**Step 4 and 5 – Punctuation and Grammar**

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| **Curriculum Statement** | **Step 4 Exploring** | **Step 4 Achieving** | **Step 4 Exceeding** | **Step 5 Exploring** | **Step 5 Achieving** | **Step 5 Exceeding** |
| Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. |  |  |  | I can sometimes use pronouns to avoid repeating the same noun in my writing. | I can usually use pronouns to avoid repeating the same noun in my independent writing. | I can confidently use pronouns to avoid repeating the same noun throughout a piece of writing. |
| Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. | I can, with help, write sentences with more than one clause, using different conjunctions, such as *when, if, because, although.* | I can write sentences with more than one clause, using different conjunctions, such as *when, if, because, although.* | I can confidently write sentences with more than one clause, using a range of conjunctions | I can use some conjunctions to write compound sentences. | I can use a wide range of conjunctions at the beginning and within sentences to add details. | I can confidently use a wide range of conjunctions at the beginning and within sentences to add details, using commas to show clauses. |
| Using conjunctions, adverbs and prepositions to express time and cause. | I can sometimes use different conjunctions (such as *when*, *before, after, while, so because*) to show time, place and cause in my writing. | I can usually use different conjunctions (such as *when*, *before, after, while, so because*) to show time, place and cause in my writing. | I can confidently use different conjunctions (such as *when*, *before, after, while, so because*) to show time, place and cause in a range of writing. | I can, with help, use a wide range of conjunctions, adverbs and prepositions to show time, place and cause in my writing. | I can usually use a wide range of conjunctions, adverbs and prepositions to show time, place and cause in my writing. | I can confidently use a wide range of conjunctions, adverbs and prepositions to show time, place and cause in a range of writing. |
| I can sometimes use different adverbs (such as *then, next, soon, therefore*) to show time, place and cause in my writing. | I can usually use different adverbs (such as *then, next, soon, therefore*) to show time, place and cause in my writing. | I can confidently use different adverbs (such as *then, next, soon, therefore*) to show time, place and cause in a range of writing. | I can, with help, use adverbial phrases to start some sentences followed by a comma, such as *Later that day,…* | I can use adverbial phrases to start some sentences followed by a comma, such as *Later that day,…* | I can use a range of adverbial phrases to start sentences followed by a comma, such as *Later that day,…* |
| I can sometimes use different prepositions (such as *before, after, during, in, because of*) to show time, place and cause in my writing. | I can usually use different prepositions (such as *before, after, during, in, because of*) to show time, place and cause in my writing. | I can confidently use different prepositions (such as *before, after, during, in, because of*) to show time, place and cause in a range of writing. |  |  |  |
| Using the present perfect form of verbs to contrast to the past tense. | I can, with help, explain what verb tenses are. | I can explain what verb tenses are, and am starting to use the present perfect form, such as ‘*I have read three books by that author*.’ | I can use the present perfect form of verbs correctly in my writing. | I can sometimes use standard forms of verbs, such as *we were* instead of *we was*. | I can usually use standard forms of verbs, such as *we were* instead of *we was*. | I can confidently use standard forms of verbs, such as *we were* instead of *we was*, and explain why these are correct. |
| Use the correct form of ‘a’ or ‘an’ |  |  |  | I can usually use ‘a’ and ‘an’ correctly in my writing. | I can confidently use ‘a’ and ‘an’ correctly in my writing. | I can confidently explain and use the rules for using ‘a’ and ‘an’. |
| Use inverted commas to punctuate direct speech. | I am beginning to use speech marks. | I can use speech marks to punctuate dialogue. | I can confidently use speech marks to punctuate dialogue. | I can sometimes use speech marks and other punctuation when I am writing speech. | I can usually use speech marks and other punctuation when I am writing speech. | I can confidently use speech marks, other punctuation, and follow the rules for writing speech. |