

*This assessment grid summarises the progression children make in learning from Year 1 to Year 6. It is broken into: sentences and cohesion, clauses, word classes, punctuation, affixes and word families. Please use this as a working document, to see where your children are at and what they need to do to progress further.*

*Helen Hemingway*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| **Sentences and Cohesion** | I know what a sentence is.  I can join words and sentences using *and*.  I can sequence sentences to form short narratives. | I can use the words *when*, *if, that*, and *because* is sentences.  I can use the words *or, and* and *but* in sentences.  I can write statements.  I can write questions.  I can write exclamations.  I can write commands. | I can write in paragraphs.  I can include headings and subheadings. | I can organise paragraphs around a theme.  I can use appropriate choices of nouns or pronouns to aid cohesion and avoid repetition. | I can build on structuring paragraphs.  I can use devices to build cohesion in a paragraph (then, after, than, firstly) | I can use layout devices such as headings, subheadings, bullet points and tables to structure text.  I can link ideas across a text using cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. |
| **Clauses** | I can join words and sentences using the word *and*. | I can subordinate and coordinate my sentences using the words *when, if, that, because, or, and, but*) | I understand the term clause.  I can express time and cause (*when, so, before, after, while, because*).  I am continuing to use conjunctions to combine clauses. | Consolidate learning from previous years. | I use relative clauses beginning with *who, which, where, why, whose, that*. | I can use a semi colon and a dash to mark boundaries between main clauses. |
| **Informal/Formal** |  |  |  |  |  | I understand the differences between formal and informal language.  I can use the passive and active voice.  I can identify structures of formal and informal language (such as subjunctive forms). |
|  | **Year 1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| **Nouns and Noun Phrases** | I know what a noun is.  I can use regular plurals with ‘-s’, ‘-es’ endings.  I can use nouns with ‘-er’. | I can form nouns with suffixes.  I can expand noun phrases for description.  I can add ‘-es’ to nouns that end in consonant + ‘y’.  I can use possessive apostrophes with singular nouns. | I can form nouns with prefixes.  I can use nouns or pronouns to avoid repetition.  I can form –a and –an.  I can use possessive apostrophes with plural words. | I can use plural and possessive ‘-s’.  I can choose an appropriate noun or pronoun to aid cohesion and avoid repetition.  I can expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. | I can locate and identify expanded noun phrases. | I can expand noun phrases to convey complicated information concisely. |
| **Verbs** | I can use the third person singular –s.  I can add endings to verbs where no change to the root word is needed: ‘-ing’, ‘-ed’, ‘-er’.  I can use ‘-ed’ to show the past tense. | I show the progressive form of verbs in the past and present tense.  I can add ‘-es’ to verbs that end in consonant + ‘y’.  I can add ‘-ed’ and ‘ing’ to root words that end in consonant + y and vowel + consonant + ‘e’ and single syllable, ending in vowel + consonant. | I can use the present perfect form of verbs instead of the simple past. | I can use the Standard English forms for verb inflections. | I can indicate degrees of possibility with modal verbs.  I can use prefixes for verbs, ‘dis’, ‘de’, ‘mis’, ‘over’, ‘re’.  I can convert nouns and adjectives into verbs using suffixes: ‘-ate’, ‘-ise’, ‘-ify’. | Consolidate learning from previous years. |
| **Tense** | I can use the simple past tense ‘-ed’. | I can use past and present tenses consistently.  I can use progressive forms of verbs in the past and present tense. | I can use the present perfect tense. | Consolidate learning from previous years. | I can use subject-verb agreement and the consistent use of tense. | Consolidate learning from previous years. |
| **Conjunctions** | I can join words and sentences using *and*. | I can use *when, if, that, because* for subordination.  I can use *or, and, but* for coordination. | I can express time and cause using words: *so, before, after, while, because*. | I can use a wider range of conjunctions. | Consolidate learning from previous years. | Consolidate learning from previous years. |
|  | **Year 1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| **Adverbs and Adverbials** |  | I can add the suffix  ‘-ly’ to adjectives to form an adverb. | I can express time and cause (*then, next, soon*)  I can use adverbs. | I know what an adverbial phrase is.  I can use fronted adverbials.  I know to put a comma after a fronted adverbial. | I can indicate degrees of possibility with adverbs.  I can use adverbials of time, place and number. | I can link ideas across a text using cohesive devices including adverbials. |
| **Adjectives** | I can add ‘-er’ and ‘-est’ to adjectives where no change is needed to the root word. | I can add ‘-er’ and ‘-est’ to root words that end in consonant + ‘y’ and vowel + consonant +’e’ and single syllable, ending in vowel + consonant. | I can choose appropriate adjectives. | Consolidate learning from previous years. | Consolidate learning from previous years. | Consolidate learning from previous years. |
| **Prepositions** |  | I can express time and cause (*before, after, during, in, because of*).  I can use other prepositions in my writing. |  | Consolidate learning from previous years. | Consolidate learning from previous years. | Consolidate learning from previous years. |
| **Punctuation** | I leave a space to separate my words.  I can use a full stop.  I can use a question mark.  I can use an exclamation mark.  I can use a capital letter at the start of a sentence and for names.  I can use a capital for the personal pronoun I.  I can read words with contractions. | I can use capital letters.  I can use a question mark.  I can use an exclamation mark.  I can use commas to separate items in a list.  I can use apostrophes for contractions.  I can use possessive apostrophes for singular nouns. | I am beginning to use inverted commas to punctuate direct speech.  I am beginning to use possessive apostrophes for plural nouns. | I can use inverted commas and other speech punctuation to indicate direct speech.  I can use an apostrophe to mark singular and plural possession.  I use a comma after a fronted adverbial. | I can use: brackets, dashes or commas to mark parenthesis.  I can use commas to clarify meaning or avoid ambiguity.  I am beginning to use hyphens.  I can use bullet points. | I can use a semi colon, colon and a dash to mark the boundary between clauses.  I can use a colon to introduce a list.  I can use a hyphen to avoid ambiguity. |
|  | **Year 1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| **Affixes and Word Families** | I can add the prefix ‘un-‘  I can use regular nouns and third person verbs ‘-s’, ‘-es’.  I can endings to verbs where there is no change to the root word (*ing, ed, er*)  I can add *er* and *est* to adjectives where no change is needed to the root word. | I can add *es* to nouns and verbs that end in consonant + y.  I can add *ed, ing, er* and *est* to root words that end in consonant + y and vowel | I can the prefixes *super, anti* and *auto*.  I know word families based on common words. | I can use the plural and possessive ‘*-s’*. | I can convert nouns and adjectives into verbs using suffixes  (-*ate, -ise, -ify*)  I can use prefixes for verbs (*dis-, de-, mis-, over-, re-).* | Consolidate learning from previous years. |