

At St Michael's, we aim for all children to be literate; to be able to read and write with confidence, fluency, comprehension and pleasure. We aspire for all pupils to be able to express themselves imaginatively and clearly, and know how to listen to others. We wish to develop our children as independent learners and hope that through their literacy skills they will become active members in society beyond the school community.

	Reception	Year 1	Year 2	Year 3	Year 4
<b>Grammar</b>	<p>I can write a simple sentence.</p> <p>I am beginning to use and to join a sentence</p> <p>I can use repetition for rhythm.</p>	<p>I can use the suffixes -s or -es and understand the effects of these suffixes.</p> <p>I can use the personal pronoun I.</p> <p>I know what a noun and adjective is.</p> <p>I can use 'and' to join ideas within a sentence.</p> <p>I am attempting to use other conjunctions.</p> <p>I can use adjectives to add detail to my sentences.</p> <p>I am beginning to use some variety in sentence types such as commands and statements.</p> <p>I can use simple expanded noun phrases.</p> <p>I understand that the prefix <i>un-</i> can change the meaning of some words.</p>	<p>I can form adjectives using suffixes such as -ful and -less.</p> <p>I can use some straightforward suffixes to form nouns and adjectives, including the suffixes -er and -est to form comparative adjectives.</p> <p>I know what a noun, verb, adjective and adverb is.</p> <p>I can recognise and use different types of sentences, including statements, questions, commands and exclamations.</p> <p>I can use co-ordination using or, and, but.</p> <p>I can use simple subordinating conjunctions, 'when', 'if', 'because', 'that'.</p> <p>I can use present and past tenses correctly and consistently.</p> <p>I can identify the present or past tense forms of familiar, regular verbs and some high-frequency irregular verbs.</p> <p>I use adjectives, adverbs and expanded noun phrases to add detail.</p>	<p>I can form nouns using a range of prefixes such as super-, anti-, auto-.</p> <p>I can identify word classes when presented in context. (nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners)</p> <p>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>)</p> <p>I recognise and use determiners 'a', 'an' and 'the' appropriately.</p> <p>I use the perfect form of verbs instead of the simple past.</p> <p>I understand the purpose of adverbs and can use these effectively in my writing.</p> <p>I use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Word choices are adventurous and carefully selected to add detail and to engage the reader.</p> <p>I understand the difference between a co-ordinating and subordinating conjunction.</p> <p>Detail is added by the expansion of noun phrases before and after the noun.</p>	<p>I use the standard form of verb inflections accurately such as <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>.</p> <p>I use a range of sentences with more than one clause- through use of conjunctions.</p> <p>I use of a wider range of conjunctions, such as, although, however, despite, as well as:</p> <p>I use the correct article 'a' or 'an'.</p> <p>I can open my sentences in different ways to create effects.</p> <p>I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.</p> <p>I can use fronted adverbials of place, time and manner, including the use of a comma.</p> <p>I can use expanded noun phrases with modifying adjectives.</p> <p>I use adverbs and prepositions to express time, place and cause.</p> <p>I can organise paragraphs around a theme.</p> <p>I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</p>

					I use standard English for verb inflections- instead of spoken forms.
<b>Punctuation</b>	<p>I can use finger spaces in between words.</p> <p>I am beginning to use capital letters and full stops.</p>	<p>I can leave spaces between words.</p> <p>I can use capital letters for the start of a sentence.</p> <p>I can use a full stop accurately.</p> <p>I am beginning to use other punctuation marks such as exclamation marks and question marks.</p> <p>I can use capital letters for the names of people, places, days of the week and the pronoun I.</p>	<p>I can use capital letters and full stops to demarcate sentences.</p> <p>I can use exclamation marks and questions marks.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes for singular possession and for simple contractions.</p>	<p>I can use inverted commas for speech punctuation.</p> <p>I can use apostrophes for possession with increasing accuracy including plural possession.</p> <p>I am beginning to use commas to mark clauses and phrases.</p>	<p>I can demarcate all of my sentences correctly.</p> <p>I can use an apostrophe for contractions and to mark plural possessions such as the girl's name, the girls' name.</p> <p>I am secure in using inverted commas for direct speech, including a comma after the reporting clause.</p> <p>I can use commas for fronted adverbials.</p> <p>I am beginning to understand the use of a colon.</p>