

### HSM SPaG overview

These are the areas that should be taught in each group with an expectation that the **majority of children** will be secure by the end of the year in each area.

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary for pupils
R	Identify syllables within words	How words can combine to make <b>sentences</b>  How <i>and</i> can join words and can join sentences.	Writing short, simple sentences.	An introduction to <b>capital letters and full stops to demarcate sentences</b>  Separation of words with <b>finger spaces</b>  <b>Capital letters</b> for names and for the personal pronoun /	word sentence full stop letter capital letter finger spaces question mark
1	<b>Regular plural noun suffixes</b> -s or -es (e.g. <i>dog, dogs; wish, wishes</i> )  <b>Suffixes that can be added to verbs</b> (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i> )	Joining words and joining sentences using <b>co-ordination</b> (using <i>or, and, but, because</i> )	Sequencing sentences to form <b>short narratives</b>  An introduction to <b>past tense using irregular verbs</b>	<b>Use of capital letters, full stops, question marks</b> to demarcate sentences	All Reception plus....  punctuation singular plural question mark exclamation mark verb adjective noun suffix
2	<b>Formation of nouns</b> using suffixes such as -ness, -er  <b>Formation of adjectives</b> using suffixes such as -ful, -less  Use of the suffixes -er and -est to <b>form comparisons of adjectives and adverbs</b>  Use of the suffixes -dis, -un and mis	<b>Subordination</b> ( <i>using when, if, that, or because</i> )  <b>Expanded noun phrases</b> for description and specification ( <i>e.g. the blue butterfly, the man in the moon</i> )  <b>Sentences with different forms:</b> statement, question, exclamation, command  <b>Expressing time and cause using conjunctions</b> ( <i>when, before, after, while, because</i> )	Correct choice and consistent use of <b>present tense and past tense</b> throughout writing  Use of the <b>continuous form of verbs in the present and past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )  Introduction to <b>paragraphs</b> as a way to group related material <b>Headings and sub-headings</b> to aid presentation	<b>Use of capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences  <b>Commas</b> to separate items in a list  <b>Apostrophes</b> to mark contracted forms in spelling  An <b>introduction to speech marks</b> to punctuate direct speech	All year 1 plus....  tense (past, present), apostrophe, comma adverb prefix speech marks