

Spelling, Punctuation and Grammar – end-of-year expectations

	Spelling	Punctuation	Grammar
Year 1	<p>Jolly Phonics letter and digraph recognition</p> <p>Blending</p> <p>CVC words and rhyme patterns</p> <p>Alphabetical order</p> <p>Recognise high-frequency words</p> <p>Extending CVC to include digraphs</p> <p>Tricky words</p> <p>Decoding multi-syllabic words</p> <p>Words ending ‘ff’, ‘ll’, ‘ss’, ‘ck’, ‘ng’</p> <p>Words starting ‘bl’, ‘cr’, ‘tr’, ‘str’</p> <p>Words ending ‘nd’, ‘lp’, ‘st’</p> <p>Plurals that add an ‘s’</p> <p>Common spelling patterns using ‘ee’, ‘ai’, ‘ie’, ‘oa’, ‘oo’ (long)</p> <p>Past tense words ending ‘ed’</p>	<p>Recognise and use full stops and capital letters</p> <p>Using the term ‘sentence’</p> <p>Use capitals for ‘I’, sentence starts and names, ‘Mr’, ‘Miss’, headings, book titles and emphasis</p> <p>To add question marks to questions</p> <p>NO apostrophes for plurals!</p>	<p>Checking for sense of a sentence</p> <p>Use grammar of a sentence to decipher new and unfamiliar words</p> <p>To read with expression and intonation</p> <p>To predict words from sense</p> <p>To use the terms vowel and consonant</p> <p>Using question intonation in spoken work</p>
Year 2	<p>Vowel phonemes ‘ar’, ‘oy’, ‘ow’ and ‘oo’ (short)</p> <p>Double-letter words</p> <p>Homonyms</p> <p>Use of ‘-ing’ for the present tense</p> <p>Vowel phonemes ‘air’, ‘or’, ‘er’</p> <p>Digraphs ‘wh’, ‘ph’, ‘ch’</p> <p>Splitting compound words (‘himself’, ‘handbag’ etc)</p> <p>Multi-syllabic words</p>	<p>To recognise and take account of commas</p> <p>To use capitals appropriately</p> <p>To identify speech marks and understand their purpose</p> <p>Commas for listing</p> <p>Exclamation marks</p>	<p>To find and use linking words: ‘after’, ‘meanwhile’, ‘during’, ‘before’, ‘next’, ‘then’, ‘after a while’ etc.</p> <p>Re-reading own writing for sense</p> <p>Write simple and compound sentences, using subordination for time and reason</p> <p>To use flowcharts for sequencing stories and other information</p> <p>Changing presentation of text: speech</p>

	<p>Negative prefixes 'un-', 'dis-' Phones 'ear' and 'ea' (in 'head') Common suffixes ('-ful', '-ly')</p>		<p>bubbles, enlarged, bold, italics, captions, headings, sub-headings Grammatical agreement (I am, you are etc.) Consistent use of tense Tricky past tenses: caught, saw, went Using past tense consistently for narration Use of synonyms and grades of meaning Correct gender terms (his/hers) Turning statements into questions and 'what', 'when', 'where' 'who'</p>
Year 3	<p>Turning -le words to -ly and -ing Prefixes (un-, de-, dis-, re-, pre-) Antonyms through prefixes Comparatives and superlatives (-er and -est) The '-y' suffix Pluralisation Silent letter words ('knife', 'rhyme') Compound words ('playground') More suffixes (-ly, -ful, -less) Apostrophes for missing letters Prefixes (mis-, non-, ex-, co-, anti-) Homonyms</p>	<p>Question marks and exclamation marks Speech punctuation basics (capital letters, separating from bulk of the narrative) Full stops and capital letters Commas for listing Commas for grammatical boundaries</p>	<p>Verbs in sentences Past tense consistently for narration Full stops and capital letters! Sentences Basic paragraph structure for dialogue Writing for audience Adjectives and their function Singular and plural Capitalisation for names, headings, emphasis etc. 1st/2nd/3rd person with verbs and grammatical agreement therewith Pronouns Use of connectives and time connectives</p>
Year 4	<p>Double consonant words ('bubble') Homophones ('to', 'too', 'two' etc.) Irregular and regular tense verbs Suffixes (-al, -ary, -ic, -ship, -hood, -ness, -ment)</p>	<p>Commas for grammatical boundaries The apostrophe for possession Its and It's</p>	<p>Verb tenses Powerful descriptive verbs Adverbs Paragraphs for narrative and sequencing purposes</p>

	<p>Verbs from nouns (-ate,-ify) Plurals of '-f', '-ff' and '-fe' '-ight', '-tion', '-ious', '-ial' and '-ough' Prefixes (ad-, af-, al-, a-) Rules around 'v' and 'k' Rules around 'wa', 'wo' and 'ss' Awkward spellings (-ough, -ould) Words with common roots Suffixes (-ful, -ly, -ive, -tion, -ic, -ist, -ible, -able, -ive, -sion)</p>		<p>Adjectives – expressive language Significance of word order Choosing how to join sentences: commas, connectives or full stops Argument construction connectives and adverbs</p>
Year 5	<p>Words ending in a, i, o or u Pluralisation rules Prefixes (auto-, bi-, trans-, tele-, circum-) 'full- to '-ful' when used as a suffix Rules around adding '-ing' Pronunciation rules for 'c' Further homophones ('eight', 'rain' etc.) Possessive pronouns ('theirs' etc.) Suffix (-cian, -sion, -ssion, -tion) Unstressed vowels ('company' etc.) '-y' to '-ies' when pluralising 'i before e' rule and exceptions Changing tenses Prefixes 'in-, im-, ir-, il-, pro-, sus-)</p>	<p>Commas for grammatical boundaries Colons for lists Commas before speech marks Commas for embedded clauses Apostrophes for contractions</p>	<p>Conventions of standard English Awareness of audience and ability to change style Direct and reported speech Imperative in instructions Past tense for recounts Story and text structure Accurate use of pronouns More complex sentence structure Conventions of written English as opposed to the spoken form Prepositions</p>
Year 6	<p>Spellings of complex connectives Rules for adding '-ing' Rules for adding '-s'</p>	<p>Colon Semicolon Parenthetical commas</p>	<p>Active and passive verb forms Complex connectives Official language</p>

	Prefixes (bi-, aero-, aqua-, audi-, con-, duo-, hydro-/hydra-, in-, micro-, oct-, photo-, port, prim-, sub-, tele-, tri-, ex-) Suffixes (-cede, -clude, -log/-logy, -scribe, -scope) Consolidation of all earlier work	Dashes Brackets	Summary, note-taking, editing Conditionals Complex paragraphing and structure
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