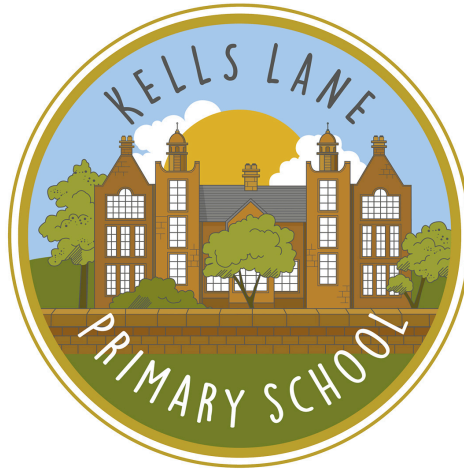


SPaG Progression



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SPaG Progression

Linked to our texts and writing outcomes - Years 1-6

This working document brings together the grammar and punctuation progression from the Grammarsaurus Grammar Overview with the texts and writing outcomes in Kells Lane Primary School's Writing Long Term Plan. The Grammarsaurus grammar and punctuation statements are linked to our school's planned text sequence.

How to use this document

Use the term-by-term links to identify meaningful opportunities to explicitly teach, revisit and apply SPaG within the class text and intended writing outcome. The links show the school's planned texts/outcomes alongside the year-group SPaG expectations; they are not intended to imply that every grammar feature must be taught only in that term.

Year 1 - SPaG progression and text links

Grammar and punctuation progression (Grammarsaurus overview)

Word	Sentence	Text	Punctuation	Terminology
Regular plural noun suffixes -s/-es; suffixes added to verbs where no spelling change is needed (e.g. helping, helped, helper); prefix un- to change the meaning of verbs/adjectives.	How words combine to make sentences; joining words and joining clauses using and.	Sequencing sentences to form short narratives.	Separation of words with spaces; capital letters, full stops, question marks and exclamation marks to demarcate sentences; capital letters for names and the personal pronoun I.	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Tests and writing outcomes by half-term

Term	Text(s)	Writing outcome(s) in the long-term plan
Autumn 1	Little Red Riding Hood	Retelling / story; poster; instructions; poem
Autumn 2	The Paper Bag Princess Whole-school Christmas test	Character description; in character/role Varied written outcomes
Spring 1	Not Now, Bernard; Dinosaur Lady; Mary Anning; Dinosaurs	In character/role; description; letter; information text
Spring 2	Beegu; A Dot in the Snow; Polar Animals Shakespeare Week Poetry Week	Recount; setting description; non-chronological report; poetry Varied written outcomes and performance Poetry and performance
Summer 1	Lights On Cotton Rock; Stanley's Stick	Description; recount; letter; story
Summer 2	Yeti and Bird	Character description; poetry

Year 2 - SPaG progression and text links

Grammar and punctuation progression (Grammarsaurus overview)

Word	Sentence	Text	Punctuation	Terminology
Formation of nouns using suffixes such as -ness and -er and by compounding; formation of adjectives using suffixes such as -ful and -less; suffixes -er/-est in adjectives and -ly to turn adjectives into adverbs.	Subordination using when, if, that or because; coordination using or, and, but; expanded noun phrases; grammatical patterns indicating statements, questions, exclamations and commands.	Correct and consistent use of present and past tense throughout writing; progressive form of verbs in present and past tense to mark actions in progress.	Capital letters, full stops, question marks and exclamation marks; commas to separate items in a list; apostrophes for missing letters and singular possession.	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past/present), apostrophe, comma.

Texts and writing outcomes by half-term

Term	Text(s)	Writing outcome(s) in the long-term plan
Autumn 1	Goldilocks	Poster; retelling; story
Autumn 2	The Night Pirates Whole-school Christmas text	In character/role; letter; explanation text Varied written outcomes
Spring 1	The Great Fire of London; Samuel Pepys	Setting description; instructions; letter
Spring 2	Last Stop on Market Street Shakespeare Week Poetry Week	Poetry; character description Varied written outcomes Poetry and performance
Summer 1	The Bear and the Piano; The Journey Home	In character/role; recount; retelling; persuasive letter; non-chronological report
Summer 2	Dear Earth	Instructions; recount; poem

Year 3 - SPaG progression and text links

Grammar and punctuation progression (Grammarsaurus overview)

Word	Sentence	Text	Punctuation	Terminology
Formation of nouns using prefixes such as super-, anti-, auto-; use of a/an according to the initial sound; word families based on common words.	Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, because of).	Introduction to paragraphs to group related material; headings and subheadings to aid presentation; use of the present perfect form of verbs instead of the simple past.	Introduction to inverted commas to punctuate direct speech.	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant/consonant letter, vowel/vowel letter, inverted commas (speech marks).

Texts and writing outcomes by half-term

Term	Text(s)	Writing outcome(s) in the long-term plan
Autumn 1	Imaginary Fred	Poster; biography; poem
Autumn 2	Leo and the Gorgon's Curse Whole-school Christmas text	Character description; recount; explanation text Varied written outcomes
Spring 1	Stone Age Boy; Stone Age to Iron Age	Non-chronological report; setting description; story
Spring 2	The Butterfly Lion; Africa, Amazing Africa Shakespeare Week Poetry Week	Recount; instructions Varied written outcomes Poetry and performance
Summer 1	The Great Kapok Tree; Rainforests	Speech; story; explanation
Summer 2	The Lost Happy Endings	Character description; advert; newspaper article

Year 4 - SPaG progression and text links

Grammar and punctuation progression (Grammarsaurus overview)

Word	Sentence	Text	Punctuation	Terminology
Grammatical difference between plural and possessive -s; standard English verb inflections rather than local spoken forms (e.g. we were, not we was).	Expanded noun phrases using modifying adjectives, nouns and preposition phrases; fronted adverbials.	Use paragraphs to organise ideas around a theme; choose pronouns or nouns appropriately across sentences to aid cohesion and avoid repetition.	Inverted commas and other punctuation for direct speech; apostrophes for plural possession; commas after fronted adverbials.	determiner, pronoun, possessive pronoun, adverbial.

Texts and writing outcomes by half-term

Term	Text(s)	Writing outcome(s) in the long-term plan
Autumn 1	Flotsam; Until I Met Dudley	Setting description; recount; explanation text; letter to inform
Autumn 2	Hey, Little Ant Whole-school Christmas text	Persuasive letter; speech Varied written outcomes
Spring 1	The Miraculous Journey of Edward Tulane	Recount; letter; narrative
Spring 2	The Lambton Worm; Shakespeare Week Poetry We	Narrative; character description Varied written outcomes Poetry and performance
Summer 1	A Giant Dose of Gross	Explanation text
Summer 2	Ossiri and the Bala Mengro; Kids Fight Plastic	Narrative; character description; speech; campaign poster; advert

Year 5 - SPaG progression and text links

Grammar and punctuation progression (Grammarsaurus overview)

Word	Sentence	Text	Punctuation	Terminology
Convert nouns/adjectives into verbs using suffixes (e.g. -ate, -ise, -ify); verb prefixes (e.g. dis-, de-, mis-, over-, re-).	Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun; indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	Devices to build cohesion within a paragraph; link ideas across paragraphs using adverbials of time, place and number or tense choices.	Brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Texts and writing outcomes by half-term

Term	Text(s)	Writing outcome(s) in the long-term plan
Autumn 1	Hidden Figures (film clips); Counting on Katherine	Diary; letter to persuade; biography
Autumn 2	Theseus and the Minotaur Whole-school Christmas test	Setting description; narrative; character description/comparison Varied written outcomes
Spring 1	Marcy and the Riddle of the Sphinx; So You Think You've Got It Bad? A Kid's Life in Ancient Egypt	Character description; recount; narrative; report
Spring 2	The Arrival Shakespeare Week Poetry Week	Newspaper report; diary Varied written outcomes Poetry and performance
Summer 1	Our Planet	Non-chronological report; speech; balanced argument
Summer 2	Firebird	Letter; narrative; character description

Year 6 - SPaG progression and text links

Grammar and punctuation progression (Grammarsaurus overview)

Word	Sentence	Text	Punctuation	Terminology
Vocabulary typical of informal speech compared with vocabulary appropriate for formal speech/writing; synonyms and antonyms.	Use passive voice to affect presentation of information; distinguish informal speech structures from formal writing, including question tags and subjunctive forms.	Link ideas across paragraphs using a wider range of cohesive devices: repetition, grammatical connections and adverbials; use layout devices such as headings, subheadings, columns, bullets and tables.	Semi-colons, colons and dashes to mark boundaries between independent clauses; colon to introduce a list; punctuation of bullet points; hyphens to avoid ambiguity.	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Texts and writing outcomes by half-term

Term	Text(s)	Writing outcome(s) in the long-term plan
Autumn 1	Beowulf	Letter; diary; narrative
Autumn 2	Henry's Freedom Box; whole-school Christmas text	Biography; character description; narrative
Spring 1	Harry Potter and the Philosopher's Stone	Setting description; recount; narrative; newspaper report
Spring 2	The Viewer Shakespeare Week Poetry Week	Two contrasting setting descriptions Varied written outcomes Poetry and performance
Summer 1	Planet SOS	Speech; balanced argument; campaign
Summer 2	Stonewall by Rob Saunders	Advert; report

Whole-school implementation notes

Plan explicit teaching of the year-group SPaG content within the reading and writing sequence, rather than treating grammar as a disconnected exercise.

Model how grammar and punctuation choices shape meaning, tone, clarity and impact for the intended audience.

Revisit previously taught content and support pupils to apply it independently when drafting, editing and improving their writing.

Use the school's intended outcome to decide which features need the strongest emphasis; not every listed feature will be equally relevant to every genre.

Keep terminology consistent with the Grammarsaurus progression and the National Curriculum terminology reflected in the source document.

Source documents

- Grammarsaurus Grammar Overview - grammar and punctuation progression, Years 1-6.
- Kells Lane Primary School Writing Long Term Plan - texts and writing outcomes, Years 1-6.