

ENGLISH Spelling, Punctuation & Grammar

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

BPT: ENGLISH Spelling, Punctuation & Grammar	
Stage 1	
Stage 2	
Stage 3	
Stage 4	
Stage 5	
Stage 6	<p>I can write single words to describe real life objects.</p> <p>I can demonstrate some appropriate uses of spaces between words to establish meaning.</p> <p>I can begin to demonstrate appropriate use capital letters for some names of people and/or places.</p> <p>I can use some given sentence starters to complete my own simple sentences e.g. I played with... I went to...</p> <p>I can use word banks/lists to support my writing.</p> <p>I can demonstrate my knowledge of initial sounds of words in my writing.</p>

	<p>I can write phonic based VC and CVC words.</p> <p>I can write most of the decodable and tricky words from Phase 2 letters and sounds.</p>
Stage 7	<p>I can write single words (adjectives) to describe people and places.</p> <p>I can use 'and' to join words and/or clauses in my written sentences.</p> <p>I can sometimes use use of capital letters and/or full stops to demarcate sentence boundaries.</p> <p>I can begin to demonstrate appropriate use capital letters for some days of the week.</p> <p>I can spell some days of the week phonically plausibly.</p> <p>I can write most of the decodable and tricky words from Phase 3 letters and sounds.</p> <p>I can demonstrate some accurate use of some suffixes when adding -s or -es e.g. cats, dogs, buses.</p> <p>I can use some simple spelling rules to inform my writing.</p>
Stage 8	<p>I can use a capital letter for the personal pronoun 'I'.</p> <p>I can mostly use capital letters and full stops accurately to demarcate a sentence.</p> <p>I can write a short word, phrase or sentence and put an exclamation mark or question mark at the end, as part of a structured teaching session.</p> <p>I can show some use of commas to separate items in a list.</p> <p>I can use a range of verbs in my own writing.</p> <p>I can add the endings -ing, -ed and -er to verbs where no change is needed to the root word. E.g. hunting, hunted, hunter.</p> <p>I can add the prefix -un where there is no change to the root word e.g. unhappy, unfair</p> <p>I can write most of the decodable and tricky words from Phase 4 letters and sounds.</p>
Stage 9	<p>I can use expanded noun phrases to describe people and places e.g. the gloomy castle.</p> <p>I can use capital letters, full stops, question and exclamation marks to demarcate most sentences with different functions.</p> <p>I can attempt to read my own writing taking into account punctuation used.</p> <p>I can use capital letters for some proper nouns.</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion in a short narrative e.g. Jack went to the park. He played on the swing.</p> <p>I can spell all of the days of the week accurately.</p> <p>I can add -er and -est to adjectives where no change is needed to the root word. E.g. quicker, quickest.</p> <p>I can write most of the decodable and tricky words from Phase 5 letters and sounds.</p>

<p>Stage 10</p>	<p>I can understand the term 'adverb' and find examples in writing. I can demonstrate appropriate use of capital letters for almost all proper nouns. I can demonstrate appropriate use of 'or', 'and' and 'but' to link my ideas (co-ordination). I can begin to demonstrate in my writing the present and past tense. I can accurately use apostrophes for singular possession in nouns. I can use the suffixes -ment, -ness, -ful, -less and -ly where no changes are needed to the root word e.g. enjoyment, sadness, careful, hopeless, badly. I can spell most words containing previously taught phonemes accurately. I can spell most of the first 100 high frequency words correctly.</p>
<p>Stage 11</p>	<p>I can demonstrate appropriate use of 'when', 'if', 'that' and 'because' to link my ideas (subordination). I can demonstrate appropriate use of adjectives, adverbs and expanded noun phrases to describe and specify. I can demonstrate appropriate use of grammatically accurate sentences with different forms of function (statements, questions, exclamations and commands). I can accurately use apostrophes for contraction and singular possession in nouns. I can accurately use punctuation including capital letters, full stops, exclamation marks, question marks to demarcate sentence boundaries. I can spell common homophones and recognise differences in their meaning. I can use suffixes where changes are needed to the root word e.g. happiness, happily. I can spell most of the next 200 high frequency words correctly.</p>
<p>Stage 12</p>	<p>I can use inverted commas to punctuate direct speech. I can use brackets, dashes or commas to indicate parenthesis. I can use semi colons, colons and dashes to mark the boundary between independent clauses. I can use bullet points to list information. I understand how hyphens can be used to avoid ambiguity. I can use adverbials such as e.g. on the other hand, in contrast. I can understand and use ellipsis. I can use my knowledge of the alphabet to locate words in a dictionary and thesaurus.</p>
<p>Stage 13</p>	

Stage
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