

# What do you know? Spelling, Punctuation and Grammar.

EYFS
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.
Spell words by identifying sounds in them and representing the sounds with a letter or letters
Write simple phrases and sentences that can be read by others.
Invent, adapt and recount narratives and stories with peers and their teacher
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others.
Year 1
Write a simple sentence starting with a <b>noun/proper noun</b>
Write a simple sentence starting with a <b>personal pronoun</b>
Use a regular <b>simple-past-tense verb</b> in a sentence, adding ed: <i>He walked to school. He worked in the classroom.</i>
<b>First person</b> (I and we), <b>second person</b> (you) and <b>third person</b> (he, she)
To orally use simple <b>co-ordinating conjunctions</b> : <i>and, but</i>
Write a <b>compound sentence</b> using the coordinating conjunction "and"
Use connectives of <b>sequence</b> : <i>first, second, then</i>
<b>Subject-verb agreement</b> with "I" and "he/she" with "to do", "to be" and "to have": <i>I/you/we have, he/she has, you/we do, he/she does, I am, you/we are, he/she is</i>
Write a sentence that includes an <b>adjective</b>
Use <b>capital letters</b> for proper nouns (people and places)
Use a <b>capital letter</b> for "I"
Start <b>sentences</b> with a capital letter
Finish the <b>sentence</b> with a full stop
Use capital letters for days of the week
Separate words with <b>spaces</b>
Spell <b>Regular plurals</b> where you only add an "-s" or "-es"
Spell <b>Suffixes</b> of verbs, adding "-ed" or "-ing"
Use the <b>prefix</b> of "un-" to create antonyms: <i>happy – unhappy, kind – unkind</i>
Use <b>determiners</b> : <i>the, a, an, my, your, his, her</i>
Adverbs of manner (how) to describe a verb, ending in "-ly" e.g. <i>'play nicely'</i>
Orally devise <b>alliteration</b> : <i>a cool cat, a sneaky snake</i>
Use <b>Prepositions</b> : <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>
Create <b>similes</b> using the word as, Similes: <i>as big as an elephant</i>
Write a word/phrase or sentence with a <b>question mark</b>
<b>Comparative and superlative adjectives</b> , adding, "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i>
Choose a <b>specific noun</b> : "Alsatian" rather than "dog"
Use <b>Noun phrases</b> – <i>adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun</i>
Write a word/phrase or sentence with an <b>exclamation mark</b>
Year 2
<b>Using Suffixes</b>
Formation of adjectives by adding "-less" e.g. <i>harmless</i>
Formation of adjectives by adding "-ful": <i>care – careful</i>
Adding "-ness" and "-er" to make a noun e.g. <i>kindness, teacher</i>
Forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": <i>big – bigger – biggest</i>
<b>Compound nouns</b>
Noun + noun = compound noun e.g. <i>football</i>
Adjective + noun = compound noun e.g. <i>whiteboard</i>
<b>Adding "-ly"</b>
Add "-ly" to an adjective to make an adverb: <i>quick – quickly</i>
<b>Conjunctions</b>
Use coordinating conjunctions to create a compound sentence: <i>or, and, but, when, because, if, that</i>
Use subordinate conjunctions to create a complex sentence: <i>when, if, that, because e.g. I bought a new car because my old one broke down.</i>
Write expanded noun phrases: <i>determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)</i>
<b>Prepositions</b>
Use prepositions including: <i>behind, above, along, before, between, after, in</i>
Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i>

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<b>Generalisers/determiners</b>
Use generalisers and determiners including: <i>most, much, more, many, some, all</i>
<b>Verbs</b>
Use “-ed” and “-ing” verbs e.g. <i>play, playing</i>
To identify imperative verbs and use these in a command – <i>Give me that pen.</i>
<b>Time connectives</b>
Use Temporal (time) connectives: <i>next, last, an hour later next, last, later</i>
<b>Grammar</b>
To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence
Use past continuous (progressive) tense: <i>He was playing at school.</i>
Use present continuous tense: “ <b>to be</b> ” + “-ing” <i>I am playing, he/she is playing, they are playing</i>
Use simple present tense, showing subject-verb agreement: <b>Infinitive (add “s” to the third person)</b> <i>I like, he/she likes, we like, they like, you like</i>
To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: <i>The building was big, but the Houses of Parliament were bigger. Tom was the tallest boy in his class.</i>
Write a statement of fact with a capital letter and full stop e.g. <i>The cow is a Friesian.</i>
Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark
Write a short sentence with an exclamation mark e.g. <i>That was the best book I have ever read!</i>
Use alliteration (verb + noun): <i>dancing dandelions, hiding hyenas</i>
Inverted commas: put the spoken word into inverted commas and start with a capital letter. E.g. <i>“Stop that!”, he shouted.</i>
Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i>
Develop similes using the word “like” e.g. <i>...like hot chilies.....cold like a glacier</i>
Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. e.g., “dog” to “terrier”
Use commas to separate lists e.g. <i>He had a bag, ball and carpet.</i>
Use apostrophes of omission: <i>he didn’t, he couldn’t</i>
<b>Year 3</b>
Recognise and use the formation of nouns using <b>prefixes</b> : <i>auto-, anti-, super-, under-</i> e.g. <i>automatic, automotive</i> , Know when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)
<b>Recognise Word families</b> for meaning, word class and spelling: e.g. <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i> and: <i>fear, feared, fearful, fears, fearfully</i>
Express time, place and cause using <b>conjunctions</b> : <i>when, before, after, while, so, because</i>
Express time, place and cause using <b>adverbs</b> : <i>then, next, soon</i>
Express time, place and cause, using <b>prepositions</b> : <i>before, after, during, in, because of</i>
<b>Recognise Verbs</b> – Present perfect: “ <b>has/have</b> ” + <b>past participle</b> e.g. <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i>
<b>Use powerful verbs</b> : use synonyms for verbs such as “said” or “go” to create more powerful verbs e.g. <i>shouted, whimpered, squealed, screamed</i>
<b>Use prepositions for clarity</b> : <i>next to, by the side of, in front of, during, though, throughout, because of</i>
Identify all the word classes of a simple sentence
<b>Use exaggerated language</b> : e.g. <i>unbelievable, glorious, etc.</i>
Add <b>specific/technical vocabulary</b> to add detail: e.g. <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i>
<b>Inverted commas: Correctly Punctuate the spoken word.</b> Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.
Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”
To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”
To make the <b>plural</b> for nouns with a single vowel, ending in “-f” or “-fe”, change the “-f” or “-fe” to “-ves”: <i>wolf – wolves.</i>
Noun plurals with a double vowel, ending in “-f”, just add “-s” to make the plural: <i>chief – chiefs</i>
Use <b>Compound sentences</b> with co-ordinating conjunctions: <i>and, but, or, so, for, nor, yet</i> e.g. <i>My friend walked up to the stage and started singing.</i>
Use <b>Complex sentences</b> using subordinate conjunctions: <i>until, although, even if</i> e.g. <i>I can’t make a cup of tea until I have some milk.</i>
Know that pronouns, nouns and proper nouns can all be the subject of a sentence
<b>Pronouns</b> – To know the difference between the subject and object with the personal pronoun

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Use <b>Quantifiers</b> within a sentence: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i> e.g. <i>There are several species of cat.</i>
Understand the difference between a <b>phrase</b> and a <b>clause</b> . E.g. A clause is a group of words in a sentence which contains a subject and a verb e.g. <i>The boy is playing.</i> A phrase is a group of words in a sentence that does not contain a subject and a verb e.g. <i>On the wall, In the water, Beyond the horizon.</i>
Use the pattern of three for <b>persuasion</b> : e.g. <i>Fun. Exciting. Adventurous!</i>
Use the pattern of three with <b>alliteration</b> for <b>persuasion</b> : It was difficult, dangerous and daring, but I had to do it!
Use Possessive adjectives to indicate possession e.g. <i>my, your, his, hers, its, ours, theirs</i>
<b>Verbs</b> – Use irregular simple past-tense verbs e.g. <i>awake – awoke, blow – blew</i>
<b>Verbs</b> – Use Past perfect: “ <b>had</b> ” + <b>past participle</b> e.g. <i>The plane had left by the time I arrived.</i>
Recognise and spell correctly <b>homophones</b> and their meanings: <i>bear – bare, pear – pair, to-too-two</i>
<b>Year 4</b>
Use <b>Possessive apostrophes</b> for regular singular and plural nouns e.g. <i>Adam’s pencil case. St Wilfrid’s Choir</i>
Recognise and use <b>Informal and formal language</b> . e.g. <i>I aren’t</i> and <i>I am not</i> .
Develop <b>Expanded noun phrases</b> : e.g. Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>
Use <b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in “-ed” e.g. <i>Suddenly,</i>
Know the <b>Plural nouns</b> of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”
Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition
Use <b>Possessive pronouns</b> : <i>yours, mine, theirs, ours, hers, his, its</i>
Use <b>Specific determiners</b> : <i>their, whose, this, that, these, those, which</i>
<b>Verbs</b> – Past perfect continuous: “ <b>had</b> ” + <b>past participle</b> + “ <b>-ing</b> ” e.g. <i>They had been playing football in the field before it started to rain.</i>
Use <b>Powerful verbs</b> . Find synonyms of words to up-level sentences and give a greater effect
Use the <b>Prepositions</b> : <i>at, underneath, since, towards, beneath, beyond</i>
Know that <b>Plurals</b> for nouns ending with a “y”: change the “y” to an “i” and add “-es” e.g. <i>baby – babies</i>
Know that <b>Verbs</b> ending in “y”: change the “y” to an “i” and add “-es” e.g. <i>carry – carries</i>
Know the difference between a preposition and an adverb
Use <b>Compound nouns</b> using hyphens e.g. <i>ice-skate, science-fiction</i>
<b>Start a sentence with “-ing”</b> , using a comma to demarcate the subordinate clause: e.g. <i>Flying through the air, Harry crashed into a hidden tree.</i>
Know <b>Comparative and superlative adjectives</b> : Change the “y” to an “i” and add either “-er” or “-est” e.g. <i>happy – happier – happiest</i>
Use capital letters for <b>proper nouns</b> : names, places, days of the week, months, titles and languages
Use <b>Compound sentences</b> using all of the co-ordinating conjunctions
Use <b>repetition to persuade</b> : e.g. <i>Fun for now, fun for life</i>
Use a <b>Drop-in clause with an “-ing” verb</b> : <i>Tom, smiling secretly, hid the magic potion book.</i>
Use a sentence that gives three actions: e.g. <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
<b>Prefixes</b> to give the antonym: “im-”, “in-”, “ir-”, “il-” e.g. <i>balance becomes imbalance, formal becomes informal.</i>
Use <b>adjectives</b> ending in “-ed”: <i>frightened, scared, etc.</i>
Use <b>inverted commas</b> where the speech is preceded by the speaker: e.g. <i>Dave shouted, “Don’t do that!”</i>
<b>Year 5</b>
Use <b>Suffixes</b> : converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify” e.g. <i>solid becomes solidify.</i>
Use <b>Verb prefixes</b> : “dis-”, “de-”, “mis-”, “over-” and “re-” e.g. <i>dispose, disrespect, disorder.</i>
Indicate degrees of possibility using <b>modal verbs</b> : <i>might, should, will, must</i> e.g. <i>I might be able to see the film on Saturday.</i>
Indicate degrees of possibility using <b>adverbs</b> : <i>perhaps, surely</i> e.g. <i>Surely you can get a lift to the cinema.</i>
Embellish simple sentences
Use <b>Brackets for parenthesis</b> e.g. <i>Winston Churchill (The British Prime Minister) was born at Blenheim Palace.</i>
Use <b>Dashes for parenthesis</b> e.g. <i>Your results will depend – as my Gran used to say – on how much effort you put in.</i>
Use <b>Commas for parenthesis</b> e.g. <i>Albert the alien, who was feeling hungry, went for lunch.</i>
Use <b>Relative pronouns</b> correctly: <i>who, which, that, whom, whose</i>
Use <b>Relative clauses</b> to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun.
Developing technical language, Tier 3 vocabulary use.
Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause e.g. <i>If I can find my purse, we can all go for an ice-cream.</i>

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<p><b>Connectives</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>
<p><b>Start a sentence</b> with an expanded “-ed” clause: e.g. <i>Frightened of the dark, Tom hid under the bed all night.</i></p>
<p>Develop <b>fronted prepositional phrases</b> for greater effect: e.g. <i>Throughout the stormy winter... Far beneath the frozen soil...</i></p>
<p><b>Edit</b> sentences by either expanding or reducing for meaning and effect. Move parts of sentences around to create different effects</p>
<p>Use <b>Drop-in “-ed” clauses</b>: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>
<p>Use <b>Indefinite pronouns</b>: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>
<p>Link ideas across paragraphs using <b>adverbials</b> of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>
<p>Place speech in inverted commas.</p>
<p>Use <b>Future tense verbs</b> e.g. <i>I will go, I am going to go, I go tomorrow.</i></p>
<p>Use <b>Onomatopoeia</b> for effect e.g. <i>creak, crack, crunch the Autumn leaves say.</i></p>
<p>Use <b>Colons</b> for play scripts and to start a list e.g. Types of dog: poodle, Labrador, terrier and hound.</p>
<p>Use <b>Metaphors</b> for effect e.g. <i>The lake is a mirror.</i></p>
<p>Use <b>Rhetorical questions</b> for effect e.g. <i>Don’t you agree?</i></p>
<p>Use <b>Personification</b> for effect e.g. <i>The oak tree waved its arms in the wind.</i></p>
<p><b>Year 6</b></p>
<p>Use <b>Informal and formal speech</b> as appropriate: e.g. <i>find out / discover, ask for / request, go in / enter,</i> Using question tags for informality: e.g. <i>He’s in your class, isn’t he?</i> Use the subjunctive for formal writing: e.g. <i>If I were you...</i></p>
<p>Use <b>Abstract nouns</b> for effect, e.g. <i>love, hope, justice, grief, anguish, sorrow</i></p>
<p>Use <b>Synonyms</b>: Realising that when you find a synonym, the word means something slightly different, eg, “big” and “grand”. “Grand” can mean “one thousand”, “elaborate” and “decorative”, as well as “big”.</p>
<p>Use <b>Antonyms</b> for effect.</p>
<p>Use <b>Collective nouns</b> for clarity and specificity: e.g. <i>a swarm of bees, a gaggle of geese, a school of fish.</i></p>
<p>Know and use the <b>passive and active</b> sentence e.g. A sentence is written in <b>active voice</b> when the subject of the sentence performs the action in the sentence. e.g. <i>The girl was washing the dog.</i> A sentence is written in <b>passive voice</b> when the subject of the sentence has an action done to it by someone or something else. e.g. <i>The dog was being washed by the girl.</i></p>
<p>Use <b>Imperative verbs</b> confidently.</p>
<p>Use <b>inverted commas</b> 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</p>
<p>Use <b>Repetition for effect</b>: in persuasion, suspense, and for emphasis</p>
<p>Use <b>Connectives</b> intentionally to signpost and create cohesion within a text: order of sequence, time connectives, additional ideas, space and place, contrasting, exemplification, results, to summarise</p>
<p>Use <b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs as appropriate to genre.</p>
<p>Use <b>Colons</b> effectively to mark the boundary between clauses: e.g. <i>It’s sunny: I’m going out to play.</i></p>
<p>Use <b>Semicolons</b> effectively to mark the boundary between clauses: e.g. <i>It’s raining; I’m fed up</i></p>
<p>Use <b>Dashes</b> effectively to mark the boundary between clauses: e.g. <i>It’s raining – I’m fed up</i></p>
<p>Use both a <b>Colon and bullet points</b> for a list</p>
<p>Use <b>Hyphens for compound words</b> to avoid ambiguity: e.g. <i>man eating shark</i> or <i>man-eating shark</i></p>
<p>Identify the <b>subject and object</b> of the sentence</p>
<p>Use <b>Ellipses</b> to create suspense, time passage and to show missing words in a quote</p>
<p>Use <b>Semicolons</b> to demarcate within a list</p>
<p>Use <b>Alliteration</b> to impact upon the reader.</p>
<p>Use <b>Similes</b> to create original perspectives of objects for the reader.</p>
<p>Use <b>Metaphors</b> to create original perspectives of objects for the reader.</p>
<p>Use <b>Personification</b> to create original perspectives of objects for the reader.</p>
<p>Consolidate <b>compound sentences</b> and coordinating conjunctions</p>
<p>Use <b>Complex sentences</b> and subordinate conjunctions in order to manipulate language for effect. Combine <b>complex and compound clauses</b> to create a sentence</p>
<p>Use <b>Rhetorical questions</b> to build up an interaction between your reader and the text. E.g. ‘I think ..., wouldn’t you agree?’</p>
<p>Use Expanded <b>noun phrases</b>: e.g. <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase</p>

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Consolidate the use of <b>Modal verbs</b> : might, should, could, would
Consolidate the use of <b>Auxiliary verbs</b> : To be, To have and To do.
Use <b>Relative clauses</b> that, 'which', 'who', 'whose', 'where' and 'when' with confidence
Use <b>Determiners and generalisers</b> with confidence to enhance clarity and specificity: articles, demonstratives, possessives, quantifiers, numbers and question words.