

# Spelling and Grammar Road Map

## EYFS

To use their phonic knowledge to write words in ways which match their spoken sounds.  
 To write some irregular common words.

To answer 'how' and 'why' questions about their experiences and in response to stories or events.  
 To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

## Year 1

To know all letters of the alphabet and the sounds which they most commonly represent.  
 To recognise consonant digraphs which have been taught and the sounds which they represent.  
 To recognise vowel digraphs which have been taught and the sounds which they represent.  
 To recognise words with adjacent consonants.  
 To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  
 To spell some words in a phonically plausible way.

To apply Y1 spelling rules and guidance and spell all year 1 CEW correctly.  
 To spell days of the week correctly.  
 To use -s and -es to form regular plurals correctly and to use the prefix 'un-' accurately.  
 To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).  
 To spell simple compound words (e.g. dustbin, football) and to read words that they have spelt.  
 To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.

## Year 2

To spell more words with contracted forms.  
 To learn the possessive singular apostrophe.  
 To self-correct misspellings of words that pupils have been taught to spell.  
 To apply further Y2 spelling rules and guidance and to spell most Y1 and Y2 CEW correctly.

To use simple sentence structures.  
 To use the joining word (conjunction) 'and' to link ideas and sentences.  
 To begin to form simple compound sentences.  
 To use capital letters for names, places, the days of the week and the personal pronoun 'I'.  
 To use finger spaces.  
 To use full stops to end sentences.  
 To begin to use question marks and exclamation marks.  
 To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

To use the present and the past tense mostly correctly.  
 To form sentences with different forms: statement, question, exclamation, command.  
 To use some features of written Standard English.  
 To use co-ordination (or/and/but).  
 To use some subordination (when/if/ that/because).  
 To use expanded noun phrases to describe and specify e.g. the blue butterfly.  
 To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.  
 To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-.  
 To form nouns with the suffix -ation.  
 To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule.  
 To spell words that use the possessive apostrophe with plural words, including irregular plurals.  
 To use their spelling knowledge to use a dictionary more efficiently.

## Year 4

To apply year 3 spelling rules and guidance.  
 To spell many of the Y3 and Y4 statutory spelling words correctly.  
 To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly.  
 To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.  
 To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable.  
 To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable.  
 To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.  
 To use the first two or three letters of a word to check its spelling in a dictionary.

## Year 3

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.  
 To recognise new ways of spelling phonemes for which one or more spellings are already known.  
 To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.  
 To correctly write, from memory, simple sentences dictated by the teacher.  
 To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.

To apply year 4 spelling rules and guidance

To spell all of the Y3 and Y4 statutory spelling words correctly.

To always maintain an accurate tense throughout a piece of writing.  
 To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'  
 To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  
 To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  
 To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.  
 To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  
 To consistently use apostrophes for singular and plural possession.  
 To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

To try to maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.  
 To use 'a' or 'an' correctly throughout a piece of writing.  
 To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  
 To use a range of conjunctions, adverbs and prepositions to show time, place and cause.  
 To use the full range of punctuation from previous year groups.  
 To punctuate direct speech accurately, including the use of inverted commas.  
 To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

## Year 5

To apply year 5 spelling rules and guidance.  
 To spell many of the Y5 and Y6 statutory spelling words correctly.  
 To convert nouns or adjectives into verbs using the suffix -ate.  
 To convert nouns or adjectives into verbs using the suffix -ise.  
 To convert nouns or adjectives into verbs using the suffix -ify.  
 To convert nouns or adjectives into verbs using the suffix -en.  
 To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.  
 To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

## Year 6

To apply year 6 spelling rules and guidance.  
 To spell all of the Y5 and Y6 statutory spelling words correctly.  
 To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy.  
 To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency.  
 To spell words by adding suffixes beginning with vowel letters to words ending in -fer.  
 To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy.  
 To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).  
 To use a knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically.  
 To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  
 To ensure the consistent and correct use of tense throughout all pieces of writing.  
 To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion.  
 To use relative clauses beginning with a relative pronoun with confidence.  
 To use commas consistently to clarify meaning or to avoid ambiguity.  
 To use brackets, dashes or commas to indicate parenthesis.  
 To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.  
 To use the subjunctive form in formal writing.  
 To use the perfect form of verb to mark relationships of time and cause.  
 To use the passive voice.  
 To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.  
 To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.