

Year 1

WORD

I know that a **noun** is a naming word for a thing or feeling. I can give some examples.

girl tree bench book

I know that an **adjective** is a word that describes a noun. I can give some examples.

ancient bright beautiful calm
stomped flew shouted

I know that a **verb** is a 'doing' or 'being' word; it gives an action. I can give some examples.

ran

I know what **singular** and **plural** means.

singular = dog cup person

plural = dogs cups people

I can use regular **plural noun suffixes** –s or –es.

dog = dogs cup = cups wish = wishes glass = glasses

I know when I can add **suffixes** to **verbs** where no change is needed in the spelling of the **root word**. **help – helping – helped – helper**

I know how the **prefix** un- changes the meaning of **verbs** and **adjectives**.

kind – unkind doing – undoing tie - untie

SENTENCE

I can combine **words** to make **sentences**.

The dog was very big. It is raining today.

I can join **clauses** using *and*.

I like the park **and** I love the pond. We went to the shop **and** it was fun.

TEXT

I can order my **sentences** to create short narratives.

We went to the beach. We played in the sand and the sea. I had a good time.

PUNCTUATION

I know what **punctuation** is.

I can separate words with spaces.

I like cats.

I can use **capital letters** for names.

It was sunny and Tim liked it.

I can use **capital letters** for I (the **personal pronoun**).

It was sunny so I went to the park.

I can start to use **capital letters** at the start of my sentences.

The swings are fun.

I can start to use **full stops** at the end of my sentences.

The swings are fun.

I can start to use **question marks** correctly in my writing (for **questions**).

Where would I hide?

I can start to use **exclamation marks** correctly in my writing (for **commands** and **exclamations**).

Run! I thought. How beautiful she looks in that dress!

Year 2

WORD

I know what **nouns**, **adjectives**, **verbs** and **adverbs** are. I can give some examples.

dog girl dark calm ran jumped loudly swiftly

I can create and use **compound nouns**.

whiteboard superman evergreen

I can create and use **nouns** using **suffixes** (e.g. -ness, -er).

darkness calmness buyer player

I can create and use **adjectives** using **suffixes** (e.g. -ful, -less, -er, -est).

the tearful man a hopeless task it was a darker room she was the smallest

SENTENCE

I can use **statements** in my writing.

The boy went to the park.

I can use **questions sentences** with **questions marks**.

How do you know that?

I can use **commands** and **exclamations** with **exclamation marks**.

Get out of there! What big teeth you have, Grandma!

I can use **coordinating conjunctions**: and, but, so, or.

I played on the swing **and** I liked it. The dog was fierce **but** I stroked him. I was hungry **so** I had my lunch. I might go home **or** I might go to the park.

I can use **subordinating conjunctions**: when, if, because.

When it rains, we have to play indoors. I will have another go **if** I fail. **Because** the door was closed, we used the other exit.

I can use **adjectives** to create **expanded noun phrases**.

the cold ground the big chair a red flower the jolly man a small mouse

TEXT

I can use the **past tense** and **present tense** at the correct times in my writing.

Yesterday, we **walked** down the street. Today, we **walk** down the street.

Yesterday, we **were walking** down the street. Today, we **are walking** down the street.

I can use the **progressive verb form** in past tense and present tense.

I was playing on the swing. **I am playing** on the swing.

PUNCTUATION

I can use **capital letters** for names and for **I** (the **personal pronoun**).

It was sunny so **I** went to the park with **John**.

I can use **capital letters** at the start of my sentences and **full stops** at the end of my sentences. **The swings are fun.** **I**

can use **commas in a list** correctly, including using **and** for the last item.

I like red, green, pink **and** blue.

I can use an **apostrophe for contraction** or **omission**.

don't can't shouldn't haven't it's didn't mustn't

I can use an **apostrophe for singular possession**.

Tom's dog. The girl's coat.

Year 3

WORD

I know what **nouns**, **adjectives**, **verbs** and **adverbs** are. I can give some examples.

dog girl dark calm ran jumped loudly swiftly

I can create and use **nouns** using a range of **prefixes** (e.g. super-, anti-, auto-).

superpower superhuman antifreeze antibacterial automobile autograph

I can spot **word families** to show how words are related.

solve, solution, solver, dissolve, insoluble

I can use the correct **determiner** (**a** or **an**) by looking at whether the next word starts with a **consonant** or **vowel**. **a**

rock **an** open box **a** dog **an** elephant

SENTENCE

I can use **coordinating conjunctions** to create **compound sentences**: for, and, nor, but, or, yet, so. **I played on the swing and I liked it. The dog was fierce but I stroked him. I was hungry so I had my lunch. I might go home or I might go to the park.**

I can use **subordinating conjunctions**: when, before, after, whilst, so, because.

When it rains, we have to play indoors. I will have a chat **whilst** eating my lunch. **Because** the door was closed, we used the other exit. **So** we get there on time, we'd better leave now.

I can extend some of my sentences with a **preposition** (*indicating time, position, direction, possession, means*).

during the film **at** the station **over** the fence **of** this street **by** car

I can use time connectives (**conjunctive adverbs**) and **phrases** to sequence and link my sentences. **After that...**

When we were finished... Then... Eventually...

I can use **adverbs** to give more information about my chosen **verbs**.

He walked **slowly** across the room. **calmly silently fiercely nervously**

I can use **interesting verbs** for effect.

dashed stamped received mumbled acquired trudged gathered

TEXT

I can organise my writing into **paragraphs** that each talk about a different theme/idea (**sub-headings** may help me with this).

CATS Feeding: Most cats eat twice a day. They like.....

Sleeping: Cats spend a large amount of their time sleeping. They.....

I can use the **present perfect** verb form.

He **has gone** out to play. (Instead of: He **went** out to play.)

PUNCTUATION

I can use **capital letters** at the start of all of my sentences and **full stops** at the end of my sentences. **The swings are fun.**

I can use **question marks** and **exclamation marks** correctly in my writing (for **questions** and **commands** or **exclamations**).

Where would I hide? Run! I thought. How beautiful she looks in that dress!

I can use **inverted commas** (speech marks) to show **direct speech**.

"Thanks for helping," said Dad.

Year 4

WORD

I know what **nouns**, **adjectives**, **verbs** and **adverbs** are. I can give some examples.

dog girl dark calm ran jumped loudly swiftly

I know the difference between an **s** used for a **plural** and an **s** used for **possession**. I can use an **apostrophe** for the **possessive s**.

plural = two coats, a forest of trees possessive = the dog's tail, the bag's buckle

I can use the correct **verb form** in my writing.

we were (instead of: we was) I did (instead of: I done)

SENTENCE

I know what a **phrase** is (does not contain a verb) and what a **clause** is (contains a verb).

phrase = in the park, at midnight clause = laughing out loud, running swiftly

I can use **expanded noun phrases** to make my writing more interesting.

the **strict maths teacher with curly hair** (instead of: the teacher)

I can use **fronted adverbials** to give information about: How? When? Where? **Cautiously**, he opened his eyes. **Late that night**, it all began. **In the garden**, the birds tweeted merrily.

I can use complex sentences, i.e. one **main clause** + one or more **subordinate/dependent/relative clauses**. Whilst laughing out loud, the man entered the room.

The man entered the room, which was full of people. The man, who had a frown on his face, entered the room. I

can use **interesting verbs** and **adverbs** for effect.

He **slowly limped** across the room. She **trudged angrily** down the road.

I can use a mixture of **simple sentences** and **compound sentences** for effect.

The boy walked to the park. It was extremely sunny but he had forgotten his shades.

TEXT

I can start a new **paragraph** in my writing when I want to talk about a new theme/idea.

During the Stone Age, **stone tools** were used. The people would use these **tools** to.....

The **food** that the people living in the Stone Age would eat was likely to be.....

I can use **pronouns** in the place of names and other **nouns** (**personal** - he, she, we, they, it; **possessive** - my, his, her, their) to aid **cohesion**. Amy had a bike. **She** loved **it** very much. **Her** brother was jealous. **He** wanted **it**. A miptor is a fierce animal that lives in the wild. **They** eat mice. **Their** sharp teeth help them to rip apart **their** prey.

PUNCTUATION

I can use **capital letters**, **full stops**, **question marks** and **exclamation marks** correctly in my writing (for **sentences**, **questions** and **commands** or **exclamations**).

The swings are fun. Where would I hide? Run! I thought. What big teeth you have, Grandma!

I can use a **full stop** to show a **main clause** has ended, or a **conjunction** to link another main clause. I do not **run sentences together** or **comma splice** (use a comma between main clauses).

I can use **apostrophes** to mark **plural possession**.

the girl's name, the dog's tail (singular) the girls' names, the dogs' tails (plural)

I can use the rules of speech accurately: **inverted commas** (speech marks), punctuation before close, different word for said, new line for new speaker, **adverb**.

"Thanks for helping," **exclaimed** Dad **happily**.

I can use **commas** after **fronted adverbials**. In the garden, birds tweeted happily.

Year 5

WORD
<p>I know what nouns, adjectives, verbs and adverbs are. I can give a number of examples. <i>puppy teenager ancient serene swooped savaged menacingly peacefully</i></p> <p>I can convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>).</p> <p><i>germ - germinate special – specialise beauty - beautify</i></p> <p>I can use verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>).</p> <p><i>disagree demotivate misread overthink reword</i></p>
SENTENCE
<p>I can use relative clauses beginning with relative pronouns (who, which, where, whose, that). <i>The man, who frowned with suspicion, entered the room. The house, which stood on the hill, was falling down.</i></p> <p>I can take out the relative pronoun to make my writing more concise. <i>The man, *frowning with suspicion, entered the room. The house, *standing on the hill, was falling down.</i></p> <p>I can use adverbs (perhaps, surely, maybe) and modal verbs (might, should, will, must) to show how possible something is. <i>Surely they will win the football match. Perhaps it might rain today.</i></p> <p>I can choose and use language for effect, e.g. adjectives, interesting verbs, adverbs, specific nouns and connectives. <i>glistening, grubby dashed, mumbled silently, fiercely jacket, pathway nevertheless, therefore</i></p> <p>I can use a mixture of simple, compound and complex sentences for effect. <i>Rain hammered the window. Circling the dark sky, crows swooped menacingly, searching for a scrap of food to satisfy their bedraggled bodies. Squawks filled the air and the wind whistled.</i></p>
TEXT
<p>I can use devices to aid cohesion <u>within a paragraph</u> so that the paragraph flows (e.g. time connectives, pronouns). <i>Firstly, the player rolls the dice. This shows the number of spaces to move forward on the board. After that, the counter is moved around the board. Wherever it lands, an instruction is given and this must be carried out.</i></p> <p>I can use adverbials to link ideas <u>across different paragraphs</u> to show time (later), place (nearby) and number (firstly, secondly). <i>Firstly, the player rolls the dice.....</i> <i>Later in the game, counters are collected by each player.....</i> <i>Nearby the finishing square, a red square shows that.....</i></p>
PUNCTUATION
<p>I can use brackets, dashes or commas to show parenthesis. <i>He finally answered (after taking five minutes to think) that he didn't know the answer.</i> <i>He finally answered - after taking five minutes to think - that he didn't know the answer.</i> <i>He finally answered, after taking five minutes to think, that he didn't know the answer.</i></p> <p>I can use commas to clarify meaning or avoid ambiguity. <i>Let's eat Grandma! Let's eat, Grandma!</i></p>

Year 6

WORD

I know what **nouns**, **adjectives**, **verbs** and **adverbs** are. I can use a number of interesting examples. **wren birch**
ancient serene rampaged savaged menacingly majestically

I can use different vocabulary for **informal** and **formal** speech/writing.

find out = discover ask for = request go in = enter

I know what **synonyms** (same meaning) and **antonyms** (opposite meaning) are and I can use them appropriately. **big, large, huge - little, small, tiny light, bright – dark, dim**

SENTENCE

I can use the **active voice** (**subject** doing something to the **object**) and **passive voice** (**subject** having something done to it by the **object**) to affect how my sentences are read.

active = The cat **was chasing** the mouse. The wind **blew** the sign over.

passive = The mouse **was being chased by** the cat. The sign **was blown over by** the wind.

I can use the **subjunctive** [*shown here in brackets*] to make my writing sound much more formal. **If only I [were] rich, I would be able to afford to buy a house.**

The boss demanded that we [**be**] back in the office by one o'clock.

I can use **informal** speech structures in appropriate forms of writing (e.g. question tags and contractions). **He's your friend, isn't he?**

I can choose and use language for effect, e.g. **adjectives**, interesting **verbs**, **adverbs**, specific **nouns** and **connectives**.
glistening, grubby dashed, mumbled silently, fiercely jacket, pathway nevertheless, therefore

I can purposefully use a mixture of **simple**, **compound** and **complex sentences** for effect.

Rain hammered the window. Circling the dark sky, crows swooped menacingly, searching for a scrap of food to satisfy their bedraggled bodies. Squawks filled the air and the wind whistled.

TEXT

I can use a wide range of **cohesive devices** to link ideas across different paragraphs (e.g. **repetition** of a **word** or **phrase**, **connectives**, **ellipsis** and **adverbials**).

Many people believe that -----

On the other hand, people also believe that -----

I can use a wide range of **layout devices** effectively (e.g. **headings**, **sub-headings**, **columns**, **bullet points**).

PUNCTUATION

I can use a **semi-colon** to link sentences (often in the place of a conjunction) and to mark the boundary between independent **clauses**. **Call me tomorrow; I'll give you my answer then. I can't go to the park; it's raining heavily outside.**

I can use a **colon** to start a list and to mark the boundary between independent **clauses**.

You will need: thirty pencils, fifteen rulers and a class set of whiteboards.

There is one thing you need to know about chips: they look and tastes yummy.

I can use **semi-colons** in a list. **I bought five delicious-looking green apples; a peach, which was golden and soft; and a bunch of red, crisp grapes.**

I can use **hyphens** to clarify meaning and avoid **ambiguity**.

man eating shark or man-eating shark recover or re-cover

I can show off a range of **punctuation** within a piece of text.

Sal aspired to be a dancer; her mother had been one. For years she practised (every week night) to ensure she was the best she could be. In three years' time she would be able to perform: the salsa, tango and foxtrot. Would she make it as a professional dancer? Sal promised herself that one day – just like her mother - she would be a star!