

**Ocker Hill Academy**  
**Literacy Progression Map**

		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year Three	Reading	<b>Word reading</b> To be able to retrieve information from a text.	<b>Word reading</b> To know that a dictionary is alphabetical order	<b>Word reading</b> To know what a root word is To know what a prefix is To know what suffix is	<b>Word reading</b> To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	<b>Word reading</b> To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To be able to retell familiar stories	<b>Word reading</b> To know what intonation and expression are To be able to read with intonation and expression To be able to read without hesitation To be able to use a dictionary successfully
		<b>Understanding</b> To be able to retrieve information from a text.	<b>Understanding</b> To know what a plot is To be able to identify key points and plot	<b>Understanding</b> To know the purpose of a text To know the audience of a text	<b>Understanding</b> To know how to aim a text at an audience To know what the purpose and intention of a text is	<b>Understanding</b> To be able to identify key purpose and audience To be able to use evidence from the text to explain meaning	<b>Understanding</b> To be able to use evidence from a text to explain meaning
		<b>Interpreting</b> To know some familiar stories	<b>Interpreting</b> To know what inference is To be able to predict plot and events	<b>Interpreting</b> To know what prediction is To be able to infer information from a single point in the text To know some familiar stories	<b>Interpreting</b> To be able to explain the meaning of words	<b>Interpreting</b> To be able to infer information from a single point in the text To be able to infer character feeling using evidence from the text	<b>Interpreting</b>
		<b>Language</b>	<b>Language</b> To know what authors language is To know what retrieval is	<b>Language</b> To know what literal meaning is To know the how the language features of a story impact upon the reader To know the language features of a myth To know that language is used to engage the reader	<b>Language</b> To be able to explain the meaning of words	<b>Language</b> To be able to identify language use to engage the reader To be able to explain literal meaning	<b>Language</b> To be able to explain the author's choice of language To know and identify the language features of a poem To know the language features of a non-chronological report
		<b>Viewpoint and context</b>	<b>Viewpoint and context</b> To know what 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person is	<b>Viewpoint and context</b> To know that books of the same genre have similar features	<b>Viewpoint and context</b> To know that letters are written from a viewpoint To be able to identify the viewpoint	<b>Viewpoint and context</b> To know who the audience of a text is aimed at.	<b>Viewpoint and context</b> To be able to recognise the period of time that the text is set in
		<b>Structure</b>	<b>Structure</b> To know that all texts have a structure To know what a time conjunction is To know what a preposition of time is	<b>Structure</b> To know what a paragraph is To know how the structural features of a myth aids the reader	<b>Structure</b> To know the structural features of a story	<b>Structure</b> To know the structural features of instructions To know the structural features of a poem	<b>Structure</b> To be able to identify the structure of a text
Writing	<b>Composition and Organisation</b> To be able to identify relevant structural features	<b>Composition and Organisation</b> To know what viewpoint is To know what 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person is To know what present tense is and the verb endings To know what a paragraph is To be able to identify relevant structural features To be able to use relevant ideas/ content To be able to adopt a consistent viewpoint	<b>Composition and Organisation</b> To know the structural features of story To know that all genres have a sequence To know what past tense is and the verb endings To be able to accurately maintain tense To be able to identify relevant structural features To be able to group ideas into paragraphs sections To be able to use relevant ideas/ content	<b>Composition and Organisation</b> To be able to form compound sentences accurately To be able to identify relevant structural features To be able to signal openings and closings To be able to use relevant ideas/ content To be able to identify features of form	<b>Composition and Organisation</b> To be able to vary sentence types for effect and purpose To be able to identify and use a range of conjunctions To be able to use a range of subordinate clauses To be able to identify relevant structural features To be able to use relevant ideas/ content To know what complex sentences are	<b>Composition and Organisation</b> To know what a heading is To know what a subheading is To be able to identify relevant structural features To be able to group ideas into paragraphs sections To be able to use relevant ideas/ content	
	<b>Vocabulary</b> To know what a (pronoun, proper, common) noun is	<b>Vocabulary</b> To know what an adjective is To know what an adverb is	<b>Vocabulary</b> To know the language features of a myth	<b>Vocabulary</b> To know the language features of instructions	<b>Vocabulary</b> To be able to use a wide range of adjective an adverbs accurately	<b>Vocabulary</b> To be able to use language to engage the reader	

	<p>To know what a verb is</p> <p>To know what a determiner is</p> <p>To be able to use pronouns to vary sentences</p>	<p>To know that adjectives are used to describe</p> <p>To be able to use a range of descriptive language (adj, adv.)</p>		<p>To know what an imperative verb is</p> <p>To know what a subordinate conjunction is</p>		
	<p><b>Punctuation and Grammar</b></p> <p>To know that question marks close a question</p> <p>To know that capital letters are used for proper nouns and the start of sentences</p> <p>To know that full stops are used to mark the end of sentences</p> <p>To know what a comma is and use them accurately in lists.</p>	<p><b>Punctuation and Grammar</b></p> <p>To know what an adverbial is</p> <p>To know what an apostrophe is</p> <p>To know that apostrophes are used in contractions</p> <p>To know that exclamation marks close an explanation</p> <p>To know that a clause contains a subject and a verb</p>	<p><b>Punctuation and Grammar</b></p> <p>To know what a compound sentence is</p> <p>To know what an adverbial is</p> <p>To know what a subordinate clause is</p> <p>To know that inverted commas mark speech</p> <p>To be able to punctuate work with capital letters and full stops accurately</p>	<p><b>Punctuation and Grammar</b></p> <p>To know that commas are used in a list</p> <p>To know what a preposition of time is</p> <p>To be able to use commas accurately in lists</p> <p>To be able to use apostrophes in contractions</p>	<p><b>Punctuation and Grammar</b></p> <p>To be able to accurately subordinate sentences</p> <p>To know what a subordinate conjunction is</p> <p>To be able to use inverted commas accurately in direct speech</p> <p>To be able to recognise past, present and future verbs</p>	<p><b>Punctuation and Grammar</b></p>
	<p><b>Spelling</b></p> <p>Develop a range of personal strategies for learning new and irregular words</p> <p>Develop a range of strategies for checking and proof reading spellings after writing</p> <p>Spell further homophones</p>	<p><b>Spelling</b></p> <p>The possessive apostrophe in words with regular plurals and in words with irregular plurals</p>	<p><b>Spelling</b></p> <p>Use the first two or three letters to check spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher,</p> <p>Proof-read work for spelling errors</p>	<p><b>Spelling</b></p> <p>Prefixes /pre-/ , /dis-/ , /mis-/ , /re-/ , /sub-/ , /tele-/ /auto-/</p> <p>/sh/ sound spelt /ch/ , /s/ , /ss/ , /ci/ (e.g. chef, sure, mission, special)</p>	<p><b>Spelling</b></p> <p>ai/ sound spelt /ei/ , /eigh/ , /aigh/ (e.g. vein, eight, straight)</p> <p>/i/ sound spelt /yl/ , /ol/ , /ul/ , /ui/ , /e/ (e.g. gym, women busy, build, pretty)</p>	<p><b>Spelling</b></p> <p>,</p> <p>/k/ sound spelt /ch/ (e.g. scheme, chorus, echo)</p>
Year Four	<p><b>Word reading</b></p> <p>To know that we must use more than just the first letter to find words quickly in the dictionary</p>	<p><b>Word reading</b></p> <p>To know what volume, tone and intonation are</p> <p>To be able to vary volume and tone</p>	<p><b>Word reading</b></p> <p>To be able to vary volume and tone</p> <p>To be able to use intonation</p>	<p><b>Word reading</b></p> <p>To be able to find words in a dictionary with speed and accuracy</p>	<p><b>Word reading</b></p>	<p><b>Word reading</b></p> <p>To read a familiar text fluently with volume and intonation</p>
	<p><b>Understanding</b></p> <p>To be able to give the definition of topic related words</p>	<p><b>Understanding</b></p>	<p><b>Understanding</b></p> <p>To be able to give the definition of topic related words</p>	<p><b>Understanding</b></p> <p>To be able to identify and use language that can capture the reader's interest</p>	<p><b>Understanding</b></p> <p>To know what character motive is</p>	<p><b>Understanding</b></p> <p>To be able to give the definition of topic related words</p>
	<p><b>Interpreting</b></p>	<p><b>Interpreting</b></p> <p>To know what inference is</p> <p>To be able to explain details from a text giving using a quote</p>	<p><b>Interpreting</b></p> <p>To be able to explain details from the text using a textual reference</p>	<p><b>Interpreting</b></p> <p>To be able to draw ideas from more than one paragraph</p>	<p><b>Interpreting</b></p> <p>To know that predictions can be made based on character actions and motive</p>	<p><b>Interpreting</b></p>
	<p><b>Language</b></p> <p>To know that definition is the same as meaning</p> <p>To know that language can be used to capture the reader's interest</p> <p>To know the language features of a persuasive text</p>	<p><b>Language</b></p> <p>To know that a dictionary can be used to find definitions/meaning</p> <p>To know the language features of a newspaper article</p> <p>To know the language features of an explanation text</p> <p>To know the language features of a kenning and haiku</p>	<p><b>Language</b></p> <p>To know that some words/language are used to contribute to meaning</p> <p>To know the language features of a story</p> <p>To know the language features of a narrative poem</p>	<p><b>Language</b></p> <p>To know the language features of a dilemma story</p> <p>To know the language features of a non-chronological report</p>	<p><b>Language</b></p> <p>To know the language features of a play script</p> <p>To be able to identify words and language that are used to contribute to meaning</p>	<p><b>Language</b></p> <p>To know the language features of a historical story</p>
	<p><b>Viewpoint and context</b></p>	<p><b>Viewpoint and context</b></p> <p>To know what a quotation is</p>	<p><b>Viewpoint and context</b></p> <p>To know what a textual reference is</p>	<p><b>Viewpoint and context</b></p> <p>To be able to make reasonably accurate predictions using character feeling and action</p>	<p><b>Viewpoint and context</b></p> <p>To be able to make simple connections between texts</p>	<p><b>Viewpoint and context</b></p> <p>To be able to adopt and maintain a consistent viewpoint</p>
	<p><b>Structure</b></p> <p>To know the structure of story</p> <p>To know the structure of a persuasive text</p>	<p><b>Structure</b></p> <p>To know that structure varies depending on purpose</p> <p>To know the structure of a newspaper article</p> <p>To know the structure of an explanation text</p> <p>To know the structure of a kenning and haiku</p>	<p><b>Structure</b></p> <p>To know the structure of a story</p> <p>To know the structure of a narrative poem</p> <p>To know that some texts have similarities and why</p>	<p><b>Structure</b></p> <p>To know the structure of a dilemma story</p> <p>To know the structure of a non-chronological report</p> <p>To be able to give reasons for the structure of a text</p>	<p><b>Structure</b></p> <p>To know the structure of a play script</p>	<p><b>Structure</b></p> <p>To know the structure of a historical story</p> <p>To be able to identify and explain reasons for structural differences between texts.</p>

	<p><b>Composition and Organisation</b></p> <p>To know that paragraphs contain organised relevant information To know how to open and close a text</p>	<p><b>Composition and Organisation</b></p> <p>To know that paragraphs contain organised relevant information To know how to open and close a text</p>	<p><b>Composition and Organisation</b></p> <p>To be able to demarcate all straightforward sentences across a text accurately To be able to identify spoken and reported clauses within speech</p>	<p><b>Composition and Organisation</b></p> <p>To know what bullets points are To be able to organise similar information into paragraphs To be able to summarise details using bullet points</p>	<p><b>Composition and Organisation</b></p> <p>To be able to identify and attempt to explain reasons for structural differences between texts according to purpose</p>	<p><b>Composition and Organisation</b></p> <p>To be able to make simple connections between texts To be able to use appropriate openings and closings</p>
	<p><b>Vocabulary</b></p> <p>To know what main and subordinate clauses are To know what a simile is To know what a spoken clause is To know what a reported clause is</p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p> <p>To know what a metaphor is</p>	<p><b>Vocabulary</b></p> <p>To know what a rhetorical question is To be able to use language to capture the reader's attention To be able to identify language used to contribute to meaning To know what an expanded noun phrase is</p>	<p><b>Vocabulary</b></p> <p>To know what word types form an elaborate description</p>	<p><b>Vocabulary</b></p> <p>To be able to use expanded noun phrases for description To be able to select and use a range of descriptive language for effect</p>
	<p><b>Punctuation and Grammar</b></p> <p>To know what a complex sentence is To know what a fronted adverbial is To know that a comma follows a fronted adverbial To know that basic punctuation are essential for a sentence</p>	<p><b>Punctuation and Grammar</b></p> <p>To know that verb form can change the tense To know that an apostrophe can be used to show possession To know that question marks and exclamation marks change the way a sentence is read To be able to use tense accurately</p>	<p><b>Punctuation and Grammar</b></p> <p>To know that inverted commas should be around the spoken clause To be able to open a sentence with a fronted adverbial To be able to use an apostrophe for singular possession To be able to use question marks and exclamation marks accurately for effect</p>	<p><b>Punctuation and Grammar</b></p> <p>To be able to use complex sentences To be able to use apostrophes for plural possession To be able to use a comma accurately to mark clauses within speech</p>	<p><b>Punctuation and Grammar</b></p> <p>To be able to use a rhetorical question</p>	<p><b>Punctuation and Grammar</b></p> <p>To know how to demarcate a whole text accurately</p>
	<p><b>Spelling</b></p> <p>To develop a range of personal strategies for learning new and irregular words To develop a range of strategies for checking and proof reading spellings after writing To use the first two or three letters of a word to check its spelling in a dictionary</p>	<p><b>Spelling</b></p> <p>To proof-read work for spelling errors Prefixes /in-/ , /il-/ , /im-/ , /ir-/ , /inter-/ , /anti-/ Suffixes /-ation/ , /-ous/ To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><b>Spelling</b></p> <p>Suffixes beginning with a vowel to words of more than one syllable (e.g. /-ing/ , /-er/)</p>	<p><b>Spelling</b></p> <p>Possessive apostrophe with singular proper nouns (e.g. London's population)</p>	<p><b>Spelling</b></p> <p>Possessive apostrophe with plural words (e.g. boys', babies')</p>	<p><b>Spelling</b></p> <p>s/ sound spelt /sc/ (e.g. science) /tion/ sound spelt /sion/ , /ssion/ , /cian/</p>
	<p><b>Word reading</b></p> <p>To know that reading words is accurately is essential to the meaning of the sentence To know what volume, tone, intonation and fluency are</p>	<p><b>Word reading</b></p> <p>To know how to use punctuation to guide expression To be able to read and give meaning for words with prefixes (de, dis, mis, over, re, anti and sub) To be able to read and give meaning to words with suffixes (ate, ise, ify)</p>	<p><b>Word reading</b></p> <p>To know how to show expression when reading To know how to use punctuation to effect when reading aloud</p>	<p><b>Word reading</b></p> <p>To be able to read words within a sentence/ text to ensure accurate meaning</p>	<p><b>Word reading</b></p> <p>To be able to independently use tone, volume, intonation and fluency for effect</p>	<p><b>Word reading</b></p>
Year Five	<p><b>Understanding</b></p>	<p><b>Understanding</b></p> <p>To know what the key points of the text are, that give the text its subject To know what characterisation is</p>	<p><b>Understanding</b></p> <p>To know what a plot is To know what character motive is and how to interpret it To know how to make comparisons between texts</p>	<p><b>Understanding</b></p>	<p><b>Understanding</b></p> <p>To know that structural features are deliberate to aid the reader To know how to contrast ideas between texts To be able to make predictions based on implied details</p>	<p><b>Understanding</b></p>
	<p><b>Interpreting</b></p>	<p><b>Interpreting</b></p> <p>To know what inference is</p>	<p><b>Interpreting</b></p> <p>To know what a sequence of events is To be able to make inferences about a text</p>	<p><b>Interpreting</b></p> <p>To be able to infer and interpret character motive</p>	<p><b>Interpreting</b></p> <p>To be able to give textual references and quotes when referring to a text To be able to identify and use a plot or sequence of events</p>	<p><b>Interpreting</b></p>

	<p><b>Language</b> To know what prefixes and suffixes are To know the language features of a poem To know the language features of a story</p>	<p><b>Language</b> To know the language features of a play script To know the language features of a recount</p>	<p><b>Language</b> To know the language features of a newspaper article To know the language features of an argument</p>	<p><b>Language</b> To know the language features of a letter To know the language features of a non-chronological report To know that language is deliberately used to impact upon the reader</p>	<p><b>Language</b> To know the language features of a cultural story</p>	<p><b>Language</b></p>
	<p><b>Viewpoint and context</b></p>	<p><b>Viewpoint and context</b> To know what relevant textual references and quotes are</p>	<p><b>Viewpoint and context</b> To know that there can be different versions of the same text</p>	<p><b>Viewpoint and context</b> To be able to identify similarities and differences between versions of a text</p>	<p><b>Viewpoint and context</b></p>	<p><b>Viewpoint and context</b> To be able to make comparisons and contrast texts</p>
	<p><b>Structure</b> To know the structure of instructions To know the structure of a non-chron report To know the structure of a novel</p>	<p><b>Structure</b> To know the structure of a persuasive text To know the structure of a narrative poem</p>	<p><b>Structure</b> To know the structure of historical stories To know the structure of myths and legends</p>	<p><b>Structure</b> To know the structure of a recount To know the structure of narrative poem To be able to explain how structural features assist the reader</p>	<p><b>Structure</b> To know the structure of cultural stories</p>	<p><b>Structure</b></p>
	<p><b>Composition and Organisation</b> To know what the parts of an accurate complex sentence are To know what subordinating conjunctions are</p>	<p><b>Composition and Organisation</b> To know what a relative clause is</p>	<p><b>Composition and Organisation</b> To know why most texts link their openings and closings To know what a logical sequence is</p>	<p><b>Composition and Organisation</b> To know and explain what the internal structure of a text is To be able to use relative clauses within sentences</p>	<p><b>Composition and Organisation</b> To know what suspense and tension is To be able to use a range of accurate complex sentences To be able to make appropriate links between the opening and closing of a text</p>	<p><b>Composition and Organisation</b> To be able to create an appropriate style.</p>
	<p><b>Vocabulary</b> To know what the prefixes de, dis, mis, over, re, anti, sub and auto mean To know what the suffixes ate, ise, ify mean and where they are used To know what a simile is To know what a metaphor is</p>	<p><b>Vocabulary</b> To know what a causal conjunction is</p>	<p><b>Vocabulary</b> To know what a modal verb is and how to use it accurately to show possibility To know what personification is</p>	<p><b>Vocabulary</b> To know what an aside is</p>	<p><b>Vocabulary</b> To be able to use common subordinating conjunctions</p>	<p><b>Vocabulary</b> To be able to use a range of descriptive language to elaborate on description</p>
	<p><b>Punctuation and Grammar</b> To know what brackets are To know what dashes are To know that commas can be used to mark clauses To know that inverted commas and commas are used to mark speech accurately To be able to punctuate speech accurately</p>	<p><b>Punctuation and Grammar</b> To know how to form past, present and future tense</p>	<p><b>Punctuation and Grammar</b> To know what past perfect tense is To know what an adverbial is To be able to use adverbials to link sentences</p>	<p><b>Punctuation and Grammar</b> To know what the past and present progressive tenses are To be able to logically sequence work using conjunctions, pronouns and time sequence</p>	<p><b>Punctuation and Grammar</b> To be able to mark clauses or parenthesis with brackets, commas and dashes</p>	<p><b>Punctuation and Grammar</b> To be able to accurately demarcate all sentences with the appropriate punctuation</p>
	<p><b>Spelling</b> To know what the prefixes de, dis, mis, over, re, anti, sub and auto mean To know what the suffixes ate, ise, ify mean and where they are used</p>	<p><b>Spelling</b> To develop a range of personal strategies for learning new and irregular words To develop a range of strategies for checking and proof reading spellings after writing</p>	<p><b>Spelling</b> To spell words with 'silent' letters (e.g. knight, psalm, solemn) To continue to distinguish between homophones (e.g. isle/aisle, affect/effect, whose/who's)</p>	<p><b>Spelling</b> To use knowledge of morphology and etymology in spelling To use a thesaurus To proof-read work for spelling errors To check spellings using another source (e.g. spell checker on screen)</p>	<p><b>Spelling</b> Words containing the letter string /ough/ Words ending in /-able/, /-ably/, /-ible/, /-ibly/</p>	<p><b>Spelling</b> The use of hyphens within words (e.g. co-ordinate, co-operate) /ee/ sound spelt /ei/ (e.g. receive, ceiling)</p>
Year Six	<p><b>Word reading</b> To know that reading words is accurately is essential to the meaning of the sentence To be able to use volume, tone, intonation and fluency To be able to recite a poem by heart To be able to give personal opinions about a book or text</p>	<p><b>Word reading</b> To be able to use punctuation to guide expression</p>	<p><b>Word reading</b> To know how to show expression when reading to engage the listener</p>	<p><b>Word reading</b> To be able to read age appropriate words within a sentence/ text to ensure accurate meaning</p>	<p><b>Word reading</b> To be able to independently use tone, volume, intonation and fluency for effect in a range of genres</p>	<p><b>Word reading</b></p>

<p><b>Understanding</b></p> <p>To know how compare characters and aspects of plot To know how to make predictions using inference</p>	<p><b>Understanding</b></p> <p>To know how to back up inference with evidence from the text To know how to deduce information from evidence from the text</p>	<p><b>Understanding</b></p> <p>To be able to comment on the text using inference and deduction</p>	<p><b>Understanding</b></p>	<p><b>Understanding</b></p> <p>To know how to summarise main points from across the text To be able to compare characters and aspects of plot</p>	<p><b>Understanding</b></p> <p>To be able to identify most relevant points from across the text To be able to summarise the main points from across the text</p>
<p><b>Interpreting</b></p> <p>To know that meaning can be inferred from language To know what the main purpose of a poem is To know what the main purpose of a horror story is</p>	<p><b>Interpreting</b></p> <p>To know what the main purpose of a recount is To know what the main purpose of a play script is To be able to make predictions about what might happen from drawing inferences on character motive and feelings.</p>	<p><b>Interpreting</b></p> <p>To know how to summarise main points from across the text To know what the main purpose of a newspaper article is To know what the main purpose of an argument is</p>	<p><b>Interpreting</b></p> <p>To know what the main purpose of a letter is To know what the main purpose of a report is</p>	<p><b>Interpreting</b></p> <p>To know what the main purpose of a sci-fi story is To be able to identify features of purpose To be able to identify similarities and differences between texts</p>	<p><b>Interpreting</b></p>
<p><b>Language</b></p> <p>To know some types of poetry and how to recite them To know what figurative language is To know that authors deliberately select language To know the language features of a story To know the language features of a poem</p>	<p><b>Language</b></p> <p>To know the language features of a recount To know the language features of a play script</p>	<p><b>Language</b></p> <p>To know the language features of a newspaper article To know the language features of an argument</p>	<p><b>Language</b></p> <p>To know that language and themes can impact upon the reader To know the language features of a letter To know the language features of a non-chron report</p>	<p><b>Language</b></p> <p>To know what technical language is To be able to identify and explain writer's deliberate choice of language To be able to explain and identify figurative language</p>	<p><b>Language</b></p>
<p><b>Viewpoint and context</b></p> <p>To know that word meanings can change depending on context</p>	<p><b>Viewpoint and context</b></p> <p>To know what characterisation is To know what 1st person viewpoint is To know what 3rd person viewpoint is</p>	<p><b>Viewpoint and context</b></p> <p>To know that texts fit within genres and can be compared To be able to accurately identify viewpoint</p>	<p><b>Viewpoint and context</b></p> <p>To be able to explore the meaning of words in context To be able to identify what impact a text has and why</p>	<p><b>Viewpoint and context</b></p> <p>To be able to exploring aspects of plot, characterisation, events and settings</p>	<p><b>Viewpoint and context</b></p>
<p><b>Structure</b></p> <p>To know various features of structure and form To know what plot is To know the structural features of a story To know the structural features of a poem</p>	<p><b>Structure</b></p> <p>To know the structural features of a recount To know the structural features of a play script</p>	<p><b>Structure</b></p> <p>To know the structural features of a newspaper article To know the structural features of an argument</p>	<p><b>Structure</b></p> <p>To know the structural features of a letter To know the structural features of a non-chronological report To be able to identify features of structure and form.</p>	<p><b>Structure</b></p>	<p><b>Structure</b></p>
<p><b>Composition and Organisation</b></p> <p>To know that paragraphs are used to sequence information To know that a logical sequence creates coherence and flow</p>	<p><b>Composition and Organisation</b></p> <p>To be able to cluster information into accurate paragraphs To be able to use a logical sequence with opening and closing</p>	<p><b>Composition and Organisation</b></p> <p>To know what a subordinating conjunction is To know what subjunctive form is</p>	<p><b>Composition and Organisation</b></p> <p>To be able to vary sentences for effect To be able to use subordinating conjunctions to vary sentences To be able to adopt and maintain viewpoint</p>	<p><b>Composition and Organisation</b></p> <p>To be able to use adverbials and pronouns to link ideas within paragraphs</p>	<p><b>Composition and Organisation</b></p> <p>To be able to vary tense accurately</p>
<p><b>Vocabulary</b></p> <p>To know what an adverbial is To know what an expanded noun phrase is To know what personification is To know what figurative language is To know that description engages the reader</p>	<p><b>Vocabulary</b></p> <p>To know what subject and object are To know what determiners and articles are To know the difference between a phrase and a clause</p>	<p><b>Vocabulary</b></p> <p>To be able to use descriptive language for impact</p>	<p><b>Vocabulary</b></p> <p>To know that modal verbs show possibility</p>	<p><b>Vocabulary</b></p> <p>To be able to develop description using expanded noun phrases</p>	<p><b>Vocabulary</b></p>

	<p><b>Punctuation and Grammar</b>          To know what a simple sentence is          To know what a complex sentence is          To know what a compound sentence is          To know that sentences must be punctuated accurately</p>	<p><b>Punctuation and Grammar</b>          To know what a relative clause/ parenthesis is          To know that sentences are varied to create flow and interest          To know what a colon is</p>	<p><b>Punctuation and Grammar</b>          To know what active and passive sentences are          To know what present perfect tense is          To know what past perfect tense is          To know what present progressive is          To know what past progressive tense is</p>	<p><b>Punctuation and Grammar</b>          To know what a semi-colon is          To know what a hyphen is</p>	<p><b>Punctuation and Grammar</b>          To be able to use a variety of sentence types          To be able to punctuate a whole text accurately          To be able to use colons          To be able to use semi colons          To be able to use hyphens</p>	<p><b>Punctuation and Grammar</b></p>
	<p><b>Spelling</b>          To develop a range of personal strategies for learning new and irregular words          To develop a range of strategies for checking and proof reading spellings after writing          To use knowledge of morphology and etymology in spelling</p>	<p><b>Spelling</b>          To use dictionaries to check the spelling and meaning of words          To use a thesaurus          To proof-read their own and other people's work for spelling errors</p>	<p><b>Spelling</b>          Suffixes /-cious/, /-tious/          Word endings /-al/ (e.g. special, artificial)          Word endings /-ance/, /-ancy/, /-ence</p>	<p><b>Spelling</b>          To continue to distinguish between homophones (e.g. advice/advise, practice/practise, device/devise)</p>	<p><b>Spelling</b>          correct spelling of most common grammatical function words, including adverbs with -ly formation          regularly formed content/lexical words, including those with multiple morphemes          correct spelling of synonyms and antonyms</p>	<p><b>Spelling</b>          correct spelling of all past and present tense inflections, plurals          Able to accurately transcribe a complex sentence dictated by the teacher</p>