





Essential Knowledge and Progression Grid Year 1-6





Year	Spoken Language	Listening	Reading: Word reading	Reading: Comprehension	Writing Transcription: Spelling	Writing Transcription: Handwriting & Presentation	Writing Transcription: Vocabulary, Grammar & Punctuation	Writing Transcription: Composition
1 	<p>tell stories and describe incidents from their own experience in an audible voice</p> <p>retell stories, ordering events using story language</p> <p>interpret a text by reading aloud with some variety in pace and emphasis</p> <p>experiment with and build new stores of words to communicate in different contexts</p> <p>speak audibly and participate in discussions</p> <p>give personal opinions e.g. about characters in a story</p>	<p>listen with sustained concentration</p> <p>listen to and follow instructions accurately, asking for help and clarification if necessary</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions, e.g. I'm, I'll, we'll</p> <p>understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud and accurately using phonics (consistent</p>	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level which cannot be read independently</p> <p>begin to link what they read or hear read to their own experiences</p> <p>become very familiar and retell key stories, fairy stories and traditional tales</p> <p>consider particular characteristics of key stories, fairy stories and traditional tales</p> <p>recognise and join in with predictable phrases (shared text)</p> <p>learn to appreciate rhymes and poems</p> <p>learn to recite some rhymes and poems by heart</p> <p>draw on what they already know</p> <p>use background information and vocabulary provided by the teacher</p> <p>check that the text makes sense as it is read and correct inaccurate reading</p> <p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p> <p>predict what might happen next based on what has been read so far</p> <p>participate in discussion about what is read to them, take turns and listen to what others say and explain clearly an understanding of what is read to them.</p>	<p>spell words containing each of the 40+ phonemes already taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix <i>un-</i> to change the meaning of verbs and adjectives</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>)</p> <p>apply simple spelling rules and guidelines in writing</p> <p>write simple sentences from memory dictated by the teacher that include words taught so far</p>	<p>sit correctly at a table and hold a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters correctly</p> <p>form digits 0-9 with correct orientation</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>leave spaces between words</p> <p>join words and join sentences using <i>and</i></p> <p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learn the grammatical terms: word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Understand how regular plural noun suffixes are made by adding –s or –es including the effects of these suffixes have on the meaning of the noun</p> <p>Know that suffixes can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p>	<p>say sentences out loud about what is going to be written</p> <p>compose a sentence orally before writing</p> <p>sequence sentences to form short narratives</p> <p>re-read what has been written to check that it makes sense</p> <p>discuss what has been written with the teacher or other pupils</p> <p>read writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>understand that words can combine to make sentences</p> <p>join words and clauses using <i>and</i></p>

			with their developing phonic knowledge) to build up fluency and confidence in word reading by re-reading (phonetically decodable) books					
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2 	<p>speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>tell real and imagined stories using the conventions of familiar story language</p> <p>explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication and articulate answers</p> <p>participate in discussions and performances</p>	<p>listen to others in class, ask relevant questions and follow instructions</p> <p>listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>ask relevant questions to clarify</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same GPCs already learnt</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p>	<p>discuss the sequence of events in books (fiction and poetry)</p> <p>discuss how items of information are related (non fiction)</p> <p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>consider the different ways non-fiction books are structured</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss favourite words and phrases from reading</p> <p>continue to build up a repertoire of poems learnt by heart</p> <p>develop an appreciation of learnt poetry</p> <p>recite using appropriate intonation to make the meaning clear</p> <p>check that the text makes sense as it is read and correct inaccurate reading</p> <p>make simple inferences on the basis of what is being said and done</p> <p>answer and ask questions about a text</p> <p>predict what might happen next using</p>	<p>spell by segmenting spoken words into phonemes</p> <p>represent these phonemes by graphemes</p> <p>learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>learn some words with each spelling, including a few common homophones</p> <p>spell common exception words</p> <p>spell more words with contracted forms</p> <p>distinguish between homophones and near-homophones</p> <p>add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly (nouns and adjectives)</p> <p>turn adjectives into adverbs using suffixes –</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (break letters)</p> <p>write capital letters and digits of the correct size, orientation and relationship</p>	<p>use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions</p> <p>use a variety of sentences with different forms: statement, question, exclamation, command</p> <p>use expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></p> <p>use the present and past tenses correctly</p> <p>join sentences using <i>or, and, but</i> (co-ordination)</p> <p>use subordination in sentences using <i>when, if, that, or because</i></p> <p>use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p>learn the grammatical terms: <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, adverb, verb, suffix, tense (past, present), apostrophe, comma</i></p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p> <p>develop writing stamina</p> <p>consider what they are going to write before beginning</p> <p>plan or say out loud what is going to be written about</p> <p>write down ideas and/or key words, including new vocabulary to support writing</p> <p>encapsulate what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to writing</p> <p>evaluate writing with the teacher and other pupils</p> <p>use present tense and past tense consistently throughout writing</p>

			<p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read books to build up their fluency and confidence in word reading</p>	<p>what has been read so far to support ideas</p> <p>participate in discussion about books, poems and other works that are read to them</p> <p>participate in discussion about books, poems and other works that can be read independently</p> <p>take turns and listen to what others say about books</p> <p>explain and discuss an understanding of books, poems and other material (both those that they listen to and those that they read for themselves)</p>	<p>ly, -est, -er</p> <p>apply spelling rules and guidelines in writing</p> <p>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p>	<p>Know how nouns can be formed using suffixes such as <i>-ness, -er</i></p> <p>Understand how compound words are made [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Add the suffixes <i>-er, -est</i> to make adjectives (comparative and superlative)</p> <p>Add the suffix <i>-ly</i> to turn adjectives into adverbs</p>	<p>re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently (including verbs in the continuous form)</p> <p>proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>read aloud what has written with appropriate intonation to make the meaning clear</p>
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3 	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of the voice</p> <p>Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>Sustain conversation, explain or give reasons for their views or choices</p> <p>Develop and use specific vocabulary in different contexts</p>	<p>Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>Ask questions to extend understanding</p>	<p>Apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet in reading</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends</p> <p>Prepare poems and play scripts to read aloud and perform</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Make simple inferences from the text</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph</p> <p>Retrieve and record information from non-fiction</p> <p>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</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Understand how nouns are formed using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p> <p>Use a dictionary to confirm spellings</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by teacher, including words and punctuation taught.</p>	<p>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</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions and adverbs to express time and cause</p> <p>Begin to use inverted commas to correctly punctuate direct speech</p> <p>Express time, place and cause using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>)</p> <p>Express time, place and cause using adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>)</p> <p>Express time, place and cause using prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p> <p>Use the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Learn the grammatical terms: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Plan writing by discussing similar examples in order to understand and learn from its structure, vocabulary and grammar</p> <p>Compose and rehearse sentences orally (including dialogue) prior to recording</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Text</p> <p>Introduce paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p>

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<div>4</div> 	<p>offer reasons and evidence for their views, considering alternative opinions</p> <p>respond appropriately to the contributions of others in the light of differing viewpoints</p> <p>tell stories effectively and convey detailed information coherently for listeners</p> <p>use and reflect on some ground rules for sustaining talk and interactions</p> <p>give well-structured descriptions and explanations</p>	<p>listen to a speaker, make notes on the talk</p> <p>ask relevant questions to extend understanding and explore other avenues</p> <p>identify how talk varies with age, familiarity, gender and purpose varies according to differences in the context and purpose of its use</p>	<p>Secure decoding of unfamiliar words</p> <p>Read for a range of purposes</p> <p>Retell some stories orally</p> <p>prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>retrieve and record</p>	<p>understand the grammatical difference between plural and possessive –s</p> <p>know standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>use further prefixes and suffixes and understand how to add them (Appendix 1)</p> <p>use a dictionary to confirm spellings</p> <p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant</p> <p>lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>propose changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</p> <p>extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>use fronted adverbials(e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and correctly punctuate direct speech</p> <p>use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>learn the following grammatical terms: <i>determiner, pronoun, possessive pronoun, adverbial</i></p> <p>Understand the grammatical difference between plural and</p>	<p>discuss and record ideas</p> <p>write a first draft and edit to improve</p> <p>progressively build a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</p> <p>organise paragraphs around a theme</p> <p>evaluate and edit writing by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</p> <p>extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>use fronted adverbials(e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and correctly punctuate direct speech</p> <p>use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>learn the following grammatical terms: <i>determiner, pronoun, possessive pronoun, adverbial</i></p>

				information from non-fiction and present this is a different way			possessive –s Recognise and use Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	Text use paragraphs to organise ideas around a theme use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Understand the grammatical difference between plural and possessive –s Recognise and use Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
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<div>5</div> 	<p>tell a story using notes designed to cue techniques such as repetition, recap and humour</p> <p>present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p> <p>use and explore different question types and different ways words are used, including in formal and informal contexts</p> <p>articulate and justify answers, arguments and opinions</p> <p>participate in discussions, presentations and performances</p>	<p>identify different question types and evaluate their impact on the audience</p> <p>identify some aspects of talk that vary between formal and informal occasions</p>	<p>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>read books that are structured in different ways</p> <p>read for a range of purposes</p> <p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>check that the book makes sense to them and discuss their understanding with others</p> <p>ask questions to improve their understanding</p> <p>make inferences about a characters' feelings, thoughts and motives from their actions</p> <p>predict what might happen from details stated</p> <p>identify how language, structure and presentation</p>	<p>use further prefixes and suffixes and understand the guidelines for adding them to nouns or adjectives</p> <p>convert nouns or adjectives into verbs using suffixes (e.g. <i>–ate</i>; <i>–ise</i>; <i>–ify</i>). Verb prefixes (e.g. <i>dis–</i>, <i>de–</i>, <i>mis–</i>, <i>over–</i> and <i>re</i>).</p> <p>spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i></p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use a thesaurus</p>	<p>write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</p>	<p>use commas to clarify meaning and avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs to indicate degrees of possibility (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>)</p> <p>use adverbs to indicate degrees of possibility (e.g. <i>perhaps</i>, <i>surely</i>)</p> <p>use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>learn the grammatical terms: determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>	<p>identify the audience and purpose of the writing</p> <p>in non fiction, note and develop initial ideas</p> <p>in narrative writing, consider how authors have developed characters and settings</p> <p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>assess the effectiveness of their own and others' writing</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Text use devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>)</p> <p>link ideas across paragraphs using adverbials of time (e.g.</p>

				<p>contribute to meaning</p> <p>discuss and evaluate how authors use language to impact on the reader</p> <p>retrieve, record and present information from non-fiction</p> <p>discuss issues around books that are read, building on their own and others' ideas and challenging views courteously</p>				<p><i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>
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Year group	Spoken Language	Listening	Reading: Word reading	Reading: Comprehension	Writing Transcription: Spelling	Writing Transcription: Handwriting & Presentation	Writing Transcription: Vocabulary, Grammar & Punctuation	Writing Transcription: Composition
<p>6</p> 	<p>use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>participate in whole-class debate using the conventions and language of debate, including Standard English</p> <p>consider and evaluate different viewpoints and respond, building on the contributions of others</p> <p>articulate and justify answers, arguments and opinions</p> <p>select and use appropriate registers for effective communication.</p>	<p>make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</p> <p>analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>listen for language variation in formal and informal contexts</p> <p>ask clear, pertinent and relevant questions to clarify a position or deepen understanding</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop</p>	<p>Previous objectives should have been mastered</p>	<p>read books that are structured in different ways</p> <p>read for a range of purposes</p> <p>increase 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</p> <p>recommend books that they have read to their peers, giving reasons for their choices</p> <p>make comparisons within and across books</p> <p>learn a wider range of poetry by heart</p> <p>discuss their understanding of a book and explore the meaning of words in context</p> <p>make inferences about a characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and implied</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>discuss and evaluate how authors use figurative language and its impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>explain and discuss their understanding of what they have read, including through</p>	<p>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</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>understand difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>)</p> <p>understand how words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>	<p>develop a legible personal handwriting style</p> <p>adapt handwriting to match a particular purpose</p>	<p>recognise vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive forms (such as <i>If I were</i> or <i>Were they to come</i>) in some very formal writing and speech</p> <p>use passive verbs to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>use hyphens to avoid ambiguity</p> <p>use semi-colons, colons or dashes to mark boundaries between main clauses and punctuate bullet points consistently</p> <p>use a colon to introduce a list</p> <p>learn the grammatical terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Understand how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question</p>	<p>select the appropriate form for writing</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>assess the effectiveness of their own and others' writing and evaluate changes for their effectiveness on improving the piece</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>Text</p> <p>create paragraphs with a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>structure text using different layout devices, such as headings, sub-headings, columns, bullets, or tables</p>

		understanding by speculating, hypothesising, imagining and exploring ideas		formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.			tags: <i>He's your friend, isn't he?</i> To understand the use of the subjunctive form (such as <i>If I were</i> or <i>Were they to come</i>) in some very formal writing and speech.	
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