



THREAD: SPAG, including vocabulary

AOLE: LLC

Progression Step 1		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Spelling</p> <ul style="list-style-type: none"> • Begin to write using familiar words and phrases. • Communicate by making marks, drawing symbols or writing letters and words in a range of contexts. • Recognise the alphabetic nature of writing and understand that written symbols have meaning e.g., emergent writing • Discriminate between letters. • Segment words into syllables and sounds to help me spell. E.g., initial sounds, CVC words • Write words and phrases by using knowledge of letters and the sounds they represent. • Use familiar high-frequency words in writing • Write own and others' names <p>Punctuation</p> <ul style="list-style-type: none"> • Have an awareness that words are separated by spaces • Be aware that sentences use capital letters and full stops • Adds 1 or 2 full stops to their writing mostly correct <p>Grammar</p> <ul style="list-style-type: none"> • Begin to sequence symbols, signs or words appropriately. • Write own name with a capital letter • Begin to understand capital letters are used for proper nouns e.g., days of the week, months of the year. 	<p>Sounds</p> <p>Finger spaces</p> <p>Full Stops</p> <p>Capital Letters</p> <p>Letters</p> <p>Blend/Fred Talk</p> <p>First, middle, last sound (CVC word building)</p> <p>Beginning with...</p> <p>Sentence</p> <p>Word</p>	<p>Clapping words</p> <p>Alphabet</p> <p>Magnetic letters</p> <p>Sensory letter formation, e.g., sand, shaving foam</p> <p>Listening games</p> <p>Hearing stories</p> <p>Phonics programme – letters and sounds, RWI</p> <p>Writing opportunities in provision</p> <p>Shared and modelled writing</p> <p>Library in class</p> <p>Use of word, sound and vocabulary mats</p>



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Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Spelling</p> <ul style="list-style-type: none"> Write using an increasingly imaginative, varied and precise vocabulary Use knowledge of letter sounds and patterns accurately including consonant–vowel–consonant, common digraphs, <i>e.g.</i>, <i>th</i>, <i>ck</i>, simple roots, <i>e.g.</i>, <i>tele</i>, <i>sub</i>, <i>fair</i>, suffixes, <i>e.g.</i> <i>-ly</i>, <i>-ation</i>, <i>-ous</i>, plural forms correctly in context, <i>e.g.</i> <i>-s</i>, <i>-es</i>, <i>-ies</i>, past tense of verbs consistently, <i>e.g.</i>, <i>consonant doubling before -ed</i>. Attempt to spell more difficult words plausibly using a range of strategies, including word families, roots, morphology, graphic knowledge, phonic knowledge, <i>e.g.</i>, <i>segmenting a word into its individual phonemes</i>. Spell high-frequency regular and irregular words correctly. To use a dictionary <p>Punctuation</p> <ul style="list-style-type: none"> Use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission. Begin to use commas to mark clauses and phrases, <i>e.g.</i>, after a fronted adverbial ‘Later that morning, we visited the castle’. <p>Grammar</p> <ul style="list-style-type: none"> Use standard forms of language, including standard forms of verbs, <i>e.g.</i> I see/he saw, I go/he went, and subject–verb agreement, <i>e.g.</i> I was/we were. Compose single and multi-clause sentences, making choices to meet the intended audience and purpose, including: <ul style="list-style-type: none"> connectives to expand a point connectives to write compound sentences connectives for causation and consequence, <i>e.g.</i>, because, after starting sentences a variety of ways adjectives and adverbs. 	<p>Suffix Prefix Root word Vowel Consonant Syllables Plural Singular</p> <p>Punctuation Question marks Exclamation marks Speech marks Commas Apostrophe</p> <p>Clauses Sentences</p> <p>Noun Verb Adverb Adjective Connective</p> <p>Simple sentence Compound sentence Sentence starter</p> <p>Tenses - past, present</p>	<p>Use of word, sound and vocabulary mats Use of dictionaries Shared and modelled writing Multisensory approaches to spelling Hearing stories Phonics programme – letters and sounds, RWI Writing opportunities in provision Shared and modelled writing Library in class</p>



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Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Spelling</p> <ul style="list-style-type: none"> • Make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes. • Use knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> • roots, e.g. light, geo, appear • suffixes, e.g. -able, -cious/tious, -ful • plural forms correctly in context, e.g. -s, -es, -ies. • Use strategies to correctly spell polysyllabic, complex and irregular words in the context of each area of learning and experience. <p>Punctuation</p> <ul style="list-style-type: none"> • Use a range of punctuation accurately (including apostrophe for possession) to clarify and expand meaning. <p>Grammar</p> <ul style="list-style-type: none"> • Use language appropriate to writing, including standard forms, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses. • Use the standard form of a variety of words, e.g. present, past and negative forms. • Use simple, compound and complex sentence structures for emphasis and effect. • Use an increasing range of connectives to organise my ideas in sentences, paragraphs and whole texts. 	<p>Pronoun Preposition Phrase</p> <p>Complex sentence</p> <p>Embedded clause Subordinating clause Main clause</p>	<p>Use of word, sound and vocabulary mats</p> <p>Multi-sensory approaches for spelling</p> <p>Use of dictionaries</p> <p>Shared and modelled writing</p> <p>Opportunities to apply SPAG knowledge to different genres.</p>



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Progression Step 4		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Spelling</p> <ul style="list-style-type: none"> To make informed choices about vocabulary, idiomatic and figurative language, and syntax in order to express myself with fluency, accuracy and clarity. To use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and area of learning and experience/discipline-specific words correctly. <p>Punctuation</p> <ul style="list-style-type: none"> To use the full range of punctuation accurately (including colons, semicolons and parenthesis) to clarify, organise and expand meaning. <p>Grammar</p> <ul style="list-style-type: none"> To select and use a variety of different sentence structures (simple, compound and complex sentences) with grammatical accuracy in my writing. To use a range of connectives specifically when organising my ideas in whole texts for different purposes. 	<p>Idioms Colons Semi-colons Parenthesis Peripatetic brackets Connectives Prepositions</p>	<p>Use of dictionaries and thesauruses (online and hard copies) Use of connective maps Topic specific word banks Online resources e.g. Spellzone GCSE proof reading tasks</p>