

Offenham CofE First School

KS1 Phonics & KS2 SPaG Progression Document

At Offenham CofE First School, we recognise the fundamental role that phonics, spelling, punctuation, and grammar play in developing confident and effective readers and writers. Our structured approach ensures that children build secure foundations in phonics during Early Years and Key Stage 1 before progressing to a deeper understanding of SPaG elements in Key Stage 2.

In Reception, Year 1, and Year 2, we follow Twinkl Phonics, a systematic synthetic phonics programme that provides a clear, progressive structure for teaching phoneme-grapheme correspondences, blending, segmenting, and tricky words. In Reception, children focus on developing their phonemic awareness and early reading skills, learning to decode and encode simple words. As they move into Year 1, they build fluency in reading and writing through mastery of Phase 3 and Phase 4 sounds before consolidating their knowledge with alternative graphemes and spelling patterns in Year 2. Regular assessments ensure that children progress at an appropriate pace, with targeted support in place for those who need additional reinforcement. Phonics is taught daily in discrete lessons but is also embedded within reading and writing activities to reinforce learning in context.

From Year 3 to Year 5, children transition from phonics to a structured SPaG curriculum, following the Twinkl scheme to ensure a consistent and comprehensive approach. In Year 3, pupils build on their phonics knowledge by developing a deeper understanding of spelling rules, prefixes, suffixes, and sentence structure. Year 4 focuses on more complex grammatical structures, punctuation for clarity, and accurate verb tenses. By Year 5, pupils are mastering advanced grammar concepts, refining their understanding of clauses, conjunctions, and cohesive devices to enhance their writing. These skills are taught in dedicated SPaG lessons but are also integrated within English reading and writing lessons, ensuring pupils can apply their learning in a meaningful and purposeful way.

By following this structured and progressive approach, we ensure that all pupils at Offenham CofE First School develop strong reading, writing, and language skills. Our aim is to equip every child with the tools they need to become fluent readers, articulate speakers, and confident writers, setting them up for success in their future learning.

Links to EYFS- Early Learning Goals	
Word Reading	Writing
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations - Year 1	
Reading - Word Reading	Writing - Transcription
<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read contractions, e.g. I'm, I'll, didn't, and understanding that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Write words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet. Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes using: <ul style="list-style-type: none"> the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; the prefix un-; -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest. Apply simple spelling rules and guidance. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Key Stage 1 National Curriculum Expectations - Year 2	
Reading- Word Reading	Writing - Transcription
<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell common exception words. Spell more words with contracted forms. Spelling using the possessive apostrophe (singular), for example, the girl's book. Distinguish between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly. Apply spelling rules and guidance. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

End of Year Expectations:

Twinkl Phonics Level	Reception	Year 1	Year 2
Level 1	Level 1 runs throughout the teaching of Phonics Levels 2-6.		
Level 2			
Level 3			
Level 4			
Level 5			
Level 6			



Progression within Reception (EYFS)

Level 2

Reception Autumn Term

By the end of Level 2, children should be able to:

- give the phoneme when shown any Level 2 grapheme;
- find any Level 2 grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Week							
	1	2	3	4	5	6	7
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l	ff, ll, ss, s saying /z/	Level 2 Revision
Tricky Words				to, the	no, go, I		

Level 3

Reception Spring Term

By the end of Level 3, children should be able to:

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read and spell some two-syllable words using Level 2 and Level 3 graphemes;
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write most letters recognisably when following a model.

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	'ai, ee'	'igh, oa'	'oo/oo, ar'	'or, ur'	'ow, oi'	'ear, air'	'ure, er'	Recap Weeks 1-5	Recap Weeks 6-10
Tricky Words Reading	Revise Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	Recap all Level 3	Recap all Level 3	Recap all Level 3
Tricky Words Spelling		the, to		no, go, I	no, go, I (recap)	no, go, I (recap)	the, to (recap)	the, no, I (recap)	go, to (recap)		Recap all Level 3	Recap all Level 3

Level 4

Reception Summer Term

By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;
- be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what;
- be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here;
- write each letter, usually correctly.

Week					
	1	2	3	4	5
Sounds	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Level 4 Revision
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here	Level 4 Revision



Progression within Year One

Level 5

Year 1

By the end of Level 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read and spell all taught common exception words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Year 1 Autumn Term										
Week										
	1	2	3	4	5	6	7	8	9	10
Sounds	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'Le' aying /igh/ 'o_e' aying /oa/	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	'ou' saying /ow/	Long Vowel Sounds	'ch' saying /c/ 'ch' saying /sh/
Regular Spellings	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube game fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef parachute chute
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what oh	could should would	want their	Mr Mrs

Year 1 Spring Term										
Week										
	11	12	13	14	15	16	17	18	19	20
Sounds	'ir' saying /ur/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
Regular Spellings	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
Common Exception Words Reading	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
Common Exception Words Spelling	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye

Year 1 Summer Term										
Week										
	21	22	23	24	25	26	27	28	29	30
Sounds	'ie' saying /ee/	Adding -ed	Adding -s and -es	Adding -er and -est	'tch' saying /ch/	Adding -ing and -er to Verbs	'are' and 'ear' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding un-
Regular Spellings	chief brief field shield priest shriek thief relief	jumped looked gaped yelled hunted started shouted wished	skirts raincoats hairbrushes bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
Common Exception Words Reading	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
Common Exception Words Spelling	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure



Progression within Year Two

Level 6

Year 2

By the end of Level 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly.

Year 2 Autumn Term

Year 2 Autumn Term										
Week										
	1	2	3	4	5	6	7	8	9	10
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding -es to Words Ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding -ed and -ing to Words Ending in 'y'	'wr' saying /r/	'le' saying /l/	Adding -er and -est to Words Ending in 'y'	'el' saying /l/
Regular Spellings	by dry shy fly spy reply pylon python	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
Common Exception Words Spelling	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak
Grammar	Capital Letters and Full Stops	Proper Nouns (Names)	Plural Nouns	Alphabetical Order (1) - First/ Second Letter	Alphabetical Order (2) - Second/ Subsequent Letters	Verbs	Adverbs	Common Nouns (Revision)	Adjectives and Expanded Noun Phrases	Commas in Lists

Year 2 Spring Term

Year 2 Spring Term										
Week										
	11	12	13	14	15	16	17	18	19	20
Spelling Pattern	'al' and 'il' saying /l/	Adding -ed and -er to Words Ending in 'e'	'eer' saying /ear/	ture	Adding -est and -y to Words Ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding -ing, -ed to CVC/ CCVC words	'o' saying /u/	'ey' saying /ee/
Regular Spellings	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
Common Exception Words Spelling	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
Grammar	Proper Nouns (Place Names)	Regular Past Tense	Regular Present Tense	Question Marks and Commands	Exclamations and Statements	Using a Dictionary (1) - Finding Definitions	Coordinating Conjunctions	Irregular Past Tense	Exciting Words (1) - Alternative Words For 'said'	Exclamation Marks - To show Emotion/Shouting

Year 2 Summer Term

Year 2 Summer Term										
Week										
	21	22	23	24	25	26	27	28	29	30
Spelling Pattern	Adding -er, -est, -y to CVC and CCVC Words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Suffixes -ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	Suffixes -ful, -less and -ly	Homophones/ Near Homophones	Prefix dis-
Regular Spellings	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
Common Exception Words Spelling	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early
Grammar	Improving Sentences (1) - Adjectives and Nouns	Contractions	Subordinating Conjunctions	Improving Sentences (2) - Verbs and Adverbs	Exciting Words (2) - Using a Thesaurus	Possessive Apostrophe	Improving Sentences (3) - when, if, because	Speech Marks	Commas in Speech	Using a Dictionary (2) - Checking Spellings



SPaG KS2 Progression Overview (Years 3-5)

Year Group	Word	Sentence	Text	Punctuation	Terminology for Pupils
Year 3	noun formation using prefixes (super- , anti- , auto-) correct use of a or an word families (e.g., solve, solution, solver, dissolvable) use of suffixes (-ment, -ness, -ful, -less)	expressing time, place, cause using conjunctions , adverbs , prepositions use of different sentence structures for effect introduction to compound and complex sentences	introduction to paragraphs headings/sub-headings present perfect tense (he has gone .) using conjunctions for cohesion	inverted commas for direct speech commas in lists	preposition, conjunction word family, prefix clause, subordinate clause direct speech inverted commas (speech marks)
Year 4	plural vs. possessive -s standard english verb inflections (we were , not we was) expanded use of prefixes and suffixes to change word meaning	expanded noun phrases with adjectives & prepositional phrases fronted adverbials (later that day , ...) using subordinate clauses to add detail	organising ideas into paragraphs pronouns and determiners to aid cohesion writing for different purposes with structural awareness	apostrophes for plural possession commas after fronted adverbials punctuation in direct speech (use of reporting clauses)	determiner pronoun, possessive pronoun adverbial clause subordinate clause
Year 5	converting nouns/ adjectives into verbs using suffixes (-ate, -ise, -ify) verb prefixes (dis- , de- , mis- , over- , re-) use of figurative language (metaphors, similes)	relative clauses (who , which , where , when , whose , that) modal verbs (might , should , must) adverbs of possibility (perhaps , surely) expanded use of conjunctions and connectives	cohesion within paragraphs linking ideas across paragraphs (adverbials of time, place, number) writing formally and informally for purpose	brackets, dashes, commas for parenthesis & commas for clarity & avoiding ambiguity introduction to colons and semi-colons	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity formal and informal language

Progression within Year Three

Autumn 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Nouns & Pronouns	words with long /ai/ sound spelt with 'ei'	eight, eighth, eighty, weight, neighbour, vein, veil, beige, sleigh, freight
Week 2	Consonants & Vowels	words with long /ai/ sound spelt with 'ey'	hey, they, obey, grey, prey, whey, survey, convey, disobey, purvey
Week 3	Suffixes -ly	words with long /ai/ sound spelt with 'ai'	straight, campaign, contain, brain, faint, waist, claim, praise, complaint, afraid
Week 4	Past tense	words with /er/ sound spelt with 'ear'	earth, early, learn, heard, earn, pearl, search, unearth, earl, rehearse
Week 5	Subordinate Clauses	homophones & near homophones	here, hear, heel, heal, main, mane, mail., male, knot, not
Week 6	Subordinate Clauses	homophones & near homophones	berry, bury, brake, break, meet, meat, ball, bawl, fair, fare
Week 7	Assess & Review	Statutory Spelling words (Y2 revision)	everybody, parents, clothes, would, should, could, prove, improve, sure, water

Autumn 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Adjectives	creating adverbs using the suffix -ly (no change to root word)	kindly, quickly, safely, rudely, sweetly, strongly, bravely, secretly, finally, usually
Week 2	A or an?	creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	happily, angrily, lazily, easily, busily, greedily, messily, wearily, cheekily, clumsily
Week 3	Prefixes super-, anti-, auto-	creating adverbs using suffix -ly (root word ends in 'le')	gently, simply, humbly, nobly, horribly, terribly, possibly, incredibly, comfortably, probably
Week 4	Present Tense	creating adverbs using the suffix -ly (root words end in 'ic' or 'al')	basically, frantically, dramatically, magically, tragically, comically, actually, accidentally, occasionally, eventually
Week 5	Apostrophes	creating adverbs using suffix -ly (exceptions to the rules)	truly, duly, wholly, fully, daily, publicly, dryly, shyly, coyly
Week 6	Apostrophes	words with short /i/ sound spelt with 'y'	myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical
Week 7	Assess & Review	Statutory Spelling words	believe, appear, often, group, breath, continue, arrive, women, describe, height

Progression within Year Three

Spring 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Verbs	adding suffixes beginning with a vowel (er, ed, ing) to words with more than one syllable (unstressed final syllable, don't double final consonant)	gardener, gardening, limited, limiting, offering, offered, benefited, benefiting, focused, focusing,
Week 2	Compound Nouns	adding suffixes beginning with a vowel (er, ed, ing) to words with more than one syllable (stressed final syllable, double final consonant)	forgetting, forgotten, beginning, beginner, preferred, preferring, occurred, occurring, forbidden, committed
Week 3	Prefixes dis-, mis-, un-	creating negative meanings using prefix mis-	misspell, mislead, mistreat, misbehave, mistrust, misprint, misuse, misplace, misheard, misread
Week 4	Subordinating conjunctions	creating negative meanings using prefix dis-	dislike, disobey, discolour, discover, disappear, dishonest, disallow, disbelieve, disapprove, discontinue
Week 5	Inverted commas	words with a /k/ sound spelt with 'ch'	scheme, chorus, echo, character, ache, chaos, stomach, chemistry, orchestra, technology,
Week 6	Assess & Review	Challenge words (maths focus)	fraction, minute, hour, answer, digit, subtract, multiply, divide, greater, equal

Spring 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Adverbs - time, place and cause	homophones and near homophones	grate, great, grown, groan, plain, plane, peace, piece, rain, reign
Week 2	Prefixes in-	homophones and near homophones	scent, sent, vain, vein, rode, road, steel, steal, waist, waste
Week 3	Suffixes -ation	adding the prefix bi- and adding the prefix re-	bicycle, biplane, bisect, bilingual, biannual, reappear, redecorate, reapply, repay, rebuild
Week 4	Co-ordinating conjunctions	words ending in /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	league, plague, rogue, vague, fatigue, unique, antique, mosque, cheque, technique
Week 5	Organisational Devices	words with a /sh/ spelt with 'ch'	chef, chalet, machine, brochure, crochet, ricochet, parachute, moustache, champagne, chute
Week 6	Assess & Review	Statutory Spelling words	address, busy, business, heart, fruit, breathe, strange, complete, extreme, forwards

Progression within Year Three

Summer 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Prepositions	words ending in -ary	library, February, dictionary, boundary, salary, summary, primary, secondary, ordinary, necessary
Week 2	Prefixes re-, sub-, inter-	words with a short /u/ sound spelt with 'o'	woman, wonder, month, govern, brother, another, shovel, above, Monday, discover
Week 3	Suffixes beginning with vowels	words with a short /u/ sound spelt with 'ou'	enough, young, touch, double, trouble, country, courage, rough, tough, cousin
Week 4	Time conjunctions	word families, based on common words, showing how words are related in form and meaning	instruct, structure, construction, instruction, instructor, unit, union, united, universe, university
Week 5	Paragraphs	word families, based on common words, showing how words are related in form and meaning	scope, telescope, microscope, horoscope, periscope, inspect, spectator, respect, perspective, spectacles

Summer 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Word families	word families, based on common words, showing how words are related in form and meaning	press, suppress, express, compress, impress, prevent, invent, venture, adventure, eventful
Week 2	Suffix -ous	words ending in suffix -al	natural, occasional, actual, accidental, medical, national, capital, vocal, sensational, personal
Week 3	Homophones	words ending with an /zhuh/ sound spelt with 'sure'	treasure, measure, pleasure, enclosure, closure, leisure, exposure, pressure, composure, fissure
Week 4	Cause and place conjunctions	words ending with an /chuh/ sound spelt with 'ture'	creature, picture, nature, furniture, capture, culture, moisture, future, gesture, structure
Week 5	Editing & Evaluating	words ending with an /cher/ sound spelt with 'ture'	lecture, literature, mature, miniature, mixture, puncture, sculpture, signature, temperature, texture
Week 6	Assess & Review	Silent letter revision	island, answer, build, guide, guard, write, honest, surprise, thumb, half
Week 7	Assess & Review	Silent letter revision	End of Year 3 - no spellings given



Progression within Year Four

Autumn 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Singular & Plural nouns	words with /aw/ spelt with augh and au	caught, naughty, taught, daughter, autumn, clause, cause, astronaut, applaud, author
Week 2	Pronouns	adding the prefix in- (meaning not or into)	inactive, incorrect, inaccurate, insecure, indefinite, incomplete, infinite, inedible, inability, indecisive
Week 3	Standard English	adding the prefix im- (before a root word starting with m or p)	immature, immeasurable, impossible, immortal, imperfect, impatient, immovable, impolite, important, improper
Week 4	Compound words	adding the prefix il- (before a root word starting with l) and the prefix ir- (before a root words starting with r)	illegal, illegible, illogical, illiterate, illicit, irregular, irrelevant, irresponsible, irrational, irresistible
Week 5	Adverbs to express time and cause	homophones and near homophones	medal, meddle, missed, mist, scene, seen, board, bored, which, witch
Week 6	Adverbs to express time and cause	words with /shun/ endings spelt with 'sion' (if root words ends in 'se' 'de' or 'd')	division, invasion, confusion, decision, collision, television, revision, erosion, inclusion, explosion
Week 7	Assess & Review	Statutory Spelling Words (Y3 revision)	often, strange, actual, address, appear, busy, forwards, group, heard, weight

Autumn 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Possessive pronouns	words with a /shuhn/ sounds, spelt with 'sion' (if root word ends in 'se' 'de' or 'd')	expansion, extension, comprehension, tension, corrosion, supervision, fusion, conclusion, persuasion, suspension
Week 2	Fronted adverbials	words with a /shuhn/ sounds, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	expression, discussion, confession, permission, admission, transmission, possession, profession, depression, impression
Week 3	Fronted adverbials	words with a /shuhn/ sounds, spelt with 'tion' (if root word ends in 'te' or 't' or has no definite root)	invention, injection, action, question, mention, attraction, translation, devotion, position, solution
Week 4	Prepositions to express time and cause	words with a /shuhn/ sounds, spelt with 'cian' (if root word ends in 'c' or 'cs')	musician, politician, electrician, magician, mathematician, dietician, statistician, technician, clinician, beautician
Week 5	Plural and possessive '-s'	words with 'ough' to make a long / o/, /oo/ or /or/ sound	though, although, dough, through, breakthrough, thought, bought, brought, fought, ought
Week 6	Commas	Statutory Spellings & Challenge Words	interest, experiment, potatoes, favourite, imagine, material, promise, opposite, minute, increase
Week 7	Assess & Review	Assess & Review	Assess & Review



Progression within Year Four

Spring 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Adjectives	homophones and near homophones	accept, except, affect, effect, aloud, allowed, weather, whether, whose, who's
Week 2	Homophones	homophones and near homophones	cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs
Week 3	Commas after fronted adverbials	nouns ending in the suffix -ation	information, adoration, sensation, preparation, education, location, exaggeration, concentration, imagination, organisation
Week 4	Expanded noun phrases	nouns ending in the suffix -ation	creation, radiation, indication, ventilation, dedication, demonstration, abbreviation, translation, vibration
Week 5	Editing & evaluating	adding the prefix sub- (meaning under) and adding the prefix super- (meaning above)	submerge, subheading, submarine, subordinate, subway, superman, supervise, supersede, superpower, superhuman
Week 6	Assess & Review	plural possessive apostrophes with plural words	girls', boys', babies', parents', teachers', women's, men's, children's, people's, mice's

Spring 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Determiners	words with the/s/ sound spelt with the 'sc'	science, crescent, discipline, fascinate, scent, scissors, ascent, descent, scientist, scenery
Week 2	Word families	words with a soft 'c' spelt with 'ce'	centre, century, certain, recent, experience, sentence, notice, celebrate, ceremony, certificate
Week 3	Prepositional phrases	words with a soft 'c' spelt with 'ci'	circle, decide, medicine, exercise, special, cinema, decimal, accident, city, citizen
Week 4	Verb tenses - present	word families based on common words, showing how words are related in form and meaning	phone, phonics, microphone, telephone, homophone, real, reality, realistic, unreal, realisation
Week 5	Inverted commas	word families based on common words, showing how words are related in form and meaning	solve, solution, insoluble, dissolve, solvent, sign, signature, assign, design, signal
Week 6	Assess & Review	Statutory Spellings Challenge words	length, strength, purpose, history, different, difficult, separate, suppose, therefore, knowledge



Progression within Year Four

Summer 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Verb inflections	adding the prefix inter- (meaning between or among)	interact, interfere, intercity, international, intermediate, internet, intergalactic, interrupt, intervene, interlude
Week 2	Conjunctions to express time and cause	adding the prefix anti- (meaning against)	antiseptic, anticlockwise, antisocial, antidote, antibiotic, antivenom, anti-ageing, antifreeze, antiperspirant, antigravity
Week 3	Suffixes	adding the prefix auto- (meaning self or own)	autograph, autobiography, automatic, autofocus, autocorrect, autopilot, autorotate, automobile, autonomy, autocue
Week 4	Possessive apostrophes	adding prefix ex- (meaning out)	exit, extend, explode, excursion, exchange, export, exclaim, expel, external, exterior
Week 5	Paragraphs	words ending in -ar / -er	calendar, grammar, regular, particular, peculiar, popular, consider, remember, quarter, integer

Summer 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Verb Tenses - Past	adding the suffix -ous (no change to the root word)	dangerous, poisonous, mountainous, joyous, synonymous, hazardous, riotous, perilous, momentous, scandalous
Week 2	Prefixes	adding the suffix -ous (no definite root word)	tremendous, enormous, jealous, serious, hideous, fabulous, curios, anxious, obvious, gorgeous
Week 3	Plural Possessive Apostrophes	adding the suffix -ous (words ending in y become i and words ending in our become or)	various, furious, glorious, victorious, mysterious, humorous, glamorous, vigorous, odorous, rigorous
Week 4	Subordinate clauses	adding the suffix -ous (words ending in e drop the e but not ge)	famous, nervous, ridiculous, carnivorous, herbivorous, porous, adventurous, courageous, outrageous, advantageous
Week 5	Organisational devices	adverbials of frequency and possibility	regularly, occasionally, frequently, usually, rarely, perhaps, maybe, certainly, possibly, probably
Week 6	Assess & Review	adverbials of manner	awkwardly, frantically, curiously, obediently, carefully, rapidly, unexpectedly, deliberately, hurriedly, reluctantly
Week 7	Assess & Review	Assess & Review	None given - end of Year 4

Progression within Year Five

Autumn 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Proper nouns	words with endings that sound like /shuhs/ spelt with -cious	vicious, gracious, spacious, malicious, precious, conscious, delicious, suspicious, atrocious, ferocious
Week 2	Adverbs of possibility	words with endings that sound like /shuhs/ spelt with -tious or -ious	ambitious, cautious, fictitious, infectious, nutritious, contentious, superstitious, pretentious, anxious, obnoxious
Week 3	converting nouns and adjectives into verbs Suffixes -ate, -ise, -ify	words with the short vowel sound /i/ spelt with y	symbol, mystery, lyrics, oxygen, symptom, physical, system, typical, crystal, rhythm
Week 4	Tenses - Past & present progressive and present perfect	words with the long vowel sound / i/ spelt with y	apply, supply, identify, occupy, multiply, rhyme, cycle, python, hygiene, hyphen
Week 5	Possessive plural apostrophes	homophones and near homophones	past, passed, proceed, precede, aisle, isle, aloud, allowed, affect, effect
Week 6	expanded noun phrases	homophones and near homophones	father, farther, guessed, guest, herd, heard, led, lead, mourning, morning
Week 7	Assess and review	Statutory Spellings (Y4 revision)	although, circle, decide, different, difficult, favourite, increase, important, knowledge, through

Autumn 2nd Half Term			
	Grammar /Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Adverbs	words with 'silent' letters	doubt, lamb, debt, thumb, solemn, Autumn, column, knight, knuckle, knot
Week 2	Verb prefixes dis-, de-, mis-, over-, re-	words with 'silent' letters	wrestle, wrapper, island, aisle, debris, mortgage, Christmas, yacht, guarantee, guilty
Week 3	Degrees of possibility - modal verbs	modal verbs	can, could, may, might, must, shall, should, will, would, ought
Week 4	Verb inflections and standard English	words ending in 'ment'	equipment, environment, government, parliament, enjoyment, document, manage-
Week 5	Using inverted commas	adverbs of possibility	certainly, definitely, possibly, perhaps, probably, frequently, often, occasionally
Week 6	Assess & Review	Statutory spelling Challenge words	vegetable, vehicle, bruise, soldier, stomach, recommend, leisure, privilege, occur,
Week 7	Assess & Review	Statutory Spellings (Y4 revision)	particular, question, sentence, separate, special, therefore, though, thought, peculiar,



Progression within Year Five

Spring 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Prepositions	creating nouns using -ity suffix	community, curiosity, ability, visibility, captivity, activity, eternity, flexibility, possibility, possibility, sensitivity
Week 2	Prefixes	creating nouns using -ness suffix	happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness
Week 3	Coordinating conjunctions	creating nouns using -ship suffix	membership, ownership, partnership, dictatorship, championship, craftsmanship, fellowship, apprenticeship, citizenship, sponsorship,
Week 4	Using inverted commas (changing the position of the reporting clause)	Homophones and near homophones	stationary, stationery, steal, steel, wary, weary, who's, whose, fate, fete
Week 5	Parenthesis - brackets	Homophones and near homophones	alter, altar, ascent, assent, bridal, bridle, cereal, serial, compliment, complement
Week 6	Commas for meaning and clarity	Homophones and near homophones	principal, principle, profit, prophet, descent, dissent, desert, dessert, draft, draught

Spring 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Determiners	words with an /or/ sound spelt with 'or'	forty, scorch, absorb, decorate, afford, enormous, category, tornado, according, opportunity
Week 2	Suffixes	words with an /or/ sound spelt with 'au'	pause, cause, sauce, fraud, launch, author, August, applaud, astronaut, restaurant
Week 3	Subordinating Conjunctions	convert nouns or adjectives into verbs using the suffix -ate	pollinate, captivate, activate, motivate, communicate, medicate, elasticate, hyphenate, alienate, validate
Week 4	Linking Paragraphs with Adverbials	convert nouns or adjectives into verbs using the suffix -ise	criticise, advertise, capitalise, finalise, equalise, fertilise, terrorise, socialise, visualise, vandalise
Week 5	Direct and indirect speech	convert nouns or adjectives into verbs using the suffix -ify	amplify, solidify, signify, falsify, glorify, notify, purify, intensify, classify
Week 6	Assess & Review	convert nouns or adjectives into verbs using the suffix -en	blacken, brighten, flatten, lengthen, mistaken, straighten, shorten, thicken, tighten, toughen



Progression within Year Five

Summer 1st Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	pronouns and possessive pronouns	words containing the letter string 'ough'	though, although, dough, doughnut, through, cough, trough, rough, tough, enough
Week 2	word families	words containing the letter string 'ough'	plough, bough, drought, brought, bought, wrought, thought, ough, borough, thorough
Week 3	subordinate clauses	adverbials of time	yesterday, tomorrow, later, immediately, earlier, eventually, recently, previously, finally, lately
Week 4	writing cohesive paragraphs	adverbials of place	nearby, everywhere, nowhere, inside, downstairs, outside, upstairs, underneath, behind, somewhere
Week 5	parenthesis - commas	statutory spelling / challenge words	amateur, ancient, bargain, muscle, queue, recognise, twelfth, profession, develop, harass

Summer 2nd Half Term			
	Grammar / Punctuation Focus	Spelling Focus	Spelling Test Words
Week 1	Homophones	words with an /ear/ sound spelt 'ere'	sincere, interfere, sphere, adhere, severe, persevere, atmosphere, mere, hemisphere, austere
Week 2	Adverbial / fronted adverbials	unstressed vowels in polysyllabic words	definite, desperate, literate, secretary, dictionary, Wednesday, familiar, original, animal
Week 3	dictionary work	adding verb prefixes de- and -re	deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, replace, revisit
Week 4	relative clauses	adding verb prefix over-	overthrow, overturn, overslept, overcook, overact, overtired, overcoat, overpaid, overlook, overbalance
Week 5	editing and evaluating	convert nouns or verbs into adjectives using suffix -ful	boastful, faithful, doubtful, fearful, thankful, beautiful, pitiful, plentiful, fanciful, merciful
Week 6	parenthesis - dashes	convert nouns or verbs into adjectives using suffix -ive	attractive, creative, addictive, assertive, abusive, cooperative, exhaustive, appreciative, offensive, expressive
Week 7	Assess & Review	convert nouns or verbs into adjectives using suffix -al	None given - end of Year 5

