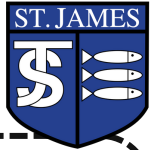


SPaG in Writing Progression Map



EYFS

- To write phonetically plausible simple main clauses.
- Capital letters to mark the start of a sentence.
- To use a capital letter for the pronoun 'I'
- Full stops to punctuate a sentence.
- Consistent use of finger spaces.

1

- To begin to write consistently in simple past tense.
- To recognise and apply nouns/proper nouns.
- To recognise and apply a range of verbs.
- To recognise and apply adjectives to create a simple noun phrase.
- Capital letters for proper nouns.
- Plurals adding an -s or -es
- Simple co-ordinating conjunctions: *and, but*
- Writing in both 1st and 3rd person.
- To identify and apply a range of prepositions: *up, down, under, over*
- To introduce the concept of prefixes, beginning with *-un*
- To identify and apply statements, questions and exclamatory sentences with the relative punctuation.
- To use a range of simple story openers: *once upon a time, many years ago,*

2

- To recognise and apply simple adverbs ending in -ly
- To identify and apply commands.
- Simple subordinating conjunctions: *because, if, as, when, that*
- To begin to recognise and apply similes.
- To introduce the concept of suffixes, beginning with *-ness* and *-er*
- To apply adjectives formed with the addition of the suffix *-ful*
- Using commas to separate lists.
- Using commas to separate two consecutive adjectives.
- To identify and apply direct speech with inverted commas.
- To begin to use simple one-word fronted adverbials.
- Writing consistently in 1st, 2nd and 3rd person.
- To identify and apply compound words.
- To understand when to use the determiners 'a' and 'an.'

4

- To apply expanded noun phrases which include a prepositional phrase: *determiner, adjective, noun, prepositional phrase.*
- To begin sentences with both adverbs and adverbial phrases followed by a comma.
- To use apostrophes to indicate possession.
- To identify and apply adjectives, comparatives and superlatives.
- To emphasise a point through the use of repetition or 'the power of three.'
- To apply reported clauses both before and after direct speech.
- To be able to distinguish the difference between direct and reported speech.
- To identify and apply determiners indicating quantity: *three, some, several, plenty of.*
- To apply more exciting synonym choices to writing, as well as identifying antonyms.
- To identify a subordinate clause within a sentence.
- Colons for playscripts or to begin a list
- Use ellipses to develop suspense

3

- To organise extended pieces of writing using paragraphs.
- To apply expanded noun phrases: *determiner, adjective, noun*
- To apply a range of fronted adverbials followed by a comma.
- To apply apostrophes to show omission: *don't wouldn't*
- To recognise and apply all types of co-ordinating conjunctions.
- To use adverbs to express time and place: *soon, afterwards, next*
- To understand that nouns, proper nouns and pronouns can all be the subject of a sentence.
- Identifying the subject and object within a sentence.
- To use inverted commas and a comma to indicate direct speech, followed by a reported clause.
- To understand and apply the appropriate homophone.

5

- To be able to identify relative pronouns and include relative clauses within a piece of writing.
- To identify and apply the 5 different adverb types: *time, frequency, manner, degree, place*
- To be able to identify and apply adverbial phrases at the beginning and within a sentence.
- To use semi-colons to replace a conjunction and to connect two related main clauses.
- To be able to apply all types of subordinate conjunctions.
- To be able to use a combination of short and complex sentences to develop suspense.
- To identify and apply fronted prepositional phrases: *far beneath the frozen soil,*
- To apply embedded clauses.
- To use a new line for a new speaker when including direct speech.
- To confidently use both similes and metaphors to add description.
- To identify and use all three types of parentheses.
- To identify and use modal verbs to indicate possibility.
- To use rhetorical questions.

6

- To apply colons to continue an idea, emphasise a word or to provide a definition.
- To move a story along through the use of both direct speech and narrative passages.
- To use semi-colons to demarcate within a list.
- To use all 5 types of figurative language: *simile, metaphor, personification, hyperbole, onomatopoeia*
- To use the subjunctive form during formal writing: *If I were you...*
- To use a sentence starter which begins with a verb: *sitting quietly, pondering over a cup of tea,*

Each year group's learning should also encompass the SPaG objectives from all previous year groups.