

## ENGLISH: Spelling, Punctuation & Grammar Pathway

ENGLISH Spelling, Punctuation & Grammar	
Stage 6	<ul style="list-style-type: none"> <li>• I can write single words to describe real life objects.</li> <li>• I can demonstrate some appropriate uses of spaces between words to establish meaning.</li> <li>• I can begin to demonstrate appropriate use capital letters for some names of people and/or places.</li> <li>• I can use some given sentence starters to complete my own simple sentences e.g. I played with... I went to...</li> <li>• I can use word banks/lists to support my writing.</li> <li>• I can demonstrate my knowledge of initial sounds of words in my writing.</li> <li>• I can write phonic based VC and CVC words.</li> <li>• I can write most of the decodable and tricky words from Phase 2 letters and sounds.</li> </ul>
Stage 7	<ul style="list-style-type: none"> <li>• I can write single words (adjectives) to describe people and places.</li> <li>• I can use 'and' to join words and/or clauses in my written sentences.</li> <li>• I can sometimes use of capital letters and/or full stops to demarcate sentence boundaries.</li> <li>• I can begin to demonstrate appropriate use capital letters for some days of the week.</li> <li>• I can spell some days of the week phonically plausibly.</li> <li>• I can write most of the decodable and tricky words from Phase 3 letters and sounds.</li> <li>• I can demonstrate some accurate use of some suffixes when adding -s or -es e.g. cats, dogs, buses.</li> <li>• I can use some simple spelling rules to inform my writing.</li> </ul>
Stage 8	<ul style="list-style-type: none"> <li>• I can use a capital letter for the personal pronoun 'I'.</li> <li>• I can mostly use capital letters and full stops accurately to demarcate a sentence.</li> <li>• 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</li> </ul>

	<p>teaching session.</p> <ul style="list-style-type: none"> <li>• I can show some use of commas to separate items in a list.</li> <li>• I can use a range of verbs in my own writing.</li> <li>• 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.</li> <li>• I can add the prefix -un where there is no change to the root word e.g. unhappy, unfair</li> <li>• I can write most of the decodable and tricky words from Phase 4 letters and sounds.</li> </ul>
Stage 9	<ul style="list-style-type: none"> <li>• I can use expanded noun phrases to describe people and places e.g. the gloomy castle.</li> <li>• I can use capital letters, full stops, question and exclamation marks to demarcate most sentences with different functions.</li> <li>• I can attempt to read my own writing taking into account punctuation used.</li> <li>• I can use capital letters for some proper nouns.</li> <li>• 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.</li> <li>• I can spell all of the days of the week accurately.</li> <li>• I can add -er and -est to adjectives where no change is needed to the root word. E.g. quicker, quickest.</li> <li>• I can write most of the decodable and tricky words from Phase 5 letters and sounds.</li> </ul>
Stage 10	<ul style="list-style-type: none"> <li>• I can understand the term 'adverb' and find examples in writing.</li> <li>• I can demonstrate appropriate use of capital letters for almost all proper nouns.</li> <li>• I can demonstrate appropriate use of 'or', 'and' and 'but' to link my ideas (co-ordination).</li> <li>• I can begin to demonstrate in my writing the present and past tense.</li> <li>• I can accurately use apostrophes for singular possession in nouns.</li> <li>• 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.</li> <li>• I can spell most words containing previously taught phonemes accurately.</li> <li>• I can spell most of the first 100 high frequency words correctly.</li> </ul>
Stage	<ul style="list-style-type: none"> <li>• I can demonstrate appropriate use of 'when', 'if', 'that' and 'because' to link my ideas (subordination).</li> <li>• I can demonstrate appropriate use of adjectives, adverbs and expanded noun phrases to describe and specify.</li> <li>• I can demonstrate appropriate use of grammatically accurate sentences with different forms of function (statements, questions,</li> </ul>

<p>11</p>	<p>exclamations and commands).</p> <ul style="list-style-type: none"> <li>• I can accurately use apostrophes for contraction and singular possession in nouns.</li> <li>• I can accurately use punctuation including capital letters, full stops, exclamation marks, question marks to demarcate sentence boundaries.</li> <li>• I can spell common homophones and recognise differences in their meaning.</li> <li>• I can use suffixes where changes are needed to the root word e.g. happiness, happily.</li> <li>• I can spell most of the next 200 high frequency words correctly.</li> </ul>
<p>Stage 12</p>	<ul style="list-style-type: none"> <li>• I can use inverted commas to punctuate direct speech.</li> <li>• I can use brackets, dashes or commas to indicate parenthesis.</li> <li>• I can use semi colons, colons and dashes to mark the boundary between independent clauses.</li> <li>• I can use bullet points to list information.</li> <li>• I understand how hyphens can be used to avoid ambiguity.</li> <li>• I can use adverbials such as e.g. on the other hand, in contrast.</li> <li>• I can understand and use ellipsis.</li> <li>• I can use my knowledge of the alphabet to locate words in a dictionary and thesaurus.</li> </ul>