

Year 1 SPAG objectives

<p>Punctuation: 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>Tenses:</p> <ul style="list-style-type: none"> • Simple present tense- (he/ is/ like) • Present progressive- ing (swinging) • Simple past- ed (pulled) • Familiar, irregular verbs in simple past tense- (went instead of goed) 	<p>Write questions using a question mark.</p>
<p>Nouns including plurals –s or –es (dogs/ wishes) and verbs (like/ see/ go).</p> <p>Noun phrases- (The pen).</p>		<p>Joining words and clauses using a co-ordinating conjunction (and- extend to: but, or) E.G. The dog is big and black. I went to the park and I played on the swing.</p>
<p>Subject/verb identification- (I am/ it is)</p>	<p>Explain how words can combine to make sentences, <i>E.G. The dog is black.</i></p> <p>Sequencing sentences to form short narratives.</p>	<p>How the prefix un- changes the meaning of verbs and adjectives (unhappy).</p>
<p>Prepositions- (in, on, under, behind, next to, on top of, below etc)</p>	<p>Separation of words with spaces.</p>	<p>Terminology: Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
<p>Adjectives to describe a noun- (The red pen/ it is big).</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p>	

Year 2 SPAG objectives

<p><u>Punctuation:</u> Capital letters- including the personal pronoun /I/, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list- (I bought bread, eggs and butter).</p> <p>Apostrophes for contraction- (he's, I'm) and to show singular possession- (The girl's name).</p>	<p>Prepositions and prepositional phrases. E.G. /in/ and The man in the hole.</p> <p>Noun phrases- (The pen).</p> <p>Expanded noun phrases for description and specification- (The blue butterfly, extending to: The beautiful, blue butterfly)</p>	<p><u>Tenses:</u> Correct choice and consistent use of present tense and past tense throughout writing.</p> <ul style="list-style-type: none"> • Simple present tense- (we love/ she wants) • Present progressive including irregular verbs- (it has/ they have/ she is flying/ they are flying) • Simple past tense- (I jumped) • Familiar, irregular verbs in simple past tense- (went instead of goed) • Progressive past tense- (he was shouting) 	<p><u>Terminology:</u> Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
<p>Subject/ verb identification- (I like, he was, we have).</p>	<p>Range of verbs.</p> <p>Adverbs for manner- (slowly, loudly).</p>	<p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p>	
<p>Nouns using suffixes such as -ness, -er and by compounding- (whiteboard, superman)</p>	<p>Replace the subject with a pronoun.</p>	<p>Co-ordinating conjunctions (and, but, or- extend to using so)</p>	
<p>Sentence types: Statement Command Question Exclamation</p>	<p>Spelling section in English Appendix 1)</p>	<p>Subordinating conjunctions (when, if, that, because)</p>	

Year 3 SPAG objectives

<p><u>Punctuation:</u> Capital letters- including the personal pronoun /I/, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list- (I bought bread, eggs and butter).</p> <p>Apostrophes for contraction- (he's, I'm) and to show singular possession- (The girl's name).</p> <p>Inverted commas to punctuate direct speech.</p>	<p>Formation of nouns using a range of prefixes- (super-, anti-, auto-)</p> <p>Using a wider range of nouns- (cottage, forest)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel- (a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning- (solve, solution, solver, dissolve, insoluble).</p>	<p>Noun phrase- determiner, noun- (The pencil).</p> <p>Expanded noun phrase- determiner, adjective, noun- (The shiny pencil, extending to: The long, shiny pencil). +comma</p> <p>Co-ordinating conjunctions (FAN BOYS)</p> <p>Subordinating conjunctions (A WHITE BUS)</p>	<p><u>Tenses:</u></p> <ul style="list-style-type: none"> • Simple present tense- (we love/ she wants) • Present progressive including irregular verbs- (it has/ they have/ she is flying/ they are flying) • Simple past tense- (I jumped) • Progressive past tense- (he was shouting) • Present perfect form of verbs instead of the simple past – E.G (He has gone out to play contrasted with He went out to play) 	<p><u>Terminology:</u> Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Preposition, conjunction word family, prefix, clause, main clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
<p>Subject/ verb identification</p>	<p>Adverbs and adverbial phrases (TRaMP) E.G. Time- (then, next, soon, therefore)</p> <p>Adverbs for cause- (therefore)</p>	<p>Prepositions- (before, after, during, in, because of)</p> <p>Prepositional phrases for cause- (because of...I was scared of the rain)</p>	<p>Sentence types: Statement Command Question Exclamation</p>	
<p>Replace the subject with a pronoun.</p>			<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p>	

Year 4 SPAG objectives

<p>Punctuation: Capital letters- including the personal pronoun /I/, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list- (I bought bread, eggs and butter).</p> <p>Use of commas after fronted adverbials.</p> <p>Commas for clauses and clarity.</p> <p>Apostrophes for contraction- (he's, I'm) and to show singular possession- (The girl's name).</p> <p>Apostrophes to mark plural possession- the girl's name, the girls' names.</p> <p>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech- a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p>	<p>Range of nouns including expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases- (The teacher- expanded to: The strict maths teacher with curly hair).</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>The grammatical difference between plural and possessive -s</p> <p>Expanded noun phrases using a wider range of adjectives- (the lilac coat; gloomy, dark night) and using additional nouns for clarity- (the head girl, a football team).</p> <p>Word families based on common words, showing how words are related in form and meaning- (solve, solution, solver, dissolve, insoluble).</p>	<p>Prepositions and prepositional phrases.</p> <p>Tenses:</p> <ul style="list-style-type: none"> • Simple present tense- (we love/ she wants) • Present progressive including irregular verbs- (it has/ they have/ she is flying/ they are flying) • Simple past tense- (I jumped) • Progressive past tense- (he was shouting) • Present perfect form of verbs instead of the simple past- (have/ has) E.G. He has gone out to play contrasted with He went out to play) • Past perfect- (had) 	<p>Terminology: Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Preposition, conjunction word family, prefix, clause, main clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Determiner pronoun, possessive pronoun adverbial</p>	<p>Determiner pronoun (aka possessive determiner)- (they're your shoes),</p> <p>Possessive pronoun- (it's yours/ that's mine).</p>
<p>Standard English forms for verb inflections instead of local spoken forms -We were instead of we was, or I did instead of I done).</p>	<p>Using paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation.</p> <p>Subject/ verb identification</p>	<p>Co-ordinating conjunctions. (FANBOYS)</p> <p>Subordinating conjunctions (A WHITE BUS)</p>	<p>Adverbs and adverbial phrases (TRaMP)</p> <p>Fronted adverbials- (Later that day, I heard the bad news).</p> <p>Adverbs for cause- (therefore).</p> <p>Sentence types: Statement Command Question Exclamation</p>	

Year 5 SPAG objectives

<p>Punctuation: Capital letters- including the personal pronoun /I/, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list- (I bought bread, eggs and butter).</p> <p>Use of commas after fronted adverbials.</p> <p>Commas for clauses and clarity.</p> <p>Apostrophes for contraction- (he's, I'm) and to show singular possession- (The girl's name).</p> <p>Apostrophes to mark plural possession- the girl's name, the girls' names.</p> <p>Apostrophes to mark plural possession- the girl's name, the girls' names.</p> <p>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech- a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses- (It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information.</p>	<p>Range of nouns including expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases-(The teacher- expanded to: The strict maths teacher with curly hair).</p>	<p>Subject/ verb identification</p>	<p>Co-ordinating conjunctions. (FANBOYS)</p>	<p>Terminology: Letter, capital letter word, singular, plural sentence</p>
	<p>Expanded noun phrases using a wider range of adjectives- (the lilac coat; gloomy, dark night) and using additional nouns for clarity- (the head girl, a football team).</p>	<p>Prepositions and prepositional phrases</p>	<p>Subordinating conjunctions (A WHITE BUS)</p>	<p>punctuation, full stop, question mark, exclamation mark</p>
	<p>Using appropriate prepositional phrases- (the house across the road, dish of the day).</p> <p>Using appropriate adjectives in prepositional phrases- (the boat on the calm sea).</p> <p>Using appropriate nouns for clarity- (most school children, the netball coach).</p>	<p>Relative clauses beginning with: who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Indicating degrees of possibility using adverbs- (perhaps, surely) or modal verbs- (might, should, will, must)</p>	<p>Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>The grammatical difference between plural and possessive -s</p> <p>Word families based on common words, showing how words are related in form and meaning- (solve, solution, solver, dissolve, insoluble).</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Sentence types: Statement Command Question Exclamation</p>	<p>Adverbs, fronted adverbials and adverbial phrases (TRaMP)</p>	<p>Preposition, conjunction word family, prefix, clause, main clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
		<p>Tenses:</p> <ul style="list-style-type: none"> • Simple present tense- (we love/ she wants) • Present progressive including irregular verbs- (it has/ they have/ she is flying/ they are flying) • Simple past tense- (I jumped) • Progressive past tense- (he was shouting) • Present perfect form of verbs instead of the simple past- (have/ has) E.G. He has gone out to play contrasted with He went out to play • Past perfect- (had) 	<p>Standard English forms for verb inflections instead of local spoken forms - We were instead of we was, or I did instead of I done).</p> <p>Devices to build cohesion within a paragraph- (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time – (later), place – (nearby) and number –(secondly) or tense choices-(he had seen her before)</p>	<p>Determiner pronoun, possessive pronoun adverbial</p> <p>Modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity</p>

Year 6 SPAG objectives

<p>Punctuation: Capital letters- including the personal pronoun /I/, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list- (I bought bread, eggs and butter).</p> <p>Use of commas after fronted adverbials.</p> <p>Commas for clauses and clarity.</p> <p>Apostrophes for contraction- (he's, I'm) and to show singular possession- (The girl's name).</p> <p>Apostrophes to mark plural possession- the girl's name, the girls' names.</p> <p>Apostrophes to mark plural possession- the girl's name, the girls' names.</p> <p>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech- a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses- (It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity- (man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Range of nouns including expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases- (The teacher- expanded to: The strict maths teacher with curly hair).</p> <p>Expanded noun phrases using a wider range of adjectives- (the lilac coat; gloomy, dark night) and using additional nouns for clarity- (the head girl, a football team).</p> <p>Using appropriate prepositional phrases- (the house across the road, dish of the day).</p> <p>Using appropriate adjectives in prepositional phrases- (the boat on the calm sea).</p> <p>Using appropriate nouns for clarity- (most school children, the netball coach).</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>The grammatical difference between plural and possessive -s</p> <p>Word families based on common words, showing how words are related in form and meaning- (solve, solution, solver, dissolve, insoluble).</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Subject/ verb identification</p>	<p>Co-ordinating conjunctions. (FANBOYS)</p>
	<p>Prepositions and prepositional phrases</p>	<p>Subordinating conjunctions (A WHITE BUS)</p>	
	<p>Relative clauses beginning with: who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Indicating degrees of possibility using adverbs- (perhaps, surely) or modal verbs- (might, should, will, must)</p> <p>Adverbs, fronted adverbials and adverbial phrases (TRaMP)</p>	
	<p>Sentence types: Statement Command Question Exclamation</p>	<p>Use of the passive 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 (by me)).</p>	
	<p>Tenses:</p> <ul style="list-style-type: none"> • Simple present tense- (we love/ she wants) • Present progressive including irregular verbs- (it has/ they have/ she is flying/ they are flying) • Simple past tense- (I jumped) • Progressive past tense- (he was shouting) • Present perfect form of verbs instead of the simple past- (have/ has) E.G. He has gone out to play contrasted with He went out to play) • Past perfect- (had) 	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing E.G- (find out – discover; ask for – request; go in – enter) How words are related by meaning as synonyms and antonyms E.G- (big, large, little).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing E.G- (the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as: If I were or Were they to come in some very formal writing and speech).</p>	

<p>Terminology: Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Preposition, conjunction word family, prefix, clause, main clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Determiner pronoun, possessive pronoun adverbial</p> <p>Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections for example, the use of adverbials such as: on the other hand, in contrast, or as a consequence, and ellipsis</p>	<p>Layout devices- E.G. headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>Layout devices- E.G. headings, sub-headings, columns, bullets, or tables, to structure text.</p>
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