



Eaton Primary School
National Curriculum Mapping
English

National Curriculum Mapping

How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

EYFS

| Early Years Foundation Stage (Reception) Unit of Work | Early years outcomes: Prime Areas Development Matters 2021 statements <i>Early Learning Goals</i> | Early years outcomes: Specific Areas Development Matters 2021 statements <i>Early Learning Goals</i> |
|--|--|---|
| The Gingerbread Man | Communication and Language - Engage in story times Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound | Writing - Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly |
| I'm going to eat this ant | Communication and Language Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books. | Writing - Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense |
| Naughty Bus | Communication and Language Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Writing - Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense |
| The Journey Home | Communication and Language Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives | Writing - Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense |

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| | Learn rhymes, poems and songs | |
| Silly Doggy! | <p>Communication and Language -</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p> | <p>Writing -</p> <p>Form lower-case and capital letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> |
| Supertato | <p>Communication and Language</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> | <p>Writing -</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> |

Year 1

| National Curriculum Objectives | Lost and Found | Nibbles | The Lion Inside | The Curious case of Missing Mammoth | Toys in Space | Goldilocks and Just the One Bear |
|--|----------------|---------|-----------------|-------------------------------------|---------------|----------------------------------|
| <p><u>Year 1 objectives</u></p> <p><u>Transcription (spelling)</u></p> <p>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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound | ✓ | ✓ | | | ✓ | ✓ |
| <p>Add suffixes and prefixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> | | | ✓ | ✓ | ✓ | |
| <p>Add suffixes and prefixes using the prefix un–</p> | | | | | | ✓ |
| <p>Add suffixes and prefixes 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]</p> | | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>Write from memory simple sentences dictated by the teacher that include words using</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| the GPCs and common exception words taught so far. | | | | | | |
| <u>Transcription</u> | | | | | | |
| <u>Handwriting</u> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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' (i.e. letters that are formed in similar ways) and to practise these. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Composition</u> | | | | | | |
| Say 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| <u>Vocabulary, Grammar and Punctuation</u> | | | | | | |
| Leaving spaces between words | ✓ | ✓ | ✓ | ✓ | | |
| Joining words and joining clauses using and | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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' | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Year 2

| | Troll Swap | The Owl who was afraid of the dark | Dragon Machine | Major Glad and Major Dizzy | The Last Wolf | Grandad's Secret Giant |
|---|------------|------------------------------------|----------------|----------------------------|---------------|------------------------|
| <u>Year 2 objectives</u> | | | | | | |
| <u>Transcription (spelling)</u> | | | | | | |
| Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| with each spelling, including a few common homophones | | | | | | |
| Spell by learning to spell common exception words | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spell by learning to spell more words with contracted forms | | | | | ✓ | ✓ |
| Spell by learning the possessive apostrophe (singular) [for example, the girl's book] | | | | ✓ | ✓ | |
| Spell by 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 GPCs, common exception words and punctuation taught so far. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Transcription (handwriting)</u> 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 and understand which letters, when adjacent to one another, are best left unjoined | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| <u>Composition</u> | | | | | | |
| Develop positive attitudes towards and stamina for writing | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Consider what they are going to write before beginning by planning or saying out loud what they are going to write about | ✓ | | ✓ | ✓ | ✓ | |
| consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary | ✓ | ✓ | ✓ | ✓ | | |
| consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence | ✓ | ✓ | ✓ | ✓ | | |
| Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils | ✓ (GD only) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Make simple additions, revisions and corrections to their own writing by 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation | ✓ (Greater Depth) | ✓ (Greater Depth) | ✓ | ✓ | ✓ | ✓ |
| Read aloud what they have written with appropriate intonation to make the meaning clear. | | ✓ | ✓ | | | |

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| <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Develop their understanding of the concepts by learning how to use both 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)</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> | | | ✓ | | | |
| <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> | ✓ | | | | | ✓ |
| <p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p> | ✓ | ✓ | ✓ | ✓ | | ✓ |
| <p>Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

In Key Stage 1, spelling and handwriting are taught alongside our Read Write Inc. Programme and during discreet sessions daily.

Year 3

| National Curriculum Objectives | Seal Surfer | Winter's Child | Stone Age Boy | Big Blue Whale | Journey | Zeraffa Giraffa |
|--|-------------|----------------|---------------|----------------|---------|-----------------|
| <u>Transcription</u> (handwriting) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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]. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Composition</u> 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Plan their writing by discussing and recording ideas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| 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 | | | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| Draft and write organising paragraphs around a theme | ✓ | ✓ | | ✓ | | | | ✓ | |
| Draft and write in narratives, creating settings, characters and plot | ✓ | ✓ | ✓ | | | ✓ | | | |
| Draft and write 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 | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |

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| volume so that the meaning is clear* | | | | | | |
| <u>Vocabulary, Grammar and Punctuation</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | | ✓ | ✓ | ✓ | | ✓ |
| Using the present perfect form of verbs in contrast to the past tense | | | | ✓ | ✓ | ✓ |
| Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | | | | ✓ | | |
| Using conjunctions, adverbs and prepositions to express time and cause | | ✓ | | ✓ | ✓ | ✓ |
| Using fronted adverbials | | ✓ | ✓ | ✓ | ✓ | |
| Using commas after fronted adverbials | | ✓ | ✓ | ✓ | ✓ | |
| Indicating possession by using the possessive apostrophe with plural nouns | | ✓ | | | ✓ | ✓ |
| Using and punctuating direct speech | | ✓ | | ✓ | ✓ | |
| Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Year 4

| National Curriculum Objectives | Gorilla | Leon and the place between | Escape from Pompeii | When the Giant Stirred | Where the forest meets the sea | Blue John |
|--|---------|----------------------------|---------------------|------------------------|--------------------------------|-----------|
| <u>Transcription (handwriting)</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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]. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Composition</u> 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Plan their writing by 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 | | ✓ | ✓ | | ✓ | ✓ |
| Draft and write organising paragraphs around a theme | ✓ | ✓ | | | ✓ | ✓ |
| Draft and write in narratives, creating settings, characters and plot | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Draft and write 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Read aloud their own writing, to a group or the whole class, using | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| appropriate intonation and controlling the tone and volume so that the meaning is clear* | | | | | | |
| <u>Vocabulary, Grammar and Punctuation</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | ✓ | ✓ | ✓ | ✓ | | |
| Using the present perfect form of verbs in contrast to the past tense | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | | | | ✓ | | |
| Using conjunctions, adverbs and prepositions to express time and cause | ✓ | ✓ | | ✓ | ✓ | |
| Using fronted adverbials | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Using commas after fronted adverbials | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Indicating possession by using the possessive apostrophe with plural nouns | | ✓ | | | ✓ | ✓ |
| Using and punctuating direct speech | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Year 5

| National Curriculum Objectives | Queen of the Falls | The lost Happy Ending | Arthur and the Golden Rope | The Darkest Dark | The Paperbag Prince | The Hunter |
|---|--------------------|-----------------------|----------------------------|------------------|---------------------|------------|
| <u>Transcription</u> 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Handwriting</u> Write legibly, fluently and with increasing speed | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Composition</u> 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 | ✓ | ✓ | ✓ | | | ✓ |

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| 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 | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 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] | | | | | ✓ | |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Distinguishing between the language of speech and writing and choosing the appropriate register | | ✓ | | ✓ | ✓ | ✓ |
| Proof-read for spelling and punctuation errors | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. * | | ✓ | | ✓ | | ✓ |
| <u>Vocabulary, Grammar and Punctuation</u> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | | | | ✓ | ✓ | |
| Using passive verbs to affect the presentation of information in a sentence | | | ✓ | | | |
| Using the perfect form of verbs to mark relationships of time and cause | | | | ✓ | | |
| Using expanded noun phrases to convey complicated information concisely | | ✓ | ✓ | | ✓ | ✓ |
| Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | | | ✓ | ✓ | | ✓ |
| Using commas to clarify meaning or avoid ambiguity in writing | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Using hyphens to avoid ambiguity | | | | | | |
| Using brackets, dashes or commas to indicate parenthesis | | | ✓ | ✓ | ✓ | |
| Using semi-colons, colons or dashes to mark boundaries between independent clauses | | | ✓ | ✓ | ✓ | ✓ |

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| Using a colon to introduce a list | | | | | ✓ | ✓ |
| Punctuating bullet points consistently | | | | | ✓ | |
| Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Year 6

| National Curriculum Objectives | Star of fear, Star of Hope | Can we save the Tiger? | The Selfish Giant | Island | Man fish | Sky Chasers |
|---|----------------------------|------------------------|-------------------|--------|----------|-------------|
| <u>Transcription</u> 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Handwriting</u> Write legibly, fluently and with increasing speed | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Composition</u> 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 | ✓ | | ✓ | | | ✓ |

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|---|---|---|---|---|---|-----|
| have developed characters and settings in what pupils have read, listened to or seen performed | | | | | | |
| 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 | ✓ | | ✓ | | | ✓ |
| 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] | | ✓ | | ✓ | ✓ | |
| 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 | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Distinguishing between the language of speech and | | ✓ | ✓ | ✓ | ✓ | ✓ |

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| 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. * | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <u>Vocabulary, Grammar and Punctuation</u> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms | | | ✓ | ✓ | | ✓ |
| Using passive verbs to affect the presentation of information in a sentence | ✓ | | ✓ | ✓ | | |
| Using the perfect form of verbs to mark relationships of time and cause | | | | | | |
| Using expanded noun phrases to convey complicated information concisely | ✓ | ✓ | ✓ | | ✓ | |
| Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | | | | | ✓ | |
| Using commas to clarify meaning or avoid ambiguity in writing | ✓ | | ✓ | ✓ | | |
| Using hyphens to avoid ambiguity | | | | | ✓ | |
| Using brackets, dashes or commas to indicate parenthesis | | ✓ | | ✓ | ✓ | |

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| Using semi-colons, colons or dashes to mark boundaries between independent clauses | | | ✓ | ✓ | ✓ | ✓ |
| Using a colon to introduce a list | | | | | ✓ | |
| Punctuating bullet points consistently | | | | ✓ | | |
| Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |