

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Pupils can use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Pupils can spell words by identifying the sounds and then writing the sound with the letter/s. -Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Pupils can spell words containing each of the 40+ phonemes already taught from phase 2, 3, 4 and 5 of letters and sounds.	Pupils can segment spoken words into phonemes and representing these by graphemes, spelling many correctly (phase 2-4)				
			Pupils can apply spelling rules for adding prefixes and suffixes from the Year 1 POS (s/es, ing/ed, er/est, un)	Pupils can add suffixes e.g. -ment, -nes, -ful, -ly, -er, -est	Pupils can use prefixes and suffixes and understand how to add them. -beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten -spell words with the prefixes of un, dis-, mis-, re- are used e.g. disadvantage, misunderstood,	Pupils can use further prefixes and suffixes -prefixes: in-, il-, im-, ir-, sub-, inter-, super, anti-, - suffix -ous added to root words e.g. poisonous, tremendous, humorous, serious	Pupils can use further suffixes -understand the spelling rules when adding: -ant and -ance/-ancy e.g. pleasant, distance -use and understand the spelling rules when adding: -ent,-ence/-ency e.g. department, dependence -can spell words with the suffix -	Pupils can spell and use further words with the suffixes and prefixes. They: -can use and understand the spelling patterns of word endings that sound the same: cious and -tious e.g. delicious, infectious -can use and understand the spelling patterns of word endings that sound the same: cial and -tial e. g. commercial, partial -can spell and use words with suffixes beginning

					<p>-spell words with the suffixes of , -tion, -sion, -cian, -ssion are used e.g. fiction, discussion, musician.</p> <p>-spell words with the suffix 'ation' e.g. information,</p> <p>-spell words with the suffix of -ly (including exceptions to the rule e.g. happily, simply, basically, truly)</p>		<p>able/-ably and -ible/-ibly e.g. adorable, adorably, possible, possibly</p>	<p>with vowel letters to words ending in -fer E.g. referee, refereed, refereeing, preferring, preference, preferable, offer, offered</p> <p>-can use a prefix to join to a root word when the prefix ends in a vowel letter and the root word also starts with a vowel e.g co-ordinate, re-enter, co-operate, co-own</p>
		<p>Pupils can use letter names to distinguish between alternative spellings of the same sound e.g. a (ai ay a-e eigh ey ei)</p>	<p>Pupils can spell by 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. -homophones and near homophones e.g. new/knew, were/where -alternate phoneme spellings e.g., -kn, gn, wr,</p>	<p>Pupils can spell further homophones e.g., accept/except, affect/effect, ball/bawl, berry/bury</p> <p>brake/break, fair/fare, grate/great, groan/grown</p> <p>here/hear, heel/heal/he'll, knot/not, mail/male</p> <p>Pupils can place the possessive apostrophe (to show belonging) accurately in</p>	<p>Pupils can spell further homophones main/mane, meat/meet, medal/meddle, missed/mist, peace/piece : plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>Pupils can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>		<p>Pupils can choose the correct spelling of homophones and other words that are frequently confused -lead/led, past/passed, draught/draft, whose/who's, father/farther, guessed/guest, mourning/morning, steal/steel, allowed/aloud, heard/herd -weary/wary, dessert/desert,</p>	<p>Pupils can choose the correct spelling of homophones and other words that are frequently confused - isle/aisle, dissent/decent, alter/altar, assent/ascent, prophet/profit, stationary/stationery, bridle/bridal, complement/compliment, principal/principle, serial/cereal, affect/effect, precede/proceed -licence/license, prophecy/prophesy, advice/advise, device/devise, practice/practise</p>

				<p>g for j as in giant, S for c after I, e, y as in circle -Year 2 spelling rules : adding ing/er/est to root words, -alternate phoneme spellings e.g. o in was, s in television, tion in station</p>	<p>words with plurals (regular and irregular). E.g. <i>children's books, Digger's ball.</i></p>			
			<p>Pupils can spell Year 1 common exception words.</p>	<p>Pupils can spell Year 2 common exception words</p>	<p>Pupils are beginning to correctly spell at least half of the spelling list for Year 3 and 4</p>	<p>Pupils can spell all of the words from the Year 3 and 4 spelling list</p>	<p>Pupils are beginning to correctly spell at least half of the spelling list for Years 5 and 6 -double c and m -double g, l and p -double t, s and r -words with 'ie' -'u' with uncommon combinations</p>	<p>Pupils can spell all of the words on the spelling list for Years 5 and 6</p>
			<p>Pupils can apply simple spelling rules and guidelines, as listed in English Appendix 1 -ff, ll, s, zz, ck -nk -tch -ve</p>		<p>Pupils can spell words that are often misspelt from English Appendix 1 -words with 'i' spelt as 'y' e.g. myth, gym, Egypt, pyramid, mystery, -words with the 'u' spelt ou e.g.</p>	<p>Pupils can spell words that are often misspelt from English -words ending in 'sure' and 'ture' e.g. treasure, -words ending in 'sion' e.g. division, invasion -words with 'sh' sound spelt 'ch' e.g. chef, chalet,</p>	<p>Pupils can 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</p>	

			<p>-multisyllabic and compound words</p>		<p>young, trouble, double, touch,          -words with /k/ spelt ch e.g. scheme, chorus, echo, character.          -words with the spellings 'ei', 'eigh', 'ey' e.g. vein, weigh, eight, neighbour, they, obey</p>	<p>machine, brochure          -words that end in 'gue' and 'que' e.g. league, tongue, antique, unique          -words with 's' sound spelt 'sc' e.g. science, scene, discipline, fascinate, crescent</p>	<p>-spell words with the 'ee' sound spelt 'ei' after 'c' e.g. deceive, conceive, receive, perceive, ceiling          -spell words with the letter string 'ough' e.g. ought, rough, though, thorough</p> <p>Pupils can learn to spell words with 'silent' letters e.g. doubt, island, lamb, solemn, thistle, knight</p>	
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# Handwriting

<p>Pupils can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <ul style="list-style-type: none"> <li>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>-Use a comfortable grip with good control when holding pens and pencils.</li> <li>-Shows a preference for a dominant hand.</li> </ul>	<p>Pupils develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> <li>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>						
<p>Pupils can write some letters accurately.</p>	<p>Pupils can form lower case and capital letters correctly.</p> <p><b>ELG</b>  <b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b></p> <p><b>-Write recognisable</b></p>	<p>Pupils can begin to form letters and numbers in the correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> <li>-correct grip of pencil</li> <li>-letters on the line</li> <li>-correct formation, size and orientation</li> </ul>	<p>Pupils can write lower case letters, capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Pupils can use diagonal and horizontal strokes needed to join letters and know which letters are best left unjoined.</p>	<p>Pupils can increase the legibility, consistency and quality of their handwriting.</p> <ul style="list-style-type: none"> <li>-keep ascenders and descenders the same size as each other.</li> <li>-space letters so that ascenders and descenders do not touch.</li> </ul>	<p>Pupils can write legibly, fluently and with increasing speed</p> <ul style="list-style-type: none"> <li>-can write clearly and people can read my writing when it is joined.</li> <li>-can decide which letters need to be joined and develop the style and shape of my handwriting.</li> <li>-can choose whether to use</li> </ul>	<p>Pupils can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- writing clearly and people can read writing when it is joined.</li> <li>-deciding which letters need to be joined and develop the style and shape of handwriting</li> <li>-choosing whether to use pen or pencil, depending on the task</li> </ul>

		<b>letters, most of which are correctly formed</b>	of upper and lowercase letters -correct formation of digit 1-10				pen or pencil, depending on the task e.g. note taking in pencil.	
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Composition

<p>Pupils know many rhymes, can talk about familiar books, and be able to tell a long story.</p> <p>Pupil engage in extended conversations about stories, learning new vocabulary.</p> <p>-Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>-Write some or all of their name.</p> <p>-Write some letters accurately.</p> <p>Expressive Arts and Design:</p>	<p>Pupils learn new vocabulary.</p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Describe events in some detail.</p> <p>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>- Listen to and talk about stories to build familiarity and understanding.</p> <p>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>-Use new vocabulary in different contexts.</p>		<p>Pupils consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.</p>	<p>Pupils can plan their writing: by:</p> <p>-discussing texts similar to the one that they are planning to write</p> <p>- identifying and discussing common features in a text e.g. a moral in fable stories.</p> <p>-planning their own writing that includes these features.</p> <p>-discussing and record ideas before writing and add detail to interest the reader.</p> <p>-planning in different ways for different purposes. e.g. diagrams to help with instructional writing and story maps.</p>	<p>Pupils can plan their writing:</p> <p>-discuss texts similar to the one that they are planning to write in order to understand and learn from their structure, grammar and vocabulary.</p> <p>-identify and discuss common features in a text e.g. a moral in fable stories.</p> <p>-plan writing that includes these features.</p> <p>-discuss and record ideas before writing and add detail to interest the reader.</p> <p>-plan in different ways for different purposes. E.g diagrams to help with instructional writing and story maps.</p>	<p>Pupils can plan their writing:</p> <p>-can identify the audience for and purpose of my writing and then select the appropriate form and style.</p> <p>-can discuss texts similar to the one they are going to write and imitate their style, structure, grammar and vocabulary in their own writing.</p> <p>-can make notes and develop own ideas from research.</p> <p>-can discuss how authors develop characters and settings and consider this when writing own narratives.</p>	<p>Pupils can plan their writing by:</p> <p>- identifying the audience for and purpose of writing and then select the appropriate form and style.</p> <p>- discussing texts similar to the one I am going to write and imitate their style, structure, grammar and vocabulary in own writing.</p> <p>-making notes and develop my ideas from research.</p> <p>- discussing how authors develop characters and settings and consider this when writing own narratives.</p>
<p>Pupils Begin to develop complex stories using small world</p>	<p>-Listen to and talk about selected non-fiction to develop</p>	<p>Pupils can sequence sentences to form short narratives</p>		<p>Pupils can draft and write:</p> <p>-composing and rehearse sentences orally.</p>	<p>Pupils can draft and write:</p> <p>-composing and rehearsing sentences orally.</p>	<p>Pupils can draft and write:</p> <p>-select appropriate grammar and</p>	<p>Pupils can draft and write by:</p> <p>- selecting appropriate grammar and vocabulary</p>

	<p>equipment, like animal sets, dolls and dolls houses, etc</p> <p>Pupils Use a wider range of vocabulary. -can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>a deep familiarity with new knowledge and vocabulary.</p> <p>Pupils form lower case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with the letter/s. -Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. -Re-read what they have written to check it makes sense.</p> <p>Pupils can develop storylines in their pretend play.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and</p>			<p>-writing interesting sentences using a range of vocabulary -beginning to use a range of sentence structures e.g. using conjunctions, adverbs or prepositions -making a draft of ideas before writing -organising ideas into simple paragraphs around a central theme. -using simple organisational devices in non-narratives e.g. headings and sub-headings -creating detailed settings, characters and plots in narratives.</p>	<p>-writing interesting sentences using a range of vocabulary e.g. the happy little Elves crept cautiously in to the shoemaker's workshop. - begin to use a range of sentence structures e.g using conjunctions, adverbs or prepositions. -make a draft of my ideas before I start to write for different purposes and audiences. - organise my ideas into simple paragraphs around a central theme. -use simple organisational devices in non-narratives e.g. headings and sub-headings -create detailed settings, characters and plots in my narratives.</p>	<p>vocabulary and understand how my vocabulary choices can change or enhance meaning. -can describe settings, characters and atmosphere in narratives and use dialogue to develop characters and advance action. -can summarise longer passages. -can use a wide range of devices to build cohesion within and across paragraphs -can use organisational and presentation devices to structure my writing and guide the reader. E.g headings, bullet points, underlining.</p>	<p>and understand how my vocabulary choices can change or enhance meaning. - describing settings, characters and atmosphere in narratives and use dialogue to develop characters and advance action. -summarising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. -using organisational and presentation devices to structure my writing and guide the reader. E.g headings, bullet points, underlining, columns or tables.</p>
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		<p>sentences that can be read by others.</p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and teachers</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>-Use new vocabulary throughout the day.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-Develop social phrases.</li> <li>-Use new vocabulary in different contexts</li> </ul> <p><b>ELG</b> Pupils participate in small group, class and one-to-one</p>	<p>Pupils can re-read what they have written to check it makes sense</p>	<p>Pupils make simple additions, revisions and corrections to their own writing, evaluating their writing with the teacher and other pupils.</p>	<p>Pupils can evaluate and edit their writing:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and other's writing and suggest improvements.</li> <li>-using checklists</li> <li>-suggesting changes to improve grammar and vocabulary choices</li> </ul> <p>Pupils can evaluate their writing by proof-reading for spelling and punctuation errors.</p>	<p>Pupils can evaluate and edit their writing:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of writing and suggest improvements.</li> <li>-using checklists to help edit work.</li> <li>-suggest changes to grammar and vocabulary choices to improve the quality of my writing.</li> </ul> <p>Pupils can evaluate their writing by proof-reading for spelling and punctuation errors.</p> <ul style="list-style-type: none"> <li>-re-reading work aloud to make sure it makes sense and that the punctuation and spelling is correct.</li> </ul>	<p>Pupils can evaluate and edit their writing.</p> <p>They:</p> <ul style="list-style-type: none"> <li>-can discuss and assess how effective mine and other's writing is.</li> <li>-can suggest changes to vocabulary, grammar and punctuation in order to improve the style and clarity of their writing.</li> <li>-can use verb tenses correctly and consistently in their writing.</li> <li>-can use correct verb agreements for singular and plurals.</li> <li>-can choose features of spoken and written English and use them correctly. E.g contracted verb forms and colloquial expressions.</li> </ul> <p>Pupils can evaluate and edit their writing by proof-reading for</p>	<p>Pupils can evaluate and edit their writing by:</p> <ul style="list-style-type: none"> <li>-discussing and assessing how effective mine and other's writing is.</li> <li>-suggesting changes to vocabulary, grammar and punctuation in order to improve the style and clarity of writing.</li> <li>-using verb tenses correctly and consistently in my writing.</li> <li>-using correct verb agreements for singular and plurals.</li> <li>-choosing features of spoken and written English and use them correctly. E.g contracted verb forms and colloquial expressions.</li> </ul> <p>Pupils can evaluate and edit their writing by proof-reading for spelling and punctuation errors.</p>

		<p>discussion, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"><li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>					<p>spelling and punctuation errors.</p>	
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Vocabulary, Grammar, Punctuation

Pupils can:  
Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'  
-Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.  
-Use longer sentences of four to six words

Pupils can sing a large repertoire of songs.  
-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

-Take part in simple pretend play, using an object to represent something else even though

Pupils can:  
Learn new vocabulary.  
-Use new vocabulary throughout the day.  
-Articulate their ideas and thoughts in well-formed sentences.  
-Connect one idea or action to another using a range of connectives

**ELG**  
**Pupils offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.**  
**-Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future**

Pupils can join words and sentences using 'and'

Develop their understanding of co-ordination and subordination through:  
-knowledge of what a clause is  
- understand the difference between co-ordinating and subordinating conjunctions and be able to use examples of each.

Pupils can extend their range of sentences, with more than one clause, by using a wider range of conjunctions. (when, if, because, although)

They can understand what a clause is, what a subordinate clause is and use them in my writing.

Pupils can use conjunctions, adverbs and prepositions to express time, place and cause. e.g., conjunctions: when, before, after, while, so, because  
-adverbs - then, next, soon and therefore  
-prepositions - before, after, during, in, because of

Pupils can use relative clauses. They:  
-can understand that a relative clause usually contains a relative pronoun e.g. who, which, where, when, whose, that  
- can understand that sometimes a relative clause has an implied relative pronoun e.g. 'I went to the park which is around the corner from my house.'  
can still make sense without the relative pronoun 'which' or the verb 'is'. 'I went to the park around the corner from my house.'

	<p>they are not similar.</p> <ul style="list-style-type: none"> <li>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>-Remember and sing entire songs.</li> <li>-Sing the pitch of a tone sung by another person ('pitch match').</li> <li>-Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>-Create their own songs, or improvise a song around one they know</li> </ul>	<p><b>tenses and making use of conjunctions with modelling and support from the teacher</b></p> <p>Pupils can: Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives.</p> <p><b>ELG</b> <b>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</b></p> <p>Pupils can:</p>	<p>Pupils can begin to punctuate sentences accurately by</p> <ul style="list-style-type: none"> <li>-demarcation of sentences with full stops and capital letters</li> <li>- question marks</li> <li>-exclamation marks</li> <li>-finger spaces</li> <li>-Capital letters for proper nouns and pronoun 'I'</li> </ul>	<p>Pupils can learn how to use both familiar and new punctuation correctly.</p> <ul style="list-style-type: none"> <li>-capital letters and full stops to</li> <li>-question marks</li> <li>- exclamation marks.</li> <li>-commas correctly to separate items in a list.</li> <li>-apostrophes correctly to show possession (singular) and where letters are missing (contracted form) e.g., can't, didn't.</li> <li>-capital letters for proper nouns.</li> </ul>	<p>Pupils can correctly understand, use and punctuate direct speech.</p> <p>e.g. "It's time for lunch," said the teacher.</p>	<p>Pupils can accurately punctuate speech with inverted commas. "It's time for lunch," said the teacher.</p> <ul style="list-style-type: none"> <li>- use a comma after the reporting clause</li> <li>-end punctuation within inverted commas e.g. "Sit down!"</li> <li>-start a new line for each new speaker.</li> </ul> <p>Pupils can indicate possession by using the possessive apostrophe (plural and singular).</p>	<p>Pupils can use commas to clarify meaning or avoid ambiguity. They: can use commas to separate clauses. e.g. While I was working, my mum was making a cake.</p> <ul style="list-style-type: none"> <li>-can use commas in a list. e.g. I bought bread, butter and jam.</li> </ul> <p>Pupils can use brackets, dashes or commas to indicate parenthesis.</p>	<p>Pupils can use semi-colons, colons or dashes.</p> <ul style="list-style-type: none"> <li>-using colons to introduce items in a list. E.g. Ingredients: eggs, butter, sugar and flour.</li> <li>-using semi-colons to separate grouped items in a list e.g. At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight-year-old acrobat.</li> <li>- using a semi-colon to separate two main clauses. E.g. It's raining; I'm fed up.</li> <li>- using a colon to show the link between a main clause and a dependent clause e.g. There are six cars left in the race: three of them are Ferraris.</li> <li>- using a dash to show the link between a main clause and a dependent clause e.g. I fell over at school today - that was embarrassing!</li> </ul> <p>Pupils can punctuate bullet points consistently.</p> <ul style="list-style-type: none"> <li>-using a colon to introduce a bullet-pointed list.</li> </ul>
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	<p>Engage in story times.          -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.          -Learn rhymes, poems and songs. Expressive Arts and Design          -Sing in a group or on their own, increasingly matching the pitch and following the melody.          -Develop storylines in their pretend play.</p> <p><b>ELG</b>  <b>Pupils can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p>						<p>-using full stops in bullet points when using complete sentences.          -using commas in my bullet-pointed list if not using complete sentences.</p> <p>Pupils can use hyphens to clarify meaning or avoid ambiguity          -using hyphens to make the meaning clear e.g. I can see a man eating shark or I can see a man-eating shark.          (creating a compound adjective) OR re-cover vs recover.</p>
		<p>Pupils can learn how to expand noun phrases to describe and specify e.g. the blue butterfly.</p>	<p>Pupils can use noun phrases expanded by modifying adjectives, nouns and preposition phrases. E.g. The teacher expanded to: The strict maths teacher with curly hair.</p>	<p>Pupils can use expanded noun phrases to show more complicated information in a concise way.</p> <p>Pupils can convert nouns or adjectives into verbs using the suffixes -ate, -ise, -nd -ify e.g. captive to captivate, advert to advertise, terror to terrify</p>			

		<p><b>-Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>- Invent, adapt and recount narratives and stories with their peers and their teacher.</b></p> <p><b>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</b></p> <p>Pupils can engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>ELG</b> Pupils can offer explanations for why things might happen, making use of recently introduced</p>		<p>Pupils can use the present and past tense correctly and consistently simple and progressive</p>	<p>Pupils can use the present perfect form of verbs instead of the simple past tense. E.g He has gone out to play instead of He went out to play.</p>		<p>Pupils can use the present perfect form of verbs in contrast to the past tense to show relationships of time and cause. e.g using the verb 'have'</p> <p>They:</p> <ul style="list-style-type: none"> <li>-can use the verb 'have' to create the present perfect tense e.g. I have finished my homework already.</li> <li>-can use the verb 'have' to create the past perfect tense e.g He had watched TV for over an hour.</li> </ul> <p>Pupils can use modal verbs or adverbs to show the degrees of possibility. They:</p> <ul style="list-style-type: none"> <li>-can use modal verbs in a sentence to show how likely something is to happen e.g. might, should, will, must</li> <li>-can use modal adverbs in a sentence e.g. perhaps, maybe, surely</li> </ul>	<p>Pupils can use the passive verb form to affect how the meaning is presented e.g. I broke the window in the greenhouse. OR The window in the greenhouse was broken (by me).</p>
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		<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>		<p>Pupils can learn how to use sentences with different forms - statement, question, exclamation, command</p>				
					<p>Pupils can understand the purpose of a determiner and how they are used with nouns to limit the reference e.g. a, the, my, two</p> <p>Pupils can use an appropriate noun, pronoun or possessive pronoun within and across sentences to aid cohesion and avoid repetition.</p> <p>-can identify pronouns within a sentence. e.g. He was talking on the phone.</p> <p>-can use and understand the use of the pronoun in sentences</p>			

						<ul style="list-style-type: none"> <li>- can identify possessive pronouns within a sentence. e.g. That coat is mine.</li> <li>-can use and understand the use of the possessive pronoun in sentences</li> </ul>		
						<p>Pupils can use adverbials of time, manner, place and position.</p> <ul style="list-style-type: none"> <li>-can use fronted adverbials for additional detail.</li> <li>- use commas after fronted adverbials. e.g. After lunch, I will read my book.</li> <li>-can use and understand the use of the adverbials in sentences (words that are used to describe the verb). e.g. He cautiously (manner) walked in to the room (position)</li> </ul>	<p>Pupils can create cohesion within and across paragraphs. They:</p> <ul style="list-style-type: none"> <li>-can use cohesive devices to join ideas within my paragraphs e.g. then, after, that, this, firstly</li> <li>-can link ideas across paragraphs using adverbials of time, place and number e.g. later, nearby, secondly.</li> <li>-can link ideas across paragraphs using the correct tense choice e.g He had seen her before.</li> </ul>	<p>Pupils can create cohesion within and across paragraphs:</p> <ul style="list-style-type: none"> <li>-creating cohesion by repeating a word or phrase e.g. "Peter was running late. He had promised not to be late this time. If only he could get to places on time!"</li> <li>-using adverbials to link ideas across paragraphs e.g. on the other hand, in contrast, or as a consequence.</li> <li>-joining ideas by ending a paragraph with ellipsis e.g If only I hadn't left the door unlocked.</li> </ul>
						<p>Pupils can write in Standard English for verb inflections. e.g.</p>		<p>Pupils understand the difference between informal and formal speech and writing.</p>

						we were not we was		<p>-selecting the correct style of writing to suit the text type. E.g. formal language in a persuasive letter, informal language in a conversation between characters in a story.</p> <p>-using the subjunctive form in my writing to show formality. E.g. If I were the Prime Minister, I would make ice-cream free. OR Were they to come to my party, they would have a lovely time.</p> <p>-use informal speech structures e.g. "He's your friend isn't he?"</p>
Terminology			<p>Introduce and understand the following terms:</p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Introduce and understand the following terms:</p> <p>Noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma.</p>	<p>Introduce and understand the following terms:</p> <p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks).</p>	<p>Introduce and understand the following terms:</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p>	<p>Introduce and understand the following terms:</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Introduce and understand the following terms:</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

