Punctuation pathway Grammar and sentence pathway

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| **Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**Not expected Expected Exceeding | **Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**Not expected Expected Exceeding |
| **Use subordination (using when, if, that, because) and co-ordinating (using or, and, but).**Not expected Expected Exceeding | **Use expanded noun phrases to describe and specify.**Not expected Expected Exceeding |
| **Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.**Not expected Expected Exceeding | **Construct similes using ‘like’.**Not expected Expected Exceeding |
| **Use commas to separate items in a list.**Not expected Expected Exceeding | **Writing narratives about personal experiences and those of others (real and fiction).**Not expected Expected Exceeding |
| **Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.**Not expected Expected Exceeding | **Writing poetry** Not expected Expected Exceeding |
| **Use spacing between words that reflects the size of the letters.**Not expected Expected Exceeding | **Use appropriate subordinating and co-ordinating conjunctions. As, or, if, because, until, when,that.**Not expected Expected Exceeding |
|  | **Draw on new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences**Not expected Expected Exceeding |

Terminology

Pupils should be taught to understand and discuss the terms

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past/present), apostrophe, comma, introduction, build-up, problem, resolution, homophone/homonym, vocabulary, syllable, alliteration, simile, joining word/conjunction