



Grammar, Punctuation and Spelling (GPS) Progression Framework

Stanley Crook Primary School

September 2026

Years 1-6

Rationale

At Stanley Crook Primary School, we believe that secure knowledge of grammar, punctuation and spelling is essential to effective communication and successful writing. Grammar, punctuation and spelling are taught progressively through English lessons and across the wider curriculum to ensure that pupils develop the knowledge and skills necessary to communicate clearly, accurately and appropriately for a range of audiences and purposes.

The framework is based on the statutory requirements of the National Curriculum for English and supports pupils in applying their learning independently across all areas of writing.

Inclusion

Teaching and learning will be adapted to meet the needs of all pupils. Appropriate scaffolds, adaptations and support will be provided to enable all pupils, including pupils with SEND, disadvantaged pupils and pupils learning English as an Additional Language (EAL), to access age-related learning and make progress from their individual starting points.

Expectations may be adapted where appropriate in accordance with pupils' individual needs, support plans and Education, Health and Care Plans (EHCPs).

Assessment

Grammar, punctuation and spelling will be assessed through:

- Daily formative assessment in English lessons.
- Application in independent writing across the curriculum.
- Teacher assessment against National Curriculum expectations.
- Spelling assessments.
- Moderation of writing.
- End-of-unit and termly grammar assessments where appropriate.
- Statutory KS2 Grammar, Punctuation and Spelling tests in Year 6.

YEAR 1

Punctuation

Pupils should be taught to:

- Leave spaces between words.
- Begin sentences with capital letters.
- Use capital letters for names, places, days of the week and the personal pronoun I.
- Use full stops accurately.
- Use question marks.
- Use exclamation marks.
- Read writing aloud using punctuation to support meaning.

Grammar and Sentence Structure

Pupils should be taught to:

- Combine words to make sentences.
- Join words and clauses using **and**.
- Re-read writing to check that it makes sense.
- Sequence sentences to form short narratives.

Terminology

- letter
- capital letter
- word
- singular
- plural
- sentence
- punctuation
- full stop
- question mark
- exclamation mark

Spelling

- Phase 5 phonics.
 - Common exception words.
 - Plural endings (-s, -es).
 - Prefix un-.
 - Days of the week.
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YEAR 2

Punctuation

- Secure use of capital letters.
- Full stops.
- Question marks.
- Exclamation marks.
- Commas in lists.
- Apostrophes for contraction.
- Apostrophes for singular possession.
- Introduction to speech punctuation (inverted commas in reading).

Grammar and Sentence Structure

- Statements.
- Questions.
- Commands.
- Exclamations.
- Expanded noun phrases.
- Coordination (or, and, but).
- Subordination (when, if, because, that).

Word Classes

- noun
- noun phrase
- adjective
- verb
- adverb
- tense (past and present)

Spelling

- Common exception words.
 - Suffixes:
 - -ment
 - -ness
 - -ful
 - -less
 - -ly
 - Apostrophes for contractions.
 - Possessive apostrophes.
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YEAR 3

Punctuation

- Secure use of KS1 punctuation.
- Apostrophes for possession.
- Direct speech using inverted commas.
- Commas in lists.

Grammar and Sentence Structure

- Express time, place and cause using:
 - conjunctions;
 - adverbs;
 - prepositions.
- Introduction to subordinate clauses.
- Use of conjunctions:
 - when
 - before
 - after
 - while
 - because
 - if

Word Classes

- noun
- adjective
- verb

- adverb
- preposition
- conjunction
- determiner
- pronoun

Spelling

- Prefixes:
 - dis-
 - mis-
 - in-
 - re-
 - sub-
- Homophones.
- Statutory Year 3/4 word list.

Amendment: Fronted adverbials are introduced conceptually but not expected as a formal punctuation objective until Year 4.

YEAR 4

Punctuation

- Commas after fronted adverbials.
- Apostrophes for plural possession.
- Secure punctuation of direct speech.
- Awareness of colon, semicolon and hyphen in reading.

Grammar and Sentence Structure

- Use fronted adverbials.
- Use subordinate clauses effectively.
- Use nouns and pronouns appropriately to achieve cohesion and avoid repetition.
- Use standard English forms.

Word Classes

- pronoun
- possessive pronoun
- determiner
- conjunction
- adverbial

Spelling

- Statutory Year 3/4 word list.
- Further prefixes and suffixes.
- Possessive apostrophes.
- Homophones and near homophones.

Added objective: Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition.

YEAR 5

Punctuation

- Commas to clarify meaning.
- Brackets, commas and dashes to indicate parenthesis.
- Colons before lists.
- Semicolons between closely related clauses.
- Bullet points.
- Secure punctuation of direct speech.

Grammar and Sentence Structure

- Relative clauses beginning with:
 - who
 - which
 - where
 - when
 - whose
 - that
- Modal verbs to indicate possibility:
 - might
 - may
 - must
 - could
 - should
- Adverbs indicating possibility:
 - perhaps
 - surely
 - possibly
- Expanded noun phrases.
- Cohesion within paragraphs using:
 - pronouns;
 - adverbials;
 - conjunctions.

Word Classes

- modal verb
- relative pronoun
- relative clause
- parenthesis
- bracket
- dash
- cohesion

Spelling

- Statutory Year 5/6 word list.
- Hyphenated words.
- Word families.
- Morphology and etymology.

Removed: "Subjunctive clause" as this is not statutory Year 5 terminology. [[Grammar Pu...nformation](#) | [PDF](#)]

YEAR 6

Punctuation

- Secure and accurate use of:
 - semicolons;
 - colons;
 - dashes;
 - hyphens;
 - bullet points;
 - ellipsis.

Grammar and Sentence Structure

Formal and Informal Language

Pupils should:

- Distinguish between formal and informal vocabulary.
- Select vocabulary appropriate to audience and purpose.
- Use formal structures in writing.

Active and Passive Voice

- Recognise active and passive constructions.
- Manipulate sentences between active and passive voice.
- Explain the effect of each choice.

Subjunctive Mood

Pupils should recognise and use the subjunctive in formal writing where appropriate:

- If I were...
- Were they to arrive...
- I recommend that he be...

Cohesion

- Link ideas across paragraphs using:
 - adverbials;

- repetition of key vocabulary;
- pronouns;
- ellipsis;
- other cohesive devices.

Word Classes and Terminology

- subject
- object
- active
- passive
- synonym
- antonym
- ellipsis
- hyphen
- colon
- semicolon
- bullet point
- subjunctive

Spelling

- Statutory Year 5/6 word list.
- Morphology and etymology.
- Hyphenation.
- Patterns and rules for formal spelling conventions.
- Independent use of dictionaries and thesauruses.

Whole-School Non-Negotiables

Across all year groups pupils will:

- Apply grammar knowledge in meaningful writing.
- Edit and improve their writing.
- Use increasingly accurate Standard English.
- Develop vocabulary through rich reading experiences.
- Apply spelling patterns and rules accurately.
- Use grammar and punctuation purposefully to communicate meaning.
- Transfer GPS knowledge across the wider curriculum.