



Chalfont St Peter C of E Academy
SPAG Whole School Progression Map

End of Y6 Expectations	Language Structure	Standard English	Vocabulary/language	Punctuation	
Aspect covered in Year 1	Nouns	Tense agreement	Word meaning	Capital letters	
	Verbs	Subject-verb agreement	Vocabulary content	Full Stops	
	Adjectives	Double negatives	Concision and precisions in vocabulary	Question Marks	
	Conjunctions	Use of I and me	Synonyms	Exclamation marks	
	Pronouns	Contractions	Antonyms	Commas in lists	
	Adverbs		Word groups/families	Commas to mark phrases/ clauses	
	Prepositions		Prefixes	Inverted commas	
	Articles		Suffixes	Apostrophes	
	Statements		Singular and plural	Brackets	
	Questions			Ellipses	
	Commands			Colons	
	Clauses				
	Phrases				
Subordinating conjunctions					
Year group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
1	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>



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End of Y6 Expectations	Language Structure	Standard English	Vocabulary/language	Punctuation	Subordinate clause word list
Aspect covered in Year 2	Nouns	Tense agreement	Word meaning	Capital letters	because after before as when as soon as if
	Verbs	Subject-verb agreement	Vocabulary content	Full Stops	
	Adjectives	Double negatives	Concision and precisions in vocabulary	Question Marks	
	Conjunctions	Use of I and me	Synonyms	Exclamation marks	
	Pronouns	Contractions	Antonyms	Commas in lists	
	Adverbs		Word groups/families	Commas to mark phrases/ clauses	
	Prepositions		Prefixes	Inverted commas	
	Articles		Suffixes	Apostrophes	
	Statements		Singular and plural	Brackets	
	Questions			Ellipses	
	Commands			Colons	
	Clauses				
	Phrases				
Subordinating conjunctions					
Year group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
2	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>



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End of Y6 Expectations	Language Structure	Standard English	Vocabulary/language	Punctuation	Subordinate clause word list
Aspect covered in Year 3	Nouns	Tense agreement	Word meaning	Capital letters	because after before as when as soon as if
	Verbs	Subject-verb agreement	Vocabulary content	Full Stops	
	Adjectives	Double negatives	Concision and precisions in vocabulary	Question Marks	
	Conjunctions	Use of I and me	Synonyms	Exclamation marks	
	Pronouns	Contractions	Antonyms	Commas in lists	
	Adverbs		Word groups/families	Commas to mark phrases/ clauses	
	Prepositions		Prefixes	Inverted commas	
	Articles		Suffixes	Apostrophes	
	Statements		Singular and plural	Brackets	
	Questions			Ellipses	
	Commands			Colons	
	Clauses				
	Phrases				
	Subordinating conjunctions				
Year group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
3	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words</p>	<p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>



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Aspect covered in Year 4	Nouns	Tense agreement	Word meaning	Capital letters	although, because, after, before, once, as, since, when until, wherever, whenever, while, whilst, unless, as soon as, if
	Verbs	Subject-verb agreement	Vocabulary content	Full Stops	
	Adjectives	Double negatives	Concision and precisions in vocabulary	Question Marks	
	Conjunctions	Use of I and me	Synonyms	Exclamation marks	
	Pronouns	Contractions	Antonyms	Commas in lists	
	Adverbs		Word groups/families	Commas to mark phrases/ clauses	
	Prepositions		Prefixes	Inverted commas	
	Articles		Suffixes	Apostrophes	
	Statements		Singular and plural	Brackets	
	Questions			Ellipses	
	Commands			Colons	
	Clauses				
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Subordinating conjunctions					
Year group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial</p>



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Aspect covered in Year 5	Nouns	Tense agreement	Word meaning	Capital letters	although, because, after, before, once, as, since, when until, wherever, whenever, while, whilst, unless, as soon as, if
	Verbs	Subject-verb agreement	Vocabulary content	Full Stops	
	Adjectives	Double negatives	Concision and precisions in vocabulary	Question Marks	
	Conjunctions	Use of I and me	Synonyms	Exclamation marks	
	Pronouns	Contractions	Antonyms	Commas in lists	
	Adverbs		Word groups/families	Commas to mark phrases/ clauses	
	Prepositions		Prefixes	Inverted commas	
	Articles		Suffixes	Apostrophes	
	Statements		Singular and plural	Brackets	
	Questions			Ellipses	
	Commands			Colons	
	Clauses				
	Phrases				
	Subordinating conjunctions				
Year group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>



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Aspect covered in Year 6	Nouns	Tense agreement	Word meaning	Capital letters	although, because, after, before, once, as, since, when until, wherever, whenever, while, whilst, unless, as soon as, if
	Verbs	Subject-verb agreement	Vocabulary content	Full Stops	
	Adjectives	Double negatives	Concision and precisions in vocabulary	Question Marks	
	Conjunctions	Use of I and me	Synonyms	Exclamation marks	
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Year group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary

<p>6</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>active and passive voice, subject and object, hyphen, colon, semicolon, bullet points, synonym and antonym</p>
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