



Eversholt Progression of Skills in Spelling, Punctuation and Grammar

	EYFS	Year 1	Year 2	Year 3	Year 4
Word Structure	<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Be able to blend and segment simple cvc, ccvc and ccvc words.</p> <p>Begin to clap out the syllables in multisyllabic words.</p> <p>Spell simple compound words e.g. laptop</p>	<p>Use regular plural noun suffixes –s or –es.</p> <p>Identify root words.</p> <p>Suffixes that can be added to verbs –ing, -ed, -er.</p> <p>Common double consonant variants before these suffixes.</p> <p>Understand how the prefix. un– changes the meaning of verbs and adjectives.</p> <p>Understand the apostrophe in contractions represents omitted letter(s). (I’ll, we’ll, she’ll, he’ll, I’m, it’s, let’s)</p>	<p>Formation of nouns using suffixes such as –ness, –er.</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs.</p> <p>Use of the determiners/ article a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Standard English forms local spoken forms was/were, did/done.</p> <p>Spelling more contractions. (are/is/not/will rules)</p>	<p>Formation of nouns using a range of prefixes, such as super–, anti–, auto– and suffixes, such as –able, -ation, -ible, -ous, -ly, ssion, -cian</p> <p>Word families based on common words.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spelling more contractions. (have/ would/ shall/ had rules)</p>	<p>The grammatical difference between plural and possessive –s.</p> <p>Formation of nouns using a range of prefixes, such as super–, anti–, auto– and suffixes, such as –able, -ation, -ible, -ous, -ly, ssion, -cian</p> <p>Standard English forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>
Word Classes	<p>Spelling various common exception words (Phase 2-4)</p> <p>Understand and use simple spelling rules for common digraphs and trigraphs.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Understand pronouns, verbs, nouns and adjective</p> <p>Teach 1st and 3rd person e.g.</p> <p>1st person: I love cheese.</p> <p>3rd person: He/She loves cheese.</p>	<p>Understand adverbs.</p> <p>Teach 1st and 3rd person e.g.</p> <p>1st person: I love cheese.</p> <p>3rd person: He/She loves cheese.</p> <p>Children understand how verbs are modified when the pronoun (1st, 2nd, 3rd) e.g. I love/ he loves</p> <p>Distinguishing between homophones and near homophones.</p>	<p>Children learn the term ‘article’ e.g. a/an/the to refer to a noun.</p> <p>Teach subject/object e.g. The dog chased the cat. Subject: the dog (doing the chasing) Object: the cat</p> <p>Function of verbs (action e.g. ‘runs’, state e.g. ‘happy’, presence e.g. ‘are’, absence e.g. ‘are not’).</p> <p>Classify nouns into singular and plural</p> <p>Teach 1st, 2nd and 3rd person</p> <p>Adverbial phrases. Describing a verb by saying why, where or when. e.g. Just because he was cross... Sitting on the bench..... After midnight.....</p>	<p>Use of powerful verbs.</p> <p>Shades of meaning, from weak to strong e.g. wish/hope/ dream/crave /desire</p> <p>Collective nouns e.g. milk, trousers, rain</p> <p>Pupils can identify if a sentence is written in the 1st, 2nd or 3rd person and sustain one form in a piece of writing. Spell further homophones. Spell words that are often misspelt.</p>



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Sentence Structure	<p>Break down the flow of speech into words to write.</p> <p>Understand and be able to articulate the structure of a simple sentence.</p> <p>Be able to adapt a simple sentence to create different meanings.</p> <p>Memorising sentences and writing words in the correct order.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Verbally use prepositions of place.</p>	<p>How words can combine to make sentences.</p> <p>How conjunctions join sentences.</p> <p>Adding - and</p> <p>Explanation - because</p> <p>Contrasting - but</p> <p>All sentences need a pronoun and a verb. e.g. She ran down the road. He slept.</p> <p>Use one adjective to expand a noun phrase e.g. The blue butterfly</p> <p>Understand and use prepositions of place: in, on, next to, under, behind etc.</p>	<p>Use varied conjunctions; Adding – and, also, as well as</p> <p>Explanation – because, as, so</p> <p>Contrasting – but, although</p> <p>Subordination - when, if, or because</p> <p>Refer to sentences as simple or compound sentence (joined by a conjunction).</p> <p>Pupils understand that a clause is either a complete sentence or part of a sentence that can be as a complete sentence.</p> <p>Use two adjectives to expand a noun phrase e.g. The murky, blue sea.</p> <p>Understand grammatical patterns in different sentences forms: statement, question, exclamation, command.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Increased use of conjunctions; Adding - addition to, furthermore,</p> <p>Explanation - therefore</p> <p>Contrasting - even though, although, whereas</p> <p>Subordinating - when, if, while</p> <p>time when, before, after, while,</p> <p>Prepositions of time e.g. before, after, during</p> <p>Pupils identify and can use complex sentences, e.g. If I had known it was going to rain, I would have brought my umbrella.</p> <p>Expanding noun phrases with adjectives, nouns and prepositional phrases.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. e.g. John and Paul went to the park. They played on the swings. Next the boys played football.</p> <p>Express time, place and cause through conjunctions, adverbs and prepositions.</p> <p>Consolidation of using conjunctions to create varied sentences</p> <p>Fronted adverbials (starting a sentence with an adverb/adverbial phrase) e.g. Later that day.....</p> <p>While Mohamed was brushing his teeth...</p> <p>Expanding noun phrases with adjectives, nouns and prepositional phrases.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Text Structure	<p>Writing a sentence about a chosen theme.</p> <p>Writing simple stories by sequencing events.</p> <p>Retell familiar stories in the correct order.</p>	<p>Sequencing sentences to form short narratives</p> <p>Using time openers: Once upon a time, Early one morning, After/after that, One day, First, Then, Next, Finally</p> <p>Introduce adverbial- 'when'</p>	<p>Using various sentence openers:</p> <p>To his amazement, Suddenly, So, By, the next morning, Next, Then, when, Now, Until/till, Soon/ as soon as, In the end, Finally, At that moment, After a while, A</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Using a wide range of sentence openers:</p> <p>Prepositional phrase opener e.g. Under the table /At the end of the road</p>	<p>Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences</p> <p>Increased knowledge and use of sentence openers:</p> <p>-ed e.g. Shocked, she stared in disbelief.</p>



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	Verbally use past, present and future forms accurately.		moment later, Meanwhile, Last, Another thing/another time. Suffix -ly openers e.g. happily. Consistent use of present tense versus past tense. Use of continuous form of verbs in the present and the past (-ing).	-ing opener e.g. Running as fast as she could... Connective opener e.g. While they were still sleeping, he crept inside the house. Use of the perfect form of verbs.	One word e.g. Freezing, he shivered in the corner.
Punctuation	Separation of words with spaces ('finger space'). Using capital letters and full stops to demarcate a simple sentence.	Separation of words with spaces ('finger space') Consolidation of the use of capital letters and full stops. Introduction to the use of question marks and exclamation marks to demarcate sentences. Capital letters for names, places, days, months and for the personal pronoun I.	Consolidate capital letters, full stops, question marks, exclamation marks. Commas to separate items in a list. Using an apostrophe to mark a contraction and possession.	Use speech marks/inverted commas to punctuate direct speech. Use commas to separate clauses. E.g. If I hadn't been so lazy, I wouldn't have missed the bus. Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).	Use of speech marks/inverted commas to punctuate direct speech. Place the possessive apostrophe accurately in words with regular plurals, such as girls' boys' and words with irregular plurals - children's. Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Use of ellipsis to indicate omission, create tension or indicate a trailing off of thought or silence.
Vocabulary	Letter, capital Letter, word, sentence, full Stop, 'finger Space'	Punctuation, singular, plural, question mark, exclamation mark, noun, verb, pronoun, adjective, root word, conjunction, time openers, simple sentence	Tense (past, present), prefix, suffix, apostrophe, comma compound sentence, adding, causal, contrasting noun, noun phrase, statement, question, command, adverb, determiner, article, homophone	Word family, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause	Pronoun, possessive pronoun, adverbial, ellipsis