



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language					
Can you use the grammar terminology for Year 1 in Appx 2 (p75) when writing is discussed?	Can you use the grammar terminology for Year 2 set out in Appx 2 (p76) when talking about and evaluating own writing	Do you understand and uses the Year 3 grammar terminology set out in Appx 2 (p76), when discussing writing?	Do you use the grammar terminology for year 4 set out in Appx 2 when discussing writing?	Uses the grammar terminology for Year 5 set out in Appx 2 when discussing writing	Use the grammar terminology for Key Stages 1 and 2 set out in Appx 2 when discussing their own and others' writing
Grammar Vocabulary and Punctuation					
Can you use capital letters, full stops, question marks and exclamation marks to demarcate sentences? Can you extend sentences by joining clauses with 'and', 'but' and 'so', for example	Can you use the apostrophe in words with contracted forms and for singular possession? Can you use capital letters, full stops, question marks and exclamation marks mostly correctly to demarcate sentences? Can you use commas correctly to separate items in a list and after some fronted adverbials? Can you use constructs co-ordination (using or, and, then, but) and subordination (when, if, that, because)?	Do you sometimes use inverted commas correctly to punctuate speech: consistent use of apostrophe for contraction and possession? Can you use the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'? Can you use the forms 'a' or 'an' accurately according to whether the next word begins with a consonant or a vowel?	Can you use inverted commas and other punctuation to indicate direct speech correctly? Can you use place the apostrophe correctly in words with regular and irregular plurals?	Can you use commas to clarify meaning or avoid ambiguity such as written relative clauses? Can you use more sophisticated conjunctions to build cohesion within a paragraph and link to ideas Can you use indicate degrees of possibility using adverbs (e.g. perhaps, surely) and modal verbs (e.g. might, should, will, must) Can you use adverbials of time, place and manner to link ideas across paragraphs? Can you use expanded noun and verb phrases to convey information more precisely?	Can you use brackets, dashes, commas, hyphens, colons and semi-colons correctly? Can you use the passive voice to affect the presentation of information in a sentence? Can you use a range of cohesive language devices to make links within and across paragraphs? Do you make judicious choices of grammar and vocabulary to create the intended effect?
Phonics Knowledge – Read Write Inc (AP)					
Can you spell words containing each of the 40+ phonemes already taught? Do you recognise and name the letters of the alphabet? Can you sound and blend unfamiliar words using the phonic knowledge and rules that have already been learnt?	Can you segment spoken words into phonemes and represents these by graphemes, spelling many correctly?	Can you spell words as accurately as possible using phonic knowledge, morphology and etymology?			
Spelling – Get Spelling Scheme					
Can you use the suffixes -s, -es, -ing, -ed, -er and -est correctly? Uses the prefix un- correctly Can you spell most common exception words in the Year 1 list, and days of the week?	Do you spell words with suffixes -ment, -ness, -less, -ful, -ly correctly? Do you use knowledge of spelling, including homophones, to write both single-syllable and multi-syllabic words? Can you spell the common exception words in the Year 2 list correctly	Can you spell around half of word list in Appx 1 and the word patterns taught in the Yr3/4 programme of study (p59)?	Can you use spell the words in the Year 3/4 word list and the word patterns in Appx 1? Can you use proof reads for spelling errors and makes corrections? Can you use spell correctly words with prefixes: super-, anti-, auto-, inter- and suffixes: -ation, -ous?	Can you spell word endings -ant, -ance, -anty, -ent, -ence, -ency correctly? Can you convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)?	Do you draw on rules, morphology and etymology from Yr 5/6 list to spell correctly - only occasional errors in complex words?
Handwriting - Penpals					
Can you form many lower-case and capital letters correctly, starting and finishing in the right place? Can you separate words with even spaces consistently?	Do you write letters of the correct size, orientation and relationship to one another using horizontal and diagonal joins taught?	Do you use joined handwriting throughout independent writing?	Do you use neat joined-up handwriting throughout all independent writing?	Is your handwriting is joined, legible and fluent?	
Writing: Composition, cohesion and effect					
Can you sequence sentences to form short compositions, using some adjectives? Do you re-read what has been written to check that it makes sense, making simple changes?	Can you maintain consistency of present/past tense when writing; some use of progressive form? Do you use expanded noun phrases to add description and detail?	Can you use paragraphing to group related material? Do you express time, place and cause using appropriate adverbial phrases? In narratives, can you create settings, characters and plot	Can you choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition? Do you use more frequent subordinate clauses to support more formal writing? Can you organise paragraphs around a theme or topic and	Do you ensure the consistent and correct use of tenses throughout a piece of writing? In narratives do you integrate description, action and dialogue to advance the plot? Can you use organisational and presentational devices to structure text and to guide the	Do you ensure the consistent and correct use of tenses throughout a piece of writing? Do you vary sentences through the use of adverbials and the placing of causes? Do you integrate description, action and dialogue for balanced narratives?

<p>Can you write from memory simple sentences dictated to them that include words using the GPCs and common exception words taught so far?</p> <p>Can you use some of the features of standard English in their writing</p> <p>Do you demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and edit to check that the writing makes sense?</p>	<p>Do you proof-read to check for errors and makes some corrections?</p> <p>Can you write from memory simple dictated sentence types using the GPCs, tenses and punctuation taught so far?</p> <p>Do you know how some texts types are structured and applies this to writing?</p> <p>Do you think aloud as you collect ideas, draft and re-read to check their meaning is clear?</p>	<p>with some detail/development?</p> <p>Do you use headings and sub-headings to aid presentation of non-fiction genres?</p> <p>Can you write dictated sentences correctly that include spellings and punctuation taught?</p> <p>Do you understand the difference between speech language and writing language?</p> <p>Do you monitor whether their own writing makes sense and makes revisions often without prompting?</p> <p>Can you write in different genres as part of their work across the curriculum using the main features?</p> <p>Do you understand the skills and processes that are essential for effective writing: thinking aloud to collect ideas, editing to check meaning is clear and making corrections?</p>	<p><i>makes logical links between these?</i></p> <p><i>In narratives, do you develop settings, characters and plot with some imaginative detail?!</i></p> <p><i>Do you proof read for punctuation errors and make corrections?</i></p> <p><i>Can you write dictated sentences accurately that include spelling and punctuation taught so far?</i></p> <p><i>Do you recognise some of the differences between standard English and non-standard English when writing?</i></p> <p><i>Do you write for a range of real purposes and audiences as part of the work across the curriculum using key features of that genre?</i></p> <p><i>Do you understand processes for writing in order to enhance the effectiveness of what is written: planning and editing to check the meaning is clear, including doing so as writing develops?</i></p>	<p><i>reader (e.g. headings, bullet points etc)?</i></p> <p><i>Can you demonstrate ways to create tension and atmosphere in narrative and poetry?</i></p> <p><i>Do you understand the differences between standard and non-standard English and can apply what has been learnt?</i></p>	<p>Do you choose layout devices, such as headings, subheadings, columns, bullet points or tables to structure text effectively?</p> <p>Do you understand and apply language and vocabulary typical of informal and formal situations, according to purpose?</p> <p>Do you adopt and sustain a viewpoint in both narrative and non-fiction writing?</p> <p>Do you proof-read for meaning, spelling and punctuation and makes improvements to enhance and clarify meaning?</p> <p>Do you deliberately shape writing to withhold, expand, emphasise or develop for effect?</p> <p>Can you write dictated complex sentences accurately including full range of punctuation?</p> <p>Do you plan quickly and effectively ideas for writing, drawing on what has been read and explored from a wide range of sources?</p>
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