

Writing Progression - Vocabulary, Grammar and Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am beginning to punctuate sentences using a capital letter and a full stop. KPI</p> <p>I can leave spaces between words.</p> <p>I can use capital letters for days of the week.</p> <p>I can use a capital letter for 'I'.</p> <p>I can use capital letters for names.</p> <p>I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.</p>	<p>I can ask a question and use a question mark. KPI</p> <p>I can use coordinating conjunctions (e.g. and, but, or) to create a compound sentence. KPI</p> <p>I can use first, second and third person with subject-verb agreement.</p> <p>I can use the present continuous tense (e.g. I am watching the tennis match.)</p> <p>I can use simple present tense, showing subject-verb agreement.</p>	<p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I can use full stops, capital letters, exclamation marks and question marks are mostly accurate.</p> <p>I can introduce inverted commas to punctuate direct speech. KPI</p> <p>I can proof-read for spelling and punctuation errors. KPI</p> <p>I can propose changes to grammar and vocabulary to improve consistency,</p>	<p>I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition. KPI</p> <p>I can proof-read for spelling and punctuation errors (e.g. corrects repetitious language, verb/subject disagreement or lapses in tense).</p> <p>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>I can convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'. KPI</p> <p>I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can proof-read for spelling and punctuation errors. KPI</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing. KPI</p>	<p>I can ensure consistent and correct use of tense throughout a piece of writing including modal verbs. KPI</p> <p>I can proof-read for spelling and punctuation errors. KPI</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>I can use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the</p>

<p>I recognise how words can combine to make sentences.</p> <p>I can use the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (e.g. letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p> <p>I can write a compound sentence using the coordinating conjunction 'and'.</p> <p>I am beginning to punctuate sentences using an exclamation mark. KPI</p>	<p>I can use the imperative form of a verb for commands (e.g. Leave it alone!)</p> <p>I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs (e.g. slow-slowly). KPI</p> <p>I can write a sentence that ends with an exclamation mark.</p> <p>I can write a statement that starts with a capital letter and finishes with a full stop.</p> <p>I can write expanded noun phrases to describe and specify (e.g. the lonely, old man).</p> <p>I am developing sufficient understanding of</p>	<p>including the accurate use of pronouns in sentences. KPI</p> <p>I can use compound sentences with co-ordinating conjunctions.</p> <p>I can use conjunctions to express time, place and cause e.g. when, before, after, while, so, because.</p> <p>I can use prepositions in my writing.</p> <p>I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>I am developing sufficient understanding of the concepts set out in the</p>	<p>I can use conjunctions to express time and cause.</p> <p>I can use direct speech and punctuate correctly. KPI</p> <p>I can use expanded nouns.</p> <p>I can use possessive apostrophes for regular singular and plural nouns.</p> <p>I can use possessive pronouns.</p> <p>I can use prepositions.</p> <p>I can show sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation</p>	<p>I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun.</p> <p>I can use relative pronouns who/which/that/whom/whose.</p> <p>I can use verb prefixes - dis-, 'de-', 'mis-', 'over-' and 're-'.</p> <p>I can show sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.</p> <p>I can use and understand the grammatical terminology in National</p>	<p>inverted commas.</p> <p>I can use prefixes to create antonyms to create different effects in sentences.</p> <p>I can use the colon to introduce a list. KPI</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can demonstrate sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.</p> <p>I can use and understand the grammatical terminology in National Curriculum English</p>
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	<p>the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.</p> <p>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. KPI</p> <p>I can explain how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>I can use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (noun, noun phrase, statement,</p>	<p>Hampshire Additional Guidance Vocabulary Grammar Punctuation.</p> <p>I can use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinating).</p> <p>I can recognise how paragraphs are used as a way to group related material.</p> <p>I recognise that paragraphs are a way to group related material.</p>	<p>Punctuation.</p> <p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict Maths teacher with curly hair).</p> <p>I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).</p> <p>I recognise the grammatical difference between plural and possessive s.</p>	<p>Curriculum English Appendix 2 accurately and appropriately when discussing my writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion).</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing. KPI</p> <p>I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>I can make generally appropriate tense choice with verb forms adapted.</p>	<p>Appendix 2 (Year 6) accurately and appropriately when discussing my writing and reading (subject, object, active, passive, synonym, antonym, ellipsis, hyphen).</p> <p>I recognise how words are related by meaning as synonyms and antonyms (e.g. big, large, and little).</p> <p>I can show grammatical and other features by using hyphens to avoid ambiguity.</p> <p>I can show grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
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	<p>question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe.</p> <p>I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI</p> <p>I can recognise the formation of nouns using suffixes such as ness, er and by compounding (eg, whiteboard, superman).</p> <p>I can explain how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>I can express time, place and cause using conjunctions. KPI</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>I can indicate possession by using the possessive apostrophe with plural nouns.</p> <p>I can use the perfect verb form (e.g. I have seen that movie.)</p> <p>I can use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play'). KPI</p>	<p>I can indicate grammatical and other features e.g. by indicating possession by using the possessive apostrophe with plural nouns.</p> <p>I can use fronted adverbials followed by a comma. KPI</p> <p>I can use inverted commas where the speech is preceded by the speaker Mary yelling, "Sit down". KPI</p> <p>I can use specific determiners.</p> <p>I can use Standard English forms for verb inflections instead of local spoken forms.</p> <p>I can use the present perfect form (I have seen the teacher) of verbs in contrast to</p>	<p>I can use connectives to build cohesion. KPI</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility 'might', 'should', 'will', 'must'. KPI</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I can use ellipses to link ideas within and across paragraphs (e.g. to aid suspense or to indicate omitted words within a quote).</p> <p>I can use question tags for informality (e.g. He's in your class, isn't he?)</p> <p>I can use semi-colons to demarcate a list.</p> <p>I can use the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me'). KPI</p> <p>I can use the subjunctive for formal writing (e.g. If I were you).</p>
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	<p>I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI</p> <p>I can form adjectives by adding -ful.</p> <p>I can form adjectives by adding -less.</p> <p>I know how to use some features of written Standard English.</p> <p>I know how to use some features of written Standard English.</p> <p>I can use commas to separate items within lists. KPI</p> <p>I can use subordination (using when, if, that, or because). KPI</p>	<p>I can write complex sentences using subordinate conjunctions (e.g. when, if, because, although).</p> <p>I can correctly use inverted commas in writing.</p> <p>I can use fronted adverbials.</p> <p>I can use commas after fronted adverbials.</p>	<p>the past tense (I saw the teacher).</p> <p>I can use informal and formal language.</p> <p>I can use the past perfect continuous verb form (I had been waiting for an hour when the bus arrived).</p>		<p>I can punctuate bullet points to list information. KPI</p> <p>I understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter). KPI</p> <p>I can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. KPI</p>
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	<p>I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.</p> <p>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. KPI</p> <p>I can explain how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or Command.</p> <p>I can use and understand the grammatical terminology in English Appendix 2 (National</p>				
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	<p>Curriculum) in discussing my writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe.</p> <p>I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI</p> <p>I can recognise the formation of nouns using suffixes such as ness, er and by compounding (e.g. whiteboard, superman).</p> <p>I can add -ness and -er to form a noun.</p> <p>I can use the past continuous (progressive) tense (e.g. I am watching</p>				
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	<p>the tennis match.)</p> <p>I can use the present and past tenses correctly and consistently including the progressive form. KPI</p>				
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