



ENGLISH PROGRESSION GRID

Intent:

Our English curriculum is designed to immerse children in a range of language-rich texts and therefore develop their speaking, listening, reading and writing skills, with language acquisition at the heart. Our carefully chosen texts reflect the diverse communities we teach and inspire a life-long love of reading.

Reading - Our systematic approach to the teaching of early reading and phonics will ensure that children can read fluently by the age of seven. Please see the phonics and early reading policy for further information.

We follow the national curriculum for English to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

LEARN

Language Acquisition – Key vocabulary is taught in a progressive manner through the literacy curriculum, with a clear focus on Tier 2 vocabulary (see TalkForWriting progression)

Empowering Experiences – The literacy curriculum drives the wider curriculum, with enrichment linked to the key texts.

Active and Hands-on Learning – Children are encouraged to discuss, debate, orally rehearse and refine their ideas across the literacy curriculum.

Relevance to our Diverse Community – Core and supplementary texts are carefully chosen to reflect the diversity of the school community.

New Knowledge and Skills – The literacy curriculum is sequenced progressively to ensure that prior learning is referred to and built upon.

RUPA

Respectful – There are planned opportunities to engage in discussion and debate, considering and respecting the feelings and viewpoints of others. Children engage in a respectful manner with texts from other cultures.

Understanding – Through exposure to high quality texts, children will develop their empathy and ability to understand the thoughts, feelings and experiences of others.

Positive - Children are exposed to positive role models throughout the literacy curriculum.

Aspirational – Texts chosen are aspirational and include many classic pieces of children’s literature. Model texts in TalkForWriting are pitched at an aspirational level for every year group.

SMSC

Spiritual – Children are exposed to characters with a range of spiritual experiences and viewpoints. They are encouraged to reflect and consider similarities with their own lives and experiences.

Moral – The reading curriculum allows children to consider the morality of different characters. Different viewpoints are explored respectfully.

Social – Children are taught how to engage in constructive conversation, demonstrating effective listening and responding to the ideas of others.

Cultural – Core and supplementary texts are carefully chosen to reflect the cultural diversity of the school community.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPOKEN LANGUAGE							
SPEAKING	<p><i>Early Learning Goal:</i></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations of 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 use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Respond to a speaker, making simple comments and suggestions. Make helpful contributions when speaking in turns, in pairs and in small groups. Ask questions that link clearly to the topic being discussed Use new vocabulary in a range of meaningful contexts Answer questions clearly in sentences Give a reason for their answer when asked Describe their immediate world and environment Talk about themselves clearly and confidently Retell simple stories / recounts Speak clearly in grammatically correct sentences Take part in role play to find out about different characters and situations Take on different roles in drama to explore how characters feel Organise thoughts into sentences before expressing them Choose words to add interest or detail 	<ul style="list-style-type: none"> Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared Work in a variety of group situations, following etiquette for group dynamics Generate questions to ask a specific speaker in response to a talk / conversation Use vocabulary heard or seen in their reading and across curriculum subjects Use new vocabulary in the correct context Discuss a wider range of topics that are perhaps unfamiliar to their own direct experience. Give answers to questions supported by justifiable reasons Support own ideas and opinions with explanation Develop ideas through sustained talk Organise what they want to say so that it is clear to the listener Recall events or stories with added detail to engage the listener Speak to a wider audience Adapt speaking style to suit the audience Prepare and present information orally Participate in drama, improvisation and role play activities – showing an understanding of character by choice of vocabulary to indicate feelings and emotions Adapt language, tone and style to suit the purpose of the listener 	<ul style="list-style-type: none"> Use vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Talk about abstract subjects using a rich and varied vocabulary to articulate ideas and emotions Sustain an argument, returning to main ideas throughout the course of the conversation Present ideas and opinions coherently, supported with reasons Talk about feelings, thoughts and ideas with some detail to make meaning explicit Present information clearly and in an appropriate form to the listener Plan and present information verbally, selecting the appropriate format and style to match the purpose Sustain a longer conversation about a given topic Offer ideas and support these with reasoning Articulate thoughts clearly when presenting to a range of audiences Adopt a formal or informal tone as appropriate to the situation Take an active role in discussion, taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette and conventions 			

LISTENING

Early Learning Goal:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

- Listen carefully to others and take turns
- Show that the conversation is being followed through the questions that are asked
- Remain focused on a conversation when not directly involved and recall the main points when questioned
- Begin to offer ideas and suggestions based on what has been heard
- Know that different people have different ideas / responses and recognise that these are as valuable as their own
- Notice how different speakers talk and consider why this might be the case

- Show through contributions made and questions asked that they have followed a conversation
- Build on the ideas of others
- Take account of the viewpoints of others
- Recognise how language choices vary in different situations

- Summarise another person's contribution to a discussion before adding their own interpretation or opinion
- Explain how language use varies in different situations
- Refer to the viewpoints of others

WORD READING

READING

See Little Wandle progression grid

Word Reading Early Learning Goal:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

- Reread books matched to their phonic knowledge, to build up confidence and fluency

See Little Wandle progression grid

- Apply phonic knowledge to decode
- Respond speedily with the correct sound to grapheme for all 40+ phonemes
- Read common exception words
- Read words of more than one syllable
- Read words with contractions
- Read aloud decodable books linked to their phonic knowledge
- Reread books to build up fluency and confidence

- Continue to apply phonics as the route to decode words until automatic decoding is secure
- Read accurately by blending
- Read words of 2 or more syllables
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spellings and sounds
- Read at a good pace without overt blending
- Read aloud decodable books linked to their phonic knowledge
- Reread books to build up fluency and confidence

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet.
- Read further exception words

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and 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.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">READING FOR PLEASURE</p>	<ul style="list-style-type: none"> Listen to a wide range of stories, especially traditional tales and fairy tales Listen to non-fiction texts to enhance their understanding of the wider curriculum Engage with books as part of continuous provision. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. Link what they read or hear to their own experiences Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Listen to, discuss and express 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. Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for a range of purposes 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Recommend books they have read to their peers 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Recommend books they have read to their peers, giving reasons for their choices
	RETRIEVAL						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPREHENSION</p>	<p><i>Comprehension Early Learning Goal:</i></p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<ul style="list-style-type: none"> Answer simple questions about characters from stories Answer simple questions about the plot and events of a story Recall facts from non-fiction texts that they have read or listened to. 	<ul style="list-style-type: none"> Fiction – retrieval of basic information relating to plot Retrieve information from non-fiction texts 	<ul style="list-style-type: none"> Fiction - retrieval of basic information relating to plot Non-fiction - retrieval of simple facts Non-fiction - identifying the structure of non-fiction texts 	<ul style="list-style-type: none"> Fiction – retrieval of information relating to plot and character Non-fiction – retrieval of facts using a range of organisational devices Non-fiction – using dictionaries to check meaning Non-fiction – investigating the use of images and infographics to convey meaning Identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> Fiction – retrieval of information relating to plot and character Non-fiction – retrieval of facts using a range of written and organisational devices, including the use of images Non-fiction – use of subject specific vocabulary Distinguish between statements of fact and opinion Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Fiction – retrieval of information relating to plot and character Non-fiction – retrieve, record and present information from non-fiction texts Distinguish between statements of fact and opinion Identify how language, structure and presentation contribute to meaning

INFERENCE

Comprehension Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Make inferences on the basis of what is being said and done

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- Inference of character thought and feeling based on images
- Inferences of character thoughts, feelings and actions

- Inferences based on evidence stated in the text (character thoughts, feelings, motives and actions)

- Inferences based on evidence stated in the text as well as what is implied (character thoughts, feelings and actions).
- Inferences about the relationships between characters

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- Inferences about the relationships between characters

SEQUENCING AND SUMMARISING

Comprehension Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Retell very familiar stories.

- Discuss the sequence of events in books and how items of information are related.

- Sequencing and summarising events, using images as prompts
- Retell some whole stories orally

- Summarising across chapters and whole texts for novels
- Identify the main ideas drawn from more than one paragraph and summarise these.
- Retell some whole stories orally

- Summarise main ideas drawn from more than one paragraph or from a whole text

- Summarise main ideas drawn from more than one paragraph or from a whole text, identifying the key details that support the main ideas

VOCABULARY

Comprehension Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

- Discuss word meanings, linking new meaning to those already known
- Draw on vocabulary provided by the teacher to help them understand what they are reading or listening to.

- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases

- Use dictionaries to check the meaning of words that they have read
- Discuss interesting words and phrases and why they have found them interesting
- Check that the text makes sense to them, explaining the meaning of words in context

- Use dictionaries to check the meaning of words that they have read
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, explaining the meaning of words in context

- Discuss and evaluate how authors use language, considering the impact on the reader

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

PREDICTING

Comprehension Early Learning Goal

- Anticipate – where appropriate – key events in stories

- Predict what might happen based on what has been read so far.

- Predict what might happen based on what has been read so far.

- Predict what might happen from details stated in a text

- Predict what might happen from details both stated and implied

- Predict what might happen from details both stated and implied

- Predict what might happen from details both stated and implied

GENRE KNOWLEDGE / ANALYSIS OF WHOLE TEXTS

Comprehension Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Become very familiar with fairy stories and traditional tales, retelling them

- Become increasingly familiar with and retell a wider range of fairy stories and traditional tales
- Recognise simple recurring literary language in stories and poetry

- Identifying the themes of a traditional tale
- Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

- Identifying the themes of a myth and the features of this genre
- Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

- Identifying the themes and conventions of a genre (myths and legends).
- Making comparisons with myths read in Year 4, identifying similarities and differences
- Identifying themes and conventions of traditional tales, making comparisons with texts read in Year 3
- Increase 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.
- Make comparisons within and across books

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- Make comparisons within and across books

POETRY

- Learn to appreciate rhymes and poems
- Learn and recite a range of nursery rhymes

- Listen to and discuss poetry
- Learn to appreciate rhymes and poems, and to recite some by heart.

- Listen to and discuss a wide range of contemporary and classic poetry
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

- Read poems aloud with appropriate expression and volume
- Recognise some different forms of poetry, for example free verse.

- Read aloud with appropriate intonation, expression and volume
- Offer a personal response to a poem

- Analyse poetry for meaning
- Learn some poetry off by heart and perform with appropriate expression, intonation and volume
- Learn a wider range of poetry by heart

- Learn a wider range of poetry by heart
- Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
- Analyse poetry for meaning, considering the intention and choices of the poet

WRITING (see TalkForWriting Progression Grids – Toolkits / Vocabulary)

HANDWRITING

Writing Early Learning Goal:

- Write recognisable letters, most of which are correctly formed.
- Form lower case letters

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families'

- Form lower case letters of the correct size relative to each other
- Start using some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left un-joined
- 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 letter

- Use different types of joins (horizontal and diagonal)
- Understand which letters are break letters and should not be joined
- Handwriting is consistently neat and fluent

- Use different types of joins fluently and understand which letters should not be joined
- Handwriting is consistently neat and fluent, with down strokes parallel and equidistant to each other.

- Write legibly and fluently, deciding whether or not to join specific letters
- Write with increasing speed
- Choose the writing implement best suited for a task

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- Write with increasing speed
- Choose the writing implement best suited for a task

COMPOSITION

Writing Early Learning Goal:

- Write simple phrases and sentences that can be read by others.
- Reread what they have written to check that it makes sense

- Orally write and compose sentences
- Sequence sentences to form short narratives
- Reread what they have written to check it makes sense
- Discuss what they have written with others
- Read their writing aloud clearly and audibly

- Write narratives about personal experiences and those of others
- Write about real events
- Write poetry
- Write for different purposes
- Plan or orally rehearse what they are going to write about
- Evaluate their writing with the teacher and other pupils
- Re-read to check that their writing makes sense and that verbs to indicate time are used correctly.
- Proof-read to check for errors in GPS.
- Read aloud what they have written with appropriate intonation for meaning

- Use ideas from other pieces of writing, for example vocabulary and how the writing is structured
- Plan their writing and record ideas
- Create characters, setting and plot for stories.
- Use paragraphs correctly.
- Plan and write non-fiction, including using headings to organise my writing.
- Proof-read their writing to correct spelling and punctuation mistakes.
- Edit their work, suggesting improvement.
- Read aloud clearly.

- Use ideas from other pieces of writing, for example vocabulary and how the writing is structured
- Plan writing through discussion and by recording ideas
- Create characters, setting and plot for stories, considering the audience and purpose of the writing
- Compose and rehearse sentences orally, using a rich and varied vocabulary
- Organise paragraphs around a theme
- Plan and write non-fiction, including using heading to organise my writing
- Evaluate their own and others' writing, suggesting improvements
- Read aloud, speaking clearly and with expression.

- Plan with consideration to the audience and purpose for their writing
- Develop ideas with reading and research
- Select vocabulary carefully, understanding the effect on the reader
- Write narratives that describe characters and settings and create atmosphere
- Use dialogue to help convey character
- Link sentences and paragraphs effectively, for example by using adverbials
- Organise and present non-fiction writing to guide the reader, e.g. using bullet points or underlining
- Proof-read their work to check for spelling, punctuation and grammar mistakes
- Evaluate pieces of writing, suggesting changes to vocabulary, grammar or punctuation to improve them.

- Plan with consideration to the audience and purpose for their writing, using similar writing as a model
- Note and develop initial ideas, drawing on reading and research where necessary
- In writing narratives, consider how authors have developed characters and settings
- Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
- Integrate dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader
- Assess the effectiveness of pieces of writing

GPS							<ul style="list-style-type: none"> • Ensure correct subject and verb agreement • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
	SPELLING						
	<p><i>Writing Early Learning Goal</i></p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Name the letters of the alphabet and the sounds they most commonly represent • Segment spoken words into sounds before choosing graphemes to represent the sounds • Spell consonant digraphs which they have been taught • Spell vowel digraphs which they have been taught • Spell words with adjacent consonants 	<ul style="list-style-type: none"> • Spell words containing the 40+ phonemes taught • Spell common exception words • Spell the days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound. • Use the spelling rule for adding –s or –es as the plural marker for nouns and third person singular marker for verbs • Use the prefix un- • Use –ing, -ed, -est and –er where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> • Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes, including a few common homophones • Spell further common exception words • Spell more words with contracted forms • Spell using the possessive apostrophe (singular) • Spell by distinguishing between homophones and near homophones • Add suffixes to spell longer words, including –ment, -ness, -ful, -less and –ly 	<ul style="list-style-type: none"> • Use the prefixes un-, dis-, mis-, re-, -pre • Use suffixes beginning with vowel letters e.g. –ing, -en, -er, -ion. • Spell homophones correctly e.g. brake/break, fair/fare, male/mail, heal/heel/he'll • Use the first few letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • Accurately spell the common taught words for years 3 and 4. • Spell a greater range of homophones accurately e.g. affect/effect, berry/bury • Use the first few letters of a word to check its spelling in a dictionary • Use the prefixes un-, dis-, in-, sub-, inter-, super- and anti- • Use the suffixes –ation, -ly, -er, -sure, -ture and –ous • Place the possessive apostrophe accurately in words with regular plurals e.g. girls' 	<ul style="list-style-type: none"> • Spell accurately many of the words from the years 5 and 6 spelling list. • Understand that the spelling of some words needs to be learnt specifically • Use the first three of four letters of a word to check the spelling or meaning of a word in a dictionary • Use a thesaurus • Spell some words with silent letters e.g. knight, psalm, solemn • Use a range of prefixes and suffixes including –ant, -ent, -ence, -able, -ibly and –ably. 	<ul style="list-style-type: none"> • Accurately spell the words from the years 5 and 6 spelling list • Spell some words with silent letters e.g. knight, psalm, solemn • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus

PUNCTUATION

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| <ul style="list-style-type: none">• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop | <ul style="list-style-type: none">• Leave spaces between words• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' | <ul style="list-style-type: none">• Use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | <ul style="list-style-type: none">• Use inverted commas to punctuate speech | <ul style="list-style-type: none">• Use inverted commas and other punctuation to indicate direct speech• Use fronted adverbial phrases and remember to include a comma afterwards. | <ul style="list-style-type: none">• Use brackets, dashes or commas to indicate parenthesis• Use commas to clarify meaning or avoid ambiguity in writing• Use a colon to introduce a list | <ul style="list-style-type: none">• Use commas to clarify meaning or avoid ambiguity in writing• Use hyphens to avoid ambiguity• Use brackets, dashes or commas to indicate parenthesis• Use semi-colons, colons or dashes to mark boundaries between independent clauses• Use a colon to introduce a list• Punctuate bullet points correctly. |
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GRAMMAR

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

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| <ul style="list-style-type: none"> • Join words and clauses using 'and' • Understand and use the following terms: letter, capital letter, word, singular, plural, full stop, question mark, exclamation. | <ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use expanded noun phrases to describe and specify • Use the present and past tenses correctly, including the progressive form • Use subordination (when, if, that, or because) and co-ordination (or, and, or but) • Some features of written Standard English • Understand and use the following terms: noun, noun phrase, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma | <ul style="list-style-type: none"> • Use a range of conjunctions e.g. when, before, after, so, because, then, next, soon, during • Use a or an correctly • Use prefixes to form nouns e.g. super-, anti-, auto- • Understand and use the following terms: preposition, clause, subordinate clause, consonant, vowel, conjunction. | <ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause. • Use fronted adverbial phrases and remember to include a comma afterwards • Use pronouns or nouns to make writing cohesive and to avoid repetition • Understand and use the following terms: determiner, pronoun, possessive pronoun and adverbial. | <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose and that • Use adverbs (perhaps, surely) and modal verbs (should, might, will, must) to indicate possibility. • Use different verb forms accurately, including passive verbs and perfect forms. • Understand and use the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash | <ul style="list-style-type: none"> • Recognise the vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause |
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