



Year 2 National Curriculum objectives:

En2/3.4 Vocabulary, grammar & punctuation

En2/3.4a develop their understanding of the concepts set out in English [Appendix 2](#) by:

- learning how to use both familiar and new punctuation correctly (see English [Appendix 2](#)) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

En2/3.4b Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- learning the grammar for year 2 in English [Appendix 2](#)
- some features of written Standard English

En2/3.4c use and understand the grammatical terminology in English

Grammar Punctuation and Spelling Curriculum Progression Map

Year 3 and 4 Programme of study (Composites)

Pupils will be taught to:

Vocabulary, Grammar and Punctuation:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- learn the grammar in Appendix 2.

Year 5 and 6 programme of Study (Composites)

Pupils will be taught to:

Vocabulary, Grammar and Punctuation:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their reading and writing.

Terminology	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • adverb • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter vowel • vowel letter • inverted commas (speech marks) 	<ul style="list-style-type: none"> • determiner • pronoun • possessive pronoun • adverbial 	<ul style="list-style-type: none"> • modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity 	<ul style="list-style-type: none"> • subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points

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Word	Year 3			Year 4			Year 5			Year 6		
Prefixes and suffixes and how they change the meaning of the word.	To form nouns using prefixes (super, anti, auto).						To know verb prefixes (dis, de, mis, over, re).					
	• See spelling map below – taught across all terms.							• Taught in spelling lessons. (de, re, over)				
	To use verb prefixes (dis, de, mis, over, re).						To convert nouns or adjectives into verbs using suffixes. (-ate, -ise, -ify)					
	• Taught in spelling lessons (dis, de, mis, over, re)							• Taught in spelling lessons.				
	To use a or an according to whether the next word begins with a consonant or a vowel.											
	• To understand the difference between a vowel and consonant.	• To know how to use the rule for a or an.	• To know there are exceptions to the rule EG acronyms – MBA, h sound, long u sound.									
	To know word families based on common words – how they are related in form and meaning.											
			• Taught in spelling lessons.									
To know how to use a range of skills to apply spelling knowledge into writing.	To know the grammatical difference between plural and possessive – s.											
				<ul style="list-style-type: none"> • Revisit and consolidate prior knowledge. Year 2 • To know what singular and plural mean. • To know how to identify if a noun is singular or plural. 	<ul style="list-style-type: none"> • To know how to use the rule to show singular possession. • To know how to use the rule to show plural possession. • To accurately apply the 	<ul style="list-style-type: none"> • Revisit and consolidate prior knowledge. 						

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				<ul style="list-style-type: none"> rule within their writing. 							
				To use standard English for verb inflections.							
				<ul style="list-style-type: none"> To know that a sentence has a subject and object. To know when to use was/were correctly. To know the different forms of the verb to be. To know an inflection shows a change of tense to a verb. 	<ul style="list-style-type: none"> To understand that there are some irregular verb inflections eg fly-flew. To know how to identify verb forms in Standard English. To know how to identify local non-standard terms in everyday language. eg gonna, double negatives. 	<ul style="list-style-type: none"> <i>To revisit, consolidate and apply to independent writing.</i> 					
						To know how words are related by meaning as synonyms and antonyms. (Year 6)			To know how words are related by meaning as synonyms and antonyms. (Year 6)		
						<ul style="list-style-type: none"> To know what a synonym is. To know the term antonym. To know synonyms and antonyms can be found in a thesaurus. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> To understand the relationship between synonyms and antonyms. To know how to use a thesaurus to find alternative vocabulary. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing.
								The difference between vocabulary typical of informal speech and			

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										vocabulary appropriate for formal speech and writing.		
										<ul style="list-style-type: none"> • To know the difference between informal and formal language. • To know when it is appropriate to use each form of language. • To know how to use synonyms to change between formal and informal language. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing.

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SENTENCE	Year 3	Year 4	Year 5	Year 6
<p>To understand how clauses are developed in sentences to convey additional information.</p>	<p>To express time and place using: conjunctions, adverbs, prepositions.</p> <ul style="list-style-type: none"> To revisit previous KS1 knowledge – different word classes – noun, adjective, verb. To know what an adverb is and it's function. To know what a preposition is. To know how to identify adverbs, prepositions and conjunctions in a text. To know how to express time and place in a range of different ways. To know how to use adverbs to show relationships eg therefore, as a result. To know that there are different types of conjunctions. Eg to show time. To begin to understand how to experiment with a wide range of conjunctions to create a range of different sentence structures. To revisit, consolidate and apply to independent writing. 	<p>To use fronted adverbials.</p> <ul style="list-style-type: none"> To understand the purpose of an adverb. To know how to identify adverbs in sentences. To know that adverbs can be used before and after nouns in a sentence. To know that most adverbs end in ly but there are exceptions. To understand that an adverb or an adverbial phrase at the start of a sentence is a fronted adverbial. To know how to use where and how adverbials in a fronted position in a sentence. To know how to open sentences using fronted adverbials. To know that there are a range of different ways to write a fronted adverbial. (TRaMP) To accurately use a range of fronted adverbials to open sentences in own writing. (TRaMP) 	<p>To indicate degrees of possibility using adverbs or modal verbs.</p> <ul style="list-style-type: none"> To know what a modal verb is and how it can be used to show certainty eg might, should. To know which adverbs show the degree of possibility eg perhaps, surely. To know how to find modal verbs in a text. To know how to find adverbs of possibility in a text. To know how to select words appropriately to show either degree of certainty or degree of possibility. To revisit, consolidate and apply to independent writing. 	
	<p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> To know what co-ordinating conjunctions are. (FANBOYS) To know how to write compound sentences using co-ordinating conjunctions. (FANBOYS) To know what subordinating conjunctions are. (when if because although) To know how to identify subordinate clauses within sentences. To begin to understand To know how to write sentences that use subordinating conjunctions. (when if because although) 	<p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> Revisit co-ordinating and subordinating conjunctions are. (FANBOYS when if because although) To understand that there are a range of subordinate conjunctions To write sentences that use a range of subordinating conjunctions. (All of I SAW A WABUB) To know how to write using a range of more complicated conjunctions To know how to vary the range of sentence structures used to interest the audience. To know how to write effective, punctuated complex sentences. 	<p>To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <ul style="list-style-type: none"> To know what relative pronouns are. To know that a relative clause adds extra information to a sentence. To know how relative pronouns can be used in a sentence to begin a relative clause. Revisit and consolidate prior knowledge. Revisit and consolidate prior knowledge. 	

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	how to write sentences that use subordinate clauses.		that can be used in writing for different effects. (I SAW A WABUB)	that show contrast or relationship eg despite, nevertheless, consequently.		<ul style="list-style-type: none"> To know that a sentence with a relative clause is a complex sentence. To know that the relative clause is demarcated with a comma. 						
	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.						To use expanded noun phrases to convey complicated information concisely					
			<ul style="list-style-type: none"> To know what nouns and adjectives are. To know how to identify noun phrases in a text. To know how to change a noun using adjectives in own writing. To know how to identify complicated noun phrases within a text. To understand and begin to modify a noun using adjectives and a prepositional phrase using with, in their own writing. 	<ul style="list-style-type: none"> To know how to accurately change a noun using adjectives and a prepositional phrase using with, in own writing. 	<ul style="list-style-type: none"> To know how to use noun phrases for effect within own writing. 				<ul style="list-style-type: none"> <i>Revisit and consolidate prior knowledge. (Y4)</i> 	<ul style="list-style-type: none"> To know how to identify key information to convey. To know how to use vocabulary and grammar to create an effect in their writing. To understand how to show this in an expanded noun phrase within their writing. 	<ul style="list-style-type: none"> <i>Revisit and consolidate prior knowledge.</i> 	
												To use passive to affect the presentation of information in a sentence.

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										<ul style="list-style-type: none"> • To know what active (svo) and passive (ovs) voice are. • To know what subject, verb and object are and identify them in a sentence. • To know how to change active verbs into passive verbs and vice versa. 	<ul style="list-style-type: none"> • To know what active (svo) and passive (ovs) voice are. • To know what subject, verb and object are and identify them in a sentence. • To know how to change active verbs into passive verbs and vice versa. 	<ul style="list-style-type: none"> • To know what active (svo) and passive (ovs) voice are. • To know what subject, verb and object are and identify them in a sentence. • To know how to change active verbs into passive verbs and vice versa.
										To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags or the use subjunctive forms).		
										<ul style="list-style-type: none"> • To know that the subjunctive uses be and were for all pronouns. • To know that the subjunctive form does not use the third person singular –s in the present tense. • To know that subjunctive form can be used to show statements contrary to fact, wishes and conveying the contents of a command. 	<ul style="list-style-type: none"> • To know that the subjunctive uses be and were for all pronouns. • To know that the subjunctive form does not use the third person singular –s in the present tense. • To know that subjunctive form can be used to show statements contrary to fact, wishes and conveying the contents of a command. 	<ul style="list-style-type: none"> • To know that the subjunctive uses be and were for all pronouns. • To know that the subjunctive form does not use the third person singular –s in the present tense. • To know that subjunctive form can be used to show statements contrary to fact, wishes and conveying the contents of a command.

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Punctuation	Year 3			Year 4			Year 5			Year 6		
To know how speech is presented in written text.	To introduce inverted commas to punctuate direct speech.			To use inverted commas and other punctuation to indicate direct speech								
	<ul style="list-style-type: none"> To know how to find what is being said in a piece of writing. To know that inverted commas are used before and after what has been said. 	<ul style="list-style-type: none"> Identify and sort synonyms for said. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<i>Revisit and consolidate prior knowledge year 3.</i> <ul style="list-style-type: none"> To know that other punctuation needs to be used inside the inverted commas. To understand how to use synonyms for said to convey meaning. 	<ul style="list-style-type: none"> To know the conventions of written dialogue. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 			<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 		
To know how clauses are indicated in written text.	Year 3			Year 4			Year 5			Year 6		
				To use commas after fronted adverbials			To use brackets, dashes or commas to indicate parenthesis.			To use semi colon, colon, dash to mark the boundary between independent clauses.		
			<ul style="list-style-type: none"> To know that a fronted adverbial needs to be marked with a comma at the end of it. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> To know that parenthesis is a word or phrase added to a main clause to provide extra information. To know that the parenthesis is demarcated using commas and brackets. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> To know that parenthesis is demarcated using commas, brackets and dashes. To know that the dash can be used to enclose words (subordinate clause) in the middle of a sentence. 	<ul style="list-style-type: none"> Revisit prior knowledge of independent and subordinate clauses. To know that a semicolon can link two sentences that are close in meaning and have equal importance. To know that the semicolon replaces the co-ordinating conjunction. To know that a colon can link two independent clauses when the second sentence explains the first or repeats it in a different way. 	<ul style="list-style-type: none"> To know that a dash is used as a way of marking independent clauses in less formal pieces of writing. 	<ul style="list-style-type: none"> To revisit, consolidate and apply to independent writing. 	

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				To indicate possession by using the possessive apostrophe with plural nouns.			To use commas to clarify meaning or avoid ambiguity.			To use hyphens to avoid ambiguity.		
							<ul style="list-style-type: none"> • Revisit prior learning Year 4 • To know that commas can be used to avoid ambiguity eg Let's eat dad and Let's eat, dad. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> • To know that a dictionary can be used to check if a word needs to be hyphenated. 	<ul style="list-style-type: none"> • To know that some words need a hyphen to avoid confusion eg Man eating dinosaur or Man-eating dinosaur. • To know that a hyphen can be used when two words have the same spelling but a different meaning eg After granny recovered from her illness, she re-covered the sofa. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing.
To know how lists are punctuated	Year 3			Year 4			Year 5			Year 6		
										To use a colon to introduce a list.		
										<ul style="list-style-type: none"> • To know that a colon can be used to introduce a list. • To know that a colon marks a pause before the list begins. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing.
										To use semi colons within lists.		
										<ul style="list-style-type: none"> • To know that a semicolon can be used to separate items in a complex list. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing.
										To use the punctuation of bullet points to list information.		
									<ul style="list-style-type: none"> • To know that bullet points are used to organise information in a list. • To know that single words 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 	

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										<p>or phrases can be used.</p> <ul style="list-style-type: none">• To know that a capital letter at the start and a punctuation mark at the end are not needed.		
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Text	Year 3			Year 4			Year 5			Year 6		
To understand how to construct a cohesive piece with logical links/breaks.	To introduce paragraphs as a way of grouping material.			To use paragraphs to organise ideas around a theme.			To use devices to build cohesion within a paragraph.			To link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections – adverbials and ellipsis).		
	<ul style="list-style-type: none"> • To understand what a paragraph is. • To know that the material in a paragraph is related. • To know how to group information into paragraphs. 	<ul style="list-style-type: none"> • To know how to organise their writing into paragraphs. 	<ul style="list-style-type: none"> • To accurately write using several paragraphs where the material is grouped. 	<ul style="list-style-type: none"> • To know why paragraphs change in a piece of writing – (time place person topic) • To know how to identify the theme of a paragraph. 	<ul style="list-style-type: none"> • To know how to structure a paragraph according to a theme. • To know how to write using paragraphs that are themed. 	<i>To revisit, consolidate and apply to independent writing.</i>	<ul style="list-style-type: none"> • To know how to identify cohesive devices in text. • To know how using cohesive devices can improve a text. • To know what cohesive devices could be eg conjunctions. 	<ul style="list-style-type: none"> • To know what cohesive devices could be eg pronoun, relative clause, adverb, adverbial phrase. 	<ul style="list-style-type: none"> • To know what cohesive devices could be eg conjunctions, heading. 	<ul style="list-style-type: none"> • <i>Revisit and consolidate prior knowledge of paragraphs.</i> • To know that repetition of a word or phrase can be used to link ideas across paragraphs. • To know that an adverbial can be used to link ideas across paragraphs eg on the other hand 	<ul style="list-style-type: none"> • To know what an ellipsis is and how it is used to link ideas in writing. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing.
	To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.			To link ideas across a paragraph using adverbials of time, place, and number or tense choices.								
			<ul style="list-style-type: none"> • To understand the different types of nouns. • To know how to classify a noun. • To know what personal and possessive pronouns are. 	<ul style="list-style-type: none"> • Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> • To revisit, consolidate and apply to independent writing. 		<ul style="list-style-type: none"> • To know that paragraphs can be linked using phrases that refer back to previous points eg time – later, place – nearby, number – secondly, tense choices – he 	<ul style="list-style-type: none"> • To know that paragraphs can be linked using phrases that refer back to previous points eg tense choices – he had seen her before. • <i>Revisit and consolidate prior knowledge.</i> 				

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				<ul style="list-style-type: none"> To know how a pronoun can improve the flow of a piece of writing and avoid repetition. 				<ul style="list-style-type: none"> had seen her before. To know that the linking words and phrases usually go at the start of a sentence. 				
To know how to organise and present whole texts effectively that sequence and structure information.	To use headings and sub-headings to aid presentation.									To use layout devices such as headings, subheadings, columns, bullets, or tables to structure text.		
	<ul style="list-style-type: none"> To know how sub headings are used to organise information in non-fiction. 	<ul style="list-style-type: none"> To know how to create a sub heading that relates to the grouped information in a piece of writing. To know how to use a range of subheadings including questions and rhetorical questions. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 	<ul style="list-style-type: none"> Revisit and consolidate prior knowledge. 							<ul style="list-style-type: none"> Revisit prior knowledge. To know how to use layout devices (Heading, subheading, columns) to organise a text. 	<ul style="list-style-type: none"> To know how to use layout devices (headings, subheadings, bullets and tables) to organise a text.
To know how different tenses are used within writing.	To use present perfect form of verbs instead of simple past tense.										To use the perfect form of verbs to mark relationships of time and cause.	
	<ul style="list-style-type: none"> To know what a verb is. To know what the simple present and simple past tense are. (Eg he has gone out to play compared with he went out to play) To know the tense that 	<ul style="list-style-type: none"> To know there irregular verbs in the simple past tense. To know what the present perfect form is. To know how to identify the present perfect form in texts. To know the present 	<ul style="list-style-type: none"> <i>To revisit, consolidate and apply to independent writing.</i> 								<ul style="list-style-type: none"> To know how to use verbs in the present perfect form and the simple past tense. (Year 3 revisit) To know what the perfect future tense is. To know how to identify past perfect, present 	

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	<p>has been used in sentences.</p> <ul style="list-style-type: none"> • To know how to change from the simple past to simple present and vice versa. 	<p>perfect form uses auxiliary verbs (has/have).</p> <ul style="list-style-type: none"> • To know that some verbs are irregular in the present perfect form. 							<p>perfect and perfect future tenses in sentences.</p> <ul style="list-style-type: none"> • To know that the perfect form of verbs can be used to show relationships of time and cause. 			
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GJS Spelling Curriculum Progression Map

Year 3 and 4 Programme of study (Composites)

Pupils will be taught to:

- Add suffixes beginning with vowel letters to words of more than one syllable.
- The l sound spelt y elsewhere than at the end of words.
- The u sound spelt ou.
- Prefixes – un, dis, mis, in, im, re, sub, inter, super, anti, auto.
- Suffixes – ation, ly, ous
- Words with endings sounding like sure or ture.
- Words with endings that sound like tion spelt sion.
- Endings that sound like tion spelt tion, sion, ssion, cian.
- Words with k sound spelt ch (Greek origin)
- Words with sh sound spelt ch (French origin mostly)
- Words ending with g sound spelt gue and k spelt que (french origin)
- Words with s sound spelt sc (latin in origin)
- Words with ay sound spelt ei, eigh or ey.
- Possessive apostrophe with plural words.
- Homophones or near homophones. (Year 3 and 4 cover)

Year 5 and 6 programme of Study (Composites)

Pupils will be taught to:

- Spell endings which sound like tious spelt cious or tious.
- Spell endings which sound like tial spelt cial.
- Words ending in ant, ance, ancy, ent, ence/ency
- Words ending in able and ible.
- Words ending in ably and ibly.
- Add suffixes beginning with vowel letters to words ending in fer.
- Use of a hyphen.
- Words with the l sound spelt ei after c.
- Words containing the letter string ough.
- Words with silent letters. (letters that can't be predicted from the pronunciation of the word)
- Homophones and other words that are often confused. (Year 5 and 6 cover)

National Curriculum Statutory words.	Year 3			Year 4			Year 5			Year 6		
Appendix 1:	eight eighth weight straight earth early learn heard probably actually accidentally occasionally believe appear often group breath continue arrive women describe height	misheard disappear disbelieve reign bicycle reappear rebuild address busy business heart fruit breathe strange complete extreme forwards	library February ordinary woman enough natural actual pressure island answer build guide guard surprise	caught naughty incomplete impossible important irregular possession question mention position though although thought interest experiment potatoes favourite imagine material promise opposite minute increase	through centre century certain recent experience sentence notice circle decide medicine exercise special accident length strength purpose history different difficult separate suppose therefore knowledge	non-believer calendar grammar regular particular peculiar popular consider remember quarter various famous occasionally perhaps	conscious symbol physical system rhythm identify occupy rhyme yacht guarantee equipment environment government parliament frequently vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour	community curiosity forty category according opportunity restaurant communicate criticise	thorough immediately sincere interfere amateur ancient bargain muscle queue recognise twelfth profession develop harass definite secretary dictionary familiar	aggressive awkward desperate disastrous marvellous relevant excellent existence temperature variety suggest lightning	achieve convenience mischievous committee interrupt interfere attached available average competition conscience controversy correspond embarrass especially exaggerate cemetery necessary sacrifice hindrance nuisance prejudice accommodate accompany signature foreign apparent appreciate persuade individual language sufficient determined explanation	programme shoulder

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	Year 3			Year 4			Year 5			Year 6		
Spelling	Year 3			Year 4			Year 5			Year 6		
	<ul style="list-style-type: none"> Words with the long /e/ / sound spelt with ei Words with the long /e/ / sound spelt with ey Words with the long /e/ / sound spelt with ai Words with sound spelt with ear Homophones & near homophones (2 wks) Adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory spelling words 	<ul style="list-style-type: none"> Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable Creating negative meanings using prefix mis- Creating negative meanings using prefix dis- Words with a /k/sound spelt with 'ch' Homophones & Near Homophones (2 wks) Adding the prefix bi- (meaning 'two' or 'twice') Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' 	<ul style="list-style-type: none"> Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, struct and uni Word families based on common words, scop and spect Word families based on common words, press and vent Words ending in the suffix -al Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' (2 wks) Silent Letters Revision 	<ul style="list-style-type: none"> Words with aw spelt with augh and au Adding the prefix in Adding the prefix 'im-' Adding the prefix il and ir Homophones and near homophones Words with shun endings spelt sion (if root word ends in se, de or d) Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound spelt cian. Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory spelling words 	<ul style="list-style-type: none"> Homophones & Near Homophones (2 wks) Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive Apostrophes with plural words Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning (2 wks) Statutory spelling words 	<ul style="list-style-type: none"> Adding the prefix inter (meaning between or among) Adding the prefix anti (meaning against) Adding the prefix auto (meaning self or own) Adding the prefix x (meaning out) Adding the prefix non (meaning not) Words ending in ar/er Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definite root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner 	<ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones (2 wks) Words with 'silent' letters (2 weeks) Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory spelling words 	<ul style="list-style-type: none"> Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones (3 weeks) Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en 	<ul style="list-style-type: none"> Words containing the letter string 'ough' (2 wks) Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory spelling words Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al 	<ul style="list-style-type: none"> Ambitious Synonyms Homophones & Near Homophones Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity Words ending in -able (2 wks) Words ending in -ably Word families based on common words, showing how words are related in form and meaning (2wks) Creating diminutives using prefixes micro or mini- 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (2 wks) Word families based on common words, showing how words are related in form and meaning (2 wks) Statutory spelling words Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning (2 wks) 	<ul style="list-style-type: none"> Word families based on common words showing how words are related in form and meaning. Words that can be nouns and verbs (2 wks) Words spelt with a long o sound spelt ou or ow Words ending in ible Words ending in ibly Synonyms and antonyms (6 wks)

Left hand side grey column – GJS Overarching Progression

Coloured text boxes – National Curriculum statements

		<ul style="list-style-type: none">• Statutory spelling words									<ul style="list-style-type: none">• Statutory spelling words	
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Left hand side grey column – GJS Overarching Progression

Coloured text boxes – National Curriculum statements