

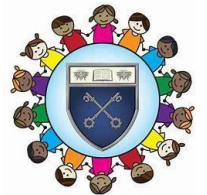
Longshaw Community Junior School

Success for all - nothing less

	KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL					
Suffixes	<p>Add regular plural suffixes to nouns – <i>s, es</i>.</p> <p>Add suffixes to verbs where no change is needed in the spelling of the root word <i>-ing, -ed, -er, -est</i>.</p> <p>Form nouns using suffixes <i>-ness, -er</i> and by compounding (e.g. superman, whiteboard).</p> <p>Form adjectives using suffixes <i>-ful, -less -er, -est</i>.</p> <p>Form adverbs from adjectives using the suffix <i>-ly</i>.</p>	<p>Form a range of nouns, adjectives and adverbs using y3/4 suffixes (e.g. <i>-ate, -ise, -ify, -ation, ly, -ous, -ion, -ian, -sion, -cian, -er</i>), including when there is a change in the root word.</p>		<p>Spell a range of words using the y5/6 suffixes (i.e. <i>-ible/-able, -ance/-ence, -cial/-tial, -ent/ant, -ment, -ably, -ibly, -ancy/-ency, -cious/sious, -ation, -ly, -ous, -ing</i> after words ending in 'fer'.)</p>	
Prefixes	<p>Add the prefix <i>un-</i> to change the meaning of verbs and adjectives.</p> <p>Add the prefix <i>un-</i> to change the meaning of verbs and adjectives.</p>	<p>Form a range of words using y3/4 prefixes (<i>dis-, mis-, in-, il-, im-, re-, sub-, inter-, super-, anti-, auto-</i>).</p>	<p>Form a range of words using y3/4 prefixes (<i>dis-, mis-, in-, il-, im-, re-, sub-, inter-, super-, anti-, auto-</i>), including when there is a change in the root word.</p>	<p>Form verbs using a range of prefixes (e.g. <i>dis-, de-, mis, over-</i> and <i>re-</i>).</p>	
Word Families		<p>Understand word families based on common root words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>).</p>			
Synonyms and Antonyms	<p>Spell a range of y2 homophones, and near homophones.</p>	<p>Spell a range of y3/4 homophones, and other words which are often confused.</p>		<p>Understand how words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>) and use thesauri to search for suitable synonyms.</p>	
Homophones				<p>Spell a range of y5/6 homophones, and other words which are often confused.</p>	

GPS Progression Map

Outlined below is the progression in GPS. This should be used alongside the English policy and year group schemes of work.



Hyphens

Use hyphens to join
prefixes to root words.

	KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL					
Spelling Lists	Spell irregular common words. Spell y1 common exception words. Spell y1 and y2 common exception words.	Spell words from the y3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.		Spell words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
Spelling Rules	<p>Spell words containing the spelling rules as set out up to Phase 6.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Spell words containing the sound spelt as 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before e, i and y (e.g. badge, bridge, age, huge, gem, giant, jog).</p> <p>Spell words containing the sound spelt 'c' before e, i and y (e.g. race, ice, cell).</p> <p>Spell words beginning with 'kn' and (less often) 'gn' (e.g. knock, know, knee).</p> <p>Spell words beginning with 'wr' (e.g. write, wrong, wrap).</p> <p>Spell words ending in '-le' (e.g. table, apple, bottle).</p> <p>Spell words ending in '-el' (e.g. travel, towel, tinsel).</p> <p>Spell words ending in '-al' (e.g. metal, petal, capital).</p> <p>Spell words ending '-il' (e.g. pencil, fossil, nostril).</p> <p>Spell words ending in '-y' (e.g. cry, dry, fly).</p> <p>Add '-es' to nouns and verbs ending in '-y' (e.g. copies, babies, carries).</p>	<p>Spell words containing the 'y' sound elsewhere than at the ends of words.</p> <p>Spell words with the sound spelt 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Spell words ending in <i>-ture</i> and <i>-sure</i> (e.g. measure, treasure, nature adventure).</p> <p>Spell words ending in <i>-sion</i> and (e.g. division, invasion, television).</p> <p>Spell words with the sound spelt 'ch' [Greek origin] (e.g. echo, chorus, chemist).</p> <p>Spell words with the sound spelt 'ch' [mostly French origin] (e.g. machine, brochure, chef, chalet).</p> <p>Spell words with the sound spelt 'g' [French origin] (e.g. antique, unique, league, tongue).</p> <p>Spell words with the sound spelt 'sc' [Latin origin] (e.g. science, scene, discipline, fascinate, crescent).</p> <p>Spell words with the sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p>	<p>Spell words ending in <i>-cious</i> or <i>-tious</i>.</p> <p>Spell words ending in <i>-cial</i> and <i>-tial</i>.</p> <p>Spell words ending in <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i>.</p> <p>Spell words ending in <i>-able</i>, <i>-ible</i>, <i>-ably</i> and <i>-ibly</i>.</p> <p>Spell words with <i>ei</i> after <i>c</i>.</p> <p>Spell words containing the letter-string 'ough'.</p> <p>Spell words with 'silent' letters.</p>		

	Key Stage 1 Prior Learning	Year 3	Year 4	Year 5	Year 6
GRAMMAR					

Verbs	<p>Begin to use present tense and past tense appropriately.</p> <p>Use present tense mostly correctly including the progressive form to mark actions in progress (e.g. she is drumming).</p> <p>Use past tense mostly correctly including the progressive form to mark actions in progress (e.g. was shouting).</p>	<p>Use present tense correctly including the progressive form to mark actions in progress (e.g. she is drumming).</p> <p>Use past tense correctly including the progressive form to mark actions in progress (e.g. He was shouting).</p>	<p>Use the present correctly.</p> <p>Use past tense correctly, including both the present perfect form of verbs in contrast to the past tense and Standard English forms for verbs.</p>	<p>Use a range of verb tenses consistently and correctly.</p> <p>Use present perfect forms of verbs.</p> <p>Use some modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.</p>	<p>Use a range of verb tenses consistently and correctly.</p> <p>Use present perfect forms of verbs and perfect forms of verbs.</p> <p>Use a range of modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.</p>
Conjunctions	<p>Join words and join clauses using 'and'.</p> <p>Use co-ordinating conjunctions (e.g. or / and / but) to join clauses.</p> <p>Use subordinating conjunctions (e.g. when / if / that / because) to join clauses.</p>	<p>Express time and cause using a range of conjunctions (e.g. when, before, after, while, so, because).</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once).</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once, in spite of, wherever, as a result of, as well as, in addition to, moreover, therefore, subsequently, on the other hand).</p>	
Sentences and Clauses	<p>Write simple sentences which can be read by themselves and others.</p> <p>Understand that words can join to form sentences and write simple and compound sentences which can be read by themselves and others.</p> <p>Use sentences of a variety of forms and understand their functionality (statement, question, exclamation or command).</p>	<p>Begin to vary the position of subordinating clauses.</p>	<p>Begin to vary the position of subordinating clauses with intention and effect.</p>	<p>Use a range of clause structures, varying the position of subordinating clauses with intention and effect.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Use a range of clause structures, varying the position of subordinating clauses with intention and effect, including subordinate clauses with no conjunction (i.e. ...ing verbs, ...ed verbs).</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>

	Key Stage 1 Prior Learning	Year 3	Year 4	Year 5	Year 6
GRAMMAR					

Nouns and noun phrases	<p>Begin to add adjectives to modify nouns.</p> <p>Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p>	<p>Use expanded noun phrases for description and specification throughout writing, beginning to expand by the addition of preposition phrases (e.g. the black cat under the creaky stairs).</p> <p>Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the black cat under the creaky stairs).</p> <p>Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</p>	<p>Use a range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).</p>	<p>Use a wide range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).</p>
Adverbials and prepositional phrases	<p>Use a small number of '-ly' adverbs to express time, place, manner or cause.</p>	<p>Use adverbs to express time, place, manner and cause.</p>	<p>Use adverbs, including fronted adverbials, to express time, place, manner and cause.</p>	<p>Use a range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place in order to add detail, qualification and increased precision.</p> <p>Use some adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.</p>	<p>Use a wide range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place, in order to add detail, qualification and increased precision. The position of these are varied with intention and effect.</p> <p>Use a range of adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.</p>

	Key Stage 1 Prior Learning	Year 3	Year 4	Year 5	Year 6
PUNCTUATION					

<p>Basic punctuation - capital letters and full stops</p>	<p>Begin to demarcate simple sentences with capital letters and full stops.</p> <p>Demarcate sentences in their writing with capital letters and full- stops.</p> <p>Use capital letters for names, days of the week, places and for the personal pronoun 'I' correctly.</p> <p>Demarcate sentences in their writing with capital letters and full-stops.</p> <p>Use capital letters for a range of proper nouns, including names, days of the week, places and for the personal pronoun 'I' correctly.</p>				
<p>Question marks and exclamation marks</p>	<p>Use question marks or exclamation marks appropriately.</p> <p>Use question marks and exclamation marks appropriately.</p>	<p>Use question marks and exclamation marks appropriately, beginning to use them within direct speech.</p>	<p>Use question marks and exclamation marks appropriately, including within direct speech.</p>	<p>Use question marks and exclamation marks appropriately, including within direct speech.</p>	<p>Use question marks and exclamation marks appropriately, including within direct speech.</p>
<p>Commas and hyphens</p>		<p>Use commas to separate items in a list.</p>	<p>Use commas to separate items in a list and after fronted adverbials.</p>	<p>Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses.</p>	<p>Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses.</p> <p>Use hyphens to avoid ambiguity.</p>
<p>Apostrophes</p>	<p>Use apostrophes for contraction and singular possession.</p>	<p>Use apostrophes for contraction and singular possession.</p>	<p>Use apostrophes for contraction and both singular and plural possession.</p>	<p>Use apostrophes for contraction and both singular and plural possession.</p>	<p>Use apostrophes for contraction and both singular and plural possession.</p>
<p>Inverted Commas and other speech punctuation</p>		<p>Use inverted commas to punctuate direct speech.</p>	<p>Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech.</p>	<p>Use inverted commas, appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech, and use commas to separate the</p>	<p>Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark), including both when the non-spoken starts the</p>

				non-spoken part when it starts the sentence.	sentence and within split speech.
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Parenthesis				Use brackets, dashes or commas to indicate parenthesis.	Use brackets, dashes and commas to indicate parenthesis.
Colons, semi-colons and bullet points				Use colons to start lists.	Use colons to start lists and semi-colons to separate items within a list. Use colons and semi-colons to mark boundaries between main clauses. Use bullet points in lists.