



PUNCTUATION

Year 3	To understand and correctly use adverbs, adjectives, nouns and verbs.
	To correctly use singular and plural.
	To use colons in lists.
	To use apostrophes for contraction.
	To understand compound sentences.
	To use verbs in past, present and future tenses.
Year 4	To correctly use pronouns.
	To organise paragraphs in all writing.
	To use conditional tense/ modal verbs.
	To use correct punctuation when writing speech.
	To understand the differences between proper, collective, abstract and common nouns.
	To understand and use complex sentences.
	To understand main and subordinate clauses.

Year 5	To securely use paragraphs.
	To use relative clauses beginning with who, which, that, where, whose and when.
	To use brackets, dashes and commas when using parenthesis.
	To use commas to clarify meaning and to avoid ambiguity.
	To correctly use rhetorical questions.
	To convert nouns or adjectives into verbs using suffixes, e.g. liquid - liquidise, intense – intensify.
Year 6	To use ellipsis.
	To use semi colons.
	To use the active and passive voice.
	To use inverted commas.
	When using paragraphs to securely use linking of ideas within and across paragraphs.
	To use hyphens to avoid ambiguity.
	To understand the subject and object.
	To recognise relative and possessive pronouns.
	To correctly use pronouns.

**STEPS TO
SUCCESS**

**STEPS TO
SUCCESS**

VOCABULARY

Year 3	To use extended vocabulary in the five part story model.
	To use three part model for non-fiction writing, i.e. introduction, middle section (s), develop ending.
	To use pattern of three for description and persuasion, e.g. it's bigger, it's brighter, it's bolder.
	To use 'ing' clauses as starters, e.g. <i>Sighing, the boy finished his homework.</i>
	To correctly use the determiners 'a' and 'an'.
	To use advanced prepositions, e.g. by the side of, during, throughout, because of.
Year 4	To organise paragraphs around themes.
	To develop the use of topic sentences.
	To mix up short and long sentences for effect.
	To use comparatives and superlatives, e.g. small, smaller, smallest.
	To develop appropriate lengths in the five part story sections.
	To use 'ed' clauses as starters, e.g. Exhausted, he fell into bed.

Year 5	To use the five part story structure, starting from any point, e.g. using flash backs/ forwards and cliff hangers.
	To independently plan across all genres, e.g. story maps, story mountains and boxing up.
	To use metaphor, onomatopoeia and personification.
	To use expanded drop in 'ed' (e.g. Poor Tim, exhausted by so much effort, ran home.) clauses as starters.
	To confidently use alternative synonyms and antonyms.
Year 6	To use the subjunctive in formal writing, e.g. if I were you.
	To be secure in independently planning across all fiction and non-fiction genres, consistently implementing and working from the plan.
	To use adverbials.
	To use expanded noun phrases.
	To use determiners and generalisers accurately.
	To understand and use prepositions of time and place.