



Progression in Vocabulary, Grammar, Punctuation

Statement	Working Towards	Working At	Greater Depth
<b>Year 6: Word</b>			
Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).	Shows increasing knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).	Applies knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little) by making suitable vocabulary choices in writing.	Consistently applies knowledge of how words are related by meaning as synonyms and antonyms by making interesting and varied vocabulary choices across all pieces of writing.
<b>Year 6: Sentence</b>			
Recognises and uses different structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's your friend, isn't he?', or the use of subjunctive forms such as, 'If I were,' or 'Were they to come,' in some very formal writing and speech).	Begins to choose different structures as appropriate to purpose/audience.	Independently chooses suitable structures as appropriate to purpose/audience, extending range of structures used.	Consistently manages shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
<b>TAF: WA Use verb tenses consistently and correctly throughout their writing</b>	Begins to use verb tenses throughout writing - may be some inconsistencies	<b>TAF: WA Use verb tenses consistently and correctly throughout their writing</b>	Use verb tenses consistently and correctly throughout their writing to good effect
<b>Year 6: Text</b>			
<b>TAF: WT Uses paragraphs to organise ideas</b>	<b>TAF: Uses paragraphs to organise ideas</b>	Successfully organizes paragraphs around a theme to organize content and provide coherence (Yr 4).	Evident that a good understanding of using paragraphs has been gained from lower KS2 and they are used to good effect.
Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as: 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.	Begins to develop a wider range of devices to build cohesion e.g. including repetition of a word or phrase.	Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs. e.g. repetition of a word or phrase, use of more complex grammatical connections (adverbials).	Confidently uses a wide range of devices to build cohesion e.g. repetition of a word or phrase, use of more complex grammatical connections (adverbials), in independent writing across a wide range of subjects to good effect.



Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).	Beings to develop the use of further devices e.g. headings, sub-headings, columns, bullet points to improve organisation and presentation of work.	Use increasing range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, to improve organisation and presentation of work as well as to structure text and to guide the reader.	Use a wide range of devices e.g. headings, subheadings, columns, bullet points, diagrams, charts, graphs, glossary, footnotes, fact boxes, references, index to create well organised and presented pieces of work.
<b>Year 6: Punctuation</b>			
<b>TAF: WT Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</b>	<b>TAF: WT Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</b>	Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction almost always correctly	Consistently and accurately uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction
<b>TAF: WA Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</b>	Begins to use inverted commas and other punctuation to indicate direct speech	<b>TAF: WA Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</b>	Consistently and accurately uses the range of punctuation taught at key stage 2 (e.g. inverted commas and other punctuation to indicate direct speech)
<b>TAF: GD Use punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b>	Begins to extend use of punctuation taught at KS2	Use the full range of punctuation taught at key stage 2 mostly correctly (e.g. semi-colons, dashes, colons, hyphens)	<b>TAF: GD Use punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b>
Punctuates bullet points when listing information.	Uses bullet points accurately.	Uses bullet points accurately and across a wide range of subjects.	Uses bullet points confidently, accurately and independently across a wide range of subjects.

<b>Year 5: Word</b>			
Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).	Demonstrates the ability to convert some nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).	Demonstrates the ability to convert many nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).	Demonstrates the ability to convert most nouns or adjectives into verbs using suffixes. (e.g. -ate; -ise; -ify).
Demonstrates knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).	Demonstrates knowledge of using some prefixes to create new verbs (e.g. dis-; de-; mis-; over- and re-).	Demonstrates knowledge of many prefixes to create new verbs (e.g. dis-; de-; mis-; over- and re-).	Demonstrates knowledge of most prefixes to create new verbs (e.g. dis-; de-; mis-; over- and re-).



<b>Year 5: Sentence</b>			
Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	With guidance, begins to use relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun.	Independently and usually uses relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun correctly.	Confidently and almost always uses relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun correctly to good effect.
Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	With guidance, begins to indicate degrees of possibility using adverbs or modal verbs.	Usually and independently indicates degrees of possibility using adverbs or modal verbs.	Confidently and almost always indicates degrees of possibility using adverbs or modal verbs to good effect.
<b>Year 5: Text</b>			
Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).	With guidance, begins to use a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).	Independently and usually uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).	Confidently and almost always uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) to good effect.
Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).	Begins to use a small range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).	Independently uses an increasing range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).	Confidently uses a wide range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) to good effect.
<b>Year 5: Punctuation</b>			
Uses brackets, dashes or commas to indicate parenthesis.	Attempts to use brackets, dashes or commas to indicate parenthesis; however, may not always use the correct device and/or tends to always choose the same one throughout a piece of writing.	Independently and usually uses brackets, dashes or commas to indicate parenthesis correctly, varying choice within a piece of writing.	Confidently and almost always uses brackets, dashes or commas to indicate parenthesis correctly, varying choice within a piece of writing to good effect.
Uses commas to clarify meaning or avoid ambiguity.	Attempts to use commas to clarify meaning or avoid ambiguity; however, may not be consistent or using wholly accurately.	Independently and usually uses commas to clarify meaning or avoid ambiguity correctly.	Confidently and almost always uses commas correctly to clarify meaning or avoid ambiguity to good effect.



<b>Year 4: Word</b>			
Understands the grammatical difference between plural and possessive -s	Begins to understand the grammatical difference between plural and possessive -s, sometimes using accurately in writing.	Understands the grammatical difference between plural and possessive -s, demonstrating with some accuracy through writing.	Understands and can explain to an adult or peer the grammatical difference between plural and possessive -s, demonstrating accurately across writing.
Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').	Begins to use appropriate standard English forms for verb inflections instead of local spoken forms; however, may need reminding or showing if correct forms unknown.	Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').	Almost never uses inappropriate local spoken forms, using appropriate standard English forms for verb inflections instead
<b>Year 4: Sentence</b>			
Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Begins to use expanded noun phrases, by adding modifying adjectives, nouns and preposition. May need word banks and/or prompting to do so effectively and not repetitively.	Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases, usually to good effect.	Uses a wide vocabulary to effectively use expanded noun phrases, thus making the story more interesting for the reader.
Uses fronted adverbials (e.g. 'Later that day, I heard the bad news').	Attempts to use fronted adverbials (e.g. 'Later that day, I heard the bad news'); however, may not be consistent or using wholly accurately.	Independently and usually uses fronted adverbials (e.g. 'Later that day, I heard the bad news') accurately.	Confidently and almost always uses fronted adverbials (e.g. 'Later that day, I heard the bad news') accurately.
<b>Year 4: Text</b>			
Uses paragraphs to organise ideas around a theme.	Appropriately uses paragraphs as a way to group related material and begins to use paragraphs to organise ideas around a theme. There may be some attempt at cohesive devices within and between paragraphs.	Usually and independently uses paragraphs to organise ideas around a theme.	Confidently and almost always uses paragraphs to organise ideas around a theme to good effect.
Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	With guidance, begins to make appropriate choice of pronoun or noun within and across sentences; however, may still be a bit repetitive in places.	Usually and independently makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Confidently and almost always makes appropriate choice of pronoun or noun within and across sentences to good effect.



<b>Year 4: Punctuation</b>			
Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!').	Uses inverted commas with some accuracy to indicate direct speech. Attempts to include other punctuation, e.g. comma after the reporting clause, but not always used accurately.	Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!').	Accurately and consistently uses inverted commas and other punctuation e.g. comma after the reporting clause to indicate direct speech.
Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).	Limited use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names). Sometimes confuses single/plural use e.g. the girl's names.	Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).	Mostly correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).
Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').	Attempts to use commas after fronted adverbials (e.g. 'Later that day, I heard the bad news'), but may not do so consistently.	Usually and independently uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').	Confidently and almost always uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').
<b>Year 3: Word</b>			
Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).	Demonstrates the ability to form some nouns using a prefix.	Demonstrates the ability to form many nouns using a range of prefixes such as -super-, anti- and auto-.	Demonstrates the ability to form most nouns using a wide range of prefixes.
Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).	Knows that a noun is preceded by 'an' if it starts with a vowel or 'a' if it starts with a consonant. Demonstrates this in their writing for some nouns; however, may not be consistent or using wholly accurately.	Demonstrates appropriate use of 'a' and 'an' for many nouns in independent writing.	Confidently and almost always uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel accurately.
Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).	Groups related words into families based on their form and meaning e.g. caution, cautious, cautiously as a word family because they start with the same letters. They are all to do with being cautious.	Groups related words into families based on their form and meaning, using knowledge of prefixes and suffixes to help them e.g. cautiously is an adverb because it ends in ly.	Groups related words into families based on their form and meaning, confidently and consistently. Uses their knowledge of word families in writing e.g. super-cautious.



Year 3: Sentence			
Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).	Uses some conjunctions to express time, place and cause at some appropriate points in their writing.	Uses many (when, before, after, while, so, because) conjunctions to express time, place and cause at many appropriate points in their writing.	Uses a wide variety of conjunctions to express time, place and cause, usually to good effect; the skill is used confidently and consistently.
Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).	Uses some adverbs to express time, place and cause at some appropriate points in their writing.	Uses many (then, next, soon, therefore) adverbs to express time, place and cause at many appropriate points in their writing.	Uses a wide variety of well-chosen adverbs to express time, place and cause, usually to good effect; the skill is used confidently and consistently.
Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).	Uses some prepositions to express time, place and cause at some appropriate points in their writing.	Uses many (before, after, during, in, because of) prepositions to express time, place and cause at many appropriate points in their writing.	Uses a wide variety of prepositions to express time, place and cause, usually to good effect; the skill is used confidently and consistently.
Year 3: Text			
Attempts to use paragraphs as a way to group related material.	Some materials are grouped by time, place or theme, although may not be sustained throughout a piece of writing.	On many occasions, material is simply grouped either by time, place or theme, providing a basic, sustained structure to a piece of writing.	On most occasions, material is grouped into paragraphs. There may be some attempt at cohesive devices within and between paragraphs.
Shows awareness of headings and sub-headings to aid presentation.	When reading, can point to headings and sub-headings and knows what these are. Attempts to use in own writing, sometimes appropriately e.g. a relevant heading is used to introduce a piece of writing.	A heading is used to introduce a piece of writing and sub-headings further specify the content of the piece; these are generally relevant.	Headings and subheadings are used to introduce and specify a piece of writing. There may be some consideration of the reader e.g. a play on words, apt question or pun.
Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play').	Uses the present perfect tense to write from the present about something in the past. This is likely to be during instruction and may only be based on a simple association between the present perfect and has/have.	Writes in the present perfect tense on some occasions in pieces of writing.	Writes in the present perfect tense, when appropriate to make writing more interesting and vary style. This may create a particular effect e.g. dialogue in a narrative.



<b>Year 3: Punctuation</b>			
Limited use of inverted commas to punctuate direct speech.	Begins to explore the use of inverted commas to punctuate direct speech; however, may not be using correctly.	Inverted commas are used on many occasions to punctuate direct speech, with occasional errors.	Confident and consistent use of inverted commas to punctuate direct speech. Used correctly on most occasions. Begins to use other punctuation e.g. comma after the reporting clause.
<b>Year 2: Word</b>			
Shows understanding of formation of nouns, using suffixes such as -ness, -er, -ment.	Demonstrates the ability to form some nouns using a suffix such as -er and by compounding.	Demonstrates the ability to form many nouns using suffixes such as -er and -ness and by compounding.	Demonstrates the ability to form most nouns using suffixes such as -er and -ness and by compounding.
Shows understanding of formation of adjectives using suffixes such as -ful, -less.	Demonstrates the ability to form some adjectives using a suffix such as -er or -less.	Demonstrates the ability to form many adjectives using a wider range of suffixes such as -er, -est, -ful and -less.	Demonstrates the ability to form most adjectives using suffixes such as -er, -est, -ful and -less.
Shows understanding of use of the suffixes -er, -est in adjectives where no change is needed in the root word.	Demonstrates the ability to form some adjectives using a suffix such as -er or -less.	Demonstrates the ability to form many adjectives using a wider range of suffixes such as -er, -est, -ful and -less.	Demonstrates the ability to form most adjectives using suffixes such as -er, -est, -ful and -less.
Uses suffix -ly to turn adjectives into adverbs.	Demonstrates the ability to turn some adjectives into adverbs e.g. calm into calmly.	Demonstrates the ability to turn many adjectives into adverbs e.g. calm into calmly, happy into happily.	Demonstrates the ability to turn most adjectives into adverbs.
<b>Year 2: Sentence</b>			
<b>TAF: WA Use co-ordination (e.g. or/and/but) and some sub-ordination (e.g. when/if/ that/because) to join clauses.</b>	Writing demonstrates some co-ordination using and / but to join clauses	<b>TAF: WA Use co-ordination (e.g. or/and/but) and some sub-ordination (e.g. when/if/that/ because) to join clauses.</b>	Use a range of co-ordination (or/and/but) and subordination (when/if/that/because).
<b>Year 2: Text</b>			
<b>TAF: WA Use present and past tense mostly correctly and consistently</b>	Writing mostly demonstrates appropriate use of accurate tense. Writing could be described as 'speech-like' e.g. 'I went to the park on the weekend', but not 'I go to the park last weekend'	<b>TAF:WA Use present and past tense mostly correctly and consistently</b>	Writing demonstrates confident and consistent use of the present and past tense throughout writing.
Uses the progressive form of verbs in the present and past tense to mark actions in	Writing demonstrates appropriate use of mostly grammatically accurate sentences. Writing could be described as 'speech-	Writing demonstrates confident and consistent use of the present and past tense throughout writing.	Writing demonstrates use of the progressive form, correctly chosen and consistently used throughout writing.



progress (e.g. she is drumming, he was shouting).	like' e.g. 'I went to the park on the weekend' but not 'I go to the park last weekend'		
<b>Year 2: Punctuation</b>			
<b>TAF: WT Demarcate some sentences with capital letters and full stops</b>	<b>TAF: WT Demarcate some sentences with capital letters and full stops</b>	Can write a narrative, demarcating most sentences with capital letters and full stops	Can write for different purposes, demarcating all sentences with capital letters and full stops
<b>TAF: WA Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</b>	Can write sentences...demarcating some sentences with capital letters and full stops. Can verbally explain what question and exclamation marks are used for.	<b>TAF: WA Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</b>	Can write for different purposes...demarcating all sentences with capital letters and full stops and with accurate use of question marks and exclamation marks
Uses commas to separate items in a list.	There is some use of commas to separate items in a list	Almost always correct use of commas to separate items in a list.	Demarcate sentences using the full range of punctuation taught at key stage 1 mostly correctly.
Uses apostrophes to mark singular possession in nouns (e.g. the girl's name) and in contracted forms.	Some attempted use of apostrophes for contraction and singular possession. May not be spelt correctly e.g. Johns' dog, doesn't, can't	Mainly correct use of apostrophes for contracted forms and singular possession in nouns. e.g. John's dog, didn't, it's.	Mostly correct use of apostrophes for contractions and singular possession in nouns. e.g. can't, I'll.
<b>TAF:GD Use the punctuation taught at key stage 1 mostly correctly</b>	Begins to explore a wider range of punctuation, however, may not use accurately or appropriately	Can write a narrative, using a wider range of punctuation taught at KS1, sometimes correctly.	<b>TAF:GD Use the punctuation taught at key stage 1 mostly correctly</b>
<b>Year 1: Word</b>			
Shows understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.	Demonstrates the ability to form some regular plurals using the suffix -s or -es.	Demonstrates the ability to form many regular plurals using the suffix -s or -es.	Demonstrates the ability to form most regular plurals using the suffix -s or -es.
Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Demonstrates the ability to add suffixes to some verbs where no change is needed in the spelling of root words e.g. help, helping, helped.	Demonstrates the ability to add suffixes to many verbs where no change is needed in the spelling of root words e.g. help, helping, helped.	Demonstrates the ability to add suffixes to most verbs where no change is needed in the spelling of root words e.g. help, helping, helped.



Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	Demonstrates the ability to use the prefix -un to change the meaning of some applicable verbs and adjectives.	Demonstrates the ability to use the prefix -un to change the meaning of many applicable verbs and adjectives.	Demonstrates the ability to use the prefix -un to change the meaning of most applicable verbs and adjectives.
<b>Year 1: Sentence</b>			
Understands how words can combine to make sentences.	Shows awareness that words can be combined to make sentences.	Understands how words can combine to make sentences and that a sentence is a 'complete thought'.	Fully understands how words can combine to make sentences and that a sentence is a 'complete thought'. Explains why a list, for example, is not a sentence.
Joins words and clauses using 'and.'	Joins words and clauses using mostly 'and' (little variation in connectives).	Joins words and clauses using 'and' where appropriate.	Joins words and clauses using 'and', but also experiments with other connectives.
<b>Year 1: Text</b>			
Sequences sentences to form short narratives.	Writes one or two sentences to form the basis of a short narrative.	Writes a series of simple sentences to form short narratives.	Writes an increasing series of simple sentences to form short narratives.
<b>Year 1: Punctuation</b>			
Separates words with spaces.	Separates most words with spaces - may need occasional reminding about size of spaces (i.e. finger spaces).	Uses mostly appropriately sized spaces between words.	Consistently uses appropriate spacing between words.
Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Shows some awareness of capital letters and full stops to demarcate sentences.	Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Demarcates some sentences with both capital letters and full stops. Begins to trial use of question marks and exclamation marks (may not be using accurately).
Uses capital letters for names and for the personal pronoun 'I'.	Uses a capital letter for the personal pronoun 'I' and some names.	Consistently uses capital letters for names and for the personal pronoun 'I'.	Consistently and accurately uses capital letters for names (including place names) and for the personal pronoun 'I'.