

SPaG expectations in Key Stage One

EYFS	
Word	Use a capital letter for the start of their own name. Write their own name.
Sentence	Know that words are ordered from left to right. Use a capital letter at the beginning of a sentence. Recognise and use a full stop at the end of a sentence.
Text	Expect written text to make sense.

The Early Learning Goal for Writing- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Supporting Writing at Home

Let me read and share books with you.

Help me write signs for bedroom doors or dens.

Tell me about what you're writing as you write, e.g on a shopping list.

Spend time drawing and painting with me.

Play role-play games with me, encourage me to make bus tickets, price tags, receipts, police badges, design superhero capes etc.

Let me tell you a bed time story!

Read and talk about signs with me when we're out and about.

When drawing people add speech bubbles encourage me to think of ideas for what they might say.

Give me paper, envelopes /notebooks to play with.

Ask me what sound I learnt today.

When you are filling in forms or writing lists—give me paper too so I can make my own.

Let me tell you about my marks and what they mean. When appropriate encourage adding labels to pictures.

Encourage me to write in meaningful contexts e.g birthday cards, postcards and invitations to family and friends.

Stick tricky words in the bathroom or by the door or to practise on the go.

Celebrate my phonetically plausible attempts - it doesn't need to be perfect!

Keep it playful and fun!

Play to my interests—Give me paper to make maps to go with my trains, to design my construction models, or to create number plates for my toy cars.

Praise my efforts!

Make a sound /tricky word treasure hunt.

National Curriculum 2014

Vocabulary, grammar and punctuation- Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Vocabulary, grammar and punctuation- Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>