



Holywell Primary School

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Holywell Primary School SPAG Progression

Year	Word Structure/spelling	Punctuation	Sentence / Text Structure/grammar	Handwriting
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. untie as in 'untie the boat').</p>	<p>Separation of words with spaces.</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters of people, places and days of the week.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p>	<p>How words can combine to make sentences.</p> <p>How 'and' can join words and join sentences.</p> <p>Sequencing sentences to form short narratives.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
2	<p>Formation of nouns using suffixes such as –ness, –er, –ment.</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</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>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p>



	<p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs. Add –ly to turn adjectives into adverbs.</p>	<p>Apostrophes to mark contracted forms in spelling (e.g. can't).</p>	<p>Sentences with different form: statement, question, exclamation, command.</p> <p>The consistent use of present tense versus past tense throughout texts.</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>adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>
3	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-.</p> <p>Use of determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> open box).</p> <p>Word families based on common words(solve / solver/solution)</p>	<p>Introduction to speech marks (inverted commas) to punctuate direct speech.</p>	<p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because, if, although),</p> <p>adverbs (e.g. then, next, soon, so) or</p> <p>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>Year 3 and 4</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</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).	
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>Use of speech marks (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 (e.g. Later that day, I heard the bad news.)</p>	<p>Appropriate choice of pronoun or noun within and across sentences to avoid ambiguity and repetition.</p> <p>Fronted adverbials. <i>Later that day,</i> I heard the bad news.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i>)</p>	
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>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Relative clauses beginning with ‘who’, ‘which’, ‘where’, ‘why’ or ‘whose’.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).</p>	<p>Year 5 and 6</p> <p>Write legibly, fluently and with increasing speed.</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>	
6	<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 semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</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>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</p>	

			<p>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 elision.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets or tables to structure text.</p>	
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Word list for years 3 and 4

accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate special
address	consider	February	learn length	popular	straight strange
answer	continue	forward(s)	library	position	strength
appear	decide	fruit	material	possess(ion)	suppose surprise
arrive	describe	grammar	medicine	possible	therefore
believe	different	group	mention	potatoes	though/although
bicycle	difficult	guard	minute	pressure	thought through
breath	disappear	guide	natural	probably	various
breathe	early	heard	naughty	promise	weight
build	earth	heart	notice	purpose	woman/women
busy/business	eight/eighth	height	occasion(ally)	quarter	
calendar	enough	history	often	question	
caught centre	exercise	imagine	opposite	recent	
century	experiment	increase	ordinary	regular	
certain	extreme		particular	reign	
				remember	

important
interest

Word list for years 5 and 6

accommodate	communicate	environment	individual	prejudice	stomach
accompany	community	equip (–ped, – ment)	interfere	privilege	sufficient
according	competition	especially	interrupt	profession	suggest
achieve	conscience*	exaggerate	language	programme	symbol
aggressive	conscious*	excellent	leisure	pronunciation	system
amateur	controversy	existence	lightning	queue	temperature
ancient	convenience	explanation	marvellous	recognise	thorough
apparent	correspond	familiar	mischievous	recommend	twelfth
appreciate	criticise (critic + ise)	foreign forty	muscle	relevant	variety
attached	curiosity	frequently	necessary	restaurant	vegetable
available	definite	government	neighbour	rhyme	vehicle
average	desperate	guarantee	nuisance	rhythm	yacht
awkward	determined	harass	occupy	sacrifice	
bargain bruise	develop	hindrance	occur	secretary	
category	dictionary	identity	opportunity	shoulder	
cemetery	disastrous	immediate(ly)	parliament	signature	
committee	embarrass		persuade	sincere(ly)	
			physical	soldier	