

SPAG Objectives Overview

EYFS
<ul style="list-style-type: none">• Use phonic knowledge to write words• Write some irregular common words• Write simple sentences that can be read by themselves and others• Some words spelt correctly and some are phonetically plausible
SPAG Objectives Year 1
<ul style="list-style-type: none">• Form lower case letters correctly• Form upper case letters correctly• Understand that letters belong to handwriting families and practise these• Separate words with spaces• Combine words to make a sentence• Sequence sentences to form short narratives• Begin a sentence with a capital letter• Use full stops to demarcate sentences• Introducing question marks and exclamation marks to demarcate sentences• Joining words and joining clauses using and• Capital letters for names of people, places, days of the week and the personal pronoun I• Regular plural noun suffixes – s and es• Suffixes for verbs when there's no change to the root word - ing, er, ed• Use of the prefix un to change verbs and adjectives• Adding er or est to adjectives• Spelling many common exception words• Spell the days of the week• Spell words containing each of the 40+ phonemes
SPAG Objectives Year 2
<ul style="list-style-type: none">• Start to use diagonal and horizontal strokes to join letters• 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• Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs• Subordination and co-ordination• Expanded noun phrases for description and specification• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command• Consistent use of past or present tense• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns• Spell many common exception words• Distinguishing between homophones and near homophones

SPAG Objectives Overview

SPAG Objectives Year 3

- 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 [for example, a rock, an open box]
- **Word families** based on common words, showing how words are related in form and meaning
- 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]
- Introduction to paragraphs
- Use of **headings and subheadings**
- Use 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]
- **Introduction to inverted commas** to punctuate direct speech
- Spell **homophones**
- Spell many common exception words
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

SPAG Objectives Year 4

- The grammatical difference between **plural and possessive –s**
- Standard English forms for verb inflections instead of local spoken forms
- **Fronted adverbials**
- **Noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases
- Use of paragraphs to organise ideas
- Appropriate choice of **pronoun or noun** within and across sentences to aid cohesion and avoid repetition
- Use of **inverted commas** and other **punctuation** to indicate direct speech
- **Apostrophes to mark plural possession** [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals
- Use of **commas** after fronted adverbials
- Spell most common exception words
- Spell **homophones**
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

SPAG Objectives Overview

SPAG Objectives Year 5

- Converting nouns or adjectives into verbs using **suffixes** [for example, –ate; –ise; –ify]
- **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]
- **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]
- **Devices to build cohesion** within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using **adverbials of time ,place and number or tense choices**
- **Brackets, dashes or commas** to indicate parenthesis
- Use of **commas** to clarify meaning or avoid ambiguity
- Spell many common exception words
- write legibly, fluently and with increasing speed
- direct speech
- relative clauses

SPAG Objectives Year 6

- 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
- Use of the passive to affect the presentation of information in a sentence
- 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?]
- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- 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 **ellipsis**
- Layout devices
- Punctuation for effect
- **Synonyms and Antonyms**
- Use of the **semi-colon, colon and dash** to mark the **boundary** between independent clauses
- Use of the **colon** to introduce a **list** and use of **semi-colons** within lists
- Punctuation of **bullet points** to list information
- How hyphens can be used to avoid ambiguity
- Rhetorical questions
- Spell many common exception words, Spell some words with silent letters
- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters