



Guilden Sutton Church of England Primary School

Love and Justice for All

SPaG Whole School Curriculum Progression Map

Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> Begin to form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 		<ul style="list-style-type: none"> Begin to form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write simple phrases/sentences using words with known sound-letter correspondences using a capital letter and full stop. 		<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	
1	<ul style="list-style-type: none"> Sequence sentences to write short, coherent narratives. (real or fictional) Use present tense mostly accurately and growing accuracy of past tense. Use 'and' to join words and sentences (co-ordination) Use some simple description. Write short narratives ensuring that many sentences are sequenced. Demarcate some sentences with capital letters and full stops, and begin to use ?. Capital letters for names of people and places Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some accuracy and making phonetically plausible attempts at others. 		<ul style="list-style-type: none"> Sequence sentences to write short, coherent narratives. (real or fictional) Use present tense mostly accurately and growing accuracy of past tense. Use 'and' to join words and sentences (co-ordination) Use some simple description. Write short narratives ensuring that many sentences are sequenced accurately. Demarcate some sentences with capital letters and full stops, and use ?. Capital letters for names of people and places Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some accuracy and making phonetically plausible attempts at others. 		<ul style="list-style-type: none"> Sequence sentences to write short, coherent narratives. (real or fictional) Use present tense mostly accurately and growing accuracy of past tense. Use 'and' to join words and sentences (co-ordination) Use some simple description. Write short narratives ensuring that many sentences are sequenced accurately. Demarcate some sentences with capital letters and full stops, and begin to use ? and ! correctly when required. Capital letters for names of people and places. Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some 	

	<ul style="list-style-type: none"> • Spell some year 1 harder to read and spell words accurately. • Apply suffixes with accuracy where no change is needed to the root word. (-ed, -ing, -er, -est, -s and -es) • Form letters and digits of the correct size, orientation and relationship to one another. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Spell some year 1 harder to read and spell words accurately. • Apply prefix -un and suffixes with accuracy where no change is needed to the root word. (-ed, -ing, -er, -est, -s and -es) • Form letters and digits of the correct size, orientation and relationship to one another. • Use spacing between words that reflects the size of the letters. • Re-read work to check that it makes sense. 	<p>accuracy and making phonetically plausible attempts at others.</p> <ul style="list-style-type: none"> • Spell many year 1 harder to read and spell words accurately. • Apply prefix -un and suffixes with accuracy where no change is needed to the root word. (-ed, -ing, -er, -est, -s and -es) • Form letters and digits of the correct size, orientation and relationship to one another. • Use spacing between words that reflects the size of the letters. • Re-read work to check that it makes sense and edit.
2	<ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently, including progressive form. • Use co-ordination (and) and some subordination (because, so that) to join clauses. • Use expanded noun phrases to add description and detail. • Write a sequence of sequence of connected ideas. • Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required (statements, questions and commands) • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others. • Spell some harder to read and spell words. • Reread writing checking for meaning and tense form. 	<ul style="list-style-type: none"> • Use present and past tense mostly correctly. • Use co-ordination (and, or, but) and some subordination (because, so that, when, if) to join clauses. • Write a sequence of sequence of connected ideas. • Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required (statements, questions, commands and explanations) • Use expanded noun phrases to add description and detail. • Begin to use-ly to turn adjectives into adverbs. • Begin to use apostrophes for omission and possession. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others. • Spell some harder to read and spell words. • Reread writing checking for meaning and tense form. 	<ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently, including progressive form. • Use co-ordination (and, or, but) and some subordination (because, so that, when, if) to join clauses. • Write a sequence of sequence of connected ideas. • Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required (statements, questions, commands and explanations) • Use expanded noun phrases to add description and detail. • Use-ly to turn adjectives into adverbs. • Use adverbs and subordination to support sequence of events. • Use apostrophes for omission and possession. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others. • Spell some harder to read and spell words. • Reread writing checking for meaning and tense form.

			<ul style="list-style-type: none"> • Use commas to separate items in list.
3	<ul style="list-style-type: none"> • Use past/present tense consistently. • Use a wider variety of conjunctions to join clauses (coordination – and, or, but, so, yet, for) • Use expanded noun phrases to add description and detail with appropriate punctuation. • Begin to use adverbs to sequence ideas. • Write a full sequence of events. • Use a full range of punctuation. • In non-narrative, group related ideas in paragraphs. • In narrative, write an opening paragraph and further paragraphs for each stage • Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix. • Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary. 	<ul style="list-style-type: none"> • Use past/present tense consistently (including progressive tense). • Use a wider variety of conjunctions to join clauses (subordination – since, if, although, as, while, until, when, because) • Use expanded noun phrases to add description and detail with appropriate punctuation. • Use adverbs to sequence ideas and begin to use prepositions to sequence ideas. • Write a full sequence of events. • In non-narrative, group related ideas in paragraphs. • In narrative, write an opening paragraph and further paragraphs for each stage • Use a full range of punctuation and use of inverted commas to punctuate direct speech. • Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix. • Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary. • Use the possessive apostrophe with plural nouns. 	<ul style="list-style-type: none"> • Use past/present tense consistently (including progressive tense) and begin to use present perfect form. • Use a wider variety of conjunctions to join clauses (subordination and coordination) • Use expanded noun phrases to add description and detail with appropriate punctuation. • Begin to use adverbs and prepositions to sequence ideas. • Write a full sequence of events. • In non-narrative, group related ideas in paragraphs. • In narrative, write an opening paragraph and further paragraphs for each stage. • Use a full range of punctuation and some use of inverted commas to punctuate direct speech. • Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix. • Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary. • Use the possessive apostrophe with plural nouns.
4	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect) • Use a range of sentences with more than one clause by using a wider range of conjunctions • Use fronted adverbials to vary sentence structure (place) • Use expanded noun phrases to add description and detail with appropriate punctuation. 	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect) • Use a range of sentences with more than one clause by using a wider range of conjunctions. • Use fronted adverbials to vary sentence structure (time, place and cause/manner) • Use expanded noun phrases to add description and detail with appropriate punctuation. 	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect) • Use a range of sentences with more than one clause by using a wider range of conjunctions. • Use fronted adverbials to vary sentence structure (time, place and cause/manner)

	<ul style="list-style-type: none"> • Develop character and setting descriptions using expanded noun phrases, fronted adverbials. • Use speech to build a character and evoke a response. • Use fronted adverbials to connect and introduce paragraphs • Use paragraphs correctly to organise information around a theme and to organise and sequence. • Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech) • Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix. • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. 	<ul style="list-style-type: none"> • Develop character and setting descriptions using expanded noun phrases, fronted adverbials. • Use speech to build a character and evoke a response. • Use fronted adverbials to connect and introduce paragraphs • Develop character and setting descriptions using expanded noun phrases and fronted adverbials. • Use paragraphs correctly to organise information around a theme and to organise and sequence. • Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech) • Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix. • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. 	<ul style="list-style-type: none"> • Use expanded noun phrases to add description and detail with appropriate punctuation. • Develop character and setting descriptions using expanded noun phrases, fronted adverbials. • Use speech to build a character and evoke a response. • Use fronted adverbials to connect and introduce paragraphs • Develop character and setting descriptions using expanded noun phrases and fronted adverbials. • Use paragraphs correctly to organise information around a theme and to organise and sequence. • Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech) • Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix. • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.
5	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect) • Extend the range of sentences with more than one clause by using a wider range of conjunctions. 	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect) • Use modal verbs and adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect) • Use modal verbs and adverbs to indicate degrees of possibility.

	<ul style="list-style-type: none"> • Use relative clauses to add detail or description • Make appropriate choices of vocabulary to enhance meaning. • Use expanded noun phrases, adverbs, determiners and prepositional phrases to convey complicated information concisely. • Use some adverbs to show certainty and to indicate degrees of possibility. • Integrate dialogue in narratives to convey character. • Use a range of devices to build cohesion within a paragraph • Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence. • Some accurate use of Y5 punctuation (brackets, dashes and commas to clarify meaning or avoid ambiguity) • Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix. • Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency. • Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement. 	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use relative clauses to add detail or description • Make appropriate choices of vocabulary to enhance meaning. • Use some adverbs to show certainty and to indicate degrees of possibility. • Use a range of devices to build cohesion within a paragraph • Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence. • Some accurate use of Y5 punctuation (brackets, dashes, commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity) • Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix. • Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency. • Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement. 	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use relative clauses to add detail or description • Make appropriate choices of vocabulary to enhance meaning. • Use some adverbs to show certainty and to indicate degrees of possibility. • Integrate dialogue in narratives to convey character. • Use a range of devices to build cohesion within a paragraph • Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence. • Accurate use of Y5 punctuation (brackets, dashes, commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity) • Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix. • Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency. • Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement.
6	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use verb tenses consistently and correctly throughout their writing. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use verb tenses consistently and correctly throughout their writing. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use verb tenses consistently and correctly throughout their writing

	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth. • Use a range of organisational and presentational devices to guide the reader. • Use the range of punctuation taught at key stage 2 mostly correctly • Spell correctly some words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed. • Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register. 	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth. • Use a range of organisational and presentational devices to guide the reader. • Use the range of punctuation taught at key stage 2 mostly correctly • Spell correctly many words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed. • Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register. 	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth. • Use a range of organisational and presentational devices to guide the reader. • Use the range of punctuation taught at key stage 2 mostly correctly • Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed. • Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register.
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