**Step 3 Punctuation and Grammar**

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| **Curriculum Statement** | **Exploring** | **Achieving** | **Exceeding** |
| Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly | I can sometimes add in words to describe people and things. | I can usually add in words to describe people and things. | I can always add in words to describe people and things. |
| Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | I can, with support use *when*, *if*, *but*, *because****,*** *and*, *or* and *but* in my writing. | I can usually use *when*, *if*, *but*, *because****,*** *and*, *or* and *but* in my writing. | I can confidently use *when*, *if*, *but*, *because****,*** *and*, *or* and *but* in my writing. |
| Learn how to use: sentences with different forms: statement, question, exclamation, command | I can sometimes write statements, questions, exclamations and commands. | I can usually write statements, questions, exclamations and commands. | I can confidently write statements, questions, exclamations and commands. |
| Learn how to use: the present and past tenses correctly and consistently including the progressive form | I can, with help, write in the present or past tense, as I need to. | I can usually write in the present or past tense, as I need to. | I can confidently write in the present or past tense, as I need to. |
| I can sometimes use progressive verbs to show actions that are going on, such as *she is drumming*, *he was shouting*. | I can usually use progressive verbs to show actions that are going on, such as *she is drumming*, *he was shouting*. | I can confidently use progressive verbs to show actions that are going on, such as *she is drumming*, *he was shouting*. |
| Learn how to use: some features of written Standard English | I can sometimes use the right punctuation and grammar in my writing. | I can usually use the right punctuation and grammar in my writing. | I can confidently use the right punctuation and grammar in my writing. |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ; commas to separate items in a list ; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl’s name). | I can use . in my writing, and sometimes ? ! ‘  | I can use . ? ! and ‘ in my writing. | I can confidently use . ? ! and ‘ in my writing. |
| I can sometimes use , in a list. | I can use , in a list | I am starting to use “” |