

Skills Progression in Spelling, Grammar and Punctuation at Bishop Loveday

	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Vocabulary	Use simple adjectives to describe nouns; colour, size, emotion. Singular and plurals: regular plural suffixes: dog, dogs, fox, foxes. Add suffixes to verbs where no change is needed in the spelling of root words; help, helper, helping, helped Use prefix un- to change the meaning (negation) of verbs and adjectives: untie, unkind	Use a greater range of adjectives: beautiful, fierce, miserable Understand noun, verb, adjective, adverb. Formation of nouns using suffixes such as -ness -er and creation of compound words: snowman, football. Use suffixes -er -est in adjectives: long, longer, longest. Use -ly to turn adjectives into adverbs: quick, quickly	Use adjectives and adverbs for description: gigantic, freezing, quietly, sadly. Use simple similes: as tall as a tree as bright as the sun. Use alliteration: dangerous dragon, slimy slug Formation of nouns using a range of prefixes; anti-auto- Use of the forms a or an according to whether the next word starts with a consonant or a vowel; a cat, an octopus.	Word families based on common words, showing how words are related in form and meaning: solve, solution, solver, dissolve, insoluble Use synonyms and antonyms: happy- jolly happy- unhappy Use comparative and superlative adjectives: small smaller smallest good better best	Use of powerful adjectives/adverbs: outstandingly, tenderly, timidly, imaginatively, formidable, stern, comical Use of powerful verbs: adore, create, demonstrate, prefer Use of abstract nouns: happiness, honesty, comfort, peace, calm, truth, sadness Use of a wide range of sophisticated connectives and openers.
Connectives	Use and and but as connectives	Use but, then, so, because to join sentences.	Use a wider range of connectives: while, then, also, when, after, before, if, as well as, although, during, however, therefore,	Use more sophisticated connectives to make relationships between ideas and statements: nevertheless, besides, even though	Choosing and positioning sophisticated connectives to suit the purpose of the writing in addition to, contrary to, despite, eventually, owing to, as revealed by
Openers	Start sentences with The, My, I.	Use time connectives: first, next, then, after that, finally. Use while, when, where	Use time connectives; eventually, just then, although, meanwhile Use adjectives to open sentences: The golden sun..... Use adverbs to open sentences: Suddenly, Angrily, Sadly...	Use a simile to start a sentence: Like a wailing cat, the ambulance screamed down the road. Introduce 'edingly' starters: Frightened by the noise, Tom ran straight home, Hopping speedily towards the pool, the frog dived underneath the leaves. Carefully walking along the path, the boys chattered about the football match. Use a clause in opposition: Although I had thought that..., I discovered ... Use a clause of time or place:	Use sophisticated strategies to open sentences. Secure 'edingly' starters. Use ISPADCED openers: I - 'ing' word S - simile P - preposition A - adverb C - connective E - 'ed' word D - drop in a clause after a strong opening Use a rhetorical question to hook in

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				Before the audience left the..., the presenter asked...	the reader
Punctuation	Use capital letters and full stops, spaces. Use capital letters for names and the personal pronoun I.	Use capital letters, full stops, exclamation and question marks, commas in a list.	Use capital letters, full stops, question marks, exclamation marks, and commas in a list. Use speech bubbles. Introduce inverted commas (or speech marks) to punctuate direct speech. Use apostrophes for contractions; can't don't and to mark singular possession in nouns ; the girl's name Introduce ellipsis	Use of inverted commas and other punctuation for direct speech: The conductor shouted, "Sit down!" Use apostrophes to mark plural possession: The girls' names Commas after fronted adverbials: <u>Later that day</u> , I heard the bad news. Begin to experiment with dashes, semi-colons, colons, ellipses	Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover