



Langshott EGPS Progression of Knowledge and Skills

2022-2023

spelling	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
suffixes/prefixes/graphemes	<ul style="list-style-type: none">all letters of the alphabet and the sounds which they most commonly representconsonant digraphs which have been taught and the sounds which they representvowel digraphs which have been taught and the sounds which they representthe process of segmenting spoken words into sounds before choosing graphemes to represent the soundswords with adjacent consonantsguidance and rules which have been taught	<ul style="list-style-type: none">Revision of work done in ReceptionThe sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ckThe /ŋ/ sound spelt n before kDivision of words into syllables-tchThe /v/ sound at the end of wordsAdding s and es to words (plural of nouns and the third person singular of verbs)Adding the endings –ing, –ed and –er to verbs where no change is needed to the root wordAdding –er and –est to adjectives where no change is needed to the root wordvowel digraphs and trigraphs in line with Twinkl PhonicsWords ending –y (/i:/ or /ɪ/)New consonant spellings ph and whUsing k for the /k/ soundAdding the prefix –un	<ul style="list-style-type: none">Revision of work done in Year 1The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and yThe /s/ sound spelt c before e, i and yThe /n/ sound spelt kn and (less often) gn at the beginning of wordsThe /r/ sound spelt wr at the beginning of wordsThe /l/ or /əl/ sound spelt –le at the end of wordsThe /l/ or /əl/ sound spelt –el at the end of wordsThe /l/ or /əl/ sound spelt –al at the end of wordsWords ending –ilThe /aɪ/ sound spelt –y at the end of wordsAdding –es to nouns and verbs ending in –yAdding –ed, –ing, –er and –est to a root word ending in –y with a consonant before itAdding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before itAdding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letterThe /ɔ:/ sound spelt a before l and llThe /ʌ/ sound spelt oThe /i:/ sound spelt –eyThe /ɒ/ sound spelt a after w and quThe /ɜ:/ sound spelt or after wThe /ɔ:/ sound spelt ar after wThe /ɜ/ sound spelt sThe suffixes –ment, –ness, –ful , –less and –lyWords ending in –tion	<ul style="list-style-type: none">Revision of work done in Years 1 and 2Adding suffixes beginning with vowel letters to words of more than one syllableThe /ɪ/ sound spelt y elsewhere than at the end of wordsThe /ʌ/ sound spelt ouMore prefixes (dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto)The suffix –ationThe suffix –lyWords with endings sounding like /ʒə/ or /tʃə/ e.g. measure, creatureEndings which sound like /ʒən/ e.g. confusionThe suffix –ousEndings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cianWords with the /k/ sound spelt ch (Greek in origin)Words with the /ʃ/ sound spelt ch (mostly French in origin)Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)Words with the /s/ sound spelt sc (Latin in origin)Words with the /eɪ/ sound spelt ei, eigh, or ey	<ul style="list-style-type: none">Revision of work done in previous yearsEndings which sound like /ʃəs/ spelt –cious or –tiousEndings which sound like /ʃəl/Words ending in –ant, –ance/–ancy, –ent, –ence/–encyWords ending in –able and –ible Words ending in –ably and –iblyAdding suffixes beginning with vowel letters to words ending in –ferUse of the hyphenWords with the /i:/ sound spelt ei after cWords containing the letter-string oughWords with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)		

punctuation	•	•	• The possessive apostrophe (singular nouns)	• Possessive apostrophe with plural words			
words	•	• Compound words • Common exception words in line with Twinkl Phonics	• Contractions • Homophones and near-homophones • Common exception words in line with Twinkl Phonics	• Homophones and near-homophones • Years 3 and 4 word list	• Homophones and other words that are often confused • Years 5 and 6 word list		
Vocabulary, grammar and punctuation	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel sound[for example, a rock, an open box, an honest boy, a unicorn] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence		<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 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]

Text		<ul style="list-style-type: none">Sequencing sentences to form short narratives	<ul style="list-style-type: none">Correct choice and consistent use of present tense and past tense throughout writingUse of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	<ul style="list-style-type: none">Introduction to paragraphs as a way to group related materialHeadings and sub-headings to aid presentationUse of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	<ul style="list-style-type: none">Use of paragraphs to organise ideas around a themeAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none">Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	<ul style="list-style-type: none">Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsisLayout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation		<ul style="list-style-type: none">Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentencesCapital letters for names and for the personal pronoun I	<ul style="list-style-type: none">Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]	<ul style="list-style-type: none">Introduction to inverted commas to punctuate direct speech	<ul style="list-style-type: none">Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]Use of commas after fronted adverbials	<ul style="list-style-type: none">Brackets, dashes or commas to indicate parenthesisUse of commas to clarify meaning or avoid ambiguity	<ul style="list-style-type: none">Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]Use of the colon to introduce a list and use of semi-colons within listsPunctuation of bullet points to list informationHow hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils		<ul style="list-style-type: none">letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	<ul style="list-style-type: none">noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	<ul style="list-style-type: none">preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)	<ul style="list-style-type: none">determiner, pronoun, possessive pronoun, adverbial	<ul style="list-style-type: none">modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	<ul style="list-style-type: none">subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points