



Progression in Grammar

Year 1	Year 2
Noun Phrases Subordinating conjunctions (Because) Co-ordinating conjunctions (Because, Or, And) Past and present tense are consistent	Expanded noun phrases Subordinating conjunctions (Because, When, If, that) Co-ordinating conjunctions (Because, Or, And) Past simple Past progressive Present Simple Present Progressive Sentence Types: Statement Command Question Exclamation Adverbs



Progression in Punctuation

Year 1	Year 2
Capital letters Full stops Exclamation marks Question marks	Capital letters Full stops Exclamation marks Question marks Inverted commas Apostrophes for omission and possession

Progression in Spelling

Year 1

Spell unknown words using phonemes (sounds). (phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)

Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.

Write from memory simple dictated sentences including the words taught so far.

Use letter names to show alternative spellings of the same phonemes.

Spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; box, fox, fix, pencil, pen)

Year 2

Segment spoken words into phonemes and record these as graphemes. (Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. Yesterday, exsighting, speshal, diffrent)

Spell longer words using suffixes such as ment, ness, ful, less, ly (Root words ending in a consonantmerriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)

Spell common exception words (door, because, sugar, people, - see Year 2 spelling list)

Use apostrophes for the most common contracted words. (e.g. Don't, won't, i'll, i'm, won't)

Spell words multisyllabic words containing new spellings e.g.: race, ice, knock, gnat, typewriter, margarine, muckspreader)

Identify and apply knowledge of homophones/ near homophones (There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)

Progression in Composition

Year 1

Say a sentence out loud before writing it down. (Hold a sentence)

Plan writing by saying what they are going to write about. (build a sentence)

Read own writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop. '; 'I used my sounds to help me spell that long word.')

Sequence sentences to form short narratives. (Beginning/middle/ end sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)

Sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-first, then, next, after that)

Year 2

Develop stamina for writing by writing for different purposes. (Real and fictional/own and other's experiences- including simple narratives, poems and recounts)

Plan and discuss the content of their writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)

Evaluate their writing independently, with peers and with a teacher by making simple additions and corrections. (Rereading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')

Write, from memory, simple dictated sentences.

Proof-read to check for errors in spelling, grammar and punctuation. (Will spot most of their own spelling and errors quickly. E.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')

Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing.