

Progression in Grammar/Language/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 use simple sentences that make sense (using a verb and a noun).	I can check if the subject and verb agree in some of my writing (e.g. I was on holiday; We were on holiday).	I can check if the subject and verb agree in most of my writing.	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 of the time in one piece of writing.				
Tenses	I am beginning to use the simple present and past tense accurately.	I can use the present and past tense mostly correctly and consistently.	I can write in the past tense all of the time and correctly use the vast majority of irregular verbs. (e.g. dug, flew, sang, ate)	My writing contains different tense forms. Present, Perfect, Past (Simple, Continuous)	My writing is beginning to include modal verbs in both present and past tense (should have/would have/could have etc)	I am using modal verbs in both present and past tense (should have/would have/could have etc) mostly appropriately. 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)				
Types of Sentence	I can begin to understand the difference between statements, commands and questions as appropriate.	I can use sentences with different forms in my writing, statements, questions, exclamations and commands.	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 three for action (e.g. Sam rushed down the road, jumped on the bus and sank to his feet. The Romans enjoyed food, loved marching but hated the weather).		

Noun Phrases	I can use an adjective in my writing to describe and inform (adding detail) (e.g. The yellow dragon).	I can use some expanded noun phrases in my writing with at least two adjectives (e.g. The big, yellow dragon).	I can use expanded 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 (e.g. a few, countless, numerous, such as).	I can use expanded noun phrases (with pre and post modifiers) and more ambitious qualifiers (e.g. 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 a conjunction to join clauses e.g. and	I can use co-ordination (e.g. and, or, but) to join clauses.	I can use coordinating conjunctions (e.g. and, but, so, or, for, nor, yet) to join clauses.	I can confidently use a range of co-ordinating conjunctions within, across sentences.	I can begin to use colons and semi colons correctly.	
Subordinate Clauses		I can use subordinating conjunctions (e.g. when, if, that, because).	I can use subordinating conjunctions (e.g. when, if, that, because, after, although, before, even though, though, whereas, whilst) I can begin to write sentences starting with a subordinate clause.	I can use subordinating conjunctions within, across sentences (e.g. 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 within, across sentences (e.g. 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 (e.g. by the time, in case, if only, in order that, supposing that).
				I can begin to use an -ing clause and a subordinate clause (e.g. Running happily down the road, John...).	I am beginning to develop complex sentences with more than one subordinate clause. (e.g. 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. (e.g. When I arrived, the big dark barked because it was lonely.)
Relative Clauses					I can confidently 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 drop in -ed clauses. (e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known dragon, recognised by purple spots, is rarely seen.)	
Adverbs/ Adverbials	I am beginning to use time connectives/adverbial	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 can use adverbial phrases to give more details about where, when and how and use them at	I can elaborate starters using adverbial phrases (e.g.	

	s that signal time (e.g. then)		I walked past the school. I walked first thing in the morning. I walked at a fast pace).	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	Beyond the dark gloom of the cave, Zach saw a wizard move. Throughout the night, the wind howled like an injured creature).	
		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 (e.g. quite, very, rather, so, too, enough).		
Sentence Starters		I can begin to 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 (e.g. Frightened, Tom ran straight home from school). I can use –'ing' clauses as starters (e.g. Grinning, he slipped the treasure into his pocket Hopping, the frog dived underneath the leaf)	I can use expanded –'ing' clauses and expanded –'ed' clauses to start a sentence. (e.g. Grinning menacingly, he slipped the treasure into his pocket Excited after the day's events, Tom raced home to tell his parents). I can use similes, conjunctions and fronted adverbials to start a sentence.	
Varying Sentence Length		I can use longer 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 personal 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 begin to use dialogue with varied verbs for said.	I can use dialogue with varied verbs for said to show different degrees of meaning (e.g. yelled/shouted).	I can use dialogue with varied verbs and adverbs (e.g. "Hello," she whispered, shyly). I can put some indirect speech in my writing (e.g. He told me angrily that...).	I can integrate dialogue to convey character and advance the action (e.g. "Stop!" he shouted, picking up the stick and running after the thief) I can use direct and indirect speech confidently in my writing appropriately.	I can shift between formal narrative and informal dialogue. By any standard, Brian was exceptionally angry. "Get off me garden or I'll do you" he exclaimed at the top of his voice.
Similes Metaphors Personification		I can begin to use similes that use ...like... and as ...	I can confidently use similes that use like and as.	I can confidently use similes and vary their position in the sentence.	I can include metaphors, Personification and Onomatopoeia.	I am confidently including metaphors, Personification and

(Figurative Language)		as(e.g. hot like a fire: as tall as a giraffe).				Onomatopoeia in my writing.
Spellings/Handwriting/Word Level						
Spelling	<p>I can spell Reception common exception words accurately and spell many Year 1 common exception words accurately.</p> <p>I can segment spoken words into phonemes and represent them with graphemes, spelling some of these words correctly and making phonically-plausible attempts at others.</p>	<p>I can spell many common exception words.</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>I can spell some words with contracted forms.</p>	<p>I can spell most words on the year 1/2 word list and spell some of the commonly mis-spelt words from the year 3/4 list.</p> <p>I can recognise and spell homophones.</p> <p>I can spell words correctly which are in a given family.</p> <p>I can identify the root in longer words.</p> <p>I can spell most contracted words.</p>	<p>I can spell most of the words from the year 3/4 spelling list.</p> <p>I can recognise and spell homophones.</p> <p>I can spell words containing the silent letters 'ph' (e.g. ph-arachnophobia), physiotherapy).</p>	<p>I can spell some of the commonly mis-spelt words from the year 5/6 list.</p> <p>I can recognise and spell homophones.</p> <p>I can spell words which end in ant, ance, ancy, ent, ence, ency, able and ibly.</p> <p>I can spell words with silent letters (chemist, conscience, melancholy).</p> <p>I can spell words which contain a hyphen (co-ordinate, re-enter, co-operate).</p>	<p>I can spell most words correctly (year 5 and 6)</p>
Handwriting	<p>I can consistently form lowercase and capital letters correctly, starting and finishing in the right place.</p> <p>I can write letters on the line with descenders and ascenders accurately.</p> <p>I can use appropriate sizing of lower case letters and capital letters in relation to each other in most of my writing.</p> <p>I can use spacing between words.</p>	<p>I can form capital letters of the correct size, orientation and relationship to one another and to lowercase letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can form my letters correctly.</p> <p>I can use diagonal and horizontal strokes to begin to join some handwriting.</p>	<p>I can form my letters correctly.</p> <p>I can use diagonal and horizontal strokes to begin to join most handwriting.</p>	<p>I can produce legible, joined up handwriting.</p>	<p>I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters).</p>
Verbs and Nouns	<p>I am beginning to use verbs to show action.</p>	<p>I can use a range of verbs to show action (e.g. crept, scratched) and speech (e.g. yelled, exclaimed)</p>	<p>I can use verbs to show degrees in meaning. (e.g. whispered, called, yelled. Strolled, strode, sprinted).</p>		<p>I am beginning to use different verbs and nouns when writing formally and informally.</p>	<p>I can use appropriate verbs and nouns when writing formally and informally. (e.g. He said, he reported.)</p>

Prepositions	I am beginning to use some prepositions in my writing. (e.g. up, down, in, into, out, to, onto)	I can use prepositions in my writing (e.g. inside, outside, towards, across, under, behind, above, along, before, between, after)	I can use more advanced prepositions in my writing, (e.g. next to, by the side of, in front of, during, through, throughout, because, of).	I can use a wide range of prepositions. (e.g. at, underneath, since, towards, beneath, beyond).		According to audience, purpose and context, writing demonstrates conscious control of precise vocabulary choices.
Suffixes	I can add suffixes to spell some words correctly e.g. ed, -ing, s/es, -er, -est.	I can use suffixes -er and -est to form comparisons (e.g. happier, happiest)	I can spell words with prefixes (dis, mis, re, un) and suffixes (ly, ous, sion).	I can spell words with prefixes (sub, inter, auto, in, ir,) and suffixes (ation, ly, ous, ious, eous, tion, sion).	I can spell words with suffixes (cious, tious, cial, tial). I can change word classes (e.g. verbs to nouns/adjectives and vice versa) using suffixes (-ate, -ise, -ify).	
Adjectives	I can begin 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 (e.g. horrible, terrible, dreadful, nasty)	I can put modifiers in front of my adjectives to show degrees of meaning (e.g. quite, very, rather, so, too, enough).	I can confidently use ambitious modifiers and adjectives in my writing.	
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 a prefix to spell some words correctly e.g. un-		I can spell words with prefixes (dis, mis, re, un) and suffixes (ly, ous, sion).	I can spell words with prefixes (sub, inter, auto, in, ir,) and suffixes (ation, ly, ous, ious, eous, tion, sion).		
Punctuation						
Inverted Commas/ Speech Marks		I am beginning to use inverted commas around the words that are spoken.	I can confidently 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 (e.g. "It's late," gasped Cinderella!)	I can integrate dialogue to convey character and advance the action (e.g. "Stop!" he shouted, picking up the stick and running after the thief) I can use direct and indirect speech in my writing appropriately.	I can use a range of punctuation, accurately and appropriately, including inverted commas, commas for clarity, punctuation for parenthesis. I can use semi-colons, colons and dashes to mark the boundary between independent clauses.
Capital Letters and advanced punctuation	I can demarcate capital letters and full stops to demarcate sentences with increasing accuracy.	I can use capital letters and full stops correctly.	I can correctly use capital letters, full stops, question marks, commas, exclamation marks and commas in a list.	I can use some commas for clarity (e.g. after fronted adverbials or between clauses). I can use apostrophes for plural and singular possession.	I can use commas for clarity confidently (e.g. after fronted adverbials or between clauses).	

	I can use capital letters for names, places, days of the week and the personal pronoun I.		I can use apostrophes for singular possession and contraction.	I am beginning use ellipsis to keep the writer hanging on/to ensure cohesion.	I can use brackets, dashes or commas to indicate parenthesis.	
Commas	I am beginning to use commas to separate items in a list	I can use commas to separate commas in a list.	I can use commas for lists and begin to use them after adverbial clauses in a sentence.	I can use some commas for clarity (e.g. after fronted adverbials or between clauses).	I can use commas to clarify meaning and avoid ambiguity. (e.g. Let's eat Grandma; Let's eat, Grandma)	
Apostrophes		I can use apostrophes for contracted words (e.g. I'll).	I can begin to use apostrophes to mark singular possession and contraction.	I am using apostrophes to mark singular possession and am beginning to use them to mark plural possession. (e.g. the girl's name, the boys' boots).		
Question Marks, Colons, Semi Colons	I can begin to use question marks and exclamation marks.	I can demarcate some sentences with question marks and exclamation marks correctly.	I can confidently demarcate question marks, exclamation marks in my writing.		I can begin to use colons and semi-colons correctly. (e.g. semi colons between 2 independent clauses and within extended lists).	