Plural	Capital letter Full stop Finger space Question mark Exclamation mark Capital letter for – names of people, places, days of the week (Proper nouns) Personal pronoun <i>I, me, my</i>

## Year 2

Vocabulary & grammar	Punctuation
Statements Questions Exclamations Commands Present and past tenses. Verbs Nouns Adjectives Adverbs	Full stops Capital letters Exclamation marks Question marks Commas for lists Apostrophes for contracted/omission forms and the possessive singular. Speech bubbles – speech marks/inverted commas for direct speech.

Expanded noun phrases, *the blue butterfly*.  
 Subordination – *when, if, that, because*  
 Co-ordination – *or, and, but*  
 Prepositions  
 Alliteration  
 e.g. *wicked witch, slimy slugs*  
 Suffixes and prefixes added to make new words

### Years 3 and 4

Vocabulary and grammar	Punctuation
Extend the range of sentences with more than 1 clause. Use a wider use of conjunctions, <i>when, if, because, although</i> . Understand subordinate clauses. Explore direct speech and inverted commas. Choose nouns and pronouns for clarity and cohesion as well as to avoid repetition and ambiguity. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use the present perfect form of verbs. To understand determiners, e.g. <i>the, a, my, your, this, that, his, her, their, some, all, lots, those, these</i> (year 4) To understand determiners <i>a, or an</i> if the next word begins with a vowel, e.g. <i>a rock, an apple</i> . Conditionals (Y4) <i>could, would, should</i> (modal verbs) Comparative and superlative, e.g. <i>small, smaller, smallest</i>	Use commas after fronted adverbials., e.g. <i>Later that day, I heard the bad news.</i> Indicate possession by using the possessive apostrophe with singular (Y3) and plural nouns (Y4). Use and punctuate direct speech with inverted commas.

### Years 5 and 6

Vocabulary and Grammar	Punctuation
Use the active and passive voices. Use expanded noun phrases. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses with <i>who, which, where, why, whose, that</i> .	Use commas to clarify meaning. Use hyphens. Use brackets and dashes to indicate parenthesis. Use semi-colons and colons.

Modal verbs.  
Relative pronouns.  
Subject and object  
Rhetorical questions  
Phrases and clauses  
Articles – an, the , a

### **End of Key Stage 2 Test Requirements**

Verbs, adjectives  
Root words/Prefixes  
Past tense  
Was/were  
Pronouns  
Relative clauses  
Prepositions/Prepositional phrase  
Main clause/subordinate clause  
Noun phrase  
Modal verbs  
Conjunctions – subordinating and co-ordinating  
Synonyms/Autonym  
Subjects/Objects  
Active/passive  
Past progressive  
Commands  
Subjunctive forms of verbs  
Determiners

Punctuate bullet points consistently.  
Use ellipsis.  
Apostrophe for possession and contraction – singular and plural.

Question marks  
Apostrophe for contraction  
Apostrophe for plural and singular possession  
Direct speech/inverted commas  
Brackets  
Commas for clauses  
Hyphen  
Colon  
Semi-colon