

Year 1	Grammar		Autumn						
	<ol style="list-style-type: none"> I can write simple sentences which are grammatically correct. I can write basic compound sentences which are grammatically correct. I am beginning to write sentences with different forms (<i>statements, questions, exclamations and commands</i>). I can join clauses using at least –and–. I understand the grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark 		1E	1WT	1ES	1GD			
	Punctuation		Transcription/Handwriting		Spring				
	<ol style="list-style-type: none"> I can leave spaces between words. I can punctuate most sentences using capital letters and full stops. I am beginning to use question marks or exclamation marks. I can use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’. 		<ol style="list-style-type: none"> I can form all lower case letters correctly. I can form all capital letters. I can form digits 0-9 correctly. 		1E	1WT	1ES	1GD	
Composition		Vocabulary	Spelling			Summer			
<ol style="list-style-type: none"> I can say out loud what I am going to write about. I can compose a sentence orally. I can sequence sentences to form short narratives. I can use a simple opening or closing phrase. I can use connecting vocabulary to link my sentences/ ideas. I can reread what I have written. I can use expanded noun phrases, in its simplest form. (<i>for example, the beautiful blue butterfly, her long hair</i>) 		<ol style="list-style-type: none"> I can use vocabulary to describe. 	<ol style="list-style-type: none"> I can spell most common exception words (<i>Year 1- spelling appendix 1</i>). I can spell the days of the week. I can spell words containing each of the 40+ phonemes already taught. I can apply spelling rules and guidance, as listed in English Appendix 1. I can add simple prefixes and suffixes where the root word doesn’t change. 			1E	1WT	1ES	1GD

E = Emerging	WT= Working Towards	ES= Expected Standard	GD= Greater Depth
Up to 10% shaded	Between 11% and 59% shaded.	Between 60% and 80% shaded	Between 81% and 100% shaded

Year 2	Grammar		Autumn					
	<ol style="list-style-type: none"> I can use past and present tense mostly correctly and consistently. I can write sentences with different forms (<i>statements, questions, exclamations and commands</i>). I can use subordinating conjunctions (<i>when, if, that, because</i>). I can use coordinating conjunctions (<i>or, and, but</i>). I understand the grammatical terminology: <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</i>. 		2E	2WT	2ES	2GD		
	Punctuation		Transcription/Handwriting		Spring			
	<ol style="list-style-type: none"> I can use full stops, capital letters, exclamation marks and question marks. I can use commas for lists. I can use apostrophes for contractions. I can sometimes use apostrophes for singular possession. 		<ol style="list-style-type: none"> I can use diagonal & horizontal strokes to join handwriting. My letters are the same size, relatively. 		2E	2WT	2ES	2GD
Composition		Vocabulary	Spelling		Summer			
<ol style="list-style-type: none"> I can write narratives about personal experiences and those of others (<i>real and fictional</i>). I am beginning to include a beginning and/or ending when appropriate in my writing. I can sequence my work using sentences linked by pronouns or simple time connectives (<i>Then they climbed...She picked the flower...Next you stir it...</i>). I can write for different reasons and use different text types. I can plan/say aloud what I intend to write about. I can reread my work for sense and punctuation. I can use some expanded noun phrases to describe and specify (<i>for example, the beautiful blue butterfly, plain flour, the man in the moon</i>). 		<ol style="list-style-type: none"> I can use some ambitious words. 	<ol style="list-style-type: none"> I can spell by segmenting words into phonemes and representing these by graphemes, many spelt correctly. I can spell many common exception words (<i>Year 2- spelling appendix 1</i>). I can spell some words with contracted forms. I can distinguish between homophones and near homophones (<i>see appendix 1</i>). I can apply spelling rules and guidance, as listed in English Appendix 1. 		2E	2WT	2ES	2GD

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Year 3	Grammar			Autumn							
	<ol style="list-style-type: none"> I can express time, place and cause using conjunctions (<i>when, before, after, before, while, so, because</i>). I can express time, place and cause using adverbs (<i>then, next, soon, therefore</i>). I can express time, place and cause using prepositions (<i>before, after, during, in, because of</i>). I am beginning to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition. I can use present perfect form of verbs in contrast to the past tense. I understand the grammatical terminology: <i>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</i> 			3E	3WT	3ES	3GD				
	Punctuation			Transcription/Handwriting							
	<ol style="list-style-type: none"> I can use full stops, capital letters, exclamation marks and question marks. I can use commas for lists. I can begin to use commas to mark the clause. I can begin to use inverted commas for direct speech. 			<ol style="list-style-type: none"> My writing is legible and joined. 				3E	3WT	3ES	3GD
	Composition			Vocabulary		Spelling			Summer		
<ol style="list-style-type: none"> I can plan my writing to group and sequence my ideas. I am beginning to use a varied range of sentence structures. I can use expanded noun phrases to describe and specify (<i>for example, the beautiful blue butterfly, plain flour, the man in the moon</i>). I can organise paragraphs around a theme; some attempt to sequence ideas logically. I can sequence my work without omitting ideas/events. I can create characters, settings and plots. I can use simple organisational devices in non-fiction texts such as headings and subheadings. I am beginning to vary my tense forms appropriately (<i>he has gone out to play/he went out to play/he will go out to play</i>) I can proof read for sense, spelling and punctuation errors, with some support. I am beginning to propose changes to grammar and vocabulary including use of pronouns. 			<ol style="list-style-type: none"> I can use some ambitious words for effect. 		<ol style="list-style-type: none"> I can apply the spelling of common exception words from KS1. I can spell some words correctly (<i>Wordlist-years 3 & 4</i>). I can apply spelling rules and guidance, as listed in English Appendix 1. I can begin to use the first two or three letters of a word to check its spelling in a dictionary. 			3E	3WT	3ES	3GD

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Year 4	Grammar			Autumn					
	<ol style="list-style-type: none"> I can extend the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although. I can choose nouns or pronouns appropriately for clarity and cohesion (<i>children do not switch person within their writing</i>). I can use fronted adverbials. I can use Standard English forms of verb inflections (<i>for example, 'we were' not 'we was'</i>). I can use the correct determiner in my writing. I understand the grammatical terminology: <i>determiner (article, demonstratives, quantifiers, possessives), pronoun, possessive pronoun, adverbial</i>) 			4E	4WT	4ES	4GD		
	Punctuation		Transcription/ Handwriting	Spelling		Spring			
	<ol style="list-style-type: none"> I can consistently use full stops, capital letters, exclamation marks and question marks. I can punctuate direct speech using inverted commas, capital letters to start and punctuation to end. I can use commas to mark clauses. I can use commas after fronted adverbials. I can indicate possession by using the possessive apostrophe with singular and plural noun. 		<ol style="list-style-type: none"> My writing is joined and legible. 	<ol style="list-style-type: none"> I can use my knowledge of prefixes and suffixes to help my spelling consistently within my writing. I spell most words correctly (Wordlist-years 3 & 4) 		4E	4WT	4ES	4GD
	Composition		Vocabulary	Summer					
<ol style="list-style-type: none"> I can plan my writing to group and sequence my ideas. I can use a range of sentence structures, using different openers. I can use expanded noun phrases (<i>for example, the teacher expanded to: the strict maths teacher with the curly hair</i>). I can create developed characters, settings and plots. I use dialogue to move my writing forwards. My writing is organised through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings. I can use a range of paragraph openers (<i>for example, interesting connectives or phrases</i>). I can organise paragraphs around a theme. I can proof read for sense, spelling and punctuation errors including identifying omitted words. I can propose changes to grammar and vocabulary including use of pronouns. 		<ol style="list-style-type: none"> I can use a range of rich vocabulary for effect. 	<ol style="list-style-type: none"> I can consistently select the correct homophone to use within my writing. I can apply spelling rules and guidance, as listed in English Appendix 1. I can use a dictionary to check the spelling of words. 		4E	4WT	4ES	4GD	

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Year 5	Grammar			Autumn					
	1. I can use modal verbs (<i>might, should, will, must</i>). 2. I can use <i>who, which, where, why, whose, that</i> for relative clauses. 3. I can use adverbs of possibility (<i>for example, perhaps, surely</i>). 4. I can link clauses in sentences using a range of subordinating & coordinating conjunctions. 5. I understand the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			SE	SWT	SES	SGD		
	Punctuation		Transcription/ Handwriting	Spelling		Spring			
	1. I can consistently use full stops, capital letters, exclamation marks and question marks. 2. I can use commas to clarify meaning. 3. I can punctuate speech accurately. 4. I can use brackets, dashes or commas to indicate parenthesis.		1. I can use a fluent and legible handwriting style.	1. I spell some words correctly (Wordlist-years 5 & 6). 2. I can apply spelling rules and guidance, as listed in English Appendix 1.		SE	SWT	SES	SGD
	Composition		Vocabulary	Summer					
1. I am beginning to identify the audience and purpose for my writing, selecting appropriate form. 2. I can use expanded noun phrases to convey complicated information concisely (<i>for example, The fact that it was raining meant the end of sports day</i>). 3. I can use devices to build cohesion within a paragraph (for example, then, after that, this, firstly). 4. In narrative I can describe settings, characters and atmosphere 5. I can integrate dialogue to convey character and advance the action. 6. I can link ideas across paragraphs using adverbials of time (<i>for example, later</i>), place (<i>for example, nearby</i>) and number (<i>for example, secondly</i>) or tense choices (<i>for example, he had seen her before</i>). 7. I can ensure consistency of tense throughout my writing. 8. I can write with subject and verb agreement. 9. I am beginning to ensure that the formality of my writing is appropriate distinguishing between the language of speech and writing. 10. I can proof read for grammar, spelling and punctuation errors. 11. I am beginning to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		1. I can select appropriate vocabulary, knowing how my choices can change/enhance meaning.	3. I can spell some words with 'silent' letters. 4. I can distinguish between homophones and other words which are often confused. 5. I can use a dictionary to check spelling and meaning of words. 6. I can use a thesaurus.		SE	SWT	SES	SGD	

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Year 6	Grammar			Autumn					
	1. I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. 2. I can use a wide range of clause structures, sometimes varying their position within the sentence. 3. I can use the passive and modal verbs mostly appropriately. 4. I understand the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points.			GE	GWT	GES	GGD		
	Punctuation		Transcription/ Handwriting	Spelling		Spring			
	1. I can consistently use full stops, capital letters, exclamation marks and question marks 2. I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. 3. I can use : ; - to mark boundaries between independent clauses. 4. I can use hyphens to avoid ambiguity.		1. I can write legibly, fluently and with increasing speed.	1. I can use knowledge of morphology and etymology in spelling to understand that the spelling of some words need to be learnt.		GE	GWT	GES	GGD
	Composition		Vocabulary	Summer					
1. I can identify the audience and purpose for my writing selecting vocabulary, punctuation and grammatical structures that reflect the level of formality required, mostly correctly. 2. I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. 3. I can independently select the appropriate form for my writing. 4. I can confidently select appropriate grammar knowing how my choices can change/enhance meaning 5. In narrative I can describe detailed settings, characters and atmosphere integrating dialogue to convey character and advance the action. 6. I can use further organisational devices to structure texts and guide the reader eg bullets, headings, underlining. 7. I can shape and develop paragraphs to support meaning and purpose, e.g. priority subjects / events / ideas developed in greater detail and depth. 8. I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. 9. I write with consistent subject - verb agreement throughout all my writing. 10. I can proof read for grammar, spelling and punctuation errors. 11. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		1. I can use the appropriate synonyms and antonyms for effect within my writing.	2. I can use a dictionary to check spelling and meaning of words 3. I can use a thesaurus 4. I spell most words correctly (Wordlist-years 5 & 6) 5. I can apply spelling rules and guidance, as listed in English Appendix 1.		GE	GWT	GES	GGD	

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