



EYFS				
	EYFS 22-36 months	EYFS 30-50 months	EYFS 40-60+ months	Early Learning Goal
EYFS Listening and Attention	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. 5 turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• • Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>• Children listen attentively in a range of situations.</li> <li>• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</li> </ul>
EYFS Speaking and Listening	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying ‘I have it’.</li> <li>• • Uses a variety of questions (e.g. what, where, who).</li> <li>• • Uses simple sentences (e.g. ‘Mummy gonna work.’)</li> <li>• • Beginning to use word endings (e.g. going, cats).</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• • Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• • Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• • Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• • Links statements and sticks to a main theme or intention.</li> <li>• • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• • Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Children express themselves effectively, showing awareness of listeners’ needs.</li> <li>• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> </ul>
EYFS Moving and Handling	<ul style="list-style-type: none"> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• • May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb 12 and uses it with good control.</li> <li>• • Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> <li>• They handle equipment and tools effectively, including pencils for writing.</li> </ul>
EYFS Literacy	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• • Fills in the missing word or phrase in a known rhyme, story or game, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-</li> </ul>	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• • Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Children read and understand simple sentences.</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> </ul>



	'Humpty Dumpty sat on a ...'	<ul style="list-style-type: none"> <li>one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>They also read some common irregular words.</li> <li>They demonstrate understanding when talking with others about what they have read.</li> </ul>
EYFS Writing	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places</li> </ul>	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words.</li> <li>They write simple sentences which can be read by themselves and others.</li> <li>Some words are spelt correctly and others are phonetically plausible.</li> </ul>
<b>KS1 and KS2 National Curriculum</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>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> </ul>	<ul style="list-style-type: none"> <li>"spell further homophones (by, to, there, where, here, ai, a-e, ee, st, ssed" for all pupils</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	



		<ul style="list-style-type: none"> <li>distinguishing between homophones and near-homophones</li> </ul>	
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <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</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including –ment, –ness,</li> <li>–ful, –less, –ly</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (as reading)</li> <li>beginning to 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>
<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>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<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>
<b>Handwriting</b>	<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’ 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 <ul style="list-style-type: none"> <li>use spacing between words that reflects the size of the letters.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Handwriting is legible and fluent.</li> <li>Choosing the writing implement that is best suited for the task</li> <li>Using further organisational features (Heading, bullet points, underlining)</li> <li>To choose which shape of a letter to use when joining or when not to join specific letters.</li> </ul>
<b>Contexts for Writing</b>		<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>	<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>
<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>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
<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>
<b>Editing Writing</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> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>begin to evaluate and edit the effectiveness of their own and others’ writing and suggesting improvements</li> <li>begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>begin to 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>Begin to 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>
<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>Begin to develop their understanding of the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Begin to develop their use of nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Begin to use conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>Begin to use fronted adverbials</li> </ul>



<p><b>Grammar</b> (edited to reflect content in Appendix 2)</p>	<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>Begin to use 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>
<p><b>Punctuation</b> (edited to reflect content in Appendix 2)</p>	<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,</li> <li>question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate direct speech (i.e. Inverted commas)</li> <li>Begin to indicate grammatical and other features by indicating possession by using the possessive apostrophe.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</li> </ul>	<ul style="list-style-type: none"> <li>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> </ul>

	Year 4	Year 5	Year 6
<p><b>Phonic &amp; Whole word spelling</b></p>	<ul style="list-style-type: none"> <li>spell further homophones (long o, long i)</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with the /i:/ sound spelt ei after c</li> <li>Spell homophones ce/se and ow/ou</li> <li>spell some words with 'silent' letters</li> <li>Spell 60 of the words from the year 5/6 word list</li> </ul>	<ul style="list-style-type: none"> <li>Spell all words from the year 5 and 6 words list</li> <li>'ough' words spelt correctly e.g. 'dough, tough'</li> <li>Words ending in 'ial' spelt correctly e.g. 'special, official'</li> <li>continue to distinguish between homophones and other words which are often confused</li> </ul>
<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <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>	<ul style="list-style-type: none"> <li>Spell words with the suffix -cious and -tious</li> <li>Spell words with the suffix -ant or -ent</li> <li>Spell words with the suffix -ance or -ence</li> <li>Spell words with the suffix -able or -ible</li> <li>Spell words with the suffix -ably or -ibly</li> <li>Spell suffixes beginning with vowel letters to words ending in -fer</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <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>
<p><b>Transcription</b></p>	<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>		
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>Handwriting is legible and fluent</li> <li>Choosing the writing implement that is best suited for the task</li> <li>Using further organisational and presentational devices to structure text and guide the reader. (For example: headings, bullet points, underlining etc)</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting is legible and fluent</li> <li>Using further organisational and presentational features such as headings, bullet point and underlining.</li> </ul>	<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>
<p><b>Contexts for Writing</b></p>	<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>	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing.</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>	<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</li> </ul>



			read, listened to or seen performed
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
<b>Drafting Writing</b>	<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</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary with increased sophistication.</li> <li>in narratives, describing settings, characters and atmosphere</li> <li>precising longer passages</li> <li>Adverbials of time are used for cohesion</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> <li>Paragraphs are sequential. They move the plot forward, change time and pace, character, subject, mood and/or viewpoint</li> <li>using expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary to give clarity, contrast and understand 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>Use a range of adverbials (time, manner, degree, place, frequency)</li> <li>Applies a range of sentence openers</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
<b>Editing Writing</b>	<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> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</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, proofread for most spelling and punctuation errors</li> </ul>	<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> <li>proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>	<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>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation and volume.</li> </ul>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Vocabulary</b>	<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> </ul>	<ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing.</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>	<ul style="list-style-type: none"> <li>use a thesaurus</li> </ul>
<b>Grammar</b> (edited to reflect content in Appendix 2)	<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>devices to build cohesion, including adverbials of time, place and number</li> <li>Relative clauses beginning with who, which, when, where whose or an omitted pronoun.</li> <li>Converting nouns or adjectives into verbs using suffixes</li> <li>Verb prefixes.</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>Implementing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms in writing.</li> <li>differences in informal and formal language</li> <li>synonyms &amp; Antonyms</li> </ul>



			<ul style="list-style-type: none"> <li>• further cohesive devices such as grammatical connections and adverbials</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>• use repetition to build tension or emphasise</li> </ul>
<p style="text-align: center;"><b>Punctuation</b> (edited to reflect content in Appendix 2)</p>	<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>• Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using a colon to introduce a list</li> <li>• Using semi colons to separate items in a list</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>• use of ellipsis for cohesion or show a passage of time</li> <li>• To correctly punctuate bullet points consistently</li> <li>•</li> </ul>
<p style="text-align: center;"><b>Grammatical Terminology</b></p>	<ul style="list-style-type: none"> <li>• <b>determiner, pronoun, possessive pronoun, adverbial</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b></li> </ul>