

## Speaking and Listening

				Y1	Y2	Y3	Y4	Y5	Y6
Communication	To develop a wide and interesting vocabulary			<ul style="list-style-type: none"> <li>Begin to explain thoughts and begin to describe using adjectives.</li> <li>Use familiar words or phrases appropriate to familiar topics.</li> <li>Learn that some phonemes and words have different spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Use subject specific vocabulary to explain and describe.</li> <li>Suggest words or phrases appropriate to the topic being discussed.</li> <li>Know what a homophone is.</li> </ul>	<ul style="list-style-type: none"> <li>Emphasise importance of what, how and where things happened. Use a range of adjectives, adverbs and nouns.</li> <li>Use some specific vocabulary to explain points in conversation.</li> <li>Begin to explore synonyms as alternatives for commonly used words e.g. sad.</li> </ul>	<ul style="list-style-type: none"> <li>Use time, size and other measurements to quantify.</li> <li>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> <li>Use synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary.</li> <li>Explain the meaning of words, offering alternatives.</li> <li>Continue to read a wide range of genre, developing and explaining preferences, developing a broad reading base.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide variety of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> <li>Increasing familiarity with a wide range of genre across a wide range of genre</li> </ul>
	To listen carefully and understand			<ul style="list-style-type: none"> <li>Sift information and begin to find out what's important.</li> <li>Seek clarification when a message is not clear.</li> <li>Understand instructions with more than one point.</li> </ul>	<ul style="list-style-type: none"> <li>Sift information and focus on the important points.</li> <li>Ask relevant questions to extend understanding.</li> <li>Understand and act upon instructions with more than one point.</li> <li>(Be able to) Can repeat instructions (them) with more than one point to another child.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to make important points about own areas of interest.</li> <li>Ask for additional information and be able to decide what's important.</li> <li>Know that we can say the same thing is different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in discussions, making relevant points</li> <li>Ask for specific additional information to clarify.</li> <li>Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to answer questions that require more than yes/no or single sentence response.</li> <li>Recognise and explains some idioms.</li> </ul>	<ul style="list-style-type: none"> <li>Understand irony (when it is obvious).</li> <li>Able to discuss writer's techniques in a range of genre with confidence and using technical vocabulary and specific examples to model key points.</li> </ul>

	To speak with clarity		<ul style="list-style-type: none"> <li>Develop clear speech and be aware of an audience</li> <li>Practise using phonic knowledge by segmenting and clearly pronouncing the sounds within words</li> <li>Be able to clap out syllables within own name and familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Speak in a way that is clear and easy to understand</li> <li>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</li> <li>Identify syllables within words</li> </ul>	<ul style="list-style-type: none"> <li>Use increasingly complex sentences in conversation.</li> <li>Learn to use intonation to emphasise punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Use verbs with irregular endings.</li> <li>Use a mixture of sentence lengths to add interest to discussions and explanations</li> <li>Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Vary the length and structure of sentences</li> <li>Ask questions and make suggestions to take an active part in discussions</li> <li>Recommend books that they have read, giving reasons for their choices</li> <li>To learn and recite a range of poetry by heart using effective pronunciation, tone and volume so that the meaning is clear to their audience</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the grammatical structure of a range of spoken and written accounts</li> <li>Recommend books that they have read, giving reasons for their choices using specific and technical language effectively.</li> <li>To learn and recite a range of poetry by heart and able as in Y5.</li> </ul>
	To tell stories with structure		<ul style="list-style-type: none"> <li>Retell a story with a beginning a middle and end and identify the setting and characters</li> <li>Talk about first hand experiences</li> <li>Predict events in a story</li> <li>Retell a story with some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Ensure stories have a setting, plot and a sequence of events</li> <li>Recount experiences with interesting detail.</li> <li>Predict events in a more <u>Complex</u> story?</li> <li>Given just enough detail to keep the audience engaged.</li> </ul>	<ul style="list-style-type: none"> <li>Tell a variety of stories with some expression and intonation.</li> <li>Tell a personal story with some express and intonation.</li> <li>Have increasing awareness of an audience and how to keep them interested.</li> </ul>	<ul style="list-style-type: none"> <li>Bring stories to life with expression and intonation.</li> <li>Read the audience to know when to add detail and when to leave it out.</li> </ul>	<ul style="list-style-type: none"> <li>To narrate detailed and exciting stories</li> <li>Use conventions and structure appropriate to the type of story being told</li> </ul>	<ul style="list-style-type: none"> <li>Interweave action, character descriptions, settings and dialogue</li> </ul>

To hold conversations and debates	<ul style="list-style-type: none"> <li>Take turns to talk, listening carefully to the contributions of others.</li> <li>Understand that a conversation with an adult is different to one with another child.</li> <li>Know or understand when something is funny and why.</li> </ul>	<ul style="list-style-type: none"> <li>Take turns to talk, listening carefully and <u>valuing</u> the contributions of others.</li> <li>Vary language between formal and informal according to the situation.</li> <li>Add humour to a discussion or debate where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in a debate and ask some questions.</li> </ul>	<ul style="list-style-type: none"> <li>Make relevant comments or ask questions in a discussion or a debate.</li> <li>Seek clarification by actively seeking to understand others' points of view.</li> <li>Respectfully challenge opinions or points, offering an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate and compromise by offering alternatives</li> <li>Debate using relevant detail to support points.</li> </ul>	<ul style="list-style-type: none"> <li>Offer alternative explanations when others don't understand</li> </ul>
	<b>Reading</b>					

To read words accurately	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>Read accurately by blending sounds in unfamiliar words contact GPCs taught.</li> <li>Read a range of simple common exception words.</li> <li>Read words with the endings -s, -es, -ing, -ed and -est</li> <li>Read words of more than one</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge quickly and skills consistently to decode quickly and accurately.</li> <li>Decode alternative sounds for graphemes.</li> <li>Read words containing common suffixes such as: -ment, -less, -ness, -ful, and ly.</li> <li>Read a wider range of common exception words which have been taught, including most words from the Y2 spelling appendix.</li> <li>Read most words without overtly segmenting and</li> </ul>	<ul style="list-style-type: none"> <li>Read with fluency a range of age-appropriate text types (to include fairy stories, myths, legends, poetry, plays, non-fiction. Read at a speed to focus on understanding.</li> <li>Read most common exception words by sight (including all in Y2 spelling appendix.</li> <li>Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>Determine the meaning of new</li> </ul>	<ul style="list-style-type: none"> <li>Read with fluency a range of age-appropriate text types (to include fairy stories, myths, legends, poetry, plays, non-fiction. Read at a speed to focus on understanding.</li> <li>Read most common exception words fluently, noting unusual correspondence between spelling and sound.</li> <li>Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes.</li> <li>Know securely the different pronunciations or words with the same letter-string.</li> <li>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Fluently and effortlessly read the full range of age-appropriate texts from the following: modern fiction and those from literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious,</li> </ul>
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To understand texts	<ul style="list-style-type: none"> <li>• syllable which contain GPCs known.</li> <li>• Read contractions, know that the apostrophes represent omitted letters</li> <li>• Read some phonetically-decodable words, closely matched to phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• blending once they are familiar</li> <li>• Read some phonetically-decodable books with fluency.</li> <li>• Sound out unfamiliar words automatically.</li> </ul>	<ul style="list-style-type: none"> <li>• words by sometimes applying knowledge of root words and their affixes</li> <li>• Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reading aloud or reciting.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, mountainous.</li> <li>• Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume.</li> </ul>	<ul style="list-style-type: none"> <li>• observation.</li> <li>• Know securely the different pronunciations of words with the same letter-string.</li> <li>• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>
	<ul style="list-style-type: none"> <li>• Listen to and discuss enjoy a wide range of poems and stories at a level beyond which they can read independently</li> <li>• Become familiar with key stories, fairy stories and traditional tales; retell them, know their characteristics</li> <li>• Link what they read to their own experience</li> <li>• Recognise and join in with predictable phrases in poems and stories</li> <li>• Appreciate some rhymes and poems; receive some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with reading and take pleasure from books and texts</li> <li>• Listen to, discuss and express views about a range of stories at a level beyond which they can read independently.</li> <li>• Show understanding of texts and read independently; self-correct</li> <li>• Know and retell a wide range of stories, fairy stories and traditional tales.</li> <li>• Discuss the sequence of events in books, and how items of informational are related.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</li> <li>• Listen to, discuss and express views about a wide range of fiction, poetry and plays, sometimes at a level beyond that which they can read independently.</li> <li>• Listen to and discuss a range of non-fiction and reference or text books, that are structured in</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school.</li> <li>• Listen to, discuss and express views about a wide range of fiction (fairy stories, myths, legends) poetry (including those read aloud and performed) and plays. Begin to justify comments.</li> <li>• Listen to and discuss a range of non-fiction and reference or text books, that are structured in</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with some of the text types specified in the Y5-6 programme of study, which include modern fiction and those from literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; and a range of non-fiction texts.</li> <li>• Recommend books they have read to their peers, giving reasons</li> <li>• Discuss and comment on themes and conventions in a range of genres.</li> <li>• Read and recite age-appropriate</li> </ul>

			<ul style="list-style-type: none"> <li>• Discuss the meanings of new words, linking them to words already known</li> <li>• Listen to and discuss and enjoy a range of fiction and non-fiction texts, draw on what they already know and on background information.</li> <li>• Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li>• Talk about the significance of the title and events.</li> <li>• Infer on the basis of what is said and done.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about what is being read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is said and done; predict according to what has been read so far.</li> <li>• Discuss and clarify the meaning of new words; discuss favourite words and phrases.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Recite a repertoire of poems learnt by heart, using intonation.</li> </ul>	<p>different ways; identify their particular characteristics; recognise typical presentational features.</p> <ul style="list-style-type: none"> <li>• Identify themes and conventions in a range of books; recognise the conventions of fairy tales; recognise how a non-fiction book is often organised and presented.</li> <li>• Recognise some different forms of poetry e.g. shape poems, freer verse or narrative; explain their differences.</li> <li>• Draw inference and justify with evidence e.g. character's feelings, thoughts and motives, from their actions or words.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Explain the meanings of words in context; use dictionaries to check meanings.</li> <li>• Check the text makes sense, reading to the punctuation and</li> </ul>	<p>different ways; recognise typical presentational features.</p> <ul style="list-style-type: none"> <li>• Identify themes and conventions in a range of books; e.g. identify a theme of recycling; recognise the conventions of a myth or play script; know how information is sign posted in reference books.</li> <li>• Recognise several different forms of poetry e.g. shape poems, free verse, rhyming, narrative, humorous; explain the differences.</li> <li>• Draw inferences and justify with evidence e.g. character's feeling, thoughts and motives from their actions or words. Draw comparisons.</li> <li>• Predict what might credibly happen from details stated and implied.</li> <li>• Explain the meanings of words in context; use dictionaries to check meanings.</li> <li>• Check the text makes sense, reading to the punctuation and habitually re-reading.</li> </ul>	<p>poetry which has been learned by heart.</p> <ul style="list-style-type: none"> <li>• Provide straightforward explanations for the purpose of language, structure and presentation of texts e.g. introductory paragraphs, bullet points.</li> <li>• Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li>• Discuss and evaluate how authors use language, including figurative language (simile, imagery etc.) and its effect on the read.</li> <li>• Readily ask questions to enhance understanding.</li> <li>• Make comparisons within and across texts e.g. compare two ghost stories.</li> <li>• Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</li> </ul>	<p>reasons for their choices, state preferences.</p> <ul style="list-style-type: none"> <li>• Accurately identify and comment on features, themes and conventions across a range of writing, and understand their use.</li> <li>• Demonstrate that they have learned a wide range of poetry by heart.</li> <li>• Identify language, structural and presentational features in texts and explain how they contribute to meaning.</li> <li>• Use contextual evidence to make sense of the text; explore finer meaning of words; show, discuss and explore their understanding of the meaning of the vocabulary in context.</li> <li>• Identify the effect of language, including figurative language (simile, imagery etc.) explain and evaluate its effect on the reader e.g. suitability of a chosen simile.</li> <li>• During discussion, ask pertinent</li> </ul>
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						<p>usually re-reading or self-checking.</p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of the text.</li> <li>• Retrieve and record information from non-fiction texts</li> <li>• Identify how language, structure and presentation contribute to meaning e.g. use of the word trembling indicates the kitten is scared.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story.</li> <li>• Identify and summarise the main ideas drawn from more than one paragraph e.g. a poem about funny relatives; persuasive message to recycle rubbish.</li> <li>• Retrieve and records information from non-fiction texts.</li> <li>• Identify how language structure and presentation contribute to meaning e.g. that the word threatening means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character</li> <li>• Discuss words and phrases that capture the readers' interest and imagination</li> <li>• During discussion about texts, ask relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish fact from opinion with some success.</li> <li>• Retrieve, record and present information from non-fiction texts.</li> <li>• Summarise main ideas from more than one paragraph, Identifying key details which support these. Participate in discussions about books, expressing and justifying opinions, building on ideas and challenging others' views. Explain what they know hr have read, including through formal presentation and debates, using notes where necessary.</li> </ul>	<p>questions to enhance understanding.</p> <ul style="list-style-type: none"> <li>• Make accurate and appropriate comparisons within and across different texts.</li> <li>• Make developed inferences e.g. character's thoughts and motives or identify and inferred atmosphere; explain and justify with inferred evidence to support reasoning; make predictions which are securely rooted in the text.</li> <li>• Distinguish between fact from opinion.</li> <li>• Retrieve, record and present information from non-fiction texts.</li> <li>• Identify the key details which support main ideas; summarise content drawn from more than one paragraph.</li> <li>• Participate in discussions about books, expressing and justifying opinions, building on ideas and challenging others' views.</li> <li>• Explain their understanding of</li> </ul>
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							<p>to improve their understanding; take turns and build on what others have to say.</p> <ul style="list-style-type: none"><li>• Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li></ul>		<p>what they have read, including through formal presentation and debates, maintaining a focus on the topic</p>
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Writing

Transcription

Spelling

Handwriting

<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.</li> <li>• Capital letters formed correctly for some names of people, places and the days of the week.</li> <li>• Some spaces are left between words, although inconsistent.</li> <li>• Most letters sit on the line correctly.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Holds pencil correctly.</li> <li>• Writing is legible.</li> <li>• All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>• Spacing is appropriate to the size of letters.</li> <li>• Some letters are joined correctly, according to the school's handwriting approach.</li> </ul>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Writing is legible,</li> <li>• Letters are gaining consistency of size and formation Capital letters are the correct size relative to lower case.</li> <li>• Writing is usually spaced sufficiently so that the ascenders and descenders do not meet.</li> <li>• Appropriate letters are joined, according to the school's handwriting approach.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Writing is legible.</li> <li>• All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>• Writing is spaced sufficiently so that ascenders and descenders do not meet.</li> <li>• Appropriate letters are joined consistently</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</li> <li>• Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Writing is legible and fluent. (Quality may not be maintained at speed.)</li> <li>• Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>
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Composition

Structure and purpose

Sufficient evidence shows the ability to...

- Composes sentences orally before writing; talk about where the sentence begins and ends.
- Attempt to write appropriately to the task.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense
- Discuss own writing with others; make simple changes where suggested.

Sufficient evidence shows the ability to.....

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Composes orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Sufficient evidence shows the ability to...

- Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
- Write to suit purpose, and show some features of the genre being taught.
- Create chronological narratives; write in sequence. Write simple beginning, middle ending.
- With scaffold, organise sections broadly within a theme.
- Use headings and subheadings to aid presentation.
- Describe characters, settings and/or plot in a simple way, with some interesting detail.
- Evaluate own and others' writing, with direction; re-read and check own writing; make changes.

Sufficient evidence shows the ability to....

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using some appropriate features.
- Organise writing into sections or paragraphs, including fiction and non-fiction.
- Appropriately use a range of presentational devices, including use of title and subheading
- Use dialogue, although balance between dialogue and narrative may be uneven.
- Describe characters, settings and plot, with some interesting details.
- Evaluate own and others' writing; proof read, edit and revise.

Sufficient evidence shows the ability to....

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- Use a range of presentational devices, including use of title, subheadings and bullet points.
- Use dialogue to indicate character and event.
- Describe characters, settings and plot, with growing precision.
- Find key words and others' writing; with direct, proof read, edit and revise.

Sufficient evidence shows the ability to....

- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
- Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Summarise longer passages, when required.
- Evaluate own and others' writing; proof read, edit and revise.

Vocabulary, Grammar and Punctuation

Sufficient evidence shows the ability to....

- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some features of Standard English e.g. I did.

Sufficient evidence shows the ability to....

- Write a range of sentence types which are usually grammatically accurate e.g. commands, question and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in list.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes; noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.

Sufficient evidence shows the ability to....

- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.
- Demarcate sentences with increasing security,
- Including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use a or an
- according to whether the next word begins with a consonant or vowel
- Usually use the past or present tense appropriate. Sometimes use the present perfect e.g. He has gone out to play.

Sufficient evidence shows the ability to.....

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.
- Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.
- Vary sentence openers, changing the pronoun e.g. He/Jim, or with a fronted adverbial e.g. Later that day, he....
- Use expanded noun phrases and adverbial phrases to expand sentences.
- Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
- Use inverted commas accurately for direct speech
- Identify the correct determiner e.g. a, an, these, those.
- Usually use the past or present tense, and 1st/3rd person, consistently.

Sufficient evidence shows the ability to....

- Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashed.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- Usually maintain correct tense.
- Begin to recognise active and passive voice.
- Identify and select determiners
- Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

Sufficient evidence shows the ability to....

- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
- Use modal verbs to indicate degrees of possibility.
- Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
- Understand and use active and passive voice.
- Identify synonym and antonym.
- Select vocabulary and grammar to suit formal and writing.
- Use vocabulary which is varied, interesting and precise.
- Use a dictionary and thesaurus to define words and expand vocabulary

		English Appendix 2: Vocabulary, grammar and punctuation	<b>Word</b>	<ul style="list-style-type: none"> <li>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>How the prefix un- changes the meaning of verbs and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</li> <li>Use of ed as a suffix</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super-]</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> </ul>	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive -s</li> <li>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]</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>
		English Appendix 2: Vocabulary, grammar and punctuation	<b>Sentence</b>	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>Co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] comparing time/place</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher- expanded to: the strict maths teacher with curly hair)</li> <li>Adverbs as openers [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>]</li> <li>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 subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> </ul>



		<b>LSG TESL</b>	<ul style="list-style-type: none"> <li>• Subject verb agreement, plurals, prepositions: on, in, under, next to, at,</li> <li>• present simple tense, present continuous tense, past simple regular tense, past simple irregular: go, eat, be</li> <li>• Questions - where, who, when, what</li> <li>• Negatives, pronouns: his, her, my, this/that,</li> <li>• Imperatives - command words</li> </ul>	<ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Present simple tense, past simple tense, present continuous tense - regular and irregular</li> <li>• Prepositions: behind, to, between, above, below, along, on top of</li> <li>• Questions - how, why, what do/does</li> <li>• Negatives with contractions, possessive pronouns; yours, their, our</li> <li>• This/that/these/those</li> <li>• Comparative adjectives, phrasal verbs eg stand up, sit down</li> </ul>	<ul style="list-style-type: none"> <li>• Present, simple, present continuous, past continuous - regular and irregular</li> <li>• Prepositions: around, in, from, of, at the top</li> <li>• Questions with the past continuous eg What were you doing?</li> <li>• Comparative adjectives, adverbs describing actions</li> <li>• Negatives with contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple-regular and irregular tense, past simple-regular and irregular with negatives</li> <li>• Present continuous tense and past continuous tense</li> <li>• Prepositions - through</li> <li>• Comparative adjectives and comparison of to, so and very</li> <li>• Adverbs, possessive and personal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple-regular and irregular tense, past simple-regular and irregular with negatives, future tense, present perfect and phrasal verbs</li> <li>• Present continuous tense and past continuous tense</li> <li>• Prepositions - revise all</li> <li>• Comparative adjectives and comparison of to, so and very</li> <li>• Adverbs, possessive and personal pronouns</li> <li>• Negatives with contractions</li> <li>• Revise all question forms with negatives and past continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple - regular and irregular tense, past simple-regular and irregular with negatives, future tense, present perfect and phrasal verbs</li> <li>• Present continuous tense and past continuous tense</li> <li>• Prepositions - revise all</li> <li>• Comparative adjectives and comparison of to, so and very</li> <li>• Adverbs, possessive and personal pronouns</li> <li>• Negatives with contractions</li> </ul>
			<b>Terminology for pupils</b>	<ul style="list-style-type: none"> <li>• letter, capital letter word, singular, plural sentence</li> <li>• punctuation, full stop, question mark, exclamation mark</li> <li>• present tense, prepositions, question</li> <li>• consonant, vowel</li> </ul>	<ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb tense (past, present) regular, irregular</li> <li>• apostrophe, comma, inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• preposition, conjunction prefix</li> <li>• clause, comparative</li> <li>• direct speech</li> <li>• consonant, consonant letter</li> <li>• vowel, vowel letter</li> <li>• inverted commas ('speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun adverbial phrase</li> <li>• contraction</li> <li>• negative</li> <li>• expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• modal verb, relative pronoun relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion,</li> </ul>