

## Spelling, Punctuation & Grammar (SPaG)

---

The grids remain free content for use within the registered school, subject to the terms and conditions set out on <https://statsheffield.org>.

---

Please Note - These grids are designed to be used for children who are at a Y1 to Y6 stage of attainment. They are not suitable for children who are not yet at a Y1 stage of attainment. Teachers will use an appropriate curriculum for children at this pre-year one stage depending upon the reason (e.g. delayed development, Special Educational Needs or being new to English).

Note: There are no planning and assessment grids for steps 1 to 12 or for steps 34 to 36 in this section.

SPaG: Planning and Assessment from National Curriculum Year 1

Steps 16 to 18

Total Stars 61

5 KPIs

Step	16, Developing Y1	17, Secure Y1	18, Extending Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	16	32	48, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Spelling Revision from EYFS:		Vocabulary, Grammar and Punctuation			★ B	★ P	★ E
<ul style="list-style-type: none"> <li>all letters of the alphabet and the sounds which they most commonly represent;</li> <li>consonant digraphs which have been taught and the sounds which they represent;</li> <li>vowel digraphs which have been taught and the sounds which they represent;</li> <li>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds;</li> <li>words with adjacent consonants;</li> <li>guidance and rules which have been taught.</li> </ul>		<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 1):</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es (e.g., dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper).</li> <li>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g., unkind, or undoing, e.g., untie the boat).</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences.</li> <li>Joining words and joining clauses using ‘and’.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives. (also in composition)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Separation of words with spaces.</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.</li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark.</li> </ul>					
Spelling		★ B	★ P	★ E			
<p><i>Spell:</i></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught;</li> <li>common exception words;</li> <li>the days of the week.</li> </ul> <p><i>Name the letters of the alphabet:</i></p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order;</li> <li>using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p><i>Add prefixes and suffixes:</i></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs;</li> <li>using the prefix un–;</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</li> </ul> <ul style="list-style-type: none"> <li>Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>							
❖ Phonics Screening		Y1 pass Y1 Phonics Screening Test		Y2 pass Y2 Phonics Re-Screening Test		Y3+ equivalent exercise.	

★ B = Beginning to

★ P = Progressing

★ E = Embedded

VGP Vocabulary, Grammar & Punctuation

Step	19, Developing Y2	20, Secure Y2	21, Extending Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	17	33	50, including all underlined KPIs with 3 stars.	

To gain Step 21, pupils should demonstrate and apply skills independently in a variety of contexts and across a range of curriculum areas where appropriate.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E	
<p><i>Spell by:</i></p> <ul style="list-style-type: none"> <li>◆ <u>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;</u></li> <li>◆ <u>learning 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;</u></li> <li>◆ learning to spell common exception words;</li> <li>◆ learning to spell more words with contracted forms;</li> <li>◆ learning the possessive apostrophe (singular) [for example, <i>the girl's book</i>];</li> <li>◆ distinguishing between homophones and near-homophones.</li> <li>❖ Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>❖ Apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>❖ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 2):</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ Formation of nouns using suffixes such as –ness, –er and by compounding (e.g., <i>whiteboard, superman</i>).</li> <li>❖ Formation of adjectives using suffixes such as –ful, –less.</li> <li>❖ <u>Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.</u></li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ <u>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</u></li> <li>❖ Expanded noun phrases for description and specification (e.g., <i>the blue butterfly, plain flour, the man in the moon</i>).</li> <li>❖ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ <u>Correct choice and consistent use of present tense and past tense throughout writing.</u></li> <li>❖ Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g., <i>she is drumming, he was shouting</i>).</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>❖ <u>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</u></li> <li>❖ <u>Commas to separate items in a list.</u></li> <li>❖ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g., <i>the girl's name</i>].</li> </ul> <p><b>Terminology for Pupils</b></p> <ul style="list-style-type: none"> <li>❖ Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); apostrophe, comma.</li> </ul>				

**SPaG: Planning and Assessment from National Curriculum: Lower Key Stage 2**

**Steps 22 to 24**

**Total Stars (36)† 5 KPIs**

Step	22, Developing Y3		23, Secure Y3		24, Extending Y3	
Stars routinely required	2 Spelling	7 VGP	5 Spelling	15 VGP	7 Spelling	22 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

† Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 4.

Transcription - Spelling	★	★	★	Vocabulary, Grammar and Punctuation	★	★	★	Vocabulary, Grammar and Punctuation continued	★	★	★
	B	P	E		B	P	E		B	P	E
<p><b>Revision from Y1 and 2: pay attention to suffixes.</b></p> <ul style="list-style-type: none"> <li>❖ Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).</li> <li>❖ Spell further homophones.</li> <li>❖ Spell words that are often misspelt (English Appendix 1 (Year 3/4)).</li> <li>❖ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li> <li>❖ Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>❖ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ Formation of nouns using a range of prefixes, such as super-, anti-, auto- .</li> <li>❖ <u>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g., a rock, an open box).</u></li> <li>❖ Word families based on common words, showing how words are related in form and meaning (e.g., solve, solution, solver, dissolve, insoluble).</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ <u>Expressing time, place and cause using conjunctions (e.g., when, before, after, while, so, because), adverbs (e.g., then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of).</u></li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>❖ <u>Introduction to inverted commas to punctuate direct speech.</u></li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to paragraphs as a way to group related material.</li> <li>❖ <u>Headings and sub-headings to aid presentation.</u></li> <li>❖ <u>Use of the present perfect form of verbs instead of the simple past (e.g., 'He has gone out to play' contrasted with 'He went out to play').</u></li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>❖ Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading: preposition conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; inverted commas (or 'speech marks').</li> </ul>			

★ B = Beginning to

★ P = Progressing

★ E = Embedded

VGP Vocabulary, Grammar & Punctuation

**SPaG: Planning and Assessment from National Curriculum Lower Key Stage 2**

**Steps 25 to 27**

**Total Stars 48**

**5 KPIs**

Step	25, Developing Y4		26, Secure Y4		27, Extending Y4		
Stars routinely required	9 Spelling	8 VGP	12 Spelling	16 VGP	14 Spelling	24 VGP	38 total, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Spelling	★	★	★	Vocabulary, Grammar and Punctuation	★	★	★	Vocabulary, Grammar and Punctuation continued	★	★	★
	B	P	E		B	P	E		B	P	E
<p><i>Revision from Y1 and 2: pay attention to suffixes.</i></p> <ul style="list-style-type: none"> <li>❖ Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).</li> <li>❖ Spell further homophones.</li> <li>❖ Spell words that are often misspelt (English Appendix 1 (Year 3/4)).</li> <li>❖ Place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i>] and in words with irregular plurals [for example, <i>children's</i>].</li> <li>❖ Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>❖ <u>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u></li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ The grammatical difference between plural and possessive –s.</li> <li>❖ <u>Standard English forms for verb inflections instead of local spoken forms (e.g., 'we were' instead of 'we was', or 'I did' instead of 'I done').</u></li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., <i>the teacher expanded to: the strict maths teacher with curly hair</i>).</li> <li>❖ <u>Fronted adverbials (e.g., <i>Later that day, I heard the bad news.</i>).</u></li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ Use of paragraphs to organise ideas around a theme.</li> <li>❖ <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</u></li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</i></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>❖ <u>Use of inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</u></li> <li>❖ Apostrophes to mark singular and plural possession (e.g., <i>the girl's name, the girls' names</i>).</li> <li>❖ Use of commas after fronted adverbials.</li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>❖ Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading: determiner; pronoun, possessive pronoun; adverbial.</li> </ul>			
<p>Stars for Spelling will need to be carried forward from the Steps 22-24 Spelling, Punctuation &amp; Grammar grid.</p>											

★ B = Beginning to

★ P = Progressing

★ E = Embedded

VGP Vocabulary, Grammar & Punctuation

Key Performance Indicators (KPIs) are underscored

**SPaG: Planning and Assessment from National Curriculum Upper Key Stage 2**

**Steps 28 to 30**

**Total Stars (41)†**

**4 KPIs**

Step	28, Developing Y5	29, Secure Y5	30, Extending Y5
Stars routinely required	3 Spelling 8 VGP	6 Spelling 16 VGP	9 Spelling 24 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

† Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 6.

Transcription - Spelling	★	★	★	Vocabulary, Grammar and Punctuation	★	★	★	
	B	P	E		B	P	E	
<ul style="list-style-type: none"> <li>❖ Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>❖ Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>❖ Continue to distinguish between homophones and other words which are often confused.</li> <li>❖ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</li> <li>❖ Use dictionaries to check the spelling and meaning of words.</li> <li>❖ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>❖ Use a thesaurus.</li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by:</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ <u>Converting nouns or adjectives into verbs using suffixes (e.g., -ate; -ise; -ify).</u></li> <li>❖ <u>Verb prefixes (e.g., dis-, de-, mis-, over- and re-).</u></li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>❖ <u>Indicating degrees of possibility using adverbs (e.g., perhaps, surely) or modal verbs (e.g., might, should, will, must).</u></li> <li>❖ using expanded noun phrases to convey complicated information concisely.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ <u>Devices to build cohesion within a paragraph (e.g., then, after that, this, firstly).</u></li> <li>❖ Linking ideas across paragraphs using adverbials of time (e.g., later), place (e.g., nearby) and number (e.g., secondly).</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>❖ Brackets, dashes or commas to indicate parenthesis.</li> <li>❖ <u>Use of commas to clarify meaning or avoid ambiguity.</u></li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>❖ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity.</li> </ul>				

★ B = Beginning to

★ P = Progressing

★ E = Embedded

VGP Vocabulary, Grammar & Punctuation

## SPaG: Planning and Assessment from National Curriculum Upper Key Stage 2

**Steps 31 to 33**

**Total Stars 54**

**6 KPIs**

	Step	31, Developing Y6	32, Secure Y6	33, Extending Y6
	Stars routinely required	11 Spelling 9 VGP	14 Spelling 17 VGP	17 Spelling 26 VGP  43 total, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E			
<ul style="list-style-type: none"> <li>❖ Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>❖ Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>❖ Continue to distinguish between homophones and other words which are often confused.</li> <li>❖ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</li> <li>❖ Use dictionaries to check the spelling and meaning of words.</li> <li>❖ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>❖ Use a thesaurus.</li> </ul> <div style="border: 1px solid black; background-color: #ffffcc; padding: 5px; margin-top: 10px; text-align: center;">                     Stars for Spelling will need to be carried forward from the Steps 28-30 Spelling, Punctuation &amp; Grammar grid.                 </div>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by:</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ <u>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., find out – discover; ask for – request; go in – enter).</u></li> <li>❖ How words are related by meaning as synonyms and antonyms (e.g., big, large, little).</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ <u>Use of the passive to affect the presentation of information in a sentence (e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</u></li> <li>❖ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g., 'He's your friend, isn't he?', or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech).</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'), and ellipsis.</li> <li>❖ <u>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</u></li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>❖ Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g., 'It's raining; I'm fed up.').</li> <li>❖ <u>Use of the colon to introduce a list and use of semi-colons within lists.</u></li> <li>❖ <u>Punctuation of bullet points to list information.</u></li> <li>❖ How hyphens can be used to avoid ambiguity (e.g., man eating shark versus man-eating shark, or recover versus re-cover).</li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>❖ Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading: subject, object; active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points;</li> </ul>						