

## National Curriculum 2014: Progression in English

		Year 1	Year 2	Year 3/4	Year 5/6
Reading		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>
	Word Reading				

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		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Word Reading continued	<ul style="list-style-type: none"> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>		
	Comprehension	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>◇ listening to and discussing a wide range of poems, stories and non-fiction 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> <li>◇ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>◇ recognising and joining in with predictable phrases</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>◇ 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</li> <li>◇ discussing the sequence of events in books and how items of information are related</li> <li>◇ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>◇ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>◇ reading books that are structured in different ways and reading for a range of purposes</li> <li>◇ using dictionaries to check the meaning of words that they have read</li> <li>◇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>◇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>◇ reading books that are structured in different ways and reading for a range of purposes</li> <li>◇ 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</li> </ul> </li> </ul>

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		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension continued	<ul style="list-style-type: none"> <li>◇ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>◇ discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>◇ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>◇ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>◇ discussing the significance of the title and events</li> <li>◇ making inferences on the basis of what is being said and done</li> <li>◇ predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>◇ being introduced to non-fiction books that are structured in different ways</li> <li>◇ recognising simple recurring literary language in stories and poetry</li> <li>◇ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>◇ discussing their favourite words and phrases</li> <li>◇ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>◇ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>◇ identifying themes and conventions in a wide range of books</li> <li>◇ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>◇ discussing words and phrases that capture the reader's interest and imagination</li> <li>◇ recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>• understand what they read, in books they can read independently, by:</li> <li>◇ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>◇ asking questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>◇ recommending books that they have read to their peers, giving reasons for their choices</li> <li>◇ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>◇ making comparisons within and across books</li> <li>◇ learning a wider range of poetry by heart</li> <li>◇ 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</li> <li>• understand what they read by:</li> <li>◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>◇ asking questions to improve their understanding</li> </ul>

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		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension continued	<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>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>
			<ul style="list-style-type: none"> <li>participate in discussion about books, poems and other works that are read to them and 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>retrieve and record information from non-fiction</li> <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>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>

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		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension continued				<ul style="list-style-type: none"> <li>participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views</li> </ul>
		<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell:               <ul style="list-style-type: none"> <li>◇ words containing each of the 40+ phonemes already taught</li> <li>◇ common exception words</li> <li>◇ the days of the week</li> </ul> </li> </ul>	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell by:               <ul style="list-style-type: none"> <li>◇ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul> </li> </ul>	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> </ul>	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters, e.g. knight, psalm, solemn</li> <li>continue to distinguish between homophones and other words which are often confused</li> </ul>
Writing	Transcription				

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		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Transcription continued	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>• name the letters of the alphabet:</li> </ul>	<ul style="list-style-type: none"> <li>◇ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<ul style="list-style-type: none"> <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 English Appendix 1</li> </ul>
		<ul style="list-style-type: none"> <li>◇ naming the letters of the alphabet in order</li> <li>◇ using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>◇ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>◇ using the prefix un–</li> <li>◇ using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• apply simple spelling rules and guidelines, as listed in English Appendix 1</li> <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>	<ul style="list-style-type: none"> <li>◇ learning to spell common exception words</li> <li>◇ learning to spell more words with contracted forms</li> <li>◇ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>◇ distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines, listed in Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>

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Writing	Handwriting	<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 the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</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 horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <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>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>◇ choosing 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</li> <li>◇ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>
	Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by:               <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> <li>◇ sequencing sentences to form short narratives</li> <li>◇ re-reading what they have written to check that it makes sense</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>◇ writing narratives about personal experiences and those of others (real and fictional)</li> <li>◇ writing about real events</li> <li>◇ writing poetry</li> <li>◇ writing for different purposes</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <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> <li>◇ discussing and recording ideas</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <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>◇ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> </ul>

## National Curriculum 2014: Progression in English

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Composition continued	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>◇ planning or saying out loud what they are going to write about</li> <li>◇ writing down ideas and/or key words, including new vocabulary</li> <li>◇ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>◇ evaluating their writing with the teacher and other pupils</li> <li>◇ re-reading 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> <li>◇ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• draft and write by:               <ul style="list-style-type: none"> <li>◇ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <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 (for examples headings and sub-headings)</li> </ul> </li> <li>• evaluate and edit by:               <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 pronouns in sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◇ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• draft and write by:               <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>◇ précising 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 (e.g. headings, bullet points, underlining)</li> </ul> </li> </ul>



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		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Composition continued			<ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate and edit by:               <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 throughout a piece of writing</li> <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> </ul> </li> <li>• proof-read for spelling and punctuation errors               <ul style="list-style-type: none"> <li>◇ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>

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		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Vocabulary, Grammar and Punctuation	<p><i>VG&amp;P (see English Appendix 2)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>◇ leaving spaces between words</li> <li>◇ joining words and joining clauses using and</li> <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> <li>◇ learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<p><i>VP&amp;G (see English Appendix 2)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>◇ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>• learning how to use:               <ul style="list-style-type: none"> <li>◇ sentences with different forms: statement, question, exclamation, command</li> <li>◇ expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>◇ the present and past tenses correctly and consistently including the progressive form</li> </ul> </li> </ul>	<p><i>VP&amp;G (see English Appendix 2)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>◇ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</li> <li>◇ using the present perfect form of verbs to mark relationships of time and cause</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</li> <li>◇ using fronted adverbials</li> <li>◇ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> </ul>	<p><i>VP&amp;G (see English Appendix 2)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <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>◇ using expanded noun phrases to convey complicated information concisely</li> <li>◇ using modal verbs or adverbs to indicate degrees of possibility</li> <li>◇ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>◇ learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> </ul>

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		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"> <li>◇ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>◇ the grammar for year 2 in English Appendix 2</li> <li>◇ some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>◇ using commas after fronted adverbials</li> <li>◇ indicating possession by using the possessive apostrophe with plural nouns</li> <li>◇ using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>◇ using commas to clarify meaning or avoid ambiguity in writing</li> <li>◇ using hyphens to avoid ambiguity</li> <li>◇ using brackets, dashes or commas to indicate parenthesis</li> <li>◇ using semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>◇ using a colon to introduce a list</li> <li>◇ punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

## National Curriculum 2014: Progression in Speaking & Listening

National Curriculum Spoken Language Statutory Requirements		Yr 1/2	Yr 3/4	Yr 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> </ul>	<p>For Instance :</p> <p>Listen and respond to the speaker making simple comments and suggestions</p> <p>Make helpful contributions when speaking in turns, in pairs and in small groups</p>	<p>For Instance :</p> <p>Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared</p> <p>Work in a variety of group situations following appropriate etiquette for group dynamics</p>	<p>For Instance :</p> <p>Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to others comments when articulating own ideas</p> <p>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> </ul>	<p>For Instance :</p> <p>Begin to ask questions that link clearly to the topic being discussed</p> <p>Show that the conversation is being followed through the questions that are asked</p>	<p>For Instance :</p> <p>Generate questions to ask a specific speaker / audience in response to a talk / conversation</p> <p>Ask questions in direct response to something heard / presented</p>	<p>For Instance :</p> <p>Spontaneously ask questions which develop the conversation and take ideas or knowledge further</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> </ul>	<p>For Instance :</p> <p>To be encouraged to listen to and use new vocabulary to develop their own vocabularies</p> <p>Given opportunities to use this vocabulary in a variety of meaningful contexts</p> <p>To be encouraged to think of alternatives for simple vocabulary choices</p>	<p>For Instance :</p> <p>To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects</p> <p>To use new vocabulary within the correct context</p> <p>Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.</p>	<p>For Instance :</p> <p>Using vocabulary appropriately and for effect</p> <p>Use appropriate terminology linked to other curriculum subjects</p> <p>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> </ul>	<p>For Instance :</p> <p>Can answer questions clearly in sentences</p> <p>Can give a reason for their answer when asked</p> <p>Are encouraged to explore why they have certain thoughts or opinions</p>	<p>For Instance :</p> <p><i>Can give answers to questions that are supported by justifiable reasons</i></p> <p><i>Can support own ideas and opinions with explanation</i></p>	<p>For Instance :</p> <p><i>Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation</i></p> <p><i>Can present ideas / opinions coherently , supported with reasons</i></p>

## National Curriculum 2014: Progression in Speaking & Listening

National Curriculum Spoken Language Statutory Requirements		Yr 1/2	Yr 3/4	Yr 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<p>For Instance :</p> <p>Being able to describe their immediate world and environment</p> <p>Can talk about themselves clearly and confidently</p> <p>Can retell simple stories / recounts</p>	<p>For Instance :</p> <p>Can develop ideas and feelings through sustained talk</p> <p>Can organise what they want to say so that it is clear to the listener</p> <p>Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener</p>	<p>For Instance :</p> <p>Can talk about feelings ,thought sand ideas with some detail to make meaning explicit</p> <p>Can present information clearly and in an appropriate form to the listener</p> <p>Can plan and present information verbally selecting the appropriate format and style to match the purpose</p> <p>Can sustain a longer conversation about a given topic</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<p>For Instance :</p> <p>Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned</p>	<p>For Instance :</p> <p>Can show through the contributions made and questions asked that they have followed a conversation</p>	<p>For Instance :</p> <p>Can summarise another person’s contribution to a discussion adding their own interpretation / opinion based on what has been heard</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<p>For Instance :</p> <p>Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment</p>	<p>For Instance :</p> <p>Develop ideas and expand on these building on what others say</p> <p>Adapt these ideas in light of new information</p>	<p>For Instance :</p> <p>Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<p>For Instance :</p> <p>Can speak clearly when talking in class. Speak in grammatically correct sentences</p>	<p>For Instance :</p> <p>Can speak to a wider audience e.g whole school in assembly</p> <p>Can adapt speaking style to suit the audience</p>	<p>For Instance :</p> <p>Can articulate thoughts clearly when presenting to a range of audiences</p> <p>Can adopt a formal / informal tone as appropriate to the situation</p>

## National Curriculum 2014: Progression in Speaking & Listening

National Curriculum Spoken Language Statutory Requirements		Yr 1/2	Yr 3/4	Yr 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p>For Instance :</p> <p>Know when it is their turn to speak in a simple presentation / discussion</p> <p>Take part in role play to find out about different characters and situations</p> <p>Take different roles in a drama / role play to explore how others felt about a character's actions</p>	<p>For Instance :</p> <p>Prepare and present information orally</p> <p>Participate in discussions by listening to others and building on from what has been said</p> <p>Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions</p>	<p>For Instance :</p> <p>Can present information in a variety of ways to a range of audiences</p> <p>Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</p> <p>Perform to wider audiences combining words, gestures and movement</p> <p>Participate in debates, following appropriate etiquette, and conventions</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener (s)</li> </ul>	<p>For Instance :</p> <p>Speak clearly so that the listener can hear what is said</p> <p>Organising thoughts into sentences before expressing them</p> <p>Choosing words to add interest or detail</p>	<p>For Instance :</p> <p>Adapt language, tone and style to suit the purpose of the listener</p> <p>Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener</p>	<p>For Instance :</p> <p>Be aware of the listener and adapt talk to maintain the listener's interest</p> <p>Express and explain relevant ideas with some elaboration to make meaning explicit</p> <p>Maintain control and effective organisation of a talk to guide the listener</p> <p>Adapt vocabulary, grammar and non verbal features to maintain listener's interest</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p>For Instance :</p> <p>Know that different people have different ideas / responses and recognise that these are as valuable as their own</p>	<p>For Instance :</p> <p>Take account of the viewpoints of others when building own arguments and offering responses</p>	<p>For Instance :</p> <p>Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>For Instance :</p> <p>Notice how different speakers talk and consider why this might be the case</p>	<p>For Instance :</p> <p>Begin to adapt suitable styles of delivery dependent on task / audience</p> <p>Recognise how language choices vary in different situations</p>	<p>For Instance :</p> <p>Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</p>

## National Curriculum 2014: Progression in Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 1	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>common exception words (CEW)</li> <li>high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>compound words e.g. football, laptop, playground</li> </ul> <p>Plus:</p> <ul style="list-style-type: none"> <li>days of the week</li> <li>numbers to 20</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>VC words</li> <li>CVC words with short vowels</li> <li>CVC words with long vowels</li> <li>words with adjacent consonants</li> <li>words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/</li> <li>new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel,</li> <li>words ending in -y e.g. very, happy, funny</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>the /ng/ sound spelt n before k</li> <li>words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>plurals of nouns adding -s and -es to words</li> <li>verbs where no change is needed to the root word:</li> <li>adding endings -ing, -ed, -er</li> <li>adjectives where no change is needed to the root word:</li> <li>adding -er and -est</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the addition of the prefix un-</li> </ul>		

## National Curriculum 2014: Progression in Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 2	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• <b>high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</b></li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• homophones and near homophones e.g. there/their/they're, hear/here, see/ sea</li> <li>• <b>words with alternative pronunciations from Letters and Sounds Phase 5</b></li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> <li>• words ending -le, -el, -al and -il</li> <li>• adding -ies to nouns and verbs ending in 'y'</li> <li>• adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -tion</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>• words with the /r/ sound spelt 'wr' at the beginning of words</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words with contractions e.g. can't, didn't</li> <li>• words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li> </ul>



## National Curriculum 2014: Progression in Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 3/4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</li> </ul>	<p>Children should be taught to spell:</p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li> <li>words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>words using suffixes: -ly, -ation, -ous</li> <li>words with endings sounding / shun/: -tion, -sion, -ssion, -cian</li> <li>words ending with the schwa sound: measure, creature</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li> </ul>

## National Curriculum 2014: Progression in Spelling

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 5/6	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> <li>homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> <li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>words ending in -able and -ible</li> <li>words ending in -ably and -ibly</li> <li>adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 1	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</li> <li>suffixes that can be added to verbs (e.g. helping, helped, helper)</li> <li>how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>how words can combine to make sentences</li> <li>joining words and joining clauses using and</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>word</li> <li>sentence</li> <li>letter</li> <li>capital letter</li> <li>full stop</li> <li>punctuation</li> <li>singular</li> <li>plural</li> <li>question mark</li> <li>exclamation mark</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 2	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>formation of nouns using suffixes such as -ness, -er</li> <li>compound nouns</li> <li>formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix)</li> <li>use of the suffixes -er and -est to form comparisons of adjectives and adverbs</li> <li>the use of -ly to turn adjectives into adverbs</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>subordination (using when, if, that, because) and co-ordination (using or, and, or but)</li> <li>expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</li> <li>sentences with different forms: statement, question, exclamation, command</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>the consistent use of present tense versus past tense throughout texts</li> <li>use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes to mark contracted forms in spelling</li> <li>apostrophes to mark singular possessions in nouns</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>verb</li> <li>tense (past, present)</li> <li>adjective</li> <li>noun</li> <li>noun phrase</li> <li>adverb</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>apostrophe</li> <li>comma</li> <li>compound</li> <li>suffix</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 3	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• formation of nouns using a range of prefixes, such as super-, anti-, auto-</li> <li>• use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> <li>• word families based on common words</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• expressing time, place and cause using: <ul style="list-style-type: none"> <li>◇ conjunctions (e.g. when, before, after, while, so, because)</li> <li>◇ adverbs (e.g. then, next, soon, therefore)</li> <li>◇ or prepositions (e.g. before, after, during, in, because of)</li> </ul> </li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• headings and sub-headings to aid presentation</li> <li>• use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• introduction to inverted commas to punctuate direct speech</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>• word family</li> <li>• conjunction</li> <li>• adverb</li> <li>• preposition</li> <li>• direct speech</li> <li>• inverted commas (or speech marks)</li> <li>• prefix</li> <li>• consonant</li> <li>• vowel</li> <li>• clause</li> <li>• subordinate clause</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 4	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>the grammatical difference between plural and possessive -s</li> <li>standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>fronted adverbials</li> <li>use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</li> <li>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of paragraphs to organise ideas around a theme</li> <li>appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")</li> <li>apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> <li>determiner</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 5	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> <li>verb prefixes (e.g. dis-, de-, mis-, over- and re-)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>indicating degrees of possibility using modal verbs (e.g. might, should, will, must)</li> <li>indicating degrees of possibility using adverbs (e.g. perhaps, surely)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>brackets, dashes or commas to indicate parenthesis</li> <li>use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>relative clause</li> <li>modal verb</li> <li>relative pronoun</li> <li>parenthesis</li> <li>bracket</li> <li>dash</li> <li>cohesion</li> <li>ambiguity</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 6	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)</li> <li>how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)].</li> <li>the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>use of the colon to introduce a list and use of semi-colons within lists</li> <li>punctuation of bullet points to list information</li> <li>how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>active and passive voice</li> <li>subject and object</li> <li>hyphen</li> <li>synonym</li> <li>antonym</li> <li>colon</li> <li>semi-colon</li> <li>bullet points</li> <li>ellipsis</li> </ul>



