

# SPaG Curriculum Progression Map – Morland Area C of E School



Year 6 Year 5

Year 3 Year 4

<b>Modal Verbs</b> (indicating possibility) could, should, would, can, may, might, must, shall, ought, will	<b>Active Voice</b> Paul kicked the ball. Eva licked the lolly.	<b>Passive Voice</b> The ball was kicked by Paul. The lolly was licked by Eva.	<b>Simple Past</b> Lily licked the lolly.	<b>Simple Present</b> Paul kicks the ball.	<b>Past Progressive</b> Paul was kicking the ball. Eva was licking the lolly.
<b>Present Progressive</b> Paul is kicking the ball. Eva is licking the lolly.	<b>Past Perfect</b> Paul had kicked the ball past the goalkeeper.	<b>Subjunctive</b> If Paul were a better footballer, he could kick the ball straight.	<b>Adverbs</b> (indicating possibility) never, always, often, rarely, maybe, perhaps, probably	<b>Present Perfect</b> Paul has kicked the football. I have eaten the lolly.	<b>Punctuating Bullet Points</b> Eva is hoping to: • make lollies • play football with Paul The plan for this lesson is: • We will learn more about SPaG. • The class will have fun.
<b>Relative Clause</b> Paul, who enjoyed football, played every week.	<b>Expanded Noun Phrase</b> The dark haired girl with a taste for frozen lollies.	<b>Commas</b> (to clarify meaning) Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!' Eva likes fruit, pasta and a drink for lunch.	<b>Colons</b> Paul likes two things: football and reading	<b>Colons</b> (to introduce a list) The children will need several items: lollies, footballs and books.	
<b>Hyphens</b> (to avoid ambiguity) a man eating snake a man-eating snake	<b>Brackets, Dashes and Commas</b> (for parenthesis) • Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.	<b>Dashes</b> Eva and Paul are friends - they have known each other for years.	<b>Semi-Colons</b> Eva loves lollies; strawberry-flavoured ones are her favourite.	<b>Relative Pronouns</b> used at the beginning of a relative clause who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.	

Year 5 and Year 6

<b>nouns</b> table, apple, Jamie, London	<b>verbs</b> running, sleeping, painting, breathing	<b>adjectives</b> blue, enormous, hard, sensible	<b>suffixes</b> -ness, -er, -ful, -ly, -est
<b>prefixes</b> un-, re-, dis-	<b>joining words/conjunctions</b> and, but, so, because, since, until	<b>statement</b> I have lost my keys.	<b>question</b> Did you have a nice holiday?
<b>exclamation</b> Stop him!	<b>command</b> Pass me the vegetables please.	<b>present tense</b> We are eating ice cream.	<b>past tense</b> We went to the cinema.
<b>subordination</b> when, if, that, because	<b>co-ordination</b> or, and, but, yet, so	<b>expanded noun phrase</b> A delicious bowl of ice cream.	Year 1 and Year 2

**EYFS**  
Reception/Nursery  
RWI Phonics/books with pictures/first books with words phonic sounds Sets 1 & 2

Year R Year N

Key Stage 1

Year 2 Year 1

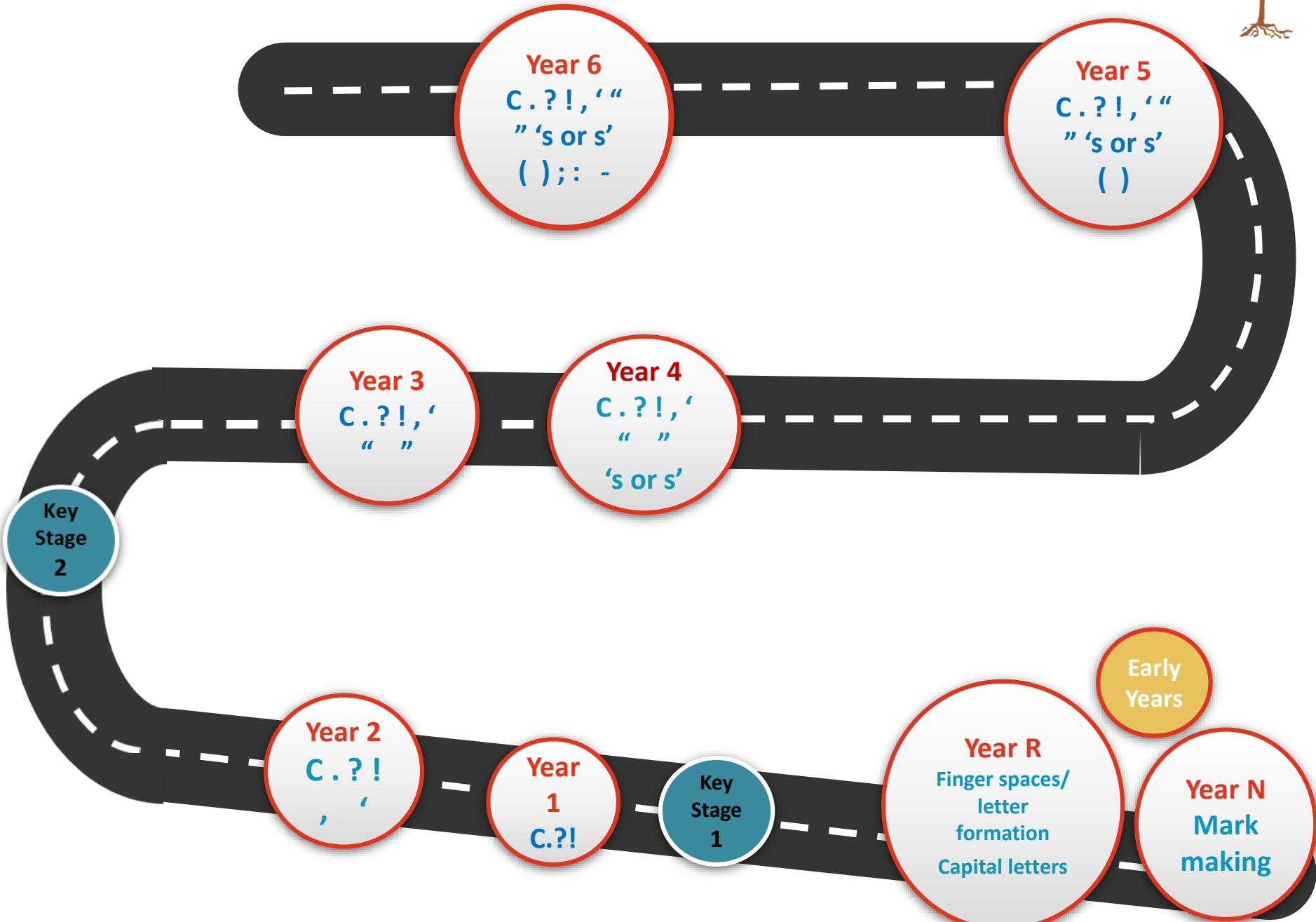
Key Stage 2

Early Years

Year 3 and Year 4

<b>Conjunctions</b> when, if, because, although	<b>Conjunctions</b> (to express time and cause) after, before, once, whenever, because, since, as	<b>Present Perfect</b> I <b>have walked</b> to my friend's house.	<b>Past Tense</b> I <b>walked</b> to my friend's house.	<b>Present Progressive</b> I <b>am walking</b> to my friend's house.
<b>Inverted Commas</b> "Hello little kitten," I shouted. I asked, "Are you sleeping?"	<b>Pronouns</b> I, you, they, we, me, him, her, they	<b>Adverbs</b> (to express time and cause) always, daily, often, repeatedly, now, soon	<b>Fronted Adverbial</b> The day after tomorrow, I'm visiting my uncle. Excitedly, the kittens played.	<b>Past Progressive</b> I <b>was walking</b> to my friend's house.
<b>Possessive Apostrophes</b> The kitten's toys (singular, one kitten) The kittens' toys (plural, more than one kitten)	<b>Present Tense</b> I <b>walk</b> to my friend's house.	<b>Prepositions</b> (to express time) tomorrow, on, in, at, next, last	<b>Determiners</b> the, a few, all, another, any, both, each, either, enough	

# SPaG Punctuation Progression Map – Morland Area C of E School



# SPaG Phonics Glossary – Morland Area C of E School

## EYFS/KS1 Phonics Glossary

Word	What Does It Mean?
<b>blend</b>	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
<b>consonant</b>	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
<b>CVC words</b>	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none"> <li>• VC words e.g. on, is, it.</li> <li>• CCVC words e.g. trap and black.</li> <li>• CVCC words e.g. milk and fast.</li> </ul>
<b>digraph</b>	<p>Two letters which together make one sound e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <ul style="list-style-type: none"> <li>• <b>Vowel digraph:</b> a digraph in which at least one of the letters is a vowel, for example, b(oa)t or d(ay).</li> <li>• <b>Consonant digraph:</b> two consonants which can go together, for example (sh)op or (th)in.</li> <li>• <b>Split digraph</b> (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example c(a)k(e) or p(i)n(e).</li> </ul>
<b>grapheme</b>	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Key Stage 1

Year EYFS

Word	What Does It Mean?	EYFS & KS1
<b>Letters and Sounds</b>	A Government document detailing the teaching of phonics. There are 6 phases described:	<ul style="list-style-type: none"> <li>• <b>Phase 1:</b> This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds.</li> <li>• <b>Phase 2:</b> Learning 19 letters of the alphabet, along with the first 5 'tricky words' and using them to read and spell simple words and captions.</li> <li>• <b>Phase 3:</b> Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of 'tricky words'. Reading and writing captions and sentences.</li> <li>• <b>Phase 4:</b> Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next 'tricky words', within sentences.</li> <li>• <b>Phase 5:</b> Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next 'tricky words', within sentences.</li> <li>• <b>Phase 6:</b> Learning longer words and spelling rules. Children may work from another document from this point, called 'Support for Spelling'.</li> </ul>
<b>phoneme</b>	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.	
<b>phonics</b>	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.	
<b>pure sound</b>	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'	
<b>segment</b>	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.	
<b>tricky words</b>	Words that are difficult to sound out e.g. said, the, because.	
<b>trigraph</b>	Three letters which go together make one sound e.g. ear, air, igh, dge, tch.	
<b>vowel</b>	The letters a, e, i, o, u.	