

Year 1 Punctuation and Grammar Expectations

Word

- I can make a noun plural by adding a **suffix** e.g. dog - dogs, wish - wishes.
- I can add a **suffix** to a verb where I don't need to change the **root word** e.g. helping, helped, helper.
- I can use the **prefix 'un'** to change the meaning of **verbs** and **adjectives** e.g. undoing or unkind.

Sentence

- I can use 'and' in a sentence.

Text

- I can put sentences in order to write a short story.

Punctuation

- I can use finger spaces.
- I can use capital letters for names and the personal pronoun 'I'.
- I am beginning to use capital letters, full stops, question marks and exclamation marks in my writing.

Terminology

letter, capital letter

word, singular, plural

sentence,

punctuation, full stop, question mark, exclamation mark.



Year 2 Punctuation and Grammar Expectations

Word

- I can add 'ness' or 'er' to an abstract noun e.g. happiness and happier.
- I can build compound words e.g. whiteboard, superman.
- I can create an adjective using a suffix such as 'ful' and 'less'.
- I can change adjectives by using a suffix such as 'er' and 'est' e.g. quickest.
- I can turn adjectives into adverbs by adding 'ly'. e.g. slowly, quickly.

Sentence

- I can use when, if, that, and because in my sentences. (subordination)
- I can use or, and, but in my sentences. (co-ordination)
- I can use noun phrases to describe e.g. the blue butterfly. (noun phrase)
- I can use the appropriate words to write a statement, question, exclamation or command.

Text

- I can use the present and past tense in my writing.
- I can use verbs in the present and past tense to show actions in progress.
e. g. She was drumming.
He was shouting.

Punctuation

- I can use capital letters, full stops, question marks and exclamation marks correctly in my sentences.
- I can use commas to separate items in a list.
- I can use apostrophes to mark where letters are missing e. g. Don't
- I can use apostrophes to show singular possession in nouns. e.g. The girl's name.

Terminology

noun, noun phrase
statement, question, exclamation, command
compound, suffix
adjective, adverb, verb,
tense (past, present)
apostrophe, comma



Year 3 Punctuation and Grammar Expectations

Word

- I can form nouns using **prefixes** e.g. **super-** , **anti-**, **auto-**.
- I know whether to use **'a'** or **'an'** according to whether the next word begins with a **consonant** or a **vowel** e.g. **a car**, **an apple**.
- I know word families based on common words eg **dissolve**, **insoluble**.

Sentence

- I can use **conjunctions** to show time, place or cause e.g. **when**, **before**, **after**, **while**, **so**, **because**.
- I can use **adverbs** to show time, place or cause e.g. **next**, **soon**, **therefore**.
- I can use **prepositions** e.g. **before**, **after**, **during**.

Text

- I can use **paragraphs** to group similar ideas.
- I can use **headings** and **sub-headings** to organise my work.
- I can use the **present perfect** form of verbs in my sentences e.g. **'He has gone out to play**, rather than **'He went out to play.'**

Punctuation

- I can use **headings** and **sub-headings** to organise my work.
- I can use **inverted commas** to punctuate **direct speech**.

Terminology

preposition conjunction

word family prefix

clause subordinate clause

direct speech

consonant vowel

inverted commas (or 'speech marks')



Year 4 Punctuation and Grammar Expectations

Word

- I know the difference between a **plural** and **possessive 's** (e.g. *trees, Mike's*).
- I can correctly use **verb inflections** (e.g. *we were* instead of *we was*).

Sentence

- I can expand a noun phrase with the addition of **adjectives** (e.g. *The strict maths teacher*).
- I can expand a noun phrase by adding **adjectives, nouns** and **preposition phrases** (e.g. *The strict maths teacher with curly hair*).
- I can use **fronted adverbials** to begin a sentence (e.g. *Later that day, I heard the good news.*).

Text

- I can use **paragraphs** to group ideas around a theme.
- I can choose appropriate **pronouns** to vary my sentences and avoid repetition. (e.g. *he, she, it, you, them*).

Punctuation

- I can use **inverted commas** and other punctuation to indicate **direct speech**. (e.g. *The conductor shouted, "Sit down!"*)
- I can use **apostrophes** to mark **plural possession** (e.g. *The girls' names*).
- I can use **commas** after **fronted adverbials**. (e.g. *Unfortunately, there wasn't enough time to finish the work.*)

Terminology

determiner

pronoun possessive pronoun

adverbial



Year 5 Punctuation and Grammar Expectations

Word

- I can convert **nouns** or **adjectives** into verbs by using **suffixes** (e.g. *-ate, -ise, ify*).
- I can change **verbs** by the addition of **prefixes** (e.g. *dis_, de_, mis_, over_, and re_*).

Sentence

- I can use **adverbs** to show degrees of possibility (e.g. *perhaps* and *surely*).
- I can use **modal verbs** in a conditional sentence (e.g. *might, should, will*).
- I can write a **relative clause** beginning with *who, which, where, or when*.
(e.g. The man **who** is standing there is a famous writer).

Text

- I can join ideas in a paragraph by using words such as, *then, after, that, this*.
- I can link ideas across paragraphs by using **adverbials of time** (e.g. *later, after*).
- I can link ideas across paragraphs by using **adverbials of place** (e.g. *nearby*).
- I can link ideas across paragraphs by using **adverbials of number** (e.g. *firstly, secondly*).
- I can link ideas across paragraphs by choosing the **correct tense** (e.g. *He had seen her before*).

Punctuation

- I can use **brackets** to indicate parenthesis.
- I can use **dashes** to indicate parenthesis.
- I can use **commas** to indicate parenthesis or to make the meaning of a sentence clear.

Terminology

modal verb	relative pronoun	
relative clause		
parenthesis	bracket	dash
cohesion	ambiguity	



Year 6 Punctuation and Grammar Expectations

Word

- I can use the correct vocabulary when writing **informal speech** (e.g. *find out, ask for*).
- I can use the correct vocabulary when writing **formal speech** (e.g. *discover, request*).
- I can use synonyms and antonyms and know how they are related. (e.g. *big, large, little*).

Sentence

- I can use **passive** and **active verbs** to change the way a sentence is presented.
 - o **Active** e.g. *I broke the window in the greenhouse.*
 - o **Passive** e.g. *The window in the greenhouse was broken by me.*
- I can use **question tags** in informal speech. (e.g. *He's your friend, isn't he?*).
- I can use **subjunctive forms** (e.g. *'If I were'* or *'Were they to come.'*).

Text

- I can **link ideas** across paragraphs using **repetition of a word**.
- I can **link ideas** across paragraphs using **adverbials** (e.g. *on the other hand, as a consequence*).
- I can use an **ellipsis** to good effect.
- I can **structure** a text using **different devices** (e.g. *headings, sub-headings, columns, bullets or tables*).

Punctuation

- I can use a **semi-colon** to mark the boundary between clauses (e.g. *It's raining; I'm fed up*).
- I can use a **dash** to mark the boundary between clauses.
- I can use a **colon** to introduce a list and a **semi-colon** within a list.
- I can use **bullet points** to list information.
- I can use **hyphens** to make my writing clear (e.g. *man eating shark* versus *man-eating shark*).

Terminology

subject object
active passive
synonym antonym
ellipsis hyphen colon semi colon bullet points



