




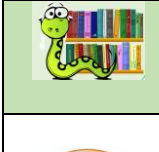






English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 4

AUTUMN Term



Reading		Term 1		Term 2	
	Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Writing focus: The Promise Reading aloud: The Colour of Home The Varmints		Writing focus: How I Became a Mummy The Scarab Beetle (short story) Reading aloud: The Egyptian Cinderella Marcy and the Riddle of the Sphinx	
	Guided Reading Skills Foci: Bronze Silver Gold		VIPERS focus: Retrieval and Vocabulary (all skills revisited regularly to ensure revision of knowledge)		
		I can read an increasing number of common exception words, understanding the correspondence between spelling and sound. I can identify the features of fiction genres. I can locate key information in a text. I can recognise themes in what I have read. Retrieval focus questions: How would you describe this story/text? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does... do? • How is? • What can you learn from from this section? • Give one example of.....			I can read a range of appropriate texts with increasing fluency and accuracy. I can identify where the author is using language to create effect. I can recognise prefixes and suffixes in words.
		I can find and explain the meaning of a word in its context. I can use a dictionary to help me decode the meaning of ambitious vocabulary. I can use knowledge of text structure to locate information. Vocabulary focus questions: • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....			I can predict what might happen by quoting directly from the text. Prediction questions: From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
		I can take part in discussions, taking account of what others say and comment on their ideas.			I can infer meaning, using evidence from the text and wider experiences. I can discuss the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.

				I can create a picture of a character or setting using details from a text.											
				I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.											
	21 Steps (National Curriculum)	<p><u>Step 13</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - I can usually read a range of appropriate texts with fluency and accuracy. - I can recognise prefixes and suffixes in words. - I can read some (Year 4 Common Exception words) understanding the correspondence between spelling and sound. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - I can use knowledge of text structure to locate information. <p><u>Themes and Conventions</u></p> <ul style="list-style-type: none"> - I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc). - I can recognise key themes in what I have read <p><u>Language for Effect</u></p> <p>I can talk about the author's choice of language and its effect on the reader in a range of texts.</p> <p><u>Making Inference</u></p> <ul style="list-style-type: none"> - I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer meaning, using evidence from the text and wider experiences. - I can predict what might happen by quoting directly from the text. 													
		Term 1							Term 2						
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Yr3 Revise	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Year 3/4 spelling words	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	The /i/ sound spelled with a 'y.'	Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch.	Challenge words	Words with the prefix 're-' 're-' means 'again' or 'back.'	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	The prefix 'mis-' This is another prefix with negative meanings.	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which	Challenge words	The long vowel /a/ sound spelled 'ai'

																	has just one vowel letter before it, the final consonant letter is doubled.		
		Yr4	Year 3/4 spelling words	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'	Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'	The prefix 'sub-' which means under or below.	The prefix 'inter-' means between, amongst or during.	Challenge Words	The suffix '-ation' is added to verbs to form nouns.	The suffix '-ation' is added to verbs to form nouns.	Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'	Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'	Word with the 'sh' sound spelled ch. These words are French in origin.	Challenge Words	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'			

Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression	<p><u>End of year 3 expectations</u> <u>Spelling</u> I can use the first two or three letters of word to check its spelling in a dictionary. - I understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes. -I can write from memory simple sentences, dictated by the teacher, - I can use a range of strategies to help me learn to spell new words correctly</p> <p><u>Step 13</u> <u>Spelling</u> - I understand the basic rules for singular and plural nouns. - I can apply rules when using an apostrophe for possession.</p>															

Writing	Term 1							Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Genre/Composition	Setting description The city Text: The Promise			Diary Entry Narrative writing			Letters		Instructions How to make a mummy		Narrative Writing Ancient Egyptian Adventure Story			Newspaper Report Finding Tutankhamun's tomb	

<p>Genre specific coverage</p>	<ul style="list-style-type: none"> • Revision of non-negotiables- writing accurate sentences with CL, full stops, punctuation, handwriting • Word classes and revision of language through colour • Expanded noun phrases- highlighting the comma • Fronted adverbials and use of comma • sentence structure • dictionary work 	<ul style="list-style-type: none"> • paragraphs • appropriate choice of pronoun • Fronted adverbials <p>Expressing time and cause using conjunctions</p>	<ul style="list-style-type: none"> • paragraphs to group material • conjunctions 	<ul style="list-style-type: none"> • Precise imperatives • Complex sentences • Fronted adverbials for how, when and where 	<ul style="list-style-type: none"> • paragraphs • direct speech • adverbial phrases • sentence structure • appropriate choice of pronoun to avoid repetition 	<ul style="list-style-type: none"> • paragraphs • connectives • Use of inverted commas to punctuate direct speech. • Apostrophe for possession
<p>Writing: (Including EGPS) 21 Steps (National Curriculum)</p>	<p><u>Step 13</u></p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. <p><u>Composition</u></p> <p><u>Working towards:</u></p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - I can explain what the present perfect form of verbs means. - I can express time, place and cause using conjunctions (when, before, after). - I can identify the main clauses in sentences I have written. - I can understand and identify fronted adverbials. - I am developing my use of specific nouns and powerful verbs. - I am beginning to use a dictionary to check the meaning of new words. - I am becoming familiar with using a thesaurus to expand vocabulary. - I am using a range of nouns or pronouns. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. - I can apply rules when using an apostrophe for possession. 					

English Coverage
Year 4
SPRING Term



Reading		Term 3	Term 4														
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p> <p>Guided Reading Skills Foci:</p> <p>Bronze Silver Gold</p>	<p>Writing focus: James and the Giant Peach</p> <p>Selection of information texts about South America and Fair Trade</p>	<p>Writing focus: Selection of information texts about the Polar Regions</p> <p>Reading: Leaf</p>															
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Explain focus questions: Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?</td> </tr> <tr> <td></td> <td>I can compare key themes across different books I can justify my opinion about a text.</td> </tr> </table>		VIPERS focus: Explain and Retrieval (all skills revisited regularly to ensure revision of knowledge)		I can read a range of appropriate texts fluently and accurately, including exception words. I can skim and scan to identify key ideas and answer questions from a text. 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		I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.				I confidently discuss the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).	
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21 Steps (National Curriculum)	<p><u>Step 14</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately, including exception words. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-impor-tant). <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - I can skim and scan to identify key ideas and answer questions from a text. <p><u>Themes and Conventions</u></p> <ul style="list-style-type: none"> - I can compare and talk about the structures and features of a range of non-fiction texts. - I can compare key themes across different books <p><u>Language for Effect</u></p> <p>I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/ feeling and the way they act.</p> <p><u>Making Inference</u></p> <ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer and deduce meaning based on evidence drawn from different points in the text. - I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).. 						

Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Yr3 Revise	Term 3					Term 4					Week 6	Week 7		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3			Week 4	Week 5
		The long /a/ vowel sound spelled 'ei.'	The long /a/ vowel sound spelled 'ey.'	Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	Homophones – words which have the same pronunciation but different meanings and/or spellings.	Challenge Words	The /l/ sound spelled '-al' at the end of words.		The /l/ sound spelled '-le' at the end of words.	Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'			Adding the suffix '-ly' Words which do not follow the rules.	Challenge Words
Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with	The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.	The 'ee' sound spelled with an 'i.'	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words	Challenge Words	The 'au' digraph		The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	The suffix '-ion' becomes '-ssion' when the root word ends in	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Adding '-ly' to create adverbs of manner. These adverbs describe how the	Challenge Words				

		vowels			have e.					'ss' or 'mit.'		verb is occurring.		
Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression		<p>End of year 3 expectations</p> <p><u>Spelling</u></p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>- I understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes.</p> <p>-I can write from memory simple sentences, dictated by the teacher,</p> <p>- I can use a range of strategies to help me learn to spell new words correctly</p> <p>Step 14</p> <p><u>Spelling</u></p> <p>I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of word to check its spelling in a dictionary</p>												
		Term 3- Food Glorious Food						Term 4- Frozen Planet						
Writing		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (2 days)	
		Poetry	James and the Giant Peach Character Description Diary Writing			Descriptive Writing (cross-curricular with Art)		Non-chronological Report		Journey to Antarctica Recount		Persuasive writing		
Genre specific coverage		poetry features: alliteration, simile, onomatopoeia, hyperbole	<ul style="list-style-type: none"> expanded noun phrases Apostrophes for possession possessive pronoun 	<ul style="list-style-type: none"> fronted adverbials conjunctions time words use of paragraphs	<ul style="list-style-type: none"> expanded noun phrases powerful vocabulary fronted adverbials 		<ul style="list-style-type: none"> Conjunctions paragraphs to arrange information Apostrophe to mark possession 		<ul style="list-style-type: none"> Use of comma after fronted adverbials Appropriate choice of pronoun to avoid ambiguity express time, place and cause using conjunctions, adverbs or prepositions complex sentences 		<ul style="list-style-type: none"> paragraphs to organise ideas around a theme fronted adverbials 			

**Writing:
(Including EGPS)
21 Steps (National
Curriculum)**

Step 14

Spelling

I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of word to check its spelling in a dictionary

Handwriting

- I can 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.

Composition

Working towards:

- I can talk about a genre of writing identifying its structure, vocabulary and grammar.
- I can discuss and record my ideas.
- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.
- I can organise my writing in paragraphs around a theme.
- I can use the features of non-narrative material.
- I can create settings, characters and plot in narrative writing.
- I can write in a variety of genre.
- I can proof read my work to check for spelling, grammar and punctuation errors.
- I can assess the effectiveness of my own and others writing.
- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.
- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.
- I can evaluate what I have written with the teacher or another pupil.

Vocabulary and Grammar

























- I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions, adverbs or prepositions. - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I am beginning to use fronted adverbials. - I can choose specific nouns and powerful verbs depending on the purpose of my writing. - I can compare the apostrophe for omission with the apostrophe for possession. - I can explain and demonstrate the difference between plural and possessive 's'.

Punctuation

I can punctuate speech accurately in my writing. - I can use commas after fronted adverbials. - I can use a comma to mark a pause in a complex sentence. - I can indicate possession by using the possessive apostrophe with plural nouns.




English Coverage
Year 4
SUMMER Term

Reading	Term 5	Term 6																
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Writing Focus: Beowulf Reading Aloud: Anglo-Saxon Boy	Writing Focus: How to train your dragon																
Guided Reading Skills Foci: Bronze Silver Gold	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td>VIPERS focus: inference (all skills revisited regularly to ensure revision of knowledge)</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - I can recognise key themes in what I have read. I can read books that are structured in different ways and reading for a range of purposes.</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can identify how language, structure and presentation contribute to meaning. I can discuss my understanding and explain the meaning of words in context. Inference focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? 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Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?</td> </tr> <tr> <td style="text-align: center;"></td> <td>I can identify how language, structure and presentation contribute to meaning. I can justify my opinions and predictions using evidence from the text. I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.</td> </tr> </table>		VIPERS focus: Explain and Retrieval (all skills revisited regularly to ensure revision of knowledge)		I can apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet I know how non-fiction texts are structured and can name their features. I can scan a text for information.		I can retrieve and record information from non-fiction. I can recognise key themes in what I have read. 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21 Steps (National	End of year 4 expectations <u>Word Reading</u> - Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to																	

	Curriculum)	<p>understand the meaning of new words they meet</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Retrieve and record information from nonfiction. <p><u>Themes and Conventions</u></p> <ul style="list-style-type: none"> - Read books that are structured in different ways and reading for a range of purposes. -Recognise key themes in what they read <p><u>Language for Effect</u></p> <ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning. <p><u>Making Inference</u></p> <ul style="list-style-type: none"> - To discuss their understanding and explain the meaning of words in context. - Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences from evidence. - Predict what might happen from details stated and implied. 													
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Yr3 Revise	Term 5							Term 6						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Words ending in ‘-er’ when the root word ends in (t)ch.	Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.	Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin.	Words with the /s/ sound spelled ‘sc’ which is Latin in its origin.	Homophones	Challenge Words		Revision: Year 3 words	Revision: Year 3 words	Revision: Year 3 words	Revision: Year 3 words	Revision: Year 3 words	Revision: Year 3 words	Revision: Year 3 words	
Yr4	Homophones – words which have the same pronunciation but different meanings and/or spellings.	The /s/ sound spelled c before ‘i’ and ‘e’.	‘sol word family’ and ‘real word family’	‘phon word family’ and ‘sign word family’	Prefixes – ‘super-’ ‘anti’ and ‘auto.’	The prefix bi-meaning two.		Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	Revision: Year 4 words	
Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression	<p><u>End of year 4 expectations</u></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> - I can use the first three letters of a word to check the spelling and meaning of new words. I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far 														
Writing	Term 5- Invaders and Settlers							Term 6- Victorious Vikings							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	

Genre/Composition	Myths and Legends Narrative Writing Beowulf		Descriptive Writing	Explanation Text	Play scripts and Narrative Writing How to Train your Dragon	
	<ul style="list-style-type: none"> fronted adverbials present perfect tense use of inverted commas to indicate direct speech use of paragraphs appropriate choice of pronoun or noun across sentences to avoid repetition apostrophe for possession range of sentence structure- conjunctions		<ul style="list-style-type: none"> word classes expanded noun phrases powerful vocabulary apostrophe for possession 	<ul style="list-style-type: none"> paragraphs features of non-narrative writing 	<ul style="list-style-type: none"> conventions of a play script Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition 	
<p style="text-align: center;">Writing: (Including EGPS) 21 Steps (National Curriculum)</p>	<p>End of year 4 expectations</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> - I can use the first three letters of a word to check the spelling and meaning of new words. - I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - I can 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. - I am writing at length with increasing legibility, consistency and quality; for example, by ensuring that the down strokes 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><u>Composition</u></p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during). - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I can write, from memory complex sentences dictated by a teacher with the correct punctuation. - I use a fronted adverbial correctly using a comma. - I use specific nouns and powerful verbs effectively and purposefully. - I can use pronouns to avoid repetition or ambiguity. - I can explain and demonstrate the difference between plural and possessive 's'. - I can use the standard English forms verb inflections (e.g. we were not we was). <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. - I can use commas after fronted adverbials. - I can use a comma to mark a pause in a complex sentence. - I can indicate possession by using the possessive apostrophe with plural nouns. 					



- I can indicate omission by using the ommissive apostrophe.