

**KS1 & KS2 Spelling, Punctuation and Grammar (SPAG) – Repeated Annually**  
*Personal success for every pupil in a happy, stimulating and caring environment.*

At Hackforth & Hornby, SPAG underpins reading and writing across the key stages. Year group expectations are identified below; expectations are reinforced throughout years 1 to 6, as appropriate. The correct use of standard English is promoted throughout the key stages, including EYFS. Mixed age classes allow pupils to be introduced to higher expectations at an earlier stage.  
*Required terminology is indicated in bold. Medium term planning identifies differentiation across year groups.*

<b>KS1: Years 1 &amp; 2</b>			
<b>Y1</b>	<b>Notes</b>	<b>Y2</b>	<b>Notes</b>
Leave spaces between words.	<b>Punctuation: Statutory High</b>	Use <b>full stops</b> and <b>capital letters</b> to demarcate sentences. Use <b>exclamation</b> and <b>question marks</b> accurately.	<b>Punctuation Statutory: High</b> Statement, question, exclamation or command.
Use <b>full stops</b> and <b>capital letters</b> to demarcate sentences.	<b>Punctuation: Statutory High</b>		
Use <b>capital letters</b> for proper nouns (names) and the personal pronoun <i>I</i> .	<b>Punctuation Statutory: High</b> Names of people, places, the days of the week, <i>I</i> .	Use <b>commas</b> to separate items in a list. Use <b>apostrophes</b> accurately*.	<b>Punctuation Statutory: Developmental</b> Possessive apostrophe: the boy's computer Contraction: omission: I am → I'm <b>*Not for plural nouns.</b>
Begin to use <b>question marks</b> and <b>exclamation marks</b> to punctuate sentences.	<b>Punctuation Statutory: Developmental</b>		
Use <i>and</i> to join <b>words</b> and clauses, and link <b>sentences</b> .	<b>Sentence Statutory: High</b> Connectives	<b>Compound and complex sentences</b> , including <b>subordination</b> and <b>co-ordination</b> .	<b>Sentence Statutory: Developmental</b> Subordination: when, if, that, because... Co-ordination: or, and, but...
Sequence sentences to form short narratives.	<b>Sentence Statutory: Developmental</b>		
Understand the terms: <b>singular</b> and <b>plural</b> .	<b>Word Statutory: Developmental</b>	<b>Expanded noun phrases</b>	<b>Sentence Statutory: Developmental</b> the blue butterfly,

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		<p><b>Suffixes: nouns, adjectives, adjectives to adverbs.</b>  <b>Compound nouns.</b></p> <p>Use <b>present</b> and <b>past tense</b> of <b>verbs</b> accurately and consistently throughout writing.</p> <p><b>Progressive form</b> of verbs in <b>present</b> and <b>past tense</b>, indicating action in progress.</p>	<p><b>Word Statutory: Developmental</b>          See Y2 Spelling: NC Appendix 1          Eg whiteboard</p> <p><b>Text Statutory: Developmental</b></p> <p><b>Text Statutory: Developmental</b>          she is drumming,          he was shouting...</p>
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<b>KS2: Years 3 &amp; 4 (As KS1+)</b>			
<b>Y3</b>	<b>Notes</b>	<b>Y4</b>	<b>Notes</b>
Introduction to <b>inverted commas</b> to punctuate <b>direct speech</b> .	<b>Punctuation: Statutory High</b> <b>Inverted commas</b> or <b>speech marks</b>	Correct presentation of speech, including punctuation and <b>reporting clauses</b> .	<b>Punctuation: Statutory High</b> Use of commas; punctuation within inverted commas.
Express time, place and cause using <b>conjunctions</b> , <b>adverbs</b> and <b>prepositions</b>	<b>Sentence: Statutory High</b> <b>Conjunctions</b> , eg when, before, after, while, so, because <b>Adverbs</b> , eg then, next, soon, therefore <b>Prepositions</b> , eg before, after, during, in, because of	<b>Apostrophes</b> to mark <b>plural possession</b> .	<b>Punctuation: Statutory High</b> eg, the girls' names
Identify <b>main</b> and <b>subordinate clauses</b>	<b>Sentence: Statutory Developmental</b> Subordinate clauses do not make sense as sentences on their own.	<b>Expanded noun phrases:</b>	<b>Sentence: Statutory Developmental</b> Addition of modifying adjectives, nouns and prepositional phrases eg, the teacher → the strict maths teacher with curly hair
a + <b>consonant letter</b> an + <b>vowel letter</b>	<b>Word: Statutory High</b> Introduced and reinforced in previous years, as required.	<b>Fronted adverbials</b>	<b>Sentence: Statutory Developmental</b> eg, Later that day, I heard the bad news
Formation of <b>nouns</b> using <b>prefixes</b>	<b>Word: Statutory High</b> eg, auto-, anti-	Use of <b>commas</b> after <b>fronted adverbials</b> .	<b>Punctuation: Statutory Developmental</b>
<b>Word families</b> based on common words	<b>Word: Statutory High</b> eg, solve, solution, solver, dissolve, insoluble	Grammatical difference between <b>plural</b> and <b>possessive -s</b>	<b>Word: Statutory High</b> Highlighted in previous years, as required.
<b>Paragraphs</b> , headings and sub headings, as appropriate	<b>Text: Statutory High</b> Organisation and presentation.	Verb inflections: Standard English	<b>Word: Statutory High</b> Highlighted in previous years, as required.

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<p><b>Present perfect form of verbs</b></p>	<p><b>Text: Statutory Developmental</b>  <i>eg, He has gone out to play</i>          contrasted with <i>He went out to play.</i></p>	<p><b>Identify determiners and articles</b></p> <p><b>Paragraphs</b> to organise ideas around a theme.</p> <p>Choice of <b>pronoun/noun</b> within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Word: Statutory High</b>  <b>Determiners</b> are words that come at the beginning of the noun phrase; they determine whether the noun phrase is specific or general.          Specific: the; my, your, their, etc; this, that, etc; which.          General: a, an; any; another; other; what  <b>Determiners include the articles: a, an, the</b></p> <p><b>Text: Statutory High</b>          Highlighted in previous years, as required.</p> <p><b>Text: Statutory High</b>          Highlighted in previous years, as required.</p>
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<b>KS2: Years 5 &amp; 6 (As KS1; Y3/4+)</b>			
<b>Y5</b>	<b>Notes</b>	<b>Y6</b>	<b>Notes</b>
<p><b>Brackets, dashes or commas</b> to indicate <b>parenthesis</b>. Use of <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>.</p> <p><b>Relative clauses</b></p> <p><b>Adverbs and modal verbs</b> to indicate <b>degrees of possibility</b></p> <p><b>Nouns/adjectives</b> → <b>verbs</b> using <b>suffixes</b></p>	<p><b>Punctuation: Statutory Developmental</b></p> <p><b>Sentence: Statutory Developmental</b> Clauses starting with the <b>relative pronouns</b>: who, which, where, when, whose, that <i>Whose</i> must be followed by a noun. (Increasingly rarely - <i>Whom</i>: <b>My teacher is a person whom I like very much</b>. Object of relative clause). When pronoun is the object of the relative clause, the relative pronoun can be omitted. eg Where's the pencil (which) I gave you yesterday?</p> <p><b>Sentence: Statutory Developmental</b> <b>adverbs</b>: perhaps, surely <b>modal verbs</b>: might, should, will, must</p> <p><b>Word Statutory: High</b> eg, -ate, -ise, -ify</p>	<p>Accurate use of <b>semi-colons, colons</b> and <b>dashes</b>.</p> <p><b>Bullet points</b> to list information.</p> <p>Use of <b>hyphens</b> to avoid <b>ambiguity</b>.</p> <p><b>Active</b> and <b>passive</b> to affect presentation of information.</p> <p>Investigate structural differences (and vocabulary differences) between informal speech and formal speech and writing, including <b>subjunctive</b></p>	<p><b>Punctuation: Statutory High</b> To mark boundaries between <b>clauses</b>. <b>NB Semi-colons</b>: use to break up clauses which make sense on their own and are of equal importance. eg, Jane had spinach for dinner; Jacky had an entire cake.</p> <p><b>Punctuation: Statutory High</b> Highlighted in previous years, as required (instruction writing).</p> <p><b>Punctuation: Statutory High</b> Man eating shark or man-eating shark? Recover or re-cover?</p> <p><b>Sentence: Statutory Developmental</b> <i>Sam flipped the pancake. Active: who</i> <i>The pancake was flipped by Sam. Passive: what</i></p> <p><b>Sentence and Word: Statutory Developmental</b> Question tags, eg You're your friend, isn't he? Subjunctive eg, If I were, Were they to come...</p>

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<p><b>Verb prefixes</b></p> <p><b>Cohesion</b> within paragraphs</p> <p>Link ideas across <b>paragraphs</b> using <b>adverbials</b> and <b>tense choices</b>.</p>	<p><b>Word Statutory: High</b>  eg, dis-, de-, mis-, over-, re-</p> <p><b>Text Statutory: High</b>  Devices including then, after that, this, at first...</p> <p><b>Text Statutory: Developmental</b>  Time, eg later  Place, eg nearby  Number, eg secondly  Tense choices, eg he <i>had</i> seen her before</p>	<p><b>Synonyms and antonyms</b></p> <p><b>Cohesive devices</b></p>	<p><b>Word: Statutory High</b>  <b>Synonyms</b> = the same thing, eg scary; frightening  Highlighted in previous years (Thesaurus enquiries)  <b>Antonyms</b> = opposites, eg ordinary; unusual</p> <p><b>Text: Statutory High</b>  Repetition of word/phrase.  <b>Adverbials</b>, eg on the other hand; in contrast; as a consequence.  <b>Ellipsis</b> to add suspense.  Layout devices to structure texts.</p>
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