

Effective Talk in School

Listen and respond appropriately to adults and peers.

Ask relevant questions to extend their understanding build vocabulary and knowledge.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions and explanations.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.

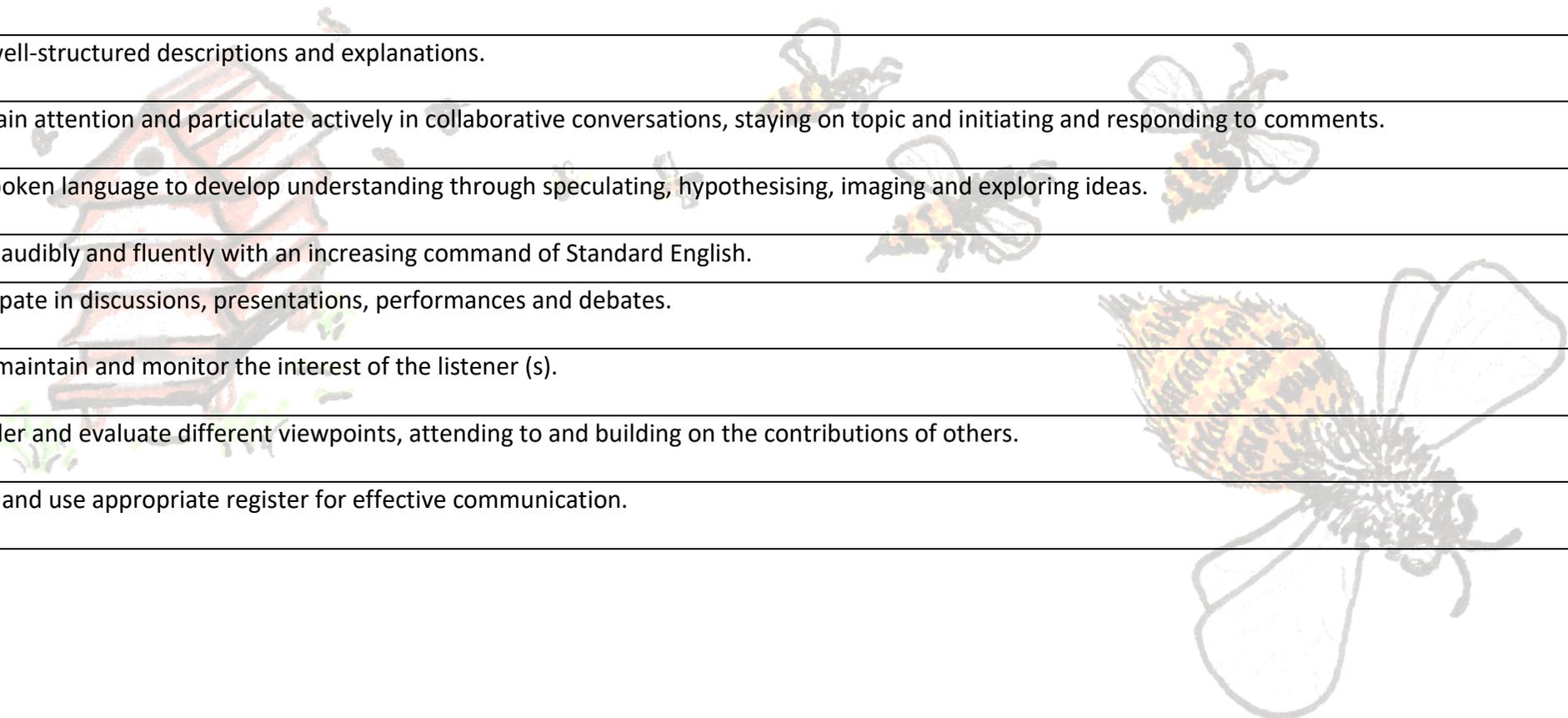
Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances and debates.

Gain, maintain and monitor the interest of the listener (s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate register for effective communication.



English- Word Reading.

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Say a sound for each letter in the alphabet and at least 10 digraphs.	Apply knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Use morphemic knowledge to help 'chunk' words to support accurate reading.				
Read words consistent with their phonic knowledge by sound-blending.	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sound for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.					
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.	Read further exception words noting the unusual correspondence between spelling and sound and where these occur in the word.				
	Read words containing taught GPC's and -s, -es, -ing, -ed, -er and -est endings.						
	Read other words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the missing letter(s).	Read other words of more than one syllable that contain taught GPCs.					
	Begin to sound out unknown words based on phonic knowledge and reading of high frequency whole words.	Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.	Use a range of strategies automatically to monitor and maintain meaning (prediction, post-reading reflection and self-correction)	Read independently a range of texts fluently and accurately.			
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Read familiar and unfamiliar texts aloud confidently and competently.	Sustain confidence and perseverance when reading larger, more demanding texts unaided.			
	Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.					
	Self correct when reading aloud and re-read books to build up fluency and confidence in word reading.	Read words containing common suffixes.	Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.		

English- Spelling.

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words containing each of the 40+ phonemes already taught.	Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.	Begin to experiment with different ways of learning spellings (Simultaneous Oral Spelling, Syllabification, Rainbow letters, Letter Shapes, Mnemonics, Words within Words, Look/Cover/Sat/Write/Check)	Identify which methods they prefer to use when learning spellings and use it daily.			
		Learn new ways of spelling phonemes for which one or more spelling are already known.		Comparatives and superlatives			
Write some common irregular words.	Common exception words.		Use the vowel sounds to distinguish between spelling choice.	Use the combination of consonants to inform spelling choice.			
		Words with contracted forms.					
		Distinguish between homophones and near homophones.	To, too, two See, sea No, know	Their, there, they're Knew, new Hear, here Flour, flower Blue, blew		Continue to distinguish between homophones and words that are often confused.	
	Days of week						
	Name the letters of the alphabet: -name in order. -use letter names to distinguish between alternative spellings of same sound.		Use the first two or three letters of a word to check its spelling in a dictionary. Use a thesaurus.		Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use dictionaries to check the spelling and meaning of words.		
	Add prefixes and suffixes: -s or -es un- -ing, -ed, -er and -est	Add suffixes to spell longer words: -ment -ness -ful -less	Prefixes de re pre un dis	Prefixes tele non circ anti trans mini bi micro auto mis ex		Use further prefixes and suffixes and understand the guidelines for adding them.	
	Write from memory simple dictated sentences.	Write from memory simple dictated sentences including taught words and punctuation.	Write from memory simple dictated sentences including taught words and punctuation.		Spell words with silent letters.		
			Regular plurals	Silent letters Irregular plurals Irregular past tense		Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.	
	Revision of: -all grapheme –phoneme correspondences. -the process of segmenting spoken words into sounds before choosing graphemes to represent sounds. -words with adjacent consonant. -rules and guidelines which have been taught. -vowel digraphs.	The sound spelt –ge and –dge at the end of words and sometimes spelt as –g elsewhere in words before e, l and y.	Suffixes -le -ing -ed	Suffixes -ful -less -ly -able -ette -ling		Endings which sound like –cious or -tious	

Phonics coverage and progression- see Appendix 1.

English- Comprehension. Attitudes to reading.							
EIFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Develop pleasure in reading, motivation to read and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they have read by:		Develop an appreciation and love of reading, and read increasingly challenging material independently through;
	Children in each year group will learn stories off by heart to internalise story structure.						
Anticipate (where appropriate) key events in stories.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listening to, discussing and expressing views about a wide range of poetry (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.		
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Being encouraged to link what they read or heard read to their own experiences.		Foster a reason for reading by using reading certificates.	Encourage reading for pleasure			
		Discussing the sequence of events in books and how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes.		Reading books that are structured in different ways and reading for a range of purposes.		
			Using dictionaries to check the meaning of words that they have read.				
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Increasingly their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally.		Increasingly their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.		Include works from English literature, both pre-1914 and contemporary, including prose and drama; Shakespeare.
			Teach children the language to express enjoyment of books.	Deepen the language of opinion and justification in their choice of books.	Recommending books that they have read to their peers, giving reasons for their choices.		Choosing and reading book independently for challenge, interest and enjoyment.

	Recognising and joining in with predictable phrases.	Recognising simple recurring literary language in stories and poems.					
	Join in with stories or poems	Discussing their favourite words and phrases.	Discussing words and phrases that capture the reader's interest and imagination.				
			Identifying themes and conventions in a wider range of books.			Identifying and discussing themes and conventions in and across a wide range of writing.	
						Making comparisons within and across books.	Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
			Recognising some different forms of poetry, (e.g. free verse, narrative poetry).				
	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.			Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	
		Being introduced to non-fiction books that are structured in different ways.					

English- Comprehension. Understanding of texts.

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Read and understand simple sentences	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand that they can read independently by:		Understand what they read by:		Read critically through:
Participate in shared activities and sustain attention for more than 2 minutes (e.g. listen to a shared story).	Drawing on what they already know or on background information and vocab provided by the teacher.						
Predict words and signs/symbols in text, using expectations of meaning from the whole text and/or events in every day life.	Checking that the text makes sense to them as they read and correcting inaccurate reading.		Grasp the main idea or subject in a paragraph or section of text.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.		
Understand that speech can be converted into writing and this writing can be read back by self or others.	Discussing the significance of the title and events.		Recall key details from reading	Show understanding of the main points of fiction and non-fiction independently.			Studying setting, plot and characterisation and the effects of these.
Demonstrate understanding when talking to others about what they have read.	Making inferences on the basis of what is being said and done.		Make inferences from key sentences	Drawing inferences such as inferring characters' feelings, thoughts and motives from their action and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their action and justifying inferences with evidence.		
	Predicting what might happen on the basis of what has been read so far.		Predicting what might happen from details stated and implied.		Predicting what might happen from details stated and implied.		
	Demonstrate understanding of	Answering questions about a text.	Answer straight forward questions from the text.		Asking questions to improve their understanding of the text.		

	elements of a story and be able to answer who, where, why and how questions						
	Read simple unfamiliar texts independently with 90% accuracy decoding some unknown words.	Link reading to own experiences	Asking questions to improve their understanding of the text			Provide reasoned justifications for their views.	
	Read longer phrases and more complex sentences, noticing punctuation and reading with greater expression.	Infer what characters are like from actions.				Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	knowing how language, including figurative language, grammar, text structure and organisational features present meaning.
	Make basic inferences and make predictions based on what has been read so far.	Discuss favourite words and phrases.	Identifying main ideas drawn from more than one paragraph and summarise these.			Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	Making critical comparisons across texts
	Read texts paying more attention to meaning; talk about what is read, demonstrating increased understanding.	Explain and discuss understanding of texts.	Identifying how language, structures and presentation contribute to meaning.			Identifying how language, structures and presentation contribute to meaning.	
	Check that reading makes sense and self correct.	Make inferences on the basis of what is being said and done.	Retrieve and record information from non-fiction.			Retrieve, record and present information from non-fiction.	
						Distinguish between statements, fact and opinion.	
	Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Explain and discuss aspects of texts, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary		Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.	
	Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	

English- Handwriting.

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
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<p>Sit correctly at table, holding pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Understand which letters belong to which handwriting 'families' and practice these.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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 un-joined.</p> <p>Write capitals of the correct size and orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters. Write digits of the correct size and orientation.</p>	<p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Write legibly, fluently, with increasing speed and personal style by:</p> <ul style="list-style-type: none"> -choosing which shape of letter to use when given choices and deciding, as part of their personal, where or not to join specific letters. -choosing the writing implement that is best suited for the task. 	
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English- Grammar and Punctuation.							
EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
SENTENCE STRUCTURE							
	<p>How words can combine to make sentences.</p> <p>Joining words and joining sentences using 'and'</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, or, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Expressing time, place and cause using conjunction (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p>Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p>	<p>Use of the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags. E.g. He's your friend, isn't he? Or the use of subjunctive forms such as I were or Were they to come in some very formal writing and speech)</p>	<p>Extending and applying the grammatical knowledge set out in Appendix 1 if KS1/2 programmes of study to analyse more challenging texts.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech.</p>
TEXT STRUCTURE							
	Sequencing sentences to	Correct choice and consistent	Introduction to paragraphs as a	Use paragraphs to organise ideas	Devices to build cohesion within	Linking ideas across paragraphs	Studying the effectiveness and

form short narratives.	use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	way to group related material. Headings and sub-headings to aid presentations. Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play).	around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	using a wider range of cohesive devices: repetition of word or phrase, grammatical connectives (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as heading, sub-heading, columns, bullets, tables, to structure text.	impact of the grammatical features of the texts they read.
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PUNCTUATION

Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to marks where letters are missing in spelling.	Introduction to inverted commas to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark singular and plural possession. Use of commas after fronted adverbials. Punctuation of bullet points to list information.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Use of the colon to introduce a list.	Use of semi-colon, colon and dash to mark the boundary between independent clauses. How hyphens can be used to avoid ambiguity.	
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TERMINOLOGY. Grammar Terminology list- see Appendix 1.

<u>Terminology</u> Word, sentence, letter, capital letter, full stop, singular, plural, question mark, exclamation mark.	Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, question, exclamation, command, compound.	Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.	Determiner pronoun, possessive pronoun, adverbial.	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.	Active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym.	
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English- Composition.

Name:

EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
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PLANNING WRITING

Use simple pictures to plan out a simple story.	Say out loud what they are going to write about with a teacher or a partner.	Plan or say out loud what they are going to write about with a partner. Write idea and/or key words including new vocabulary.	Discuss 'good' models of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Develop success criteria based upon 'good' models of writing.	-Identify audience and purpose. -Select appropriate form and use other similar writing as model. -Note and develop initial ideas, drawing on reading and research. -In writing narratives, consider how authors have developed characters and settings in what they have read, listened to and seen performed.	-Identify audience and purpose and highlight a range of stylistic devices to be included.
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DRAFTING and WRITING

Write simple sentence which can be read by themselves and others.	Sequence sentences to form short narrative. Compose a sentence orally before writing.	Encapsulate what they want to say, sentence by sentence.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing a range of sentence structures.	Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.			
			Organise paragraphs around a theme. Link ideas in paragraphs like structures e.g. using the	Organise paragraphs around a theme. Use connectives at the beginning of a sentence and	Use paragraphing consistently. Develop ideas within and across paragraphs e.g. using	Consistently demonstrate cohesion within and between paragraphs. E.g. using repetition of a word/phrase and grammatical connections	Demonstrate subtle cohesion within and between paragraphs e.g. inferring characterisation and setting.

			appropriate choice of pronoun/noun to avoid repetition.	begin new paragraphs using adverbials (time, place, number)	adverbials or tense choices (time, place, number)	e.g. adverbials and connectives.	
CHARACTER							
Create a character for a story.	Write simple sentences to describe a character.	Begin to use simple adjectives to describe a character's appearance.	Develop characters using increasing detail.	Maintain the sense of the character throughout the story using description, including similes and what the character says.	Maintain the sense of the character throughout the story using description, including metaphor and personification and how the character responds to others.	Write implicitly to develop inferred characterisation. Reveal the character through dialogue and metaphors.	Maintain inferred characterisation throughout the text justifying the use of appropriate stylistic features.
SETTING							
Talk about their own settings for a story.	Include a setting in their story.	Describe the setting using adjectives.	Describe the setting using adjectives and similes.	Describe the setting the using more ambitious adjectives and similes.	Describe the setting using appropriate similes, metaphors and personification.	Describe the setting implicitly extending the metaphor.	Describe the setting implicitly throughout the text maintaining the writers 'voice'.
PLOT							
Create a story map to retell a familiar story using the main parts of the plot.	Write a story with a basic structure.	Write a story with a clear beginning, middle and end.	Develop the plot using story planning aids.	Develop the plot using story planning aids starting a new paragraph for each section.	Develop the plot drawing upon prior knowledge of structure and using at least 1 paragraph for each section.	Develop the plot consistently maintaining pace and the theme throughout.	Develop the central plot, introducing sub plots.
NON-FICTION							
Factual writing linked to a story, to include: Names Labels Captions Lists Diagrams Messages	Non-fiction writing should include: Headings Introduction Simple factual sentences Bullet points for instructions Labelled diagrams Concluding sentence	Non-fiction writing should include: Headings Introduction to include: Factual statements Opening question Sub headings to group facts Lists to show what is need or steps to be taken. Bullet points and diagrams Fact boxes Make final comment to the reader.	Non-fiction writing should include: Introduction to include: Use questions to hook the reader: Who? What? Where? Why? When? How? Group related facts into paragraphs using sub headings. Use of technical language. Bullet points or numbers for facts. Concluding paragraph to summarise. (Could include personal response) Fact boxes	Non-fiction writing should include: As Year 3 but to include logical organisation of ideas and link information within paragraphs with a range of connectives. Ending could include: Personal opinion Response Extra information Reminders Question Warning Encouragement to the reader	Non-fiction writing should include: Secure in a range of layouts suitable to text. Clear structure and use of paragraphs. Use a variety of ways to open texts and draw reader in and make the purpose clear. Link ideas within and across paragraphs using a full range of connectives and sign posts. Use rhetorical questions to draw reader in. Express own opinions clearly. Consistently maintain viewpoint.	Non-fiction writing should include: Use a variety of layouts appropriate to purpose. Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions. Express balanced opinions. Use different techniques to conclude texts. Use appropriate formal and informal styles of writing. Link ideas across paragraphs. Use layout devices to structure texts, such as:	Develop breadth and depth in non-fiction writing. Write for a variety of purposes and audiences across a range of contexts. Support arguments and ideas with any necessary factual detail.

					Clear summary at the end to appeal directly to the reader.	Headings Sub-headings Columns Bullets Tables	
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EVALUATE AND EDIT

<p>Talk to the teacher about what they have written.</p>	<p>Discuss what they have written with the teacher or other pupils, making direct references to specific parts of their writing.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Make additions, revision and corrections:</p> <p>-Evaluate their writing with the teacher or others, explaining their language choices.</p> <p>-Can proof read to check for missing full stops and capital letters.</p> <p>-Re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Peer assess using a given 'writing assessment framework.'</p> <p>Can proof-read for spelling and punctuation errors.</p> <p>Read aloud to a partner.</p> <p>Read aloud their own writing to a group / whole class and make the meaning clear.</p>	<p>Peer-assess using key success criteria based upon 'good' writing models.</p> <p>Self-assess using key success criteria based upon 'good' writing models.</p> <p>Use appropriate intonation and control the tone and volume so that the meaning is clear when reading writing aloud.</p>	<p>Peer-assess drawing upon prior knowledge of key success criteria.</p> <p>Self-assess drawing upon prior knowledge of key success criteria.</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<p>Peer-assess using prior knowledge of key success criteria, proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>-Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>-Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Self-assess using prior knowledge of key success criteria.</p> <p>Précis longer passages maintaining the meaning.</p>	<p>Use peer and self-assessment to consider how their writing reflects the audiences and purposes for which it was intended, taking into account the vocabulary, grammar and structure of the writing.</p> <p>Précis longer passages succinctly, maintaining the meaning.</p>
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