

# EGPS Progression Overview

This document details coverage of EGPS (English Grammar, Punctuation and Spelling) throughout the school year within KS1 and KS2. For Reception, please refer to the separate Writing Progression and Phonics Progression Overview documents.

In KS1, EGPS teaching is year specific within our mixed year class due to the systematic teaching of synthetic phonics for reading and spelling. This enables targeted teaching as children in Year 1 approach their compulsory phonics screening. Grammar and punctuation are taught within our chosen phonics programme - Twinkl Phonics.

Twinkl PlanIt SpaG resources are used for our EGPS in KS2. In UKS2, EGPS is taught on a 2-year cycle, reflecting the DfE's mixed year statutory spelling requirements. However in LKS2, to support the transition from KS1, spellings and the EGPS are taught as a mixture of Y3 and Y4 objectives that suit the needs and abilities of the children.

# Mars Year 1 EGPS Objective Overview

This overview shows the DfE-approved progressive KS1 Level 5 phonics teaching in **yellow** from the Twinkl Phonics Programme. Tricky/Common Exception words are taught each week alongside the phonics. The **green** objectives focus on the grammatical aspects of reading/writing. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it. The final term is designated for revision and application of phonetical and grammatical knowledge gained.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Week 1 'ay' saying /ai/	Week 2 'oy' saying /oi/	Week 3 'ie' saying /igh/	Week 4 'ea' saying /ee/	Week 5 'a_e' saying /ai/	Week 6 'i_e' 'o_e'	Review Week
	Identifying letters, words and sentences.	Introduce finger spaces	Introduce full stops.	Introduce capital letters.	Revisit capital letters, finger spaces and full stops	Revisit full stops	
Term 2	Week 7 'u_e' 'e_e'	Week 8 'ou' saying /ow/	Week 9 long vowel sounds	Week 10 'ch' saying /c/ 'ch' saying /sh/	Week 11 'ir' saying /er/	Week 12 'ue' saying /yoo/ and /oo/	Review Week
	Revisit finger spaces	Introduce capital letters for names of people, places and 'l'	Revisit capital letters for names of people, places and 'l'.	Revisit capital letters and full stops.	Simple sentence writing (1).	Simple sentence writing (2).	
Term 3	Week 13 'ew' saying /yoo/ and /oo/	Week 14 'y' saying /ee/	Week 15 'aw' and 'au' saying /or/	Week 16 'ow' and 'oe' saying /oa/	Week 17 'wh' saying /w/	Week 18 'c' saying /s/ 'g' saying /j/	Review Week
	Introduce the Connective (conjunction) 'and'	Introduce the Connective (conjunction) 'and' to join words and sentences.	Revise using 'and'.	Revise using 'and'.	Introduce question Marks.	Revisit question marks	

<b>Term 4</b>	Week 19 'ph' saying /f/	Week 20 'ea' saying /e/	Week 21 'ie' saying /ee/	Week 22 suffix -ed	Week 23 suffix -s and -es	Week 24 suffix -er and -est	Review Week
	Introduce exclamation marks	Revisit exclamation marks	Introduce singular and plural words.	Revisit question marks and exclamation marks.	Revisit singular and plural words	Revisit capital letters for the names of people, places and 'I'.	
<b>Term 5</b>	Week 25 'tch' saying /ch/	Week 26 adding - ing and -er to verbs	Week 27 'are' and ear' saying /air/	Week 28 've' saying /v/	Week 29 'ore' saying /or/	Week 30 prefix un-	Review Week
	Introduce capital letters for days of the week.	Introduce the Connective (conjunction) 'or'	Introduce the Connective (conjunction) 'but'	Revisit capital letters for names of people, places and 'I', and the days of the week.	Sentence Writing (1)	Sentence Writing (2)	
<b>Term 6</b>	Revision of level 5 phonics	Revision of level 5 phonics	Revision of level 5 phonics	Revision of level 5 phonics	Revision of level 5 phonics	Revision of level 5 phonics	Review Week
	Revision of level 5 grammar and punctuation	Revision of level 5 grammar and punctuation	Revision of level 5 grammar and punctuation	Revision of level 5 grammar and punctuation	Revision of level 5 grammar and punctuation	Revision of level 5 grammar and punctuation	

# Mars Year 2 EGPS Objective Overview

This overview shows the DfE-approved progressive KS1 Level 6 phonics teaching in **yellow** from the Twinkl Phonics Programme. Tricky/Common Exception words are taught each week alongside the phonics. The **green** objectives focus on the grammatical aspects of reading/writing. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it. The final term is designated for revision and application of phonetical and grammatical knowledge gained.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Week 1 'y' saying /igh/	Week 2 'dge' and 'ge' saying /j/	Week 3 adding -es to words ending in y	Week 4 'gn' saying /n/	Week 5 'kn' saying /n/	Week 6 adding -ed, -ing to words ending in y	Review Week
	Capital letters at the beginning of a sentence and full stops at the end of a sentence	Common nouns	Plural nouns	Alphabetical order to the first and second letter.	Subordinating Conjunctions.	Verbs	
Term 2	Week 7 'wr' saying /r/	Week 8 'le' saying //	Week 9 adding -er, -est to words ending in y	Week 10 'el' saying //	Week 11 'al' and 'il' saying //	Week 12 adding -ed, -er to words ending with e	Review Week
	Adverbs	Proper nouns	Using adjectives and expanded noun phrases	Commas in a list	Nouns (revision)	Regular past tense	
Term 3	Week 13 'eer' saying /ear/	Week 14 ture	Week 15 adding -est, -y to words ending with e	Week 16 'mb' saying /m/	Week 17 'al' saying /or/	Week 18 adding -ing, -ed to CVC, CCVC	Review Week

	Regular present tense	Questions and commands	Exclamations and statements	Alphabetical order to the first and second letter	Alphabetical order using second or subsequent letters	Irregular past tense	
<b>Term 4</b>	Week 19  'o' saying /u/	Week 20  'ey' saying /ee/	Week 21  adding -er, -est, -y to CVC and CVCC words	Week 22  contractions	Week 23  'war' saying / wor/ 'wor' saying /wur/	Week 24  suffixes -ment, -ness	Review Week
	Exciting words (1) - alternative words for 'said'.	Exclamation marks to show emotion or shouting	Improving sentences (1) adjectives and nouns (comparatives and superlatives)	Contractions	Using a dictionary (1) - finding definitions	Improving sentences (2) verbs and adverbs	
<b>Term 5</b>	Week 25  's' saying /zh	Week 26  'wa' saying / wo/ and 'qua' saying /quo/	Week 27  tion	Week 28  suffixes -ful, -less, -ly	Week 29  homophones/ near homophones	Week 30  prefix dis-	Review Week
	Using a thesaurus	Possessive Apostrophe	Improving sentences (3) - when, if, because	Using speech marks (inverted commas).	Using commas in speech	Using a dictionary (2) - checking spellings	
<b>Term 6</b>	Revision of level 6 phonics	Revision of level 6 phonics	Revision of level 6 phonics	Revision of level 6 phonics	Revision of level 6 phonics	Revision of level 6 phonics	Review Week
	Revision of level 6 grammar and punctuation	Revision of level 6 grammar and punctuation	Revision of level 6 grammar and punctuation	Revision of level 6 grammar and punctuation	Revision of level 6 grammar and punctuation	Revision of level 6 grammar and punctuation	

# Neptune Year 3/4 Cycle A EGPS Objective Overview

This overview shows the statutory requirements for Year 3/4 in **pink**. The **black** objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014. The **green** objectives focus on the grammatical aspects of reading/writing. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it. They may also wish to adjust where they position their Assess and Review weeks. Reference is made to the year/term/week (e.g. *y3 1a wk1*) to guide towards the relevant Twinkl resources.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Words with the long /eɪ/ sound spelt with 'ei' <i>y3 1a wk1</i>	Words with the long /ei/ sound spelt with 'ey' <i>y3 1a wk2</i>	Homophones and near homophones <i>y3 1a wk5</i>	Homophones and near homophones <i>y3 1a wk6</i>	Homophones and near homophones <i>y4 1a wk5</i>	Creating adverbs using the suffix -ly (no change to root word) <i>y3 1b wk1</i>	Review Week
	Nouns and pronouns for clarity <i>y3</i>	singular and plural nouns <i>y4</i>	pronouns <i>y4</i>	Homophones <i>y3</i>	Suffixes: -ly <i>y3</i>	Assess and Review	
Term 2	Creating adverbs using the suffix -ly (root word ends in '-y' with more than one syllable) <i>y3 1b wk2</i>	Creating adverbs using the suffix -ly (root word ends in '-le') <i>y3 1b wk3</i>	Creating adverbs using the suffix -ly (root word ends in '-ic' or '-al') <i>y3 1b wk4</i>	Words with 'ough' to make a long /o/, /oo/ or /or/ sound <i>y4 1b wk5</i>	Plural possessive apostrophes with plural words <i>y4 2a wk6</i>	Review Week	Review Week
	Commas <i>y4</i>	Possessive pronouns <i>y4</i>	Apostrophes <i>y3</i>	Possessive apostrophes <i>y4</i>	Plural possessive apostrophes <i>y4</i>	Assess and Review	
Term 3	Words with a 'soft c' spelt with 'ce' <i>y4 2b wk3</i>	Words with a 'soft c' spelt with 'ci' <i>y4 2b wk4</i>	Words with a short /u/ sound spelt with 'o' <i>y3 3a wk2</i>	Words with a short /u/ sound spelt with 'ou' <i>y3 3a wk3</i>	Word families based on common words, showing how words are related in form and meaning <i>y4 2b wk4</i>	Word families based on common words, showing how words are related in form and meaning <i>y4 2b wk5</i>	Review Week
	Plural and possessive '-s' <i>y4</i>	verbs <i>y3</i>	past tense <i>y3</i>	time conjunctions <i>y3</i>	word families <i>y3</i>	Assess and Review	
Term 4	Statutory spelling challenge words <i>y3 1b wk6</i>	Homophones and near homophones <i>y4 2a wk1</i>	Adding the suffix -ous (no change to root word) <i>y4 3b wk1</i>	Adding the suffix -ous (no definitive root word) <i>y4 3b wk2</i>	Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or') <i>y4 3b wk3</i>	Review Week	Review Week

	conjunctions to express time and cause y4	inverted commas y3	paragraphs y3	suffix -ous y3	suffixes beginning with vowels y3	Assess and Review	
Term 5	Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge') y4 3b wk4	Words ending in -ary y3 3a wk1	Words ending in -ar/-er y4 3a wk6	Adding the prefixes non- (meaning 'not') anti- (meaning 'against') y4 3a wk2 wk5 combined	Adding the prefixes inter- (meaning 'between' or 'among') auto (meaning 'self' or 'own') y4 3a wk1 wk3 combined	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) y3 2a wk2	Review Week
	suffixes y4	verb tenses – present y4	verb inflections y4	prefixes super- anti- auto- y3	prefixes re- sub- inter- y3	Assess and Review	
Term 6	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final syllable consonant) y3 2a wk3	Nouns ending in the suffix -ation y4 2a wk3 wk4 combined	Words ending with a /chuh/ sound spelt with 'ture' y3 3b wk3 wk4 combined	Words ending in the suffix -al y3 3b wk1	Review Week	Review Week	Review Week
	organisational devices y3	suffixes -ation y3	subordinate clauses y3	subordinating conjunctions y3	verb tenses past y4	Assess and Review	

# Neptune Year 3/4 Cycle B EGPS Objective Overview

This overview shows the statutory requirements for Year 3/4 in **pink**. The **black** objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014. The **green** objectives focus on the grammatical aspects of reading/writing. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it. They may also wish to adjust where they position their Assess and review weeks. Reference is made to the year/term/week (e.g. *y3 1a wk1*) to guide towards the relevant Twinkl resources.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Words with the long /eɪ/ sound spelt with 'ai' <i>y3 1a wk3</i>	Words with /ur / sound spelt with 'ear' <i>y3 1a wk4</i>	Words with /aw/ spelt with 'augh' and 'au' <i>y4 1a wk1</i>	Homophones and near homophones <i>y3 2b wk1</i>	Homophones and near homophones <i>y3 2b wk2</i>	Statutory spellings challenge words <i>y3 2b wk6</i>	Review Week
	Consonants and vowels y3	A or an y3	determiners y4	Adjectives y3	Homophones y4	Assess & Review	
Term 2	Words with short /i/ sound spelt with 'y' <i>y3 2a wk1</i>	Words with a /k/ sound spelt with 'ch' <i>y3 2a wk6</i>	Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' <i>y3 2b wk4</i>	Words with a /sh/ sound spelt with 'ch' <i>y3 2b wk5</i>	Words with the /s/ sound spelt with 'sc' <i>y4 2b wk1</i>	Review Week	Review Week
	Standard English y4	adjectives y4	expanded noun phrases y4	Compound words y4	editing and evaluating y4	Assess and Review	
Term 3	Statutory spellings challenge words <i>y4 1b wk6</i>	Adding the prefix in- (meaning 'not' or 'into') <i>y4 1a wk2</i>	Adding the prefix im- (before a root word starting with 'm' or 'p') <i>y4 1a wk3</i>	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') <i>y4 1a wk4</i>	Word families based on common words, showing how words are related in form and meaning <i>y3 3a wk4</i>	Word families based on common words, showing how words are related in form and meaning <i>y3 3a wk5</i>	Review Week
	present tense y3	prefixes in- y3	inverted commas y4	organisational devices y3	paragraphs y4	Assess & Review	



<b>Term 4</b>	Word families based on common words, showing how words are related in form and meaning y3 3a wk6	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') y4 1a wk6	Words with a /shuhn/sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') y4 1b wk1	Words with a /shuhn/sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') y4 1b wk2	Words with a /shuhn/sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) y4 1b wk3	Review Week	Review Week
	word families y4	subordinate clauses y4	coordinating conjunctions y3	prepositions y3	editing and evaluating y3	Assess and Review	
<b>Term 5</b>	Words with a /shuhn/sound, spelt with 'cian' (if root word ends in 'c' or 'cs') y4 1b wk4	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') y3 2b wk3	Creating negative meanings using prefix mis- y3 2a wk4	Creating negative meanings using prefix dis- y3 2a wk5	Adding the prefix ex- (meaning 'out') y4 3a wk4	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') y4 2a wk5	Review Week
	place and cause conjunctions y3	prepositions to express time and cause y4	prepositional phrases y4	Prefixes mis dis un y3	prefixes y4	Assess and Review	
<b>Term 6</b>	Statutory spellings challenge words y4 2b wk6	Adverbials of frequency and possibility, and manner y4 3b wk5 wk6 combined	Words ending with a /zhuh/ sound spelt with 'sure' y3 3b wk2	Silent letters revision y3 3b wk5 wk6 combined	Review Week	Review Week	Review Week
	Fronted Adverbials y4	Commas after fronted adverbials y4	Adverbs – time, place and cause y3	Adverbs to express time and cause y4	Assess and Review	Assess and Review	

# Jupiter Year 5/6 Cycle A EGPS Objective Overview

This overview shows the statutory requirements for Year 5/6 in **pink**. The **black** objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014. The **green** objectives focus on the grammatical aspects of reading/writing. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Ambitious Synonyms: Adjectives	Homophones and near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Adjectives ending in -ant into nouns ending in - ance/ -ancy	Adjectives ending in -ent into nouns ending in -ence/ -ency	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel	Hyphens: To join compound adjectives to avoid ambiguity	Review Week
	Proper Nouns	Adverbs of Possibility	Converting Nouns and Adjectives into Verbs - Suffixes - ate, -ise, -ify	Tenses: Past & Present Progressive and Present Perfect	Possessive Plural Apostrophes	Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)	
Term 2	Words ending in - able	Words ending in - able	Words ending in - ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro-or mini-	Review Week
	Adverbs	Degrees of Possibility - Modal Verbs	Verb Prefixes dis- de-, mis-, over- re-	Verb Inflections & Standard English	Using Inverted Commas	Assess and Review	
Term 3	Adding suffixes beginning with vowel letters to words ending in - fer	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spelling challenge words	Review Week

	Prepositions	More Prefixes	Coordinating Conjunctions	Using Inverted Commas (Changing the Position of the Reporting Clause)	Parenthesis - Brackets	Commas for Meaning and Clarity	
Term 4	Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt '-cial'	Words with endings which sound like /shuhl/ after a consonant letter, commonly spelt '-tial'	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spelling challenge words	Review Week
	Determiners	More Suffixes	Subordinating Conjunctions	Linking Paragraphs with Adverbials	Direct & Indirect (Reported) Speech	Assess and Review	
Term 5	Word families based on common words, showing how words are related in form and meaning	Words that can be nouns and verbs	Words that can be nouns and verbs	Words with a long /o/ sound spelt 'ou' or 'ow'	Words ending in -ible	Words ending in -ibly	Review Week
	Pronouns & Possessive Pronouns	Word Families	Subordinate Clauses	Writing Cohesive Paragraphs	Parenthesis - Commas	Homophones	
Term 6	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Synonyms and antonyms	Review Week
	Adverbials/Fronted Adverbials	Dictionary Work	Relative Clauses	Editing & Evaluating	Parenthesis - Dashes	Assess and Review	

# Jupiter Year 5/6 Cycle B EGPS Objective Overview

This overview shows the statutory requirements for Year 5/6 in **pink**. The **black** objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 2 of the National Curriculum 2014. The **green** objectives focus on the grammatical aspects of reading/writing. The outline below is a cohort dependant breakdown of weekly teachings. Teachers may wish to spend longer on certain areas to secure learning for those who need it.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Words with endings that sound like /shuhs/ spelt with '-cious'	Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious'	Words with the short vowel sound /i/ spelt with 'y'	Words with the long vowel sound /i/ spelt with 'y'	Homophones and near homophones	Homophones and near homophones	Review Week
	Noun Phrases	Modal Verbs and Subjunctive Mood	Suffixes - Nouns and Adjectives to Verbs	Relative Clauses	Commas	Assess and Review	
Term 2	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory spelling challenge words	Review Week
	Pronouns & Possessive Pronouns	Adverbs to Show Frequency	Prefixes	Colons in Lists	Subordinating Conjunctions and Clauses	Assess and Review	
Term 3	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Review Week
	Synonyms and Antonyms	Adverbs to Show Possibility	Root Words	Hyphens	Coordinating Conjunctions	Assess and Review	
Term 4	Words with an /or/sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en	Review Week

	Subject and Object	Ambiguity	Hyphenated Compound Words	Bullet Points	Perfect Form of Verbs to Mark Relationships of Time and Cause	Assess and Review	
Term 5	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ soundspelt 'ere'	Statutory spelling challenge words	Review Week
	Direct and Reported Speech	Active and Passive	Semi-colons, Colons and Dashes to Mark Clauses	Formal and Informal Speech and Vocabulary	Layout Devices	Assess and Review	
Term 6	Unstressed vowels in polysyllabic words	Adding verb prefixes de and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using the suffix -ful	Convert nouns or verbs into adjectives using the suffix -ive	Convert nouns or verbs into adjectives using the suffix -al	Review Week
	Verb Tenses	Editing and Evaluating	Parenthesis - Brackets, Commas and Dashes	Formal and Informal Writing	Cohesion Across Paragraphs	Assess and Review	