

# Writing Progression Y1-6

	Year 1	Year 2	Year 3																		
<b>Contexts for Writing &amp; Drafting</b> (To be covered by the end of the year, several times)	✓ I can write my sentences in order to tell a short narrative. ✓ I can say my sentences out loud before I write them down independently.	✓ I can write narrative texts about the experiences of others (fiction) ✓ I can write narrative texts about my own personal experiences (real) ✓ I can write about real events (non-fiction) ✓ I can write poetry. ✓ I can write for different purposes ✓ I can write down ideas and/or key words, including new vocabulary ✓ I can encapsulate what I want to say, sentence by sentence	✓ I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar ✓ I can write a detailed paragraph about 1 point before moving onto another. ✓ I can create settings in my stories. ✓ I can develop characters in my stories. ✓ I can create a plot in my stories. ✓ I can use headings and sub-headings are used to aid presentation.																		
<b>Spelling &amp; Word Building</b> (Teach during SPaG Starters and covered in lessons)	✓ I can spell most of the 40+ phonemes that I have been taught in Reception. ✓ I can spell common exception words which are difficult to sound out. ✓ I can spell the days of the week. ✓ I can name the letters of the alphabet in order ✓ I can use letter names to distinguish between alternative spellings of the same sound ✓ I can spell plural words correctly by adding -s and -es. ✓ I can use the prefix -un correctly in words that I know to change the meaning of verbs/ adverbs. ✓ I can use words which end in -ing, -ed, -er and -est correctly when I don't have to change the root word. ✓ I can spell words with the spelling patterns; -tch -ff, ll, ss, zz, ck ✓ I can spell some compound words	✓ I can spell words in a phonetically plausible way. ✓ I can use more word-specific knowledge of spellings; including homophones, for both mono- and multi-syllabic words. ✓ I can spell most year 2 common exception words correctly ✓ I can distinguish between homophones and near-homophones ✓ I can use apostrophes in the correct place for contracted forms. ✓ I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, er, est -ly ✓ I can apply spelling rules and guidelines from Appendix 1 (details on planning document) ✓ I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ✓ I can spell compounding words (e.g. whiteboard, superman).	✓ I can spell further homophones ✓ I can spell words that are often misspelt (Appendix 1) ✓ I can understand and use further prefixes and suffixes ✓ I am beginning to use the possessive apostrophe with plural nouns. ✓ I can use the first 2 or 3 letters of a word to check its spelling in a dictionary. ✓ I understand some word families based on common words.																		
<b>Handwriting &amp; Transcription</b> (These become the expectation every time a child writes, after initial teaching of the skill)	✓ I can write simple sentences dictated by my teacher. ✓ I can sit correctly at a table, holding a pencil comfortably and correctly ✓ I can begin to form my lower case letters correctly so that they start and finish in the right place and they face the right way. ✓ I can write my capital letters correctly and they face the right way. ✓ I can write my numbers 0-9 correctly and they face the right way. ✓ I can form letters which belong in the same family in the right way.	✓ I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. ✓ I can form lower case letters correctly although there may be some unevenness in size. ✓ I can join some of my letters correctly. ✓ I can form capital letters correctly which face the right way and are broadly of the same size. ✓ I can form digits 0-9 correctly which face the right way and are broadly of the same size. ✓ I can space my words apart more consistently.	✓ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ✓ I can begin to join my handwriting independently using horizontal and diagonal joins ✓ I can make my handwriting increasingly legible and consistent in quality, size and formation.																		
<b>Planning Writing</b> (These skills should be taught explicitly through the writing sequence)		✓ I can plan or say out loud what I am going to write about ✓ I can show that I have considered my writing through noting down key ideas in planning.	✓ I can discuss and record my ideas ✓ I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures																		
<b>Editing Writing</b> (These skills should be taught explicitly through the writing sequence)	✓ I can discuss what they have written with the teacher or other pupils ✓ I can begin to make improvements to my work after reading it to check it makes sense.	✓ I can evaluate my writing with my teacher and other pupils ✓ I can identify errors in spelling, grammar and punctuation to demarcate sentences, in my work. ✓ I can make additions or improvements as a result of re-reading with my teacher (up-stage vocabulary, extend sentences)	✓ I can suggest some improvements to the work that my friends have done. ✓ I can suggest some improvements about my own work linked to the success criteria. ✓ I can proof-read and make corrections to familiar spellings and punctuation, including accurate use of pronouns in sentences.																		
<b>Performing Writing</b> (Provide opportunities for children to do this at the end a writing sequence)	✓ I can read my writing back to someone else.	✓ I can read aloud what I have written with appropriate intonation to make the meaning clear	✓ I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.																		
<b>Grammar, Vocabulary &amp; Punctuation</b> (Taught on in SPaG Starters and covered in lessons)	✓ I can begin to use capital letters and full stops in sentences. ✓ I can begin to use question marks appropriately. ✓ I can begin to use exclamation marks appropriately. ✓ I can begin to use Standard English in my writing. ✓ I can leave spaces between my words. ✓ I can use the conjunction 'and' to join words and clauses. ✓ I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ✓ I can use capital letters; For the names of people Places Days of the week Personal pronoun I	✓ I can begin to demonstrate my understanding of sentences in different forms including; Statements Questions Exclamations Commands ✓ I can show my understanding of past and present tense in my writing. ✓ I can use the progressive form of verbs in the present and past tense. ✓ I can begin to use conjunctions to show co-ordination using <i>or, and, but</i> ✓ I can begin to use conjunctions to show use of subordination using <i>because, if, that and when</i> . ✓ I am beginning to use some features of written Standard English ✓ I can use suffixes to form new words correctly most of the time; 'ment, 'ness, 'ful, 'less, 'ly ✓ I can punctuate my sentences correctly using capital letters and full stops most of the time. ✓ I can use commas in lists. ✓ I can use apostrophes in the correct place for the (singular) possessive form. ✓ I can use expanded noun phrases to describe and specify ✓ I can use question marks accurately. ✓ I can use exclamation marks accurately. ✓ I can begin to show my understanding of how apostrophes are used for contracted word forms.	✓ I can use the present perfect form of verbs instead of the simple past ✓ I can form some nouns using prefixes (super-, anti-) ✓ I can use 'a' or 'an' according to whether the next word begins with a consonant or a vowel. ✓ I can use a variety of simple and compound sentences. ✓ I can begin to use inverted commas to punctuate direct speech. ✓ I can use a wider range of conjunctions to extend sentences and express time, cause and place including; <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Conjunctions</th> <th style="text-align: left;">Adverbs</th> <th style="text-align: left;">Prepositions</th> </tr> </thead> <tbody> <tr> <td>-when</td> <td>-then</td> <td>-before</td> </tr> <tr> <td>-if</td> <td>-Next</td> <td>-after</td> </tr> <tr> <td>-because</td> <td>-Soon</td> <td>-during</td> </tr> <tr> <td>-although</td> <td>-therefore</td> <td>-in</td> </tr> <tr> <td></td> <td></td> <td>-because of</td> </tr> </tbody> </table>	Conjunctions	Adverbs	Prepositions	-when	-then	-before	-if	-Next	-after	-because	-Soon	-during	-although	-therefore	-in			-because of
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<b>Spoken Language</b> (To be covered incidentally through most lessons, however, if something needs more focus, spend more time embedding it)	✓ I can ask questions in order to find more information. ✓ I can speak clearly and confidently in front of my class. ✓ I can talk in complete sentence. ✓ I can share my opinions and viewpoints. ✓ I can describe, explain and retell using key vocabulary. ✓ I can keep to the main topic when talking in a group. ✓ I am beginning to consider more than one possibility. ✓ I can listen to others in discussions. ✓ I can join in with role play. ✓ I am beginning to present ideas and information to an audience. ✓ I can hold the attention of people I am speaking to by adapting the way I talk. ✓ I can join in with conversations in a group. ✓ I am beginning to understand how to speak for different audience and purposes.	✓ I can ask questions in order to find more information. ✓ I can speak clearly and confidently in front of my class. ✓ I can talk in complete sentence. ✓ I can share my opinions and viewpoints. ✓ I can describe, explain and retell using key vocabulary. ✓ I can keep to the main topic when talking in a group. ✓ I am beginning to consider more than one possibility. ✓ I can listen to others in discussions. ✓ I can join in with role play. ✓ I am beginning to present ideas and information to an audience. ✓ I can hold the attention of people I am speaking to by adapting the way I talk. ✓ I can join in with conversations in a group. ✓ I am beginning to understand how to speak for different audience and purposes.	✓ I can ask questions to clarify and develop my understanding. ✓ I can speak clearly and confidently in front of my class, with increasing command of Standard English. ✓ I can sequence and communicate ideas in an organised and logical way, always using complete sentences. ✓ I can share my opinions and viewpoints and begin to explain why with evidence. ✓ I can describe, explain and retell using key vocabulary and add relevant details. ✓ I can take part in paired and group discussions and show I have listened by making relevant comments. ✓ I am beginning to use hypothetical and speculative language to consider more than one possible outcome or solution. ✓ I can listen to, and I am beginning to consider the opinions of others, in discussions. ✓ I can present ideas and information to an audience using appropriate volume, intonation and tone. ✓ I am beginning to engage listeners by selecting the appropriate register according to the context. ✓ I can join in with conversations in a group and can listen and respond to other's ideas. ✓ I can understand how to speak for different audiences and purposes.																		
<b>Grammatical Terminology</b> (Children should be using this vocabulary when they talk about their work)	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')																		

# Writing Progression Y1-6

Year 4	Year 5	Year 6				
<ul style="list-style-type: none"> <li>✓ I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ I can write a detailed paragraph about 1 point before moving onto another.</li> <li>✓ I can create settings in my stories.</li> <li>✓ I can develop characters in my stories.</li> <li>✓ I can create a plot in my stories.</li> <li>✓ I can use headings and sub-headings are used to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can identify audiences for, and purpose of, writing, selecting most appropriate form of writing for set task.</li> <li>✓ I <b>am beginning to</b> demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed.</li> <li>✓ I can describe settings, characters and atmosphere effectively through dialogue and narration, although this may not be balanced.</li> <li>✓ I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.</li> <li>✓ I can make <b>increasing</b> imaginative and deliberate word choices to create a specific effect.</li> <li>✓ I can use <b>some</b> paragraphs to deliberately shape, present, withhold expand, emphasise or develop material to achieve the intended effect.</li> <li>✓ I can begin to make my writing flow more, with a range of devices being used to link <b>some</b> paragraphs and sections of writing.</li> <li>✓ I can use organisational and presentational devices to structure text and to guide the reader</li> <li>✓ I can write cohesively through the deliberate manipulation of <b>an increasing</b> range of devices used for effect.</li> <li>✓ I can write consistently in the correct tense. (including verb tenses)</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can identify audiences for, and purpose of, writing, selecting most appropriate form of writing for set task.</li> <li>✓ I can demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed.</li> <li>✓ I can describe settings, characters and atmosphere effectively through dialogue and narration, although this may not be balanced.</li> <li>✓ I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.</li> <li>✓ I can make imaginative and deliberate word choices to create a specific effect.</li> <li>✓ I can use paragraphs to deliberately shape, present, withhold expand, emphasise or develop material to achieve the intended effect.</li> <li>✓ I can begin to make my writing flow more, with a range of devices being used to link paragraphs and sections of writing.</li> <li>✓ I can use organisational and presentational devices to structure text and to guide the reader</li> <li>✓ I can write cohesively through the deliberate manipulation of a range of devices used for effect.</li> <li>✓ I can write consistently in the correct tense. (including verb tenses)</li> <li>✓ I understand the difference between vocabulary typical of informal speech and formal speech.</li> </ul>	<h2 style="margin: 0;">Contexts for Writing &amp; Drafting</h2> <p style="color: red; font-size: small; margin: 0;">(To be covered by the end of the year, several times)</p>			
<ul style="list-style-type: none"> <li>✓ I can spell further homophones</li> <li>✓ I can spell words that are often misspelt (Appendix 1)</li> <li>✓ I can understand and use further prefixes and suffixes (details on planning sheet)</li> <li>✓ I can use the possessive apostrophe with plural nouns.</li> <li>✓ I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can spell <b>some</b> words with silent letters</li> <li>✓ I can distinguish between <b>some</b> homophones and other words which are often confused.</li> <li>✓ I can show <b>some</b> evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt.</li> <li>✓ I can use suffixes to convert nouns or adjectives into verbs</li> <li>✓ I can add suffixes beginning with vowel letters to <b>some</b> words ending in ‘-fer’</li> <li>✓ I can use dictionaries to check spelling and meaning of <b>some</b> words using the first 3 or 4 letters of the word.</li> <li>✓ I can use prefixes to convert nouns to verbs (e.g. dis, de, mis, over, re)</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can spell words with silent letters</li> <li>✓ I can distinguish between homophones and other words which are often confused.</li> <li>✓ I can show evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt.</li> <li>✓ I can use suffixes to convert nouns or adjectives into verbs</li> <li>✓ I can add suffixes beginning with vowel letters to words ending in ‘-fer’</li> <li>✓ I can use dictionaries to check spelling and meaning of words using the first 3 or 4 letters of the word.</li> </ul>	<h2 style="margin: 0;">Spelling &amp; Word Building</h2> <p style="color: red; font-size: small; margin: 0;">(Teach during SPaG Starters and covered in lessons)</p>			
<ul style="list-style-type: none"> <li>✓ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>✓ I can begin to join my handwriting independently using horizontal and diagonal joins</li> <li>✓ I can make my handwriting increasingly legible and consistent in quality, size and formation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can select a handwriting style appropriate to the task.</li> <li>✓ choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can select a handwriting style appropriate to the task.</li> <li>✓ choosing the writing implement that is best suited for a task</li> </ul>	<h2 style="margin: 0;">Handwriting &amp; Transcription</h2> <p style="color: red; font-size: small; margin: 0;">(These become the expectation every time a child writes, after initial teaching of the skill)</p>			
<ul style="list-style-type: none"> <li>✓ I can discuss and record my ideas</li> <li>✓ I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>✓ I <b>am beginning to use</b> note taking with increasing effect.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use note taking effectively.</li> </ul>	<h2 style="margin: 0;">Planning Writing</h2> <p style="color: red; font-size: small; margin: 0;">(These skills should be taught explicitly through the writing sequence)</p>			
<ul style="list-style-type: none"> <li>✓ I can suggest improvements to the work that my friends have done.</li> <li>✓ I can suggest improvements about my own work linked to the success criteria.</li> <li>✓ I can proof-read and make corrections to familiar spellings and punctuation, including accurate use of pronouns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can suggest <b>some</b> improvements about my own work linked to the success criteria. I can suggest improvements to the work that my friends have done.</li> <li>✓ I <b>am beginning to use</b> grammatical agreement which is increasingly accurate (formal written not dialect/speech driven).</li> <li>✓ I can identify and correct spelling and punctuation errors and up-stage using prompts.</li> <li>✓ I can use a thesaurus to increase <b>some of</b> my vocabulary.</li> <li>✓ I can make <b>increasingly</b> precise word choices which are effective.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can suggest improvements about my own work linked to the success criteria. I can suggest improvements to the work that my friends have done.</li> <li>✓ I can use grammatical agreement which is increasingly accurate (formal written not dialect/speech driven).</li> <li>✓ I can identify and correct spelling and punctuation errors and up-stage using prompts.</li> <li>✓ I can use a thesaurus to increase my vocabulary.</li> <li>✓ I can make precise word choices which are effective.</li> </ul>	<h2 style="margin: 0;">Editing Writing</h2> <p style="color: red; font-size: small; margin: 0;">(These skills should be taught explicitly through the writing sequence))</p>			
<ul style="list-style-type: none"> <li>✓ I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<h2 style="margin: 0;">Performing Writing</h2> <p style="color: red; font-size: small; margin: 0;">(Provide opportunities for children to do this at the end of a writing sequence)</p>			
<ul style="list-style-type: none"> <li>✓ I can use the present perfect form of verbs instead of the simple past</li> <li>✓ I can use Standard English forms for verb inflections instead of local spoken forms.</li> <li>✓ I can form nouns using prefixes (super-, anti-)</li> <li>✓ I can use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel.</li> <li>✓ I can use a variety of simple and compound sentences.</li> <li>✓ I can use a wider range of conjunctions to extend sentences and express time, cause and place including:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Conjunctions -when -if -because -although</td> <td style="padding: 2px;">Adverbs -then -Next -Soon -therefore</td> <td style="padding: 2px;">Prepositions -before -after -during -in -because of</td> </tr> </table> <ul style="list-style-type: none"> <li>✓ I can begin to use inverted commas to punctuate direct speech.</li> <li>✓ I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition .</li> <li>✓ I can use noun phrases and prepositional phrases to add clarity.</li> <li>✓ I can use fronted adverbials and use a comma after it.</li> </ul>	Conjunctions -when -if -because -although	Adverbs -then -Next -Soon -therefore	Prepositions -before -after -during -in -because of	<ul style="list-style-type: none"> <li>✓ I can <b>increasingly</b> use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations.</li> <li>✓ I can <b>sometimes</b> use the passive verbs to affect the presentation of information in a sentence</li> <li>✓ I <b>am beginning to use</b> the perfect form of verbs to mark relationships of time and cause.</li> <li>✓ I <b>am beginning to use</b> vocabulary and structures appropriately for formal speech and writing including <b>some</b> subjunctive forms (informal and formal language).</li> <li>✓ I <b>am beginning to use</b> clauses that are manipulated to emphasise the relationships between complex ideas or to convey information succinctly.</li> <li>✓ I <b>am beginning to use</b> a range of figurative language effectively.</li> <li>✓ I can use <b>some</b> synonyms &amp; antonyms</li> <li>✓ I can indicate degrees of possibility using adverbs or modal verbs</li> <li>✓ I can use further cohesive devices such as grammatical connections and adverbials</li> <li>✓ I am beginning to use ellipsis</li> <li>✓ I can use commas and <b>sometimes</b> hyphens to clarify meaning or avoid ambiguity.</li> <li>✓ I can use <b>some</b> semi-colons, dashes and commas to mark boundaries between independent clauses.</li> <li>✓ I can <b>sometimes</b> use colons to introduce lists.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can consistently use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations.</li> <li>✓ I can use the passive verbs to affect the presentation of information in a sentence</li> <li>✓ I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>✓ I can use vocabulary and structures appropriately for formal speech and writing including subjunctive forms (informal and formal language).</li> <li>✓ I can use clauses that are manipulated to emphasise the relationships between complex ideas or to convey information succinctly.</li> <li>✓ I can use a range of figurative language effectively.</li> <li>✓ I can use synonyms &amp; antonyms</li> <li>✓ I can indicate degrees of possibility using adverbs or modal verbs</li> <li>✓ I can use further cohesive devices such as grammatical connections and adverbials</li> <li>✓ use of ellipsis</li> <li>✓ I can use commas and hyphens to clarify meaning or avoid ambiguity.</li> <li>✓ I can use semi-colons, dashes and commas to mark boundaries between independent clauses.</li> <li>✓ I can use colons to introduce lists.</li> <li>✓ I can punctuate bullet points.</li> </ul>	<h2 style="margin: 0;">Grammar, Vocabulary &amp; Punctuation</h2> <p style="color: red; font-size: small; margin: 0;">(Teach during SPaG Starters and covered in lessons)</p>
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<ul style="list-style-type: none"> <li>✓ I can ask questions to clarify and develop my understanding.</li> <li>✓ I can speak clearly and confidently in front of my class, with increasing command of Standard English.</li> <li>✓ I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>✓ I can share my opinions and viewpoints and begin to explain why with evidence.</li> <li>✓ I can describe, explain and retell using key vocabulary and add relevant details.</li> <li>✓ I can take part in paired and group discussions and show I have listened by making relevant comments.</li> <li>✓ I am beginning to use hypothetical and speculative language to consider more than one possible outcome or solution.</li> <li>✓ I can listen to, and I am beginning to consider the opinions of others, in discussions.</li> <li>✓ I can present ideas and information to an audience using appropriate volume, intonation and tone.</li> <li>✓ I am beginning to engage listeners by selecting the appropriate register according to the context.</li> <li>✓ I can join in with conversations in a group and can listen and respond to other’s ideas.</li> <li>✓ I can understand how to speak for different audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can ask questions to clarify and develop my understanding, and that are responsive to other’s ideas.</li> <li>✓ I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>✓ I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences with appropriate conjunctions.</li> <li>✓ I can explain my ideas and opinions, and justify them with reasons and evidence.</li> <li>✓ I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>✓ I can take an active part in paired and group discussions, make relevant comments, and take on different roles.</li> <li>✓ I can express different possibilities, outcomes and solutions using hypothetical and speculative language.</li> <li>✓ I can listen to, and consider the opinions of others, in discussions.</li> <li>✓ I can present ideas and information to an audience using appropriate volume, intonation and tone so that literal and implied meaning is clear.</li> <li>✓ I can sustain and argue a point of view in a debate or discussion, using the formal language of persuasion.</li> <li>✓ I can engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li> <li>✓ I can make contributions to discussions, evaluating other’s ideas and responding to them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can ask questions to clarify and develop my understanding, and that are responsive to other’s ideas.</li> <li>✓ I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>✓ I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences with appropriate conjunctions.</li> <li>✓ I can explain my ideas and opinions, and justify them with reasons and evidence.</li> <li>✓ I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>✓ I can take an active part in paired and group discussions, make relevant comments, and take on different roles.</li> <li>✓ I can express different possibilities, outcomes and solutions using hypothetical and speculative language.</li> <li>✓ I can listen to, and consider the opinions of others, in discussions.</li> <li>✓ I can present ideas and information to an audience using appropriate volume, intonation and tone so that literal and implied meaning is clear.</li> <li>✓ I can sustain and argue a point of view in a debate or discussion, using the formal language of persuasion.</li> <li>✓ I can engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li> <li>✓ I can make contributions to discussions, evaluating other’s ideas and responding to them.</li> <li>✓ I can adapt my spoken language depending on the audience, the purpose or the context.</li> </ul>	<h2 style="margin: 0;">Spoken Language</h2> <p style="color: red; font-size: small; margin: 0;">(To be covered incidentally through most lessons, however, if something needs more focus, spend more time embedding it)</p>			

	<ul style="list-style-type: none"> <li>✓ I can adapt my spoken language depending on the audience, the purpose or the context.</li> <li>✓ I can engage the listener by varying my expression and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can engage the listener by varying my expression and vocabulary.</li> </ul>	
determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	<b>Grammatical Terminology</b> (Children should be using this vocabulary when they talk about their work)