

Progression in Grammar, Language and Punctuation

Writing Feature	Year 1 Secure	Year 2 Secure	Year 3 Secure	Year 4 Secure	Year 5 Secure	Year 6 Secure
Sentence Structure	I can write a correct sentence that has a verb and a noun	I can check if the subject and verb agree in most of my writing E.g. I was on holiday; We were on holiday	I can check if the subject and verb agree in nearly all of my writing E.g. I was on holiday; We were on holiday	I can check if the subject and verb agrees in all my writing.		I can use Active and passive verbs to create effect and to affect presentation of information Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i>
		I can write in the 1 st or 3 rd person all the time in one piece of writing				
Tenses	I am beginning to write in the past tense	I can write in the past tense all the time	I can write in the past tense all the time and correctly use the vast majority of irregular verbs Eg dug, flew, sang, ate	My writing includes some modal verbs (can, could, should, would, might, may etc)	My writing includes modal verbs in both present and past tense (should have/would have/could have etc)	I can use Past perfect in narrative to show references to the past and flashback <i>Before the Romans invaded Britain they had established colonies in Gaul and Spain.</i> <i>When he saw the building, he realised he had visited it in his childhood</i>
		I can use the continuous forms of verbs in the present and past tense E.g. She is singing; He was shouting	I can use the perfect form of verbs E.g. I have visited London	My writing contains different tense forms. Present, Perfect, Past (Simple, Continuous)	I can link clauses that have different tenses. Eg I was looking out at sea when I saw the ship. I am visiting my friend because I have	

Progression in Grammar, Language and Punctuation

					not seen him for a while.	
Types of Sentence		I understand the difference between a statement, exclamation, question and command.	I can use a sentence of three for description. E.g. The giant was huge, utterly terrifying and covered in green spots..	I can use a sentence of 3 for action eg <i>Sam rushed down the road, jumped on the bus and sank to his feet.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i>		
Noun Phrases	I can use an adjective in my writing eg yellow dragon	I can use expanded noun phrases, with at least two adjectives (e.g. big, yellow dragon)	I confidently use noun phrases with pre and post modifiers E.g. Lots of, some, quite (pre-modifiers) or a coat with red spots (post-modifier)	I can use expanded noun phrases (with pre and post modifiers) and more ambitious qualifiers eg countless, numerous, in upwards of, the majority of, the minority of	I can use expanded noun phrases (with pre and post modifiers) and more ambitious qualifiers eg copious, extensive, an abundance of, a profusion of	I can use expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) and a whole range of ambitious qualifiers (eg <i>plethora, innumerable, diverse</i>)
Independent Clauses	I can use conjunctions such as and/but/	I can use coordinating conjunctions such as and/but/so/or	I can use coordinating conjunctions such as and/but/so/or/for/nor/yet	I can use a colon to separate two coordinating conjunctions when providing more details in a description.eg My teacher is great: He always teaches interesting lessons.	I can use a semi colon between 2 independent clauses. Eg It's raining; I'm fed up	

Progression in Grammar, Language and Punctuation

Subordinate Clauses		I can use subordinating conjunctions such as when/if/that/because	I can use subordinating conjunctions such as when/if/that/because/after/although/before/even though/though/whereas/ whilst	I can use subordinating conjunctions such as when/if/that/because/after/although/before/even though/though/whereas/ whilst/just as/ now that/once/as long as/ as soon as	I can use subordinating conjunctions such as :- As far as, as if, by the time, even if, in addition to, in order to, no matter how, only if, provided that, since, unless, whether	I can use a wide range of subordinating conjunctions such as by the time , in case, if only, in order that, supposing that
					I am beginning to develop complex sentences with more than one subordinate clause. Eg When I arrived, the big dark barked because it was lonely. We ate the apples, which the others had picked, because we were so hungry.	I am secure in developing complex sentences with more than one subordinate clause. Eg When I arrived, the big dark barked because it was lonely.
Relative Clauses		I can sometimes use a relative clause in my writing (who, which) E.g. The King who lived in the palace.	I can use a relative clause in my writing (who, which, whose, that) E.g. The boy, whose name is Abdullah, is very angry	I can use a relative clause in my writing (who, which, whose, that, where when) E.g. The city, where I was born, is very beautiful.	I can drop in an -'ing' clause eg <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city,</i>	

Progression in Grammar, Language and Punctuation

					<i>destroyed the city.</i>	
					I drop in –ed clauses. Eg <i>Poor Tim, exhausted by so much effort, ran home. The lesser known dragon, recognised by purple spots, is rarely seen.</i>	
Adverbs/ Adverbials	I can use time connectives/adverbials that signal time (Then)	I can use different time connectives/adverbials that signal time (Later on, Immediately after)	I can begin to use adverbial phrases to give more details about where, when and how. E.g. I walked past the school . I walked first thing in the morning . I walked at a fast pace	I can use adverbial phrases to give more details about where, when and how and use them at the front, middle and end of a clause,. E.g. I walked past the school . I walked first thing in the morning . I walked at a fast pace	I can elaborate starters using adverbial phrases eg <i>Beyond the dark gloom of the cave, Zach saw a wizard move. Throughout the night, the wind howled like an injured creature.</i>	
		I can use adverbs in my sentences e.g. angrily	I can change the position of the adverb in my sentence. Bodily, he fought. He boldly fought. He fought boldly.	I can use modifiers in front of my adverbs to show degrees of meaning eg quite, very, rather, so, too, enough		
Sentence Starters		I can use adverbs to start some of my sentences. E.g. Carefully, he put the knife on the table.	I can use adverbial phrases to start some of my sentences. E.g. Quite a few days ago, we discovered	I can use –‘ed’ clauses as starters eg Frightened, Tom ran straight home to school.	I can use an expanded ed clause as a starter eg. <i>Encouraged by the bright weather, Jane set out for a long walk.</i>	
				I can use expanding –ing clauses as starters eg <i>Grinning menacingly, he slipped the treasure into his pocket Hopping speedily towards the pool, the frog dived underneath the leaf</i>		

Progression in Grammar, Language and Punctuation

					<i>Terrified of the dragon, George fell to his knees.</i>	
Varying Sentence Length		I can use long sentences to add description and short sentences for action.	I can use long sentences to add description or information and short sentences for emphasis and for making key points.	My writing contains a variety of long sentences to add description or information and short sentences for emphasis, for making key points and moving events on quickly.		The structure and organisation of my writing is informed by its audience, purpose and context in particular the difference between formal and informal writing.
Pronouns	I can write the person pronoun I using a capital letter.	I can use pronouns e.g. he, she, they	It is clear in my writing who my pronouns refer to	I use an appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.		
Speech	I can sometimes use speech in my writing	I can use dialogue with varied verbs for said	I can use dialogue with varied verbs for said to show different degrees of meaning eg yelled/shouted	I can use dialogue with varied verbs and adverbs "Hello," she whispered, shyly.	I can stage directions in speech (speech +verb+action) eg "Stop!" he shouted, picking up the stick and running after the thief.	I can shift between formal narrative and informal dialogue. <i>By any standard, Brian was exceptionally angry. "Get off me garden or I'll do</i>
				I can put some indirect speech in my writing eg He told me that....	I can put indirect speech in my writing and ensure it is grammatically correct	<i>you" he exclaimed at the top of his voice.</i>
Similes Metaphors Personification		I can use similes that use ...like... and as ... as hot like a fire: as tall as a giraffe		I can start a sentence using a simile eg Like a wailing cat, the ambulance screamed down the road	My writing is beginning to include metaphors, Personification and Onomatopoeia	My writing includes metaphors, Personification and Onomatopoeia

Progression in Grammar, Language and Punctuation

Word Level						
Verbs and Nouns	I can use different verbs to show action (e.g. walked, said)	I can use a range of verbs to show action (e.g. crept, scratched) and speech (e.g. yelled, exclaimed)	I can use verbs to show degrees in meaning. E.g. whispered, called, yelled. Strolled, strode, sprinted.		I am beginning to use different verbs and nouns when writing formally and informally	I can use appropriate verbs and nouns when writing formally and informally. Eg He said, he reported.
Prepositions	I can use some prepositions in my writing. <i>Up down in into Out to onto</i>	I can use extended prepositions in my writing inc <i>inside outside Towards across under behind above along before between after</i>	I can use more advanced prepositions in my writing, <i>Next to by the side In front of during through throughout because of</i>	I can use a wide range of prepositions. <i>at underneath since towards beneath beyond</i>		According to audience, purpose and context, writing demonstrates conscious control of precise vocabulary choices.
Suffixes	I can add the suffixes onto words to make them plural. Eg dog, dogs	I can use suffixes –er and –est to form comparisons E.g. happier happiest			I can change word classes (eg verbs to nouns/adjectives and vice versa) using suffixes (-ate, -ise, ify)	
Adjectives	I am beginning to use alliteration E.g. dangerous dragon	I can use a range of adjectives to describe something including using alliteration	I can use a range of adjectives to show degrees in meaning eg horrible terrible dreadful nasty	I can put modifiers in front of my adjectives to show degrees of meaning eg quite, very, rather, so, too, enough		
Determiners			I can use determiners a or an depending on whether the next word begins with a consonant or a vowel. E.g. a rock or an open box			
Prefixes	I can add the prefix un to verbs and nouns to change their meaning.		I can use nouns, using a range of prefixes. E.g. auto, super, anti		I can add prefixes to verbs to change their meaning. (eg dis-, over-, re-, de-, me-	
Punctuation						

Progression in Grammar, Language and Punctuation

Inverted Commas/ Speech Marks		I can use inverted commas around the words that are spoken	I always use inverted commas correctly when using direct speech	I can punctuate direct speech Each new speaker on a new line; comma between direct speech and reporting clause eg <i>"It's late," gasped Cinderella!</i>		I can use a range of punctuation , accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses
Capital Letters and advanced punctuation	I can use capital letters and full stops correctly in some of my writing	I can use capital letters and full stops correctly	I am beginning to use an ellipsis to keep the reader hanging on.	I can use ellipsis to keep the writer hanging on.	I can use brackets, dashes and commas to indicate parenthesis.	
Commas	I am beginning to use commas to separate items in a list	I can use commas for lists	I can use commas for lists and begin to use them after adverbial clauses in a sentence	I can use commas to mark off fronted adverbs and to mark clauses. Eg, <i>When Abdi reached the beach, he jumped into the water.</i>	I can use commas to clarify meaning and avoid ambiguity. (eg <i>Let's eat Grandma; Let's eat, Grandma</i>)	
Apostrophes		I can use apostrophes for contracted words E.g. I'll	I can begin to use apostrophes to mark possession	I am using apostrophes to mark singular possession and am beginning to use them to mark plural possession. Eg the girl's name, the boys' boots		
Question Marks, Colons, Semi Colons	I can sometimes use question marks and exclamation marks	I can use question marks and exclamation marks correctly	I am beginning to use a colon before a list E.g. What you need:	I am using colons before a list	I can use semi colons between 2 independent clauses and within extended lists	