

## READING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children should...						
<b>Decoding</b>	<ul style="list-style-type: none"> <li>•Apply phonic knowledge to decode words</li> <li>•Read all 40+ letters/groups for 40+ phonemes</li> <li>•Read accurately by blending taught GPC</li> <li>*Read common exception words</li> <li>•Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•Read multi syllable words containing taught GPCs</li> <li>•Read contractions and understand use of apostrophes</li> <li>•Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>*Read accurately by blending, including alternative sounds for graphemes</li> <li>*Read multisyllable words containing these graphemes</li> <li>*Read common suffixes</li> <li>*Read exception words, noting unusual correspondences</li> <li>*Read most words quickly &amp; accurately without overt sounding and blending when they have been frequently encountered</li> <li>*Read aloud books closely matched to their improving phonic knowledge, sounding unfamiliar works accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>*Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>•Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•Be encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*Develop pleasure in reading, motivation to read, vocabulary and knowledge</li> <li>*Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Read books that are structured in different ways and read for a range of purposes</li> <li>*Make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*Read books that are structured in different ways and read for a range of purposes</li> <li>*Make comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>*Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>*Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*Recognise simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>*Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>* Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>* Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>

	*Recognise and join in with predictable phrases		*Identify themes and conventions in a wide range of books	*Identify themes and conventions in a wide range of books	* Identify and discuss themes and conventions in and across a wide range of writing	* Identify and discuss themes and conventions in and across a wide range of writing
<b>Poetry &amp; Performance</b>	*Learn to appreciate rhymes and poems, and to recite some by heart	*Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry	*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry	* Learn a wider range of poetry by heart  *Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	* Learn a wider range of poetry by heart  *Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<b>Word meanings</b>	*Discuss word meanings, linking new meanings to those already known	*Discuss and clarifying the meanings of words, linking new meanings to known vocabulary *Discussing their favourite words and phrases	*Use dictionaries to check the meaning of words that they have read  *Discuss words and phrases that capture the reader's interest and imagination	*Use dictionaries to check the meaning of words that they have read  *Discuss words and phrases that capture the reader's interest and imagination	*Explore the meaning of words in context	*Explore the meaning of words in context
<b>Understanding</b>	*Draw on what they already know or on background information and vocabulary provided by the teacher  *Check that the text makes sense to them as they read and correcting inaccurate reading  *Explain clearly their understanding of what is read to them	*Discuss the sequence of events in books and how items of information are related *Drawing on what they already know or on background information and vocabulary provided by the teacher  *Checking that the text makes sense to them as they read and correcting inaccurate reading  *Answer and ask questions  *Learn about cause and effect in both narrative and non-fiction	*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Ask questions to improve their understanding of a text  *Identify main ideas drawn from more than one paragraph and summarising these	*Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Ask questions to improve their understanding of a text  *Identify main ideas drawn from more than one paragraph and summarising these	* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  *Ask questions to improve understanding  *Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas  * Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  *Ask questions to improve understanding  *Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas  * Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
<b>Inference</b>	*Discuss the significance of the title and events  *Make inferences on the basis of what is being said and done	*Make inferences on the basis of what is being said and done *Answering and asking questions	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>	*Predict what might happen on the basis of what has been read so far	* Predict what might happen on the basis of what has been read so far	*Predict what might happen from details stated and implied	*Predict what might happen from details stated and implied	*Predict what might happen from details stated and implied	*Predict what might happen from details stated and implied
<b>Authorial Intent</b>			*Discuss words and phrases that capture the reader's interest and imagination	*Discuss words and phrases that capture the reader's interest and imagination	*Identify how language, structure and presentation contribute to meaning	*Identify how language, structure and presentation contribute to meaning

			*identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure, and presentation contribute to meaning	*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Non-fiction</b>		*Be introduced to non-fiction books that are structured in different ways  *Learn about cause and effect in both narrative and non-fiction	*Retrieve and record information from non-fiction  *Be shown how to use contents pages and indexes to locate information.	*Retrieve and record information from non-fiction  *Be shown how to use contents pages and indexes to locate information.	*Distinguish between statements of fact and opinion *Retrieve, record and present information from non-fiction	*Distinguish between statements of fact and opinion *Retrieve, record and present information from non-fiction
<b>Discussing reading</b>	*Participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say  *Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  *Discuss words and phrases that capture the reader's interest and imagination  *Begin to justify views about what they have read with support.	*Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  *Discuss words and phrases that capture the reader's interest and imagination  * Justify views about what they have read independently	* Recommend books that they have read to their peers, giving reasons for their choices  * Participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates,  *Provide reasoned justifications for their views  *Compare characters and consider different accounts of the same event and discuss viewpoints within a text and across more than one text.	* Recommend books that they have read to their peers, giving reasons for their choices  * Participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates,  *Provide reasoned justifications for their views  *Compare characters and consider different accounts of the same event and discuss viewpoints within a text and across more than one text.

## WRITING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Children should...</b>						
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learn to spell common exception words</li> <li>distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>use the prefix un–</li> <li>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learn the possessive apostrophe (singular)</li> <li>learn to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined.</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>

	to which handwriting 'families' and to practise these	<ul style="list-style-type: none"> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>		<ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>		
<b>Contexts for Writing</b>		<ul style="list-style-type: none"> <li>• write narratives about personal experiences and those of others (real and fictional)</li> <li>• write about real events</li> <li>• write poetry</li> <li>• write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• plan or say out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and record ideas</li> <li>• compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and record ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>• sequence sentences to form short narratives</li> <li>• re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non-narrative material, use simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• write longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>

<p><b>Editing Writing</b></p>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>proofread for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>proofread for spelling and punctuation errors</p>
<p><b>Performing Writing</b></p>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<p><b>Vocabulary, Grammar and Punctuation</b></p>						
<p><b>Word</b></p>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Formation of <b>nouns</b> using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super–, anti–, auto–]</p> <p>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]</p> <p><b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>

<p><b>Sentence</b></p>	<p>How <b>words</b> can combine to make sentences</p> <p>Joining <b>words</b> and joining clauses using <i>and</i></p>	<p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the <b>grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <u>Later that day</u>, I heard the bad news.]</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<p><b>Text</b></p>	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<p><b>Punctuation</b></p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to <b>inverted commas</b> to <b>punctuate</b> direct speech</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p>

						How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>
<b>Terminology for Pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points