



The Harlington and Sundon Academy Trust
English
Reading Overview
Harlington Lower School



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • able to blend and segment all sounds in phase 2 and phase 3. • can read all tricky words and decodable words in phase 2 and phase 3 	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, er, est) • read multi-syllable words containing taught GPCs • read contractions and understanding use of the apostrophe • read aloud phonically-decodable texts • reread these books to build up their fluency and 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multi-syllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • rarely misread words because they look closely at all the letters within them • work out how to pronounce unfamiliar written words with increasing automaticity • read aloud, with confidence and fluency 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • read most words effortlessly • work out how to pronounce unfamiliar written words with increasing automaticity • read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent.

		confidence in word reading					
Range of reading	<ul style="list-style-type: none"> listening to and discussing a wide range of stories and some non-fiction far beyond that which they can read independently being encouraged to develop their own opinions about texts and relate them to their life experiences. 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books
Familiarity with Texts	<ul style="list-style-type: none"> developing awareness of popular fairy stories and traditional tales. Being able to retell sections of familiar stories recognising and joining in with repetition. 	<ul style="list-style-type: none"> becoming very familiar with key texts, fairy stories and traditional tales. Being able to retell them and considering their particular characteristics recognising and joining in with predictable phrases. 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. recognising simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends and stories by classical and popular authors. retelling some of these orally. identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. beginning to identify themes and conventions in 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. identifying themes and conventions in and

						and across a wide range of writing.	across a wide range of writing.
Poetry and Performance	<ul style="list-style-type: none"> begin to appreciate traditional nursery rhymes and poems and recite some by heart. 	<ul style="list-style-type: none"> learning to appreciate and increasing range of rhymes and poems and recite some by heart. 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. recognise that there are different types of poetry (e.g. shape poetry, nonsense, poetry that follows a rhyming pattern) and not all of them rhyme (narrative). 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a rhyming or syllable pattern, humorous poetry) and not all of them rhyme (narrative). 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> learning an increasingly extensive range of poetry by heart preparing poems and plays to read aloud and perform for an showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Word Meanings	<ul style="list-style-type: none"> developing an increasing awareness of word meanings, linking words and ideas together. 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary. discussing their favourite words and phrases. 	<ul style="list-style-type: none"> using dictionaries to check the meanings of words that they have read. 	<ul style="list-style-type: none"> using dictionaries to check the meanings of words that they have read. to develop awareness of subtleties in meaning from closes synonyms. 	<ul style="list-style-type: none"> using dictionaries to check the meanings of words that they have read. to get an increasing awareness of subtleties in meaning from closes synonyms. 	<ul style="list-style-type: none"> using dictionaries to check the meanings of words that they have read. to understand shades of meaning and intent from an author's word choice.

Understanding	<ul style="list-style-type: none"> • drawing on what they already know to make sense of stories. 	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting in accurate reading. 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related. • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting in accurate reading. 	<ul style="list-style-type: none"> • checking that the text makes sense to them, begin to discuss their understanding and explain the meaning of words in context. • asking questions to improve their understanding of a text. • identifying main ideas drawn from more than on paragraph and summarising these. 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • asking questions to deepen their understanding of a text. • identifying main ideas drawn from more than on paragraph and summarising these in their own words. 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • asking questions to deepen their understanding. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the subtler meaning of words in context. • asking questions to cement their understanding. • summarising the main ideas drawn from more than one paragraph or section, identifying key details to support the main ideas using quotes from the text and their own words.
Inference	<ul style="list-style-type: none"> • drawing on life experiences and other stories to make predictions about a story or a character. 	<ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • beginning to draw inferences such as inferring characters' feelings and thoughts from their actions, with some justification. 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing deeper inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and examples. 	<ul style="list-style-type: none"> • drawing increasingly sophisticated inferences such as inferring characters' deeper feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.

Prediction	<ul style="list-style-type: none"> beginning to predict what might happen on the basis of experience of similar stories 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far and past experiences. 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far and past experience of similar stories 	<ul style="list-style-type: none"> beginning to predict what might happen from details in the text, both stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting with good accuracy what might happen from details stated and implied. Using knowledge of similar stories 	<ul style="list-style-type: none"> predicting accurately what might happen from details stated and implied. Using knowledge of similar stories and previous work by the same author
Authorial intent	Not applicable to EYFS or KS1	Not applicable to EYFS or KS1	Not applicable to EYFS or KS1	<ul style="list-style-type: none"> beginning to discuss words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> beginning to identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate in depth how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	<ul style="list-style-type: none"> being introduced to very simple non-fiction books 	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> gaining a wider experience with non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction with greater detail and comprehension 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present increasingly complex information from non-fiction

Discussing reading	<ul style="list-style-type: none"> begin to express own thoughts, opinions and understating about a text, taking turns and listening to what others say 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> actively participate in discussion about both books that are read to them and those they can read for themselves, taking turns to express themselves clearly and listening carefully to what others say 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, begin to provide reasoned justifications for their views 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving clear reasons for their choices actively participate in discussions about books, expressing their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views

Writing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and whole word spelling	<ul style="list-style-type: none"> use their phonic knowledge to write words in ways which match 	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish 	<ul style="list-style-type: none"> accurately spell most words with 'silent' letters continue to distinguish

	<p>their spoken sounds.</p> <ul style="list-style-type: none"> Some words are spelt correctly and others are phonetically plausible 	<p>exception words</p> <ul style="list-style-type: none"> spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<p>spelling many correctly</p> <ul style="list-style-type: none"> learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> begin to use a dictionary to check a word's spelling 	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary 	<p>between homophones and other words which are often confused</p> <ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. 	<p>between homophones and other words which are often confused</p> <ul style="list-style-type: none"> use increasing knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
<p>Other word building spelling</p>	<ul style="list-style-type: none"> word building phonics based only in YR spelling of 'tricky words' regularly practised. 	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines 	<ul style="list-style-type: none"> use further prefixes and suffixes and begin to apply them in writing. place the singular possessive apostrophe with increasing accuracy. use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand fully the guidance for adding them use dictionaries to check the spelling and meaning of words with increasing speed use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

		spelling rules and guidance					
Transcription	<ul style="list-style-type: none"> • write 'tricky words' as dictated by the teacher • attempt to write dictated sentences 	<ul style="list-style-type: none"> • begin to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • with increasing accuracy, write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far with good accuracy 	n/a	n/a
Handwriting	<ul style="list-style-type: none"> • use the cursive script for individual letters • sit correctly at a table, holding a pencil comfortably and correctly 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

			between words that reflects the size of the letters.				
Contexts for writing	n/a	n/a	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and apply this style to their own writing 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and beginning to use other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), beginning to build a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discussing and recording ideas with increasing detail and explanation • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an 	<ul style="list-style-type: none"> • noting and developing initial ideas, beginning to draw on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary with increasing sophistication

					increasing range of sentence structures		
Drafting writing	n/a	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organising paragraphs around a theme naturally and automatically in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

<p>Editing writing</p>	<ul style="list-style-type: none"> • reread or talk about what they have written 	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • begin to assess the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread with increasing success to find and correct for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread and correct almost all spelling and punctuation errors

Performing writing	<ul style="list-style-type: none"> • read their writing back to a child or adult 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> • leaving spaces between words 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) • using fronted adverbials followed by commas 	<ul style="list-style-type: none"> • use a thesaurus • begin to use expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus effectively • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

<p>Grammar</p>	<ul style="list-style-type: none"> • sentence demarcation with a full stop and capital letter • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
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<p>Punctuation</p>	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop use a capital letter for the personal pronoun 'I' 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
<p>Grammatical terminology</p>	<p>letter, capital letter, word, full stop,</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>