The St Joseph and St Bede Spelling, Punctuation and Grammar Learning Journey

Key
- Spelling
- Punctuation
- Sentence Constructions
- Alan Peat sentence types

YEAR 1

- Say a sentence, write and read it back to check it makes sense.
- Compound sentences using coordinating conjunctions: and / but
- Capital letters
- Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot)
- Finger spaces
- Simple conjunctions: and, who, until, but
- Simple sentences
- Identify or write the 20+ graphemes in Standard 3 of English language comprehension and reading on hearing corresponding phonemes

EYFS

- Consolidate Reception list of punctuation.
- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others
- Spell words containing each of the 40+ phonemes already taught
- Types of sentences
- Name the letters of the alphabet in order
- Simple sentences
- Spell a few common exception words (e.g. I, the, he, said, of)
- Embellished simple sentences using adjectives
- Spell the days of the week
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- Capital letter for the personal pronoun I
- Apply simple spelling rules and guidance
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Add prefixes and suffixes using the prefix un-
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Full stops Question marks Exclamation marks Speech bubble Bullet points
- Use of simple conjunctions
- Spell some common exception words

YEAR 2

- Compound sentences using coordinating conjunctions and/or/ but/so
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- Consolidate Year 1 punctuation list
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far
- Types of sentences
- Add suffixes to spell most longer words correctly.
- Spell by distinguishing between homophones and near-homophones
- 'ly' starters
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
- Demarcate sentences:
- Expanded noun phrases
- Apply spelling rules and guidance
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others

YEAR 3

- Secure use of compound sentences using coordinating conjunctions and/ or / but / so
- Spell most common exception words
- Apostrophes to mark singular possession
- Spell by learning the possessive apostrophe (singular)
- speech marks for direct speech
- Spell many common exception words
- Embellish simple sentences using: adjectives & adverbs
- Comma after -ly opener
- Spell some words with contracted forms
- Vary openers to sentences
- Commas to separate items in a list
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly
- Spell most words with contracted forms
- Apostrophes to mark contracted forms in spelling
- Secure use of compound sentences (Coordination)
- Use the prefixes un-, dis-, mis-, re-, pre-
- Use the suffix -ly
- Consolidate Year 2 punctuation list
- Spell words with endings sounding like 'zh' and 'ch'
- Vary long and short sentences
- Colon before a list
- Add suffixes beginning with vowel letters to words of more than one syllable
- Secure use of inverted commas for direct speech
- Spell words with the 'sh' sound spelt 'ch'
- Spell words with the 'k' sound spelt 'ch'

YEAR 4

- Spell words with endings which sound like 'zhun'
- Use of fronted adverbials
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words.
- Develop complex sentences (Subordination)
- Spell some of the more complex words that are often misspelt for years 3 and 4
- Consolidate Year 3 punctuation list
- Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-
- Secure use of simple / embellished simple sentences
- Use the first three or four letters of a word to check its spelling in a dictionary
- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que
- Full punctuation for direct speech.
- Develop complex sentences: (Subordination)
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian
- Verb ING person
- Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition
- Understand and add suffixes -ation, -ous
- Secure use of compound sentences (Coordination)
- Spell words with the 's' sounds spelt 'sc'
- Commas to mark clauses and to mark off fronted adverbials
- Spell homophones
- Ellipses
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey'
- Compound sentences (Coordination)
- Spell homophones
- Use of commas after fronted adverbials
- Spell words containing the 'u' sound spelt 'ou'

YEAR 5

- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- Develop complex sentences - Subordination
- Colons
- Spell word endings which sound like 'shil' spelt -cial or -tial
- Dashes
- Secure use of compound sentences
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Consolidate Year 4 sentence constructions list
- Revisit and consolidate Year 3 and 4 words.
- Spell more complex words that are often misspelt for years 3 and 4
- Double 'ly' ending
- Apostrophes to mark singular and plural possession
- Rhetorical question
- Consolidate Year 4 punctuation list
- Spell some words with 'silent' letters
- Secure use of simple/ embellished simple sentences
- Spell word endings which sound like 'shush' spelt -cious or -tious
- Brackets/dashes /commas for parenthesis
- Relative clauses
- Use a thesaurus
- Use of commas to clarify meaning or avoid ambiguity
- Spell words ending in -able and -ible also -ably and -ibly
- Elaboration of starters using adverbial phrases
- The more, the more
- Indicating degrees of possibility using modal verbs
- Spell words containing the letter-string 'ough'
- Spell some of the year 5 and 6 words correctly

YEAR 6

- Consolidate Year 5 punctuation list
- Secure use of simple / embellished simple sentences
- Secure use of compound sentences
- Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.
- Distinguish between homophones and other words which are often confused
- Active and passive verbs to create effect and to affect presentation of information
- If, if, if, then,
- Use of colon to introduce a list and semi-colons within lists.
- Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:
- Use prefixes involving the use of a hyphen
- Personification
- Add suffixes beginning with vowel letters to words ending in -fer
- Consolidate Year 5 sentence constructions list
- Revisit and consolidate Year 5 spelling rules.
- Same;others
- Use dictionaries to check the spelling and meaning of words
- Punctuation of bullet points to list information.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing
- Develop the use of rhetorical questions for persuasion
- De:de
- Develop the use of rhetorical questions for persuasion
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Linking ideas across paragraphs using a wider range of cohesive devices
- How hyphens can be used to avoid ambiguity
- Outside (Inside)
- Use a thesaurus with confidence
- the use of the subjunctive in some very formal writing and speech