**Step 6 and 7 – Punctuation and Grammar**

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| **Curriculum Statement** | **Step 6 Exploring** | **Step 6 Achieving** | **Step 6 Exceeding** | **Step 7 Exploring** | **Step 7 Achieving** | **Step 7 Exceeding** |
| Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely. |  |  |  | I can sometimes use longer noun phrases to give complicated information in a clear way, such as *the younger predators with less experience of hunting and fewer successful kills*. | I can usually use longer noun phrases to give complicated information in a clear way, such as *the younger predators with less experience of hunting and fewer successful kills*. | I can confidently use longer noun phrases to give complicated information in a clear way, across a range of my writing. |
| Develop their understanding of the concepts set out in English Appendix 2 by: using relative cluases beginning with who, which, where, when, whose, that, or an implied (ie. omitted) relative pronoun. | I can sometimes write complex sentences with relative clauses starting with *who, which, where, when, whose* or *that*. | I can usually write complex sentences with relative clauses starting with *who, which, where, when, whose* or *that*. | I can confidently write complex sentences with relative clauses starting with *who, which, where, when, whose* or *that*, and use commas to embed these in sentences. |  |  |  |
| Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility. | I can sometimes use modal verbs (such as *might, should, will, must*) and adverbs (*perhaps, surely, possibly, maybe*) to show a range of possibility. | I can usually use modal verbs (such as *might, should, will, must*) and adverbs (*perhaps, surely, possibly, maybe*) to show a range of possibility. | I can confidently use a wide range of modal verbs and adverbs to show a range of possibility. |  |  | I can confidently use modals to write about things that never happened. |
| Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause. | I can sometimes choose to use a present perfect verb to contrast with past tense, such as *He has written a book.* | I can usually use present perfect verbs to show relationships between time and cause, such as *She has gone on holiday and is not yet back.* | I can confidently use present perfect verbs, and I am starting to experiment using past perfect verbs, such as *Mr Brown had begun to plan his journey.* | I can sometimes use past perfect verbs to show relationships between time and cause. | I can usually use past perfect verbs to show relationships between time and cause. | I can confidently use present and past perfect verbs to show relationships between time and cause, in a range of my writing. |
| Using passive verbs to affect the presentation of information in a sentence. |  |  |  | I can sometimes use a passive voice appropriately in my writing. | I can use a passive voice appropriately in my writing. | I can confidently use a passive voice in a range of my writing, explaining the subtle differences in meaning this creates. |
| Devices to build cohesion, including adverbials of time, place and number. |  |  |  | I can sometimes use adverbials (such as *later, nearby, secondly*) to build cohesion within a paragraph. | I can usually use adverbials (such as *later, nearby, secondly*) to build cohesion within a paragraph. | I can confidently use adverbials (such as *later, nearby, secondly*) to build cohesion within a paragraph. |
| Brackets, dashes or commas to indicate parenthesis.  Using commas to clarify meaning and avoid ambiguity. | I can sometimes spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. | I can usually spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. | I can confidently and consistently spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. |  |  |  |
| I can sometimes use commas within a sentence to ensure meaning is clear. | I can usually use commas within a sentence to ensure meaning is clear. | I can confidently and consistently use commas within a sentence to ensure meaning is clear. |  |  |  |
| Use of semi-colon, colon and dash to mark the boundary between independent clauses.  Use of colon to introduce a list and use of semi-colons within lists.  How hyphens can be used to avoid ambiguity. |  |  |  | I can sometimes use semi-colons, colons and dashes to mark independent clauses in a sentence. | I can usually use semi-colons, colons and dashes to mark independent clauses in a sentence. | I can confidently and consistently use semi-colons, colons and dashes to mark independent clauses in a sentence, in a range of my writing. |
|  |  |  | I can sometimes use a colon to introduce a list and semi-colons within a list. | I can usually use a colon to introduce a list and semi-colons within a list. | I can confidently and consistently use a colon to introduce a list and semi-colons within a list, in a range of my writing. |
|  |  |  | I can sometimes use hyphens to avoid confusion. | I can usually use hyphens to avoid confusion. | I can confidently and consistently use hyphens to avoid confusion, in a range of my writing. |
|  |  |  |  | I can sometimes use ellipsis in my writing. | I can use ellipsis in an appropriate way in my writing. | I can confidently use ellipsis to create effects in my writing. |