



Orchard Primary School - Progression of Knowledge & Skills in English



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Expected Standard	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) Read aloud accurately books that are consistent with their developing phonic Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word With support, predict what might happen on the basis of what has been read (or images seen) Check that the text makes sense to them as they read and correct inaccurate reading With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories With help, asking and answering appropriate questions related to text 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables Read most words containing common suffixes* Read most common exception words*. In age-appropriate books, the pupil can: <ul style="list-style-type: none"> Read words accurately and fluently without overt sounding and blending Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them Discuss and explain their understanding of the meaning of vocabulary in the context of the text Answer questions and make some inferences on the basis of what is being said and done Asking and answering appropriate questions related to text 	<ul style="list-style-type: none"> Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. Pupils are able to retrieve and record information Make predictions based on details stated and implied Draw on contextual evidence to make sense of what is read Explain and discuss their understanding of what they have read and words they have encountered Ask questions to enhance understanding of the text Draws inferences such as inferring characters' feelings, thoughts and motives from their actions Explain and justify their personal opinions about the text Make basic comparisons within and across different texts Identifying main ideas drawn from more than one paragraph and summarise these Asking and answering appropriate questions related to text 	<ul style="list-style-type: none"> Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling) Pupils are able to retrieve and record information Make predictions based on details stated and implied Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Identify themes and conventions through discussion and comment Discuss and explain their understanding of the meaning of vocabulary in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Express views formed through independent reading and books that are read to them, explaining personal opinions Are able to make comparisons within and across different texts Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>The pupil can:</p> <ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels) Retrieve and record information Predict what might happen from details stated and implied Read aloud with intonation that shows understanding Work out the meaning of words from the context Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Make comparisons within and across books Summarise main ideas, identifying key details and using quotations for illustration Asking and answering appropriate questions relating to text 	
Reading Greater Depth Standard	<ul style="list-style-type: none"> With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?' With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons With support make inferences based on what is being said and done 	<ul style="list-style-type: none"> Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this Make inferences With greater confidence, can discuss vocab choices and begin to consider the impact Discuss their favourite words and phrases and give reasons for this Make links between the book they are reading and other books they have read 	<p>Pupils can:</p> <ul style="list-style-type: none"> Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? Identify how punctuation adds effect and the impact this has 	<p>Pupils can:</p> <ul style="list-style-type: none"> Use generally relevant textual references or quotations (PEE) Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that... 	<p>Pupils can:</p> <ul style="list-style-type: none"> Identify key details using quotations for illustration (Point, Explanation, Evidence) Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text 	

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Writing Expected Standard	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives Punctuate sentences using a capital letter and a full stop mostly correctly Use conjunctions to join clauses e.g. 'and' Leave spaces between words Use a capital letter for the personal pronoun 'I' Use a capital letter for names of people, places, the days of the week mostly correctly Spell words containing each of the 40+ phonemes already taught mostly accurately Show some accurate use of -ing -ed -er -est where no change is needed in the spelling of root words for example: helping, helped, helper Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many common exception words * Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of letters 	<p>The pupil can:</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, using appropriate language In narratives, develop settings, characters and plot Include dialogue in narrative, punctuated with inverted commas Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although Use adverbs and prepositions to express time and cause In non-narrative writing, use simple organisational devices (e.g., headings and sub-headings) Begin to use accurate verb tenses and subject-verb agreement in pieces of writing Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader In narratives, describe settings and characters, using a range of descriptive devices Include correctly punctuated dialogue in narrative Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices Choose nouns or pronouns appropriately for clarity and cohesion Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures Include dialogue within narratives to develop characters Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun Begin to manipulate sentence structure for effect Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught Use a dictionary to check the spelling of more uncommon or ambitious vocabulary Maintain legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed

Writing Greater Depth	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:	The pupil can:	The pupil can:	The pupil can:	The pupil can:
	<ul style="list-style-type: none"> Link sentences together with increasing fluency to form a short narrative Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately Draw on stories they know to inform their language and sentence structure in their writing Re read writing and make appropriate revisions so that the word choices are effective 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Make simple additions, revisions and proofreading corrections to their own writing Use the punctuation taught at Key Stage 1 mostly correctly ^ Spell most common exception words * Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, ful, -less, -ly) * Use the diagonal and horizontal strokes needed to join some letters 	<ul style="list-style-type: none"> Use sentences which enhance meaning through specific vocabulary and language choices Show some awareness of purpose through selection of relevant content and an attempt to interest the reader Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively 	<ul style="list-style-type: none"> Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader Choose language used in dialogue effectively to convey characters thoughts and feelings 	<ul style="list-style-type: none"> Manage shifts in viewpoint within a piece of writing with careful selection of language Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader Use the passive and active voice appropriately to control the level of formality of a piece of writing Use a range of punctuation to enhance meaning 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and choose the appropriate register ** Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

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Speaking & Listening	<p>Talking to and with others</p> <ul style="list-style-type: none"> Develop ideas and feelings through sustained Speaking turns Organise talk to help the listener, with overall structure evident Adapt language and non-verbal features to suit content and audience Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions Attempt different roles and responsibilities in pairs or groups Show understanding of characters or situations by adapting speech, gesture, 	<p>Talking to and with others</p> <ul style="list-style-type: none"> Recount experiences and imagine possibilities, Often connecting ideas vary talk in simple ways to gain and hold attention of the listener Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Talking about talk</p>	<p>Talking to and with others</p> <ul style="list-style-type: none"> Recount experiences and imagine possibilities, Often connecting ideas vary talk in simple ways to gain and hold attention of the listener Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Talking about talk</p>	<p>Talking to and with others</p> <ul style="list-style-type: none"> Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener Vary vocabulary, grammar, and nonverbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas 	<p>Talking to and with others</p> <ul style="list-style-type: none"> Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit Shape talk in deliberate ways for clarity and effect to engage the listener Adapt vocabulary, grammar, and nonverbal features in ways well-matched to audience, purpose, and context Recognise significant details and implicit meanings, developing the speaker's ideas in different ways 	<p>Talking to and with others</p> <ul style="list-style-type: none"> Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener Adapt vocabulary, grammar, and nonverbal features to meet an increasing range of demands Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings

	and movement, helping to create roles and scenarios	<ul style="list-style-type: none"> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios Show awareness of ways in which speakers vary talk, and why, 	<ul style="list-style-type: none"> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios Show awareness of ways in which speakers vary talk, and why, 	<ul style="list-style-type: none"> Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario Show understanding of how and why language choices vary in their own and others' talk in different situations 	<p>Talking within role play and drama</p> <ul style="list-style-type: none"> Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 	<p>Talking within role play and drama</p> <ul style="list-style-type: none"> Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
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Grammar, Punctuation & Spelling					
YEAR	WORD	SENTENCE	TEXT	PUNCTUATION	TERMINOLOGY
R		<p>Write own name.</p> <p>Write labels & captions.</p> <p>Begin to form simple sentences using nouns, verbs, pronouns, prepositional words.</p> <p>Write sentences to match pictures or sequences of pictures.</p> <p>Accurate letter formation using correct sequence of movements to write letters.</p>	<p>To know that words are ordered from left to right.</p> <p>Separation of words with spaces.</p>	<p>To use a capital letter for names and the start of their own name.</p> <p>To use a capital letter for the personal pronoun "I".</p> <p><u>Begin</u> to use full stops and capital letters, showing understanding of the concept of a sentence.</p> <p>Punctuation to master: CL .</p>	<p>word, sentence, letter, capital letter, full stop</p>

<p>1</p>	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p> <p>Vowels and consonants.</p>	<p>Know that the names of people, places, days of the week etc. begin with a capital letter and that these are 'nouns'.</p> <p>To use the term 'verb' appropriately and to understand the function of verbs in sentences through:</p> <ul style="list-style-type: none"> •Noticing that sentences cannot make sense without them •Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble <p>Verbs: regular past tense (-ed) Verbs: Irregular E.g. did/done (has)</p> <p>To use "and" to join words and two simple sentences.</p>	<p>Sentence 'building' - form simple sentences by combining a noun, verb, pronoun and/or prepositional word.</p> <p>Teach: Sequence simple sentences with one verb to form short narratives.</p>	<p>To use capital letters for the personal pronoun "I", for names and for the first word in a sentence.</p> <p>To understand other common uses of capitalisation e.g. for the days of the week, names of places, personal titles (Mr, Miss), headings, book titles.</p> <p>To end a sentence with a full stop.</p> <p>To add question marks to questions (what, where, who, how, why, when?) No. 16 '5 Bums On A Rugby Post'</p> <p>Introduction to using an exclamation mark to denote strong emotion (surprise, fear, joy, danger) and to show a command.</p> <p style="text-align: center;">Punctuation to master: CL . ? !</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, question mark, exclamation mark, singular, plural</p>
<p>2</p>	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p>Introduce use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> open box)</p> <p>To develop basic knowledge and understanding of pluralisation through:</p> <ul style="list-style-type: none"> •recognising the use of singular and plural forms in speech and through shared writing •transforming sentences from singular to plural and vice versa, noting which words have to change and which do not 	<p>Revise word classes: verbs and nouns (teach the concept of proper and common)</p> <p>To use the term 'adjective' appropriately and to understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> •Identifying adjectives in shared reading & discussing and defining what they have in common i.e. words which qualify nouns •Experimenting with deleting and substituting adjectives and noting the effects on meaning •Collecting and classifying adjectives, e.g. for colours, sizes, moods •Experimenting with the impact of different adjectives through shared writing <p>To use expanded noun phrases, choosing <u>adjectives</u> for description and specification. E.g. The blue butterfly.</p> <p>Introduce time adverbs and adverbials (e.g. later, first, in winter, at night).</p> <p>To use a greater variety of <u>connectives</u> to join two sentences. E.g. Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>). No. 1 B.O.Y.S</p> <p>To understand how the grammatical patterns in a sentence indicate its function as a <u>statement, question, exclamation or command</u>.</p> <p>To turn statements into questions, learning a range of "wh" words, typically used to open questions: what, where, when, who, and to add question marks.</p>	<p>Correct choice and consistent use of standard forms of past and present tense verbs in speaking and writing, e.g. catch/caught, see/saw, go/went, did/done, give/gave and to use the past tense consistently for narration.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress. E.g. She is drumming; he was shouting).</p> <p>Person verb agreement (I run, you run, he runs, they run).</p> <p>To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are.</p> <p>To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.</p> <p>To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.</p> <p>Teach: A simple sentence has one verb; Compound sentences are two or more simple sentences joined together.</p> <p>Compound sentences are joined by a conjunction such as 'and', 'but', 'because'. E.g. Harry fell down, broke his wrist and was taken to hospital in an ambulance.</p>	<p>Consolidate the above plus...</p> <p>To write in clear sentences using capital letters, full stops, question marks and exclamation marks accurately.</p> <p>To use commas to separate items in a list. No. 17 'List Sentences'</p> <p>To use an apostrophe to mark missing letters in contracted forms. E.g. Didn't</p> <p>Introduction of speech marks: To identify speech marks in reading, understand their purpose, use the term correctly.</p> <p style="text-align: center;">Punctuation to master: CL . ? ! , ' </p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), comma, apostrophe</p>

		To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.			
3	<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> open box)</p> <p>Use of article 'an' with words beginning with a silent 'h'. E.g. An hour.</p> <p>Word families based on common words</p> <p>To develop knowledge and understanding of pluralisation through:</p> <ul style="list-style-type: none"> • understanding the term "<u>collective noun</u>" and collecting examples – experimenting with inventing other collective nouns • noticing which nouns can be pluralized and which cannot, e.g. trousers, rain <p>Introduce the concept of abstract nouns – feelings, thoughts.</p> <p>Introduce figures of speech – simile. No. 3 'Simile'</p> <p>Introduce 'opposite words' (antonyms)</p>	<p>Revise word classes: verb, adjective, common noun and proper noun. No. 2 '2Ad'.</p> <p>Experiment with <u>adjectives</u> to create impact and continue to use noun phrases expanded by the addition of modifying adjectives.</p> <p>Change verbs to improve interest. E.g. ate = gobbled.</p> <p>Introduce the term '<u>adverb</u>'; extend knowledge and understanding of <u>adverbs</u> through:</p> <ul style="list-style-type: none"> • Identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs • Collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly • Investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ...ly <p>Experiment with deleting words (nouns, verbs, prepositions, adjectives, adverbs) in sentences to see which are essential to retain meaning and which are not.</p> <p>Use adverbials of time, place and manner/ (e.g. at midnight, over the hill).</p> <p>To use the term '<u>preposition</u>' appropriately and to understand the function of prepositions in sentences through:</p> <ul style="list-style-type: none"> • Searching for, identifying and classifying a range of prepositions • Experimenting with substituting different prepositions and their effect on meaning. <p>Vary sentence structure/connect ideas by expressing time, place and cause using: (time) <u>conjunctions</u> (e.g. when, before, after, while, until, because); <u>adverbs</u> (e.g. then, next, soon, therefore); <u>prepositions</u> (e.g. before, after, during, in, because, of)</p> <p>Vary sentence structure, by exploring different 'ing' <u>openers</u> (e.g. Stumbling through the trees).</p> <p>Introduce 1 -ed openers (to support No. 4 '3-ed openers').</p>	<p>Consistent use of the correct past and present tense, including irregular forms.</p> <p>To use the term 'pronoun' appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> • choosing nouns and pronouns for clarity and cohesion and to avoid repetition; • substituting pronouns for common and proper nouns in own writing; • distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons • investigating how pronouns are used to mark gender: he, she, they, his, her etc. <p>To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. I am, we are, in standard English</p> <p>To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <ul style="list-style-type: none"> • Collecting and categorising examples and noting the differences between the singular and plural persons • Discussing the purposes for which each can be used • Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts • Experimenting with transforming sentences and noting which words need to be changed <p>Use of the present perfect form of verbs instead of the simple past. E.g. 'He has gone out to play' contrasted with 'He went out to play'.</p> <p>Introduction to paragraphs as a way to group material.</p> <p>To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or</p>	<p>Consolidate the above plus...</p> <p>To understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> • identifying speech marks in reading, understanding that speech marks are only put around the actual words spoken • <u>beginning</u> to use speech marks in own writing • using capital letters to mark the start of direct speech • to use the term 'inverted commas' in relation to punctuating direct speech <p>Capital letter development: To use capitalisation for new lines in poetry.</p> <p>Full stop development: Understand the use of a full stop for abbreviation. E.g. Dr. Understand the use of a full stop when a word has been made shorter. E.g. Manchester Utd.</p> <p>To use the apostrophe to show ownership for <u>singular</u> possession. E.g. Sam's pencil, the girl's name.</p> <p>Punctuation to master: CL . ? ! , ' " "</p>	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</p>

		Vary sentence structure, by exploring different 'ly' openers (e.g. Angrily, the man ...)	<p>italicised print, captions, headings and sub-headings.</p> <p>Use of headings and sub-headings to aid presentation.</p> <p>Further develop sentence work relating to the main clause and dependent clause ;</p> <p>Teach: Sentence with two verbs of equal weight is a compound sentence.</p> <p>Complex sentence contains a main clause and a subordinate clause.</p> <p>Teach: independent use of dictionaries, thesauri, reference books, internet research skills etc.</p>		
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> •Constructing adjectival phrases •Examining comparative and superlative adjectives •Comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold) •Relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est) •Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot <p>Collective nouns.</p> <p>Further work on Antonyms.</p> <p>Develop understanding of Synonyms and the use of a thesaurus. Figures of speech – Similes; introduce Metaphors through reading.</p> <p>Know special effects words: Alliteration Onomatopoeia</p>	<p>Further work on prepositions.</p> <p>No. 15 Introduce double ly ending</p> <p>Use adverbs with greater discrimination in own writing, recognising that not all adverbs end in 'ly' e.g. almost, fast, often.</p> <p>Fronted adverbials. E.g. Later that day, I heard the bad news; Tears trickling down his face, James closed the heavy door behind him.)</p> <p>Use noun phrases expanded by the addition of modifying adjectives, <u>nouns</u> and <u>preposition phrases</u> (e.g. 'the teacher' becomes expanded to 'the strict maths teacher with the curly hair').</p> <p>Use adjectival phrases. E.g. biting cold wind.</p> <p>Vary sentence structure, by exploring different 'ed' openers (e.g. Rooted to the spot...) Teach 2-ed openers to support no. 4 '3-ed openers'</p> <p>Begin to vary sentence structure, using different ed-ing-ly openers. Teach No 7 'Verb Person' & No 23 '-ing, --ed'; Introduce No. 10 'Emotion Word (comma)</p> <p>To understand the significance of word order, e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones.</p>	<p>To understand and use the term 'tense' in relation to verbs</p> <ul style="list-style-type: none"> •To know that tense refers to time •To know that one test of whether a word is a verb is whether or not its tense can be changed •To compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in future tense •To develop an awareness of how tense relates to purpose and structure of text. <p>Future tense.</p> <p>Consistently use the 1st and 3rd person correctly.</p> <p>Appropriate choice of noun and pronoun within and across sentences to aid cohesion and to avoid repetition.</p> <p>To begin to use paragraphs to organise ideas around a theme.</p> <p>To be aware of the use of connectives to link paragraphs, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. "If ..., then", "on the other hand...", "finally", "so".</p> <p>Explore adverbial phrases to answer the questions: how, where, when or why e.g. Last night, Danielle drove her car carefully down the road, as it was snowing heavily.</p> <p>How did she drive – carefully (adverb)</p>	<p>From reading, to <u>further</u> understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks.</p> <p>To use inverted commas and <u>begin to use</u> other punctuation to indicate direct speech. E.g. a comma after the reporting clause; end punctuation within inverted commas. (E.g. The conductor shouted, "Sit down!")</p> <p>Use of commas after fronted adverbials. E.g. Later that day, I heard the bad news.</p> <p>Begin to understand the function of commas in sentences through becoming aware of the use of commas in marking grammatical boundaries within sentences to make meaning clearer. E.g. Julie says her sister is ill. Julie, says her sister, is ill. No 7 'Verb Person'</p> <p>To use apostrophes to mark singular and <u>plural</u> possession through:</p> <ul style="list-style-type: none"> •Identifying possessive apostrophes in reading and to whom or what they refer •Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground •Distinguishing between uses of the apostrophe for contraction and possession •Using the apostrophe appropriately in their own writing for both contraction and possession. <p>To recognise how commas, connectives and full stops are used to join and separate clauses.</p> <p>To identify the common punctuation marks including commas, colons, brackets, hyphens, dash, semi-colons and speech marks, and to respond to them appropriately <u>in reading.</u></p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>

			<p>Where did she drive – down the road (adverb- where the verb is happening) When did she drive? Last night (adverb-when the verb happened)</p> <p>Teach: Complex sentence contains a main clause and a subordinate clause.</p> <p>Complex sentence can be made up of a single clause (a phrase with one verb) and one or more noun, adjectival or adverbial clauses.</p> <p>Teach: independent use of dictionaries, thesauri, reference books, internet research skills etc.</p>	<p>Punctuation to master: CL . ? ! , ' “ ”</p> <p>Punctuation to discuss in reading: ' “ ” ; : () - ...</p>	
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Know noun endings <i>-ment, -ship, -ness, -ence, -ance.</i></p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Revise Collective nouns</p> <p>Further work on Antonyms and Synonyms.</p> <p>Know special effects words: Alliteration Onomatopoeia</p> <p>Figures of speech- Similes, Metaphors; Introduce Personification. No. 22 'Personification of Weather'.</p>	<p>Know all five types of nouns: Common - dog Proper - Sandra Concrete – of real objects Abstract – qualities, feelings Collective – groups</p> <p>Use alternative (powerful) adverbs, verbs and adjectives to make writing more interesting. Revise prepositions and prepositional phrases.</p> <p>Relative clauses beginning with <i>who, which, where, whose, that</i> or an omitted pronoun. No. 11 'Noun, which, who, where'.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>).</p> <p>Auxillary verbs – <i>have, was, shall, will</i></p> <p>Verb forms – active, interrogative, imperative</p> <p>Clauses and phrases – understanding the difference.</p> <p>Using verb phrases to create subtle differences (e.g. <i>she began to run, he might have been</i>).</p> <p>Add phrases to make sentences more precise and detailed (e.g. <i>the extremely poisonous dragon, as quickly as possible, fast-growing fortune</i>).</p> <p>Use a range of 'ed-ing-ly' sentences openers consistently, considering their effect. No. 4 '3-ed openers'. Consolidate No. 10 'Emotion Word (comma)</p> <p>Link clauses in sentences using a range of subordinating and coordinating conjunctions.</p>	<p>To understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> •agreement between nouns and verbs •consistency of tense and subject •avoidance of <u>double negatives</u> •avoidance of non-standard dialect words <p>Use of 'I' and 'me'.</p> <p>To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.</p> <p>To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers.</p> <p>To understand the difference between direct and reported speech (e.g. "She said, " I am going" and "She said she was going") e.g. through</p> <ul style="list-style-type: none"> •Finding and comparing examples from reading •Discussing contexts and reasons for using particular forms and their effects •Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added <p>To extend knowledge, understanding and use of verbs, focussing on:</p> <ul style="list-style-type: none"> •Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. <i>have, was, shall, will</i> •Forms: active, interrogative, imperative •Person: 1st, 2nd, 3rd, 	<p>To consolidate using the apostrophe for possession and omission.</p> <p>To use inverted commas and other punctuation <u>accurately</u> to indicate direct speech. E.g. a comma after the reporting clause; end punctuation within inverted commas. (E.g. The conductor shouted, "Sit down!") To use commas to mark grammatical boundaries within sentences/to separate a subordinate clause from the main clause in a sentence. No. 11 'Noun, which, who, where'.</p> <p>To use punctuation accurately in longer, more complex sentences to clarify meaning or to avoid ambiguity.</p> <p>To introduce further punctuation marks: <u>colon</u> (to introduce a list, example or explanation; to punctuate speech in plays). No. 6 'De:De' & No. 18 'Some; others sentences'.</p> <p>To introduce further punctuation marks: <u>brackets</u> (placed around words which give extra information which is not absolutely essential, such as an afterthought, or to explain something new in a sentence). No. 8 'O. (I.) – Outside Inside.</p> <p>Punctuation of bullet points to list information.</p> <p>No. 21 'Short' E.g. Everything failed!</p> <p>Punctuation to master: ' “ ” ; : () - ...</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, hyphen, dash, colon, cohesion, ambiguity</p>

		<p>Adapt sentence construction to different text types, purposes and readers. E.g. By ... investigating word order by examining how far the order of words in sentences can be changed:</p> <ul style="list-style-type: none"> •Which words are essential to meaning •Which can deleted without damaging the basic meaning •Which words or groups of words can be moved into a different order <p>E.g. By ...re-ordering simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes.</p> <p>E.g. By ... constructing sentences in different ways, while retaining meaning through:</p> <ul style="list-style-type: none"> •Combining 2 or more sentences •Re-ordering them •Deleting or substituting words •Writing them in more telegraphic ways <p><u>No. 5 '2 Pairs'.</u></p> <p>To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: "police shot man with knife", "nothing acts faster than Anadin", "baby changing room"</p> <p>To use connectives to link clauses within sentences and to link sentences in longer texts.</p>	<ul style="list-style-type: none"> •Identify and classify examples from reading •Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning <p>To ensure that, in using pronouns, it is clear to what or whom they refer.</p> <p>To investigate clauses through:</p> <ul style="list-style-type: none"> •Identifying the main clause in a long sentence •Investigating sentences which contain more than one clause •Understand how clauses are connected (e.g. by combining 3 short sentences into 1) <p>Use paragraphs to signal change in time, scene, mood, action or person.</p> <p>To link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Explore devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>To identify the imperative form in instructional writing and the past tense in recounts; To use this awareness when writing for these purposes.</p> <p>To be aware of the differences between spoken and written language, including:</p> <ul style="list-style-type: none"> •The need for writing to make sense away from immediate context •The use of punctuation to replace intonation, pauses, gestures •The use of complete sentences <p>Teach: Revise composition of simple, compound and complex sentences and the essential points of Grammar at this stage.</p>		
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>Know figures of speech: Simile Metaphor Personification Idiom</p>	<p>Know all word classes: Noun; Pronoun; Adjective; Verb; Adverb Conjunction; Preposition; Interjection</p> <p>Phrases and clauses, including the subordinate clause.</p> <p>Adjective and Adverbs – revise comparative and superlative; types of adverb.</p>	<p>To consistently organise writing into paragraphs.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'), and ellipsis.</p>	<p>To introduce further punctuation marks: semi-colon (to mark boundaries between main clauses) <u>No. 13 'Ad, same ad (but with ; focus)'</u></p> <p>To use the semi-colon, colon and dash to mark the boundary between independent clauses/ grammatical boundaries. E.g. It's raining; I'm fed up. To introduce further punctuation marks: ellipsis (to show a break in a phrase or sentence; scraps of conversation; to show a word or words have been missed out).</p>	<p>subject, object, active, passive, synonym, dash antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

<p>Expression and sayings Colloquialism and slangs</p> <p>Know special effects words: Alliteration Proverbs <u>Irony No. 24 'Irony'</u> Onomatopoeia</p>	<p>To identify, understand and form complex sentences through:</p> <ul style="list-style-type: none"> •Using different connecting devices •Reading back complex sentences for clarity of meaning, and adjusting as necessary •Evaluating which links work best •Identifying main clauses •Using appropriate punctuation <p>To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects; Use subordinate clauses to write complex sentences. <u>No. 20 'The more, the more'</u></p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the fact that it was raining meant the end of sports day).</p> <p>Verb phrases. Prepositional phrases. <u>Connectives and connective phrases. No 19. 'P.C'</u></p> <p>Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language. To investigate a wide range of connecting words and phrases:</p> <ul style="list-style-type: none"> •Collect examples from reading and thesauruses •Study how points are typically connected in different kinds of text •Classify useful examples for different kinds of text – for example, by position (besides, nearby, by); sequence (firstly, secondly); logic (therefore, so, consequently) •Identify connectives which have multiple purposes (e.g. on, under, besides) <p>To understand and use the terms '<u>active</u>' and '<u>passive</u>' when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> •Transforming a sentence from active to passive and vice-versa •To note and discuss how changes from active to passive affect the word order and sense of a sentence •To investigate further the use of active and passive verbs •To know how sentences can be re-ordered by changing from one to the other •To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator <p>Use of the passive voice to affect the presentation of information in a sentence (e.g.</p>	<p>Layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>To revise work on contracting sentences:</p> <ul style="list-style-type: none"> •Summary •Note-making •Editing <p>To understand the term 'impersonal voice'.</p> <p>Understand features of formal official language through, e.g. :</p> <ul style="list-style-type: none"> •Collecting and analysing examples, discussing when and why they are used •Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary •Collecting typical words and expressions, e.g. "Those wishing to ...", "hereby ..." <p>Explore the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags. E.g. He's your friend, isn't he?) or the use of the subjunctive forms in some very formal writing and speech.(E.g. If he <u>were</u> to be successful, the matter would be resolved; If they <u>were</u> to come...)</p> <p>Teach: Revise composition of simple, compound and complex sentences and the essential points of Grammar at this stage.</p>	<p>To introduce further punctuation marks: dash (use the dash to show gaps or hesitation; an abrupt change of thought; a longer pause than a bracket). <u>No. 14 '3 bad – (dash) question?'</u></p> <p>To introduce further punctuation marks: hyphen (joining two words to make a compound word e.g. hyper-active, or to separate a prefix from its root word e.g. de-ice; To understand how hyphens can be used to avoid ambiguity/confusion. E.g. man eating shark versus man-eating shark, or recover versus re-cover.</p> <p>Punctuation to master: ; : () - ...</p>	
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		<p><i>I broke the window in the greenhouse versus The window in the greenhouse was broken).</i></p> <p>Revise verb tenses and verb changes; Verbs – the infinitive form; subject-verb agreement.</p> <p>Standard English: Use of 'I' and 'me'; double negatives.</p> <p>To become aware of conditionals through:</p> <ul style="list-style-type: none">•Using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition•Using these forms to construct sentences which express, e.g. possibilities, hypotheses•Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future) No. 9 'If, if, if, then' & No. 25 'Imagine 3 examples'			
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