TO LOVE GOD ABOVE ALL THINGS

BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF

AND

CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Vision

Catholic vision and Catholic principles drive **the vision** of the school, at St. Mary's we aim: -

For <u>every</u> child to receive an outstanding education, so that they reach their full-human potential worthy of their God-given gifts.

For <u>every</u> child to leave St. Mary's equipped with the skills they need for the next stage of their education and lives, knowing their contribution makes a difference in our world.

SPaG Progression Grid

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Essential Terminology						
Begin to identify word, sentence, letter, capital letter, full stop, adjective.	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, noun, verb, adjective.	All terminology from year group/s below plus: Verb, tense (past, present, future), adjective, noun, expanded noun phrase, conjunction (co-ordinating and subordinating), compound, suffix, adverb, apostrophe (contraction and possession), comma, Statement, exclamation, command, question.	All terminology from year group/s below plus: Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause.	All terminology from year group/s below plus: Determiner, pronoun, possessive pronoun, adverbial.	All terminology from year group/s below plus: Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity, simile.	All terminology from year group/s below plus: Active and passive voice, subject and object, hyphen, synonym, colon, semi- colon, bullet points, antonym.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Punctuation						
	I can separate words with finger spaces.	I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	I can use inverted commas to punctuate direct speech.	I can use inverted commas and other punctuation to indicate direct speech.	I can use brackets, dashes or commas to indicate parenthesis.	I can use the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up].
	I can punctuate sentences with a capital letter, full stop, question mark and exclamation mark.	I can use commas to separate items in a list.		I can use apostrophes to mark plural possession.	I can use commas to clarify meaning or avoid ambiguity.	I can use the colon to introduce a list and use of semi-colons within lists.
	I can ask and write questions using: who, what, where, why, when and how.	I can use apostrophes to mark where letters are missing (for contraction) and to mark singular possession.		I can use commas after fronted adverbials.		I can punctuate bullet points correctly to list information.
	I can punctuate the days of the week, names of people or places personal pronoun "I" with a capital letter.					How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus recover].

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Grammar – Word Level						
I am beginning to identify nouns as people, places and things. I am beginning to use the word noun.	I can identify nouns. I can use regular plural noun suffixes –s or –es.	I can form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].	I can form nouns using a range of prefixes [for example super–, anti–, auto–].	I can understand grammatical difference between plural and possessive –s.	I can convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].
	I can identify verbs. I can add suffixes to verbs where no change is needed in the spelling of root words.	I can form adjectives using suffixes such as –ful, –less. I can use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.	I can use a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	I can use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	I can use verb prefixes [for example, dis–, de–, mis–, over– and re–].	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
I am beginning to use the term adjective.	I can identify adjectives. I can understand how the prefix un– changes the meaning of verbs and adjectives.		I can make and understand Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, 4 dissolve, insoluble].			

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Grammar – Sentence level						
	I can combine words to make sentences.	I can use subordination (using when, if, that, because) and coordination (using or, and, but).	I can express time, place and cause using conjunctions [for example, when, before, after, while, so, because] I can use subordinating conjunctions (when, before, after, until, while, so, because) at the start of sentences.	I can use technical nouns for precision. I can use phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the boy → the tall Year 6 boy with the blue backpack).	I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	I can use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus the window in the greenhouse was broken by me).
	I can join words and clauses using and, but, so and or.	I can use expanded noun phrases. I can use prepositions [for example, before, after, during, in, because of].	I can use adverbs [for example, then, next, soon, therefore].	I can use fronted adverbials for when and where [for example, Later that day, I heard the bad news].	I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].	I can understand the difference between structures typical of informal speech and formal speech and apply appropriately in writing [for example, the use of question tags: He's your friend, isn't he?
	I can identify and use statements, questions exclamations or commands.		I can create complex sentences with adverb starters.	I can create and use complex sentences using 'ing'/ 'ed' opening clauses.	I can use the subjunctive forms such as If I were or Were they to come in some very formal writing and speech.	I can identify and use statements, questions exclamations or commands.
				I can create and punctuate sentences using simile starters.	I can use the past and present progressive and past and present perfect tense in my writing.	

Y1	Y2	Y3	Y4	Y5	Y6
Grammar – Text level					
I can sequence sentences to form short narratives.	I can correctly and consistently use present and past tense throughout my writing.	I can use paragraphs as a way to grouprelated material.	I can use paragraphs to organise ideas around a theme.	I can use devices to build cohesion within a paragraph [for example, then, after that, this, firstly].	I can link ideas across paragraphs using a wider range of cohesive devices such repetition of a word or phrase.
	I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].	I can use headings and sub-headings to aid presentation.	I can recognise and use use 1st person, 2nd person and 3rd person nouns.	I can link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	I can link ideas across paragraphs using grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
		I can use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			
			I can use appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition.		I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] to organise my writing.