



*Progression of Skills in
English*

*Moldgreen Community
Primary School*

2019-2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken language	<ul style="list-style-type: none"> • I can speak clearly and confidently in front of people in my class. • I can re-tell a well-known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. • I can listen carefully to the things other people have to say in a group. • I can join in with conversations in a group. • I can join in with role play. 	<ul style="list-style-type: none"> • I can ask questions to get more information and clarify meaning. • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of people I am speaking to by adapting the way I talk. • I understand how to speak for different purposes and audiences (beginning). • I can perform a simple poem from memory. 	<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I can vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I show that I have listened carefully because I make relevant comments. • I present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems 	<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • I show that I understand the main point and the details in a discussion. • I adapt what I am saying to the needs of the listener or audience (increasingly). • I show that I know that language choices vary in different contexts. • I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I justify an answer by giving evidence. • I use Standard English when it is required. • I perform poems or plays from memory, conveying ideas about 	<ul style="list-style-type: none"> • I engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I develop my ideas and opinions, providing relevant detail. • I express my point of view. • I show that I understand the main points, including implied meanings in a discussion. • I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. • I use Standard English in formal situations. • I am beginning to use hypothetical language to consider more than one possible outcome or solution. • I can perform my own compositions, using appropriate intonation and volume so that 	<ul style="list-style-type: none"> • I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • I ask questions to develop ideas and take account of others' views. • I explain ideas and opinions giving reasons and evidence. • I take an active part in discussions and can take on different roles. • I listen to, and consider the opinions of, others in discussions. • I make contributions to discussions, evaluating others' ideas and respond to them. • I sustain and argue a point of view in a debate, using the formal language of persuasion. • I express possibilities using hypothetical and speculative language. • I engage listeners through choosing appropriate vocabulary and register that it is

			<p>from memory adapting expression and tone as appropriate.</p>	<p>characters and situations by adapting expression and tone.</p>	<p>meaning is clear.</p> <ul style="list-style-type: none"> • I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. • I can begin to select the appropriate register according to the context. 	<p>matched to the context.</p> <ul style="list-style-type: none"> • I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.
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	Year 1	Year 2	Year 3/4	Year5/6
Word reading reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) ▪ 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 ▪ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the taught GPCs ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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.

	Year 1	Year 2	Year 3/4	Year 5/6
Reading Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far ▪ participate in discussion about what is read to them, taking turns and listening to what others say 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ 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 ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions 	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <ul style="list-style-type: none"> ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ▪ 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 ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ learning a wider range of poetry by heart ▪ 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 understand what they read by: <ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

<p style="text-align: center;">Reading Comprehension</p>	<ul style="list-style-type: none"> ▪ explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> ▪ predicting what might happen on the basis of what has been read so far ▪ 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 ▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction ▪ 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. 	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction ▪ 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 ▪ 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 ▪ provide reasoned justifications for their views.
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	Year 1	Year 2	Year 3/4	Year 5/6
Writing Transcription	<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un– ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in English Appendix 1 (p.50-54) ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ 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 ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for example, the girl’s book] ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ Write from memory simple sentences dictated by the teacher that include words using the GPC’s, common exception words and punctuation taught so far. ▪ Apply spelling rules and guidance listed in Appendix 1 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Spelling (see English Appendix 1)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. <p>Spelling (see English Appendix 1)</p>

	Year 1	Year 2	Year 3/4	Year 5/6
Writing composition	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary ▪ encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ▪ evaluating their writing with the teacher and other pupils ▪ 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 ▪ proof-reading to check for errors in spelling, grammar and punctuation ▪ read aloud their writing with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ 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 (English Appendix 2) ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors 	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p>

Writing composition			<ul style="list-style-type: none">▪ 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.	<ul style="list-style-type: none">▪ assessing the effectiveness of their own and others' writing▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning▪ ensuring the consistent and correct use of tense throughout a piece of writing▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register▪ proof-read for spelling and punctuation errors▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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	Year 1	Year 2	Year 3/4	Year 5/6
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly (rec) ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place (rec) using in and out strokes ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting 'families' and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined ▪ increase the legibility, consistency and quality of their handwriting [for example, 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]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: ▪ choosing the writing implement that is best suited for a task.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use regular plural noun suffixes –s or –es and know the effects of these suffixes on the meaning of the noun. ▪ know that suffixes can be added to verbs where no change is needed in the spelling of root words. ▪ how the prefix un- changes the meaning if verbs and adjectives ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ how words can combine to make sentences. ▪ sequencing sentences to form short narratives ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ know formation of nouns using suffixes such as –ness, -er and compound words. ▪ know formation of adjectives using suffixes –ful and –ness. ▪ know use of the suffixes –er and –est in adjectives and the use of –ly to turn adjectives into adverbs. ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ expanded noun phrases to describe and specify [for example, the blue butterfly] ▪ sentences with different forms: statement, question, exclamation, command ▪ correct choice and consistent use of the present tense and past tense throughout writing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ know formation of nouns using a range of prefixes eg super-, anti- and auto- ▪ Use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock, an open box. ▪ word families based on common words, showing how words are related in form and meaning eg solve, solution, solver, dissolve, insoluble ▪ express time, place and clause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of) ▪ introduction to paragraphs as a way to group related material. ▪ headings and sub-headings to aid presentation 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ know the grammatical difference between plural and possessive –s. ▪ standard English forms for verb inflections instead of local spoken forms (eg we were instead of we was, or I did instead of I done) ▪ noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the teacher expanded to: the strict math teacher with grey hair) ▪ fronted adverbials (eg later that day, I heard the bad news) ▪ Use of paragraphs to organise ideas around a theme. ▪ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] ▪ Verb prefixes [for example, dis-, de-, mis-, over- and re-] ▪ Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun ▪ Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] ▪ Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] ▪ How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. ▪ Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. ▪ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]

<p style="text-align: center;">Vocabulary, Grammar and punctuation</p>	<ul style="list-style-type: none"> ▪ Know the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark 	<ul style="list-style-type: none"> ▪ use of the progressive form of verbs in the present and past tense to mark actions in progress (she is drumming, she was shouting) ▪ use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ use and understand the grammatical terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma. 	<ul style="list-style-type: none"> ▪ use of the present perfect form of the verbs instead of the simple past (eg he has gone out to play contrasted with He went out to play) ▪ Introduction to inverted commas to punctuate direct speech. ▪ use and understand the grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks) 	<ul style="list-style-type: none"> ▪ use of inverted commas and other punctuation to indicate direct speech (eg a comma after the reporting clause; end punctuation within the inverted commas: The conductor shouted, "Sit down!") ▪ Apostrophes to mark plural possession (eg the girl's name, the girls' name) ▪ use of commas after the fronted adverbials. ▪ understand and use the terms determiner, pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> ▪ Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] ▪ Brackets, dashes or commas to indicate parenthesis ▪ Use of commas to clarify meaning or avoid ambiguity ▪ Understand and use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> ▪ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis ▪ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] ▪ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] ▪ Use of the colon to introduce a list and use of semi-colons within lists ▪ Punctuation of bullet points to list information ▪ How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] ▪ Know and use the terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
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