Year 1

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| Finger Spaces |  |  |  |
| Capital letters (including I) and full stops |  |  |  |
| Coordinating conjunctions  for, and, nor, but, or, yet, so |  |  |  |
| Re-reading sentences to check they make sense |  |  |  |
| Use –s or –es for plurals  e.g. box**es**, sock**s** |  |  |  |

Year 2

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| Using question marks and exclamation marks **!?** |  |  |  |
| Using commas for lists |  |  |  |
| Correct use of present and past tense |  |  |  |
| Subordinating conjunctions  e.g. if, when, as, although, because |  |  |  |
| Apostrophes for contraction e.g. I can’t  Apostrophes for possession  e.g. Ben’s socks |  |  |  |
|  |  |  |
| Progressive forms of verbs e.g. I am working |  |  |  |
| Noun phrases  e.g. the blue butterfly  plain flour |  |  |  |

Year 3

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| Joined handwriting |  |  |  |
| Paragraphs |  |  |  |
| Correct use of present and past tense |  |  |  |
| Present perfect form of verbs  ‘I have been to the zoo’ |  |  |  |
| More complex subordinating conjunctions  e.g. while, during, until, despite  More complex coordinating conjunctions  e.g. therefore, however, eventually, as a result |  |  |  |
|  |  |  |
| ‘A’ or ‘an’ depending on whether the noun begins with a vowel or a consonant |  |  |  |
| Inverted commas for direct speech |  |  |  |

Year 4

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| Appropriate choice of pronoun and noun to avoid repetition. |  |  |  |
| Standard English  e.g. we were (not ‘we was’)  I did (not ‘I done’). |  |  |  |
| Expanded noun phrases including prepositions  e.g. the friendly cat curled under the wooden table. |  |  |  |
| Punctuated direct speech e.g.  The conductor shouted, “Sit down!” |  |  |  |
| Apostrophes for plural possession  e.g. the girls’ cloakroom |  |  |  |
| Fronted adverbials followed by a comma e.g.  Later that day, Merlin followed… |  |  |  |

Year 5

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| Past perfect tense  e.g. He had seen her before. |  |  |  |
| Relative clauses  e.g. The milkman, who was dragging his feet wearily, waved as he passed. |  |  |  |
| Commas to clarify meaning  e.g. The panda eats shoots and leaves.  The panda eats, shoots and leaves. |  |  |  |
| Adverbial phrases  e.g. later that day, near the stream, slowly walking… |  |  |  |
| Dashes, brackets and commas for parenthesis. |  |  |  |
| Modal verbs to indicate degrees of possibility  e.g. might, would, could. |  |  |  |
| Subject and verb agreement  e.g. The children were running for the bus. |  |  |  |

Year 6

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| Consistent level of formality |  |  |  |
| Semi-colons to join related clauses  e.g. grammar is complicated; there’s lots to remember. |  |  |  |
| Hyphens e.g. a man-eating shark |  |  |  |
| Passive voice e.g. the pyramid was made by the Mayans. |  |  |  |
| Interweaving description with dialogue. |  |  |  |
| Colons – to introduce lists, to suggest cause and to put emphasis on key ideas. |  |  |  |
| To recognise the formal subjunctive  e.g. if I were you… |  |  |  |
| To use a range of sentence structures e.g. Statements, questions, exclamations, commands  Compound  Complex  Simple  Embedded clauses |  |  |  |
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| To use complex subordinating and coordinating conjunctions. |  |  |  |