

## English progress ladder – Handwriting

Key objectives	Date
I can sit correctly at a table, holding a pencil comfortably and correctly.	
I can form lower case letters in the correct direction, starting and finishing in the right place. Lead from the line-ascenders/descenders.	
I can form the digits 0-9.	
I can form capital letters.	
I can form lower case letters of the correct size, relative to one another. Eg: a c and an r are the same size. (Curly caterpillar letters c, a, d, long ladder family' contains the letters: l, b l, j, t, u. etc. )	
I can use space in between words that reflects the sizing of the letters.	
I can use some of diagonals and horizontal strokes needed to join letters- a to t – diagonal; o to an o-horizontal.	
I can understand which letters when adjacent to one another are best left unjoined. ( child dependent)	
I can increase the legibility, consistency and quality of my handwriting through- down strokes of letters (parallel); equal distance between letters and words.	
Ensure that lines of writing are spaced so that the ascenders and descenders do not touch.	
I can choose the writing style and implement that is best suited to a task.	
I can produce legible and joined handwriting that shows my own fluent joined handwriting style.	

## English progress ladder – Clauses

Key objectives	Date
I can identify a main clause in my reading.	
I can identify a main clause, in a sentence with more than one clause- in my reading.	
I can write a main clause.	
I can use and to join ideas together within a sentence.	
I can identify coordinating conjunctions.	
I can join two main clauses with a coordinating conjunction- and/or/but.	
I can identify a subordinate clause in my reading.	
I can identify subordinate conjunction such as – when,if, although, because.	
I can write a sentence with a subordinate clause.	
I can use a range of sentences with more than one clause- wider range of conjunctions.	
I can use a wider range of conjunction to create subordination. (However, such as, despite/ until/ as well as.	
I can use relative clauses beginning with who, which, where, when, whose, that or with an implied	
I can start sentences in different ways	
I can use a wide range of clauses such as, sometimes varying their position within the sentence	

## English progress ladder – Verb forms

Key objectives	Date
I can use the suffixes -ing, -ed to indicate the present and past tense.	
I can use present and past tenses correctly and consistently including the progressive form.	
I can use the perfect form of verbs instead of the simple past	
I can use standard English for verb inflections- instead of spoken forms ( he is/ his instead of hes)	
I can ensure the correct and consistent use of tense throughout a piece of writing	
I can use the perfect form of verbs to mark relationships of time and cause.	
I can use modal verbs to indicate degrees of possibility ( there might be, it could be)	
I can use the correct tense throughout a piece of writing	
I can use modal verbs mostly appropriately to suggest degrees of possibility ( could, would, might)	
I can ensure correct subject verb agreement in singular and plural ( was- I- one person)	

## English progress ladder – Punctuation

Key objectives	Date
<b>*** Before the child can learn each piece of punctuation they need to be able to identify them when reading</b>	
I can use a capital letter for the start of a sentence	
I can use spaces between words.	
I can use capital letters for the names of people, places and days of the week.	
I can use a full stop accurately.	
I can begin to use other punctuation such as exclamation and question marks.	
I can use full stops and capital letters and most are correct.	
I can mostly use exclamation and question marks accurately to demarcate sentences.	
I can begin to use inverted commas for some direct speech punctuation	
I can I can use an apostrophe for omission and possession	
I can use fronted adverbials including the use of a comma	
I can secure the use of punctuation in direct speech including a comma after the reporting clause	
I can use brackets, dashes or commas to indicate parenthesis	
I can use commas to clarify meaning or avoid ambiguity in writing	
I can make some correct use of a further range of punctuation across a range of writing ( colon, semi-colon, hyphens)	
I can use punctuation for parenthesis, mostly correctly	
I can mostly use commas correctly to map phrases and clauses- clarity	

## English progress ladder – Word classes

Key objectives	Date
I can use capital letters for the names of people, places and days of the week	
I can explain that we need capital letters for nouns.	
I can recognise an adjective	
I can use an adjective	
I can use the term adjective.	
I can choose a more effective adjective.	
I can use noun phrase to describe, expand and specify	
I can recognise an adverb	
I can understand the purpose of and use adverbs	
I can use an adverb that does not end in ly	
I can use conjunctions, adverbs and prepositions to express time and cause	
I can recognise and use determiners a, an and the appropriately	
I can use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition	
I can use the correct article 'a' to 'an'	
I can use expanded noun phrases with modifying adjectives	
I can use adverbs and prepositions to express time, place and cause	
I can use standard English for verb inflections- instead of spoken forms	
I can use modal verbs or adverbs to indicate degrees of possibility	
I can use a subjunctive form	

## English progress ladder – Prefixes and suffixes

Key objectives	Date
I can spell words that use suffixes for plurals or third person	
I can use the suffixes- ing, ed, er and est where no change is needed in the spelling of root words	
I can spell longer words using suffixes such as meant, ness, full, less, ly	
I can spell word with addition prefixes and suffixes and understand how to add them to root words	
I can identify the root word in longer words	
I can form verbs with prefixes. For example, dis, de mis, over and re	
I can change verbs into nouns by adding suffixes	

## English progress ladder – General Spelling

Key objectives	Date
I can spell unknown words using my phonemes	
I can use letter names to show alternative spellings of the same phonemes	
I can spell common exception words ( see list)	
I can spell words with different alternative spellings	
I can spell correctly word families based on common words	
I can spell some identified commonly misspelt words from year 3 and 4 word list	
I can spell some words with a silent letter	
I can spell identified commonly misspelt words from year 5 and 6 word list	
I can use a range of spelling strategies not just phonetically	
I can spell most words with silent letters	