NUNNEY FIRST SCHOOL – CUMULATIVE TEACHING PROGRESSION IN PUNCTUATION

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TO BE SECURE BY END OF:	Capital Letter		. full stop	? question mark	! exclamation mark	, comma	"" inverted commas	' apostrophe	… ellipsis	: colon	; semi-colon	- dash/hyphen	( ) brackets
	Indicating a proper noun	Demarcating a sentence											
Reception	For own name For personal pronoun 'I'												
Year 1	For people's names (inc. title), places and days of week	For the first word in a sentence	For ending a sentence	For ending a direct question	For ending a sentence, expressing strong emotion								
Year 2	For months of the year and special occasion days	For the first word in a line of poetry				To separate items in a list		To indicate the contracted form					
Year 3	For addresses	For the first word in speech	Within speech	Within speech	Within speech	For greetings and closings in a letter After fronted adverbials Before direct speech	To indicate direct speech						
Year 4	For all proper nouns For major words in titles, brand names and acronyms	Within speech that is interrupted by a reporting clause				To separate a fronted subordinate clause from the main clause To conclude speech which is interrupted or followed by a reporting clause	*Do not use to punctuate indirect speech*	To indicate the possessive form Use of the apostrophe for its and it's	To indicate that a sentence has been left unfinished	Within play scripts to introduce a speaker			Within playscripts for stage directions

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	Phonics	Compound Words	Adding Suffixes beginning with a consonant		Adding suffixes beginning with a vowel				Adding Prefixes	Apost-rophe	Homophones	Etymology
			Inflected endings	Derivational endings	Inflected endings			Derivational endings				
					Noun	Verb	Adjective					
Year 1	representing /c/ with a k	recognising and generating compound words from 300 HF words				adding **s**, **ing**, **ed** where no change to the root is required	adding **er** and **est** where no change to the root is required	adding **er** to verbs to change to a noun where no change to the root is required	adding **un** to obvious root words			
	representing /v/ at the end of a word		pluralising by adding **–s** where no change to the root is required		pluralising by a adding **es** to words ending in **sh**, **ch** or **ss**	adding **es** to verbs ending in **sh**, **ch**, **ss**						
Year 2	representing the /l/ or schwa-/l/ sound spelt **le**, **el** or **al** at the end of words		pluralising nouns that end in a consonant followed by a **y**			adding **ed**, **ing** and **s** to verbs ending in e	adding **er** and **est** to adjectives where a change to the root word is required.			using the apostrophe to show contracted forms		
		recognising and generating compound words		adding **ment**, **ness**, **ful**, **less**		adding **s**, **ed** and **ing** to verbs ending in a consonant followed by a **y**		adding **er** to verbs ending in consonant **y**			spelling common homophones	
				adding **tion** for /shun/ and **sion** for /zhun/		adding **ed** and **ing** to single syllable verbs with a short vowel						

NUNNEY FIRST SCHOOL – PROGRESSION IN THE TEACHING OF SPELLING (Years 3 & 4)

	Phonics	Compound Words	Adding Suffixes beginning with a consonant		Adding suffixes beginning with a vowel				Adding Prefixes	Apost-rophe	Homophones	Etymology
			Inflected endings	Derivational endings	Inflected endings			Derivational endings				
					Noun	Verb	Adjective					
Years 3 & 4	representing /i/ with a **y** other than at the end of a word		pluralising nouns ending in **f**, **ff**, **fe**	adding **ly**		adding **ing** and **en** to verbs of more than one syllable		adding **er** to a verb of more than one syllable to create a noun	adding **de**, **dis** and **re** to an obvious root word			
	representing /u/ with **ou**			spelling words ending in **ation**				adding **ous**	Adding **mis**, **non**, **co** and **anti**	using the apostrophe to show possession		
	representing /ai/ with **ei**, **eigh**, **ey**, **eig**			adding **tion**, **sion**, **ssion**, **cian**				adding **ary**	Adding **in**, **im**, **ir**, **il**,		spelling homophones and near homophones	
	representing /s/ with a **c** in words of more than one syllable							adding **ive**, **ic** and **ist**				
	i before **e** except after **c** or when sounded as /ai/ as in neighbour and weigh											spelling: words with /k/ spelt **ch** words with /sh/ spelt **ch** words with /g/ spelt **gue** words with /k/ spelt **que** words with /s/ spelt **sc**
	Recognising different pronunciations of -**ough**											
	spelling words ending in /zhuh/ and /chuh/											

	spelling two syllable words containing double consonants										
	understanding the origins of silent letters			spelling irregular plurals	adding suffixes beginning with vowels to words ending in **fer**		adding **able** and **ible**	add **es**, **pro**, **sus**			
			spelling words ending in **cious** and **tious**				adding **ant**, **ance** and **ancy** **ent**, **ence** and **ency**	add **ad**, **af, al**, **a**		spelling homophones that are often confused	using word origins to help create diminutives eg **mini, ette**, **ling, micro**