



# English at Hurst Green

*“Living, loving and learning with God”*

	<b>EYFS (ELG)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>SPEAKING AND LISTENING</b>							
<b>Listening</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
<b>Speaking</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	To organise their thoughts into sentences before expressing them.  To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently.  To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.  To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences.  To articulate and justify arguments and opinions with confidence.  To give well-structured descriptions, explanations, presentations and narratives for different purposes,

							<p>including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
<b>Following instructions</b>		To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.	As year 4	As year 4
<b>Asking and answering questions</b>	Make comments about what they have heard and ask questions to clarify their understanding;	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.

			their answers when prompted to do so.				
<b>Drama, performance and confidence</b>		<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>
<b>Vocabulary building and standard English</b>	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in</p>

			grammatically correct sentences.	experience.	they read or listen to, building these words and phrases into their own talk in an appropriate way.	and phrases into their own talk in an appropriate way.	all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide
<b>Participating in discussion</b>	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
<b>READING</b>							
<b>Decoding</b>	Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are	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	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllable words containing these graphemes</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>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</li> </ul>	As year 5

	consistent with their phonic knowledge, including some common exception words	read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	<ul style="list-style-type: none"> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	correspondences between spelling and sound, and where these occur in the word			
<b>Range of reading</b>		<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of <b>poems, stories</b> and <b>non-fiction</b> at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of <b>contemporary and classic poetry, stories</b> and <b>non-fiction</b> at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of <b>fiction, poetry, plays, non-fiction</b> and <b>reference books</b> or <b>textbooks</b></li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of <b>fiction, poetry, plays, non-fiction</b> and <b>reference books</b> or <b>textbooks</b></li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>	As year 5
<b>Familiarity with texts</b>	Demonstrate understanding of what has been read to them by retelling <b>stories</b> and <b>narratives</b> using their own words and recently introduced vocabulary;	<ul style="list-style-type: none"> <li>• becoming very familiar with <b>key stories, fairy stories</b> and <b>traditional tales</b>, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of <b>stories, fairy stories</b> and <b>traditional tales</b></li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including <b>fairy stories, myths and legends</b>, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including <b>myths, legends</b> and <b>traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</b></li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	As year 5
<b>Poetry and performance</b>		• learning to appreciate rhymes	• continuing to build up a repertoire of	• preparing poems and play scripts to	As year 3	• learning a wider range of poetry by heart	As year 5

		and poems, and to recite some by heart	poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry		• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
<b>Word meanings</b>	Use and understand recently introduced vocabulary during discussions about <b>stories, non-fiction, rhymes and poems</b> and during role-play.	• discussing word meanings, linking new meanings to those already known	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	• using <b>dictionaries</b> to check the meaning of words that they have read	As year 3	As year 3	As year 3
<b>Understanding</b>		• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• 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 inaccurate reading	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	As year 3	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	As year 5
<b>Inference</b>		• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• making inferences on the basis of what is being said and done • answering and asking questions	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	As year 3	As year 3	As year 3
<b>Prediction</b>	Anticipate – where appropriate – key events in stories;	• predicting what might happen on the	As year 1	• predicting what might happen from	As year 3	As year 3	As year 3

		basis of what has been read so far		details stated and implied			
<b>Authorial intent</b>				<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	As year 4
<b>Non-fiction</b>			<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	As year 4
<b>Discussing reading</b>		<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>	As year 5
<b>WRITING</b>							
<b>Handwriting</b>	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	As year 5

	Write recognisable letters, most of which are correctly formed;	the correct direction, starting and finishing in the right place <ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <ul style="list-style-type: none"> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	letters, when adjacent to one another, are best left unjoined <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>		<ul style="list-style-type: none"> <li>• choosing the writing implement that is best suited for a task</li> </ul>	
<b>Phonic and whole word spelling</b>	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	<ul style="list-style-type: none"> <li>• spell words containing each of the 40+ phonemes taught</li> <li>• spell common exception words</li> <li>• spell the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	As year 5
<b>Spelling</b>		<ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the</li> </ul>	As year 5

		<p>marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix I</li> </ul>	<ul style="list-style-type: none"> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines from Appendix I</li> </ul>	<p>and understand how to add them</p> <ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>		<p>guidance for adding them</p> <ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	
<b>Transcription</b>		<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	As year 1	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	As year 3		
<b>Contexts for writing</b>	Write simple phrases and sentences that can be read by others.		<ul style="list-style-type: none"> <li>• writing <b>narratives</b> about <b>personal experiences and those of others (real and fictional)</b></li> <li>• writing about <b>real events</b></li> <li>• writing <b>poetry</b></li> <li>• writing for <b>different purposes</b></li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	As year 5
<b>Planning writing</b>		<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue),</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	As year 5

				progressively building a varied and rich vocabulary and an increasing range of sentence structures			
<b>Drafting writing</b>		<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	As year 5
<b>Editing</b>		<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense</li> </ul>	As year 5

			<ul style="list-style-type: none"> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<p>pronouns in sentences</p> <ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> </ul>		<p>throughout a piece of writing</p> <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul>	
<b>Performing writing</b>		<ul style="list-style-type: none"> <li>read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	As year 5
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	As year 3	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	As year 5

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

		punctuation, full stop, question mark, exclamation mark	command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')		bracket, dash, cohesion, ambiguity	ellipsis, hyphen, colon, semi-colon, bullet points