



Subject Skills and knowledge Ladder	Spelling, Punctuation and Grammar	CAT: Communication
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	Grammar	Punctuation	Spelling
Nursery	Use the pronoun 'I' not 'me', (e.g. 'I went to the shop') in speech.		
Reception	Start a sentence with 'I' in your writing, e.g. I am Lucy. Copy a sentence written by an adult.	Show finger spaces between words, sometimes supported by adult. Start a sentence with a capital letter and end a sentence with a full stop.	Spell some common tricky words, e.g. I, and, the, go, to. Use the sounds you know to spell words by 'sounding out'.
Year 1	Use the pronoun 'I'. Investigate 'and' to join ideas within a sentence. Attempt to use other conjunctions. Investigate the use of adjectives. Practise using words in context. Recognise NC Year 1 vocabulary.	Show finger spaces between words. Apply capital letters for the start of sentences. Apply capital letters for proper nouns. Apply a full stop accurately. Select other punctuation such as exclamation marks and question marks.	Make phonetically plausible attempts at words using phonemes. Use the suffixes -ing, -ed, -er and -est. Write simple dictated sentences. Use letter names to show alternative spellings of the same phoneme. Spell words with suffixes for plurals.



Year 2  
Year 2

Identify words that are thoughtful, ambitious, specific and technical.  
Demonstrate use of expanded noun phrases to describe, expand and specify.  
Begin to apply subordination (using when, if, that or because).  
Demonstrate examples of different sentence types eg statements, questions, exclamations and demands.  
Apply coordination (using, or and but).  
Begin to demonstrate present and past tense correctly.  
Experiment with adjectives, adverbs and expanded noun phrases to add detail.

Consistently use full stops and capital letters and mostly use exclamation marks and punctuation marks correctly.  
Use capital letters for the personal pronoun 'I' and consistently for most proper nouns.  
Begin to use commas to separate items in a list.  
Use apostrophes sometimes for contraction and singular possession.  
Apply some features of Standard English.

Segment words into phonemes and record them as graphemes.  
Spell longer words with suffixes such as ment, ness, ful, ly.  
Spell common exception words.  
Use apostrophes of contraction.  
Apply knowledge of homophones and near homophones.



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<b>Year 3</b>	<p><b>Create</b> a range of sentences with more than one clause by using a wider range of conjunctions (when, if, because although).</p> <p><b>Recognise</b> and <b>use</b> determiners 'a' 'an' and 'the' appropriately.</p> <p><b>Demonstrate</b> the perfect form of verbs instead of simple past.</p> <p><b>Understand</b> purpose of adverbs and <b>use</b> effectively.</p> <p><b>Use</b> conjunctions, adverbs and prepositions to express time and cause.</p> <p><b>Compose</b> texts with adventurous word choices are carefully selected to engage reader.</p> <p>Begin to <b>develop</b> texts with expanded noun phrases before and after the noun using adverbials.</p>	<p>Begin to <b>use</b> inverted commas for direct speech.</p> <p><b>Recognise</b> apostrophes for possession including plural possession.</p> <p>Sometimes <b>use</b> commas to mark clauses and phrases.</p>	<p><b>Use</b> the first three letters to <b>check</b> spelling in a dictionary.</p> <p><b>Add</b> suffixes and prefixes to root words.</p> <p><b>Spell</b> correctly word families based on common words.</p> <p><b>Identify</b> root in longer words.</p> <p><b>Spell</b> homophones.</p> <p><b>Spell</b> some words from year 3-4 word list.</p> <p><b>Apply</b> known rules to new words.</p>
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**Year 4**

**Employ** a range of sentences with more than one clause with conjunctions.  
Begin to confidently **use** a range of conjunctions building on previous ones: although, however, despite.  
Open sentences in different ways to **create** effect.  
**Use** nouns and pronouns within and across sentences for cohesion and to avoid repetition.  
**Make** improvements by proposing changes to grammar and vocabulary for consistency.  
**Recognise** and **use** fronted adverbials of place, time and manner.  
**Employ** expanded noun phrases with modifying adjectives to **create** effects.  
**Apply** adverbs and prepositions to express time, place and cause.  
**Build** cohesion in paragraphs with controlled tenses and conjunctions.  
**Use** Standard English instead of spoken forms where needed.

**Demarcate** sentences correctly.  
**Use** apostrophe for omission and possession.  
**Secure** punctuation in direct speech.  
**Use** commas for fronted adverbials.

**Check** spelling in dictionary.  
**Understand** how to add prefixes and suffixes to root words.  
**Use** plural and possessive s correctly.  
**Recognise** and spell additional homophones.  
**Spell** words from the 3-4 spelling list.



**Year 5**

**Ensure** consist use of tense across texts.  
Start sentences in different ways (including adverbials, verbs, similes, conjunctions) to **create** variety and effects.  
**Use** a thesaurus in **editing** and **improving** work.  
**Create** effects with similes, metaphors and personification.  
**Employ** modal verbs and adverbs for possibility.  
**Employ** relative clauses.  
**Suggest** changes to enhance effects and clarify meaning.  
Indicate relationships through **use** of the perfect form.  
**Choose** words for deliberate effect.

**Use** commas to clarify meaning and avoid ambiguity.  
**Use** colons for a list.  
**Use** inverted commas and other punctuation for direct speech.  
**Use** brackets, dashes and commas for parenthesis.

Form verbs with prefixes dis, de, mis, over, re.  
**Check** spelling and meaning in a dictionary.  
Begin to **proof read** for spelling and punctuation errors.  
**Spell** some words with silent letters.  
**Convert** nouns and adjectives to verbs by adding suffixes.  
**Distinguish** between homophones and other words that are confused.  
**Spell** words from Year 5-6 spelling list.



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<b>Year 6</b>	<p><b>Consolidate</b> previous years' grammar.</p> <p><b>Add</b> precision, detail and qualification using prepositional phrases and adverbs.</p> <p><b>Position</b> an argument through use of modal verbs.</p> <p>Draft work to <b>enhance</b> meaning.</p> <p><b>Build</b> cohesion with a range of cohesive devices.</p> <p><b>Ensure</b> subject/verb agreement.</p> <p>Modify clause structures to <b>achieve</b> a variety of effects.</p> <p><b>Create</b> formal structures, including use of the subjunctive.</p> <p><b>Create</b> subtle meanings through the use of a range of verb forms.</p> <p><b>Alter</b> presentation of information with the passive voice.</p> <p><b>Experiment</b> with imaginative and ambitious word choices to <b>create</b> precise meanings, intended effects create impact.</p> <p><b>Manipulate</b> grammar to create effects.</p> <p><b>Use</b> commas mostly correctly to mark phrases and clarify meaning.</p>	<p><b>Use</b> colons and semi-colons to mark clauses.</p> <p><b>Use</b> brackets, commas and hyphens for parenthesis in different genres.</p>	<p><b>Use</b> a range of spelling strategies, not just phonics.</p> <p><b>Use</b> a dictionary to check spelling/meaning.</p> <p><b>Proof read</b> and <b>edit</b> work for spelling errors.</p> <p>Ensure <b>use</b> of the correct homophone.</p> <p><b>Spell</b> most words with silent letters.</p> <p><b>Change</b> verbs to nouns by adding suffixes.</p> <p><b>Spell</b> the vast majority of words on the Y 5-6 list.</p>
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