

Writing - Vocabulary, Grammar & Punctuation

The Federation of Nettlestone & Newchurch

Writing - Vocabulary, Grammar & Punctuation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I am beginning to punctuate sentences using a capital letter and a full stop. KPI • I can leave spaces between words. • I can use capital letters for days of the week. • I can use a capital letter for 'I'. • I can use capital letters for names. • I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • I recognise how words can combine to make sentences. • I can use the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (e.g. letter, capital 	<ul style="list-style-type: none"> • I can ask a question and use a question mark. KPI • I can use coordinating conjunctions (e.g. and, but, or) to create a compound sentence. KPI • I can use first, second and third person with subject-verb agreement. • I can use the present continuous tense (e.g. I am watching the tennis match.) • I can use simple present tense, showing subject-verb agreement. • I can use the imperative form of a verb for commands (e.g. <u>Leave</u> it alone!) • I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs (e.g. slow-slowly). KPI • I can write a sentence that ends with an exclamation mark. 	<ul style="list-style-type: none"> • I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • I can use full stops, capital letters, exclamation marks and question marks are mostly accurate. • I can introduce inverted commas to punctuate direct speech. KPI • I can proof-read for spelling and punctuation errors. KPI • I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. KPI • I can use compound sentences with co-ordinating conjunctions. • I can use conjunctions to express time place 	<ul style="list-style-type: none"> • I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition. KPI • I can proof-read for spelling and punctuation errors (e.g. corrects repetitious language, verb/subject disagreement or lapses in tense). • I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • I can use conjunctions to express time and cause. • I can use direct speech and punctuate correctly. KPI • I can use expanded nouns. • I can use possessive apostrophes for 	<ul style="list-style-type: none"> • I can convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'. KPI • 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. • I can proof-read for spelling and punctuation errors. KPI • I can use commas to clarify meaning or avoid ambiguity in writing. KPI • I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun. • I can use relative pronouns 	<ul style="list-style-type: none"> • I can ensure consistent and correct use of tense throughout a piece of writing including modal verbs. KPI • I can proof-read for spelling and punctuation errors. KPI • I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • 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 inverted commas. • I can use prefixes to create antonyms to create different effects in sentences.

<p>letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p> <ul style="list-style-type: none"> • I can write a compound sentence using the coordinating conjunction 'and'. • I am beginning to punctuate sentences using an exclamation mark. KPI 	<ul style="list-style-type: none"> • I can write a statement that starts with a capital letter and finishes with a full stop. • I can write expanded noun phrases to describe and specify (e.g. the lonely, old man). • I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. KPI • I can explain how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • I can use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (noun, noun phrase, statement, question, 	<p>and cause e.g. when, before, after, while, so, because.</p> <ul style="list-style-type: none"> • I can use prepositions in my writing. • 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). • I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • 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). • I can recognise how paragraphs are used as a way to group related material. 	<p>regular singular and plural nouns.</p> <ul style="list-style-type: none"> • I can use possessive pronouns. • I can use prepositions. • I can show sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict Maths teacher with curly hair). • 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, parenthesis, bracket, dash). • I recognise the grammatical 	<p>who/which/that/whom /whose.</p> <ul style="list-style-type: none"> • I can use verb prefixes - dis-', 'de-', 'mis-', 'over-' and 're-'. • I can show sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • I can use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately when discussing my writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion). • I can ensure the consistent and correct use of tense throughout a piece of writing. KPI • I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) • I can make generally appropriate tense 	<ul style="list-style-type: none"> • I can use the colon to introduce a list. KPI • I can use the perfect form of verbs to mark relationships of time and cause. • I can demonstrate sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • I can use and understand the grammatical terminology in National Curriculum English Appendix 2 (Year 6) accurately and appropriately when discussing my writing and reading (subject, object, active, passive, synonym, antonym, ellipsis, hyphen). • I recognise how words are related by meaning as synonyms and antonyms (e.g. big, large, and little). • I can show grammatical and other features by using hyphens to avoid ambiguity. • I can show grammatical and other features by
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	<p>exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe.</p> <ul style="list-style-type: none"> • I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI • I can recognise the formation of nouns using suffixes such as <i>ness</i>, <i>er</i> and by compounding (eg, <i>whiteboard</i>, <i>superman</i>). • I can explain how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI • I can form adjectives by adding <i>-ful</i>. • I can form adjectives by adding <i>-less</i>. • I know how to use some features of written Standard English. 	<ul style="list-style-type: none"> • I recognise that paragraphs are a way to group related material. • I can express time, place and cause using conjunctions. KPI • I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>. • I can indicate possession by using the possessive apostrophe with plural nouns. • I can use the perfect verb form (e.g. <i>I have seen that movie</i>.) • 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 • I can write complex sentences using subordinate conjunctions (e.g. <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>). 	<p>difference between plural and possessive <i>s</i>.</p> <ul style="list-style-type: none"> • I can indicate grammatical and other features e.g. by indicating possession by using the possessive apostrophe with plural nouns. • I can use fronted adverbials followed by a comma. KPI • I can use inverted commas where the speech is preceded by the speaker Mary yelled, "Sit down". KPI • I can use specific determiners. • I can use Standard English forms for verb inflections instead of local spoken forms. • I can use the present perfect form (<i>I have seen the teacher</i>) of verbs in contrast to the past tense (<i>I saw the teacher</i>). • I can use informal and formal language. • I can use the past perfect continuous verb form (<i>I had been waiting for an hour when the bus arrived</i>). 	<p>choice with verb forms adapted.</p> <ul style="list-style-type: none"> • I can use connectives to build cohesion. KPI • I can use modal verbs or adverbs to indicate degrees of possibility 'might', 'should', 'will', 'must'. KPI • I can use the perfect form of verbs to mark relationships of time and cause. • I can use brackets, dashes or commas to indicate parenthesis. 	<p>using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <ul style="list-style-type: none"> • I can use ellipses to link ideas within and across paragraphs (e.g. to aid suspense or to indicate omitted words within quote). • I can use question tags for informality (e.g. <i>He's in your class, isn't he?</i>) • I can use semi-colons to demarcate a list. • 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 • I can use the subjunctive for formal writing (e.g. <i>If I were you</i>). • I can punctuate bullet points to list information. KPI • I understand and apply the difference between vocabulary
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	<ul style="list-style-type: none"> • I know how to use some features of written Standard English. • I can use commas to separate items within lists. KPI • I can use subordination (using when, if, that, or because). KPI • I am developing sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation. • I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences. KPI • I can explain how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • I can use and understand the grammatical terminology in English Appendix 2 (National Curriculum) in discussing my writing (noun, noun phrase, 	<ul style="list-style-type: none"> • I can correctly use inverted commas in writing. • I can use fronted adverbials. • I can use commas after fronted adverbials. 			<p>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> <ul style="list-style-type: none"> • I can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. KPI
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	<p>statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe.</p> <ul style="list-style-type: none">• I can make the correct choice and consistently use the present tense and past tense throughout writing. KPI• I can recognise the formation of nouns using suffixes such as ness, er and by compounding (e.g. whiteboard, superman).• I can add -ness and -er to form a noun.• I can use the past continuous (progressive) tense (e.g. I am watching the tennis match.)• I can use the present and past tenses correctly and consistently including the progressive form. KPI				
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