



Grendon  
Primary

# Literacy, Communication and Language – Reception

## Development Matters Statements and Early Learning Goals

### Communication and Language

To understand how to listen carefully and why listening is important.

- I can look at who is speaking and show I am listening.
- I can sit in a good position to listen.
- I can answer questions and show that I am listening.

To learn new vocabulary.

To use new vocabulary through the day.

- I can use new words.

To ask questions to find out more and check they understand what has been said to them.

- I can ask questions about something interesting.
- I can ask questions to help me with what I need to do.

To articulate their ideas and thoughts in well-formed sentences.

- I can finish a sentence starter.
- I can speak in sentences.

To connect one idea or action to another using a range of connectives.

- I can begin to use connectives in speech and, but, so because.

To describe events in some detail.

- I can add details to my sentences.

To develop social phrases.

- I can ask my friends questions like, 'How are you?'

To engage in storytimes.

- I can listen to stories.

Listen to and talk about stories to build familiarity and understanding.

- I can make predictions about stories.
- I can say how things that happen in the story are the same as things that have happened to me.
- I can say who the main characters in the story are.
- I can talk about what is happening in the story.
- I can talk about what the characters are doing and why they are doing them.
- I can talk about how the characters are feeling and why.
- I can act like the character in the story.
- I can say things that the characters might say.

Retell the story, once they have developed a deep familiarity with the text; some exact repetition and some in their own words.

- I can retell the story.
- I know which parts in the story are said over and over again.

To use new vocabulary in different contexts.

- I can learn new words from stories.
- I can use new words I have learnt from stories.

Listen carefully to rhymes and songs, paying attention to how they sound.

- I can predict the next word in a rhyme.
- I can say which words rhyme.
- I can make up silly rhymes.
- I can clap to the beat of a song or rhyme.

To learn rhymes, poems and songs.

- I can say a rhyme or sing a song.

To engage in non-fiction books.

- I know that some books contain information and facts.
- I know how to recognise a non-fiction book.

To listen to and talk about selected non-fiction to develop a deep familiarity with knowledge and vocabulary.

- I can learn some new facts.
- I can learn some new words.

#### Communication and language

#### ELG: Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back and forth exchanges.

#### ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making conjunctions, with modelling and support from their teacher.

## Reading

To read individual letters by saying sounds for them.

- I can read sounds speedily.

To blend sounds into words so they can read short words made up of known letter correspondences.

- I can blend sounds to read words.

Read a few common exception words.

- I can read some red (tricky) words.
- I know in red words the letters make unusual sounds.

Read some letter groups that each represent one sound and say sounds for them.

- I can read special friends like ch, sh, th.

Once children have gained enough phonic knowledge they will begin RW Inc. storybooks and read books at their decodable level. This will be taught 2 x a week in lessons and 1 x a week during lunchtime intervention time.

Read simple sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.

- I can read books using the phonics I know.

NOTE: Children should not read books letter-sound correspondences that they do not know.

Children should not be required to use other strategies to work out words.

Re- Read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

- I can read the same book for fluency.

### Reading

#### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate, where appropriate, key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

#### ELG: word Reading

Children at the expected level of development will:

- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing

To form lower case and capital letters correctly.

- I can learn a saying to help me remember how to write letters.

To spell words by identifying sounds and then writing the letter sounds with letters.

- I can pinch each finger when I say a sound.
- I can write the sounds I hear.
- I can spell some red (tricky) words remembering the bit that is tricky.

To write short sentences with words with known correspondences using a capital letter and a full stop.

- I can say the sentence I am going to write, using actions to help me.
- I can sound out the green words, pinching sounds onto my fingers.
- I can write the sounds I hear. Independently - finding and copying - with support
- I can spell the red (tricky) words.
- I can use the word bank to help me.
- I can use a capital letter and full stop.
- I can leave finger spaces.

To re-read what they have written to make sense.

- I can read back my sentence.
- I can check it has a capital letter and full stop.
- I can fix my sentence by checking the word bank.

### Literacy

#### ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

### Speaking & Listening

1. Listen and respond appropriately to adults and peers
2. Ask relevant questions to extend understanding and knowledge
3. Use relevant strategies to build vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of standard English
9. Participate in discussions, presentations, performances, role play, improvisation and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use the appropriate registers for effective communication

### Reading

#### Word Reading

1. Apply phonic knowledge and skills as the route to decode words
2. Respond speedily with the correct sound to grapheme for all 40+ phonemes including alternative sounds for graphemes
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
4. Read common exception words, noting unusual correspondences between spelling and sound where these occur in the word
5. Read words containing taught GPCs and –s –es –ing –ed –er and –est endings
6. Read other words of more than one syllable that contain taught GPCs
7. **Read words with contractions (I'm, I'll, we'll etc) and understand that the apostrophe represents the omitted letter(s)**
8. Read aloud accurately books that are consistent with their developing phonic knowledge and do not require children to use other strategies to work out words
9. Re-read these books to build up their fluency and confidence in word reading

#### Comprehension \* objectives in italics to be taught mainly through storytime

To develop pleasure in reading, motivation to read, vocabulary and understanding children should:

10. *Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently*
11. *Be encouraged to link what they read or hear to their own experiences*
12. *Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*
13. *Recognise and join in with predictable phrases*
14. *Learn to appreciate rhymes and poems and recite some by heart*
15. Discuss word meanings, linking new meanings to those already known

To understand books which can be read accurately and fluently and those they listen to children should:

16. Draw on what they already know or on background information and vocabulary provided by the teacher
17. Check that a text makes sense to them as they read and correct inaccurate reading
18. Discuss the significance of the title and events
19. Make inferences on what is being said and done
20. Predict what might happen on the basis of what has been read so far

Following a reading stimulus children should:

21. Participate in discussion about what is read to them, taking turns and listening to what others say
22. Explain clearly personal understanding of what is read

### Storytime

See comprehension objectives in italics

# Phonics

## Sounds from Appendix 1

ff - off	ff – off	ff - off	ff - off	ff - off
ve - have	ve - have	ve - have	ve - have	ve - have
a-e - made	a-e - made	a-e - made	a-e - made	a-e - made
ar - car	ar - car	ar - car	ar - car	ar - car
er (schwa) under	er (schwa) under	er (schwa) under	er (schwa) under	er (schwa) under
oa - boat	oa - boat	oa - boat	oa - boat	oa - boat
ie - lie	ie – lie	ie - lie	ie - lie	ie - lie
aw - saw	aw - saw	aw - saw	aw - saw	aw - saw
are - bare	are - bare	are - bare	are - bare	are - bare

# Writing

## Composition

To write sentences children should:

1. Say out loud what is going to be written about
2. Compose a sentence orally before writing it
3. Sequence sentences to form short narratives
4. Re-read what has been written to check it makes sense

After writing sentences children should:

5. Discuss what they have written with the teacher or other pupils
6. Read aloud writing clearly enough to be heard by peers and the teacher

## Vocabulary, grammar and punctuation

To develop their understanding of the concepts from Appendix 2 children should:

7. Leave spaces between words
8. Join sentences using 'and'
9. Begin to punctuate sentences using a capital letter and full stop, question mark and exclamation mark
10. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

## Transcription

11. Spell words containing each of the 40+ phonemes already taught
12. Spell common exception words
13. Spell the days of the week
14. Name the letters of the alphabet in order
15. Use letter names to distinguish between alternative spellings of the same sound
16. Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular for verbs
17. Use the prefix un-
18. Use the suffixes –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g. helping, helper, helped
19. Apply simple spelling rules and guidelines from Appendix 1
20. Write from memory simple spelling sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

# Grammar

## See objectives for Vocabulary, Grammar and punctuation AND...

21. Prefix un
22. Compound words
23. Adding er, est
24. Adding ing, ed, and er to verbs where no change is needed to the root ending
25. Singular and plural s and es

# Handwriting

Children should be taught to:

26. Sit correctly at a table, holding a pencil comfortably and correctly
27. Begin to form lower-case letters in the correct direction, starting and finishing at the right place
28. Form capital letters
29. Form digits 0-9
30. Understand which letters belong to which handwriting 'families' and practice these

### Speaking & Listening

1. Listen and respond appropriately to adults and peers
2. Ask relevant questions to extend understanding and knowledge
3. Use relevant strategies to build vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of standard English
9. Participate in discussions, presentations, performances, role play, improvisation and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use the appropriate registers for effective communication

### Reading

#### Word Reading

1. Until automatic decoding has become embedded and reading is fluent, continue to apply phonic knowledge and skills as the route to decode words
2. Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain known graphemes
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondence between spelling and sound
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words automatically and without undue hesitation
8. Re-read books closely matched to improve phonic knowledge to build up fluency and confidence in word reading

#### Comprehension \* objectives in italics to be taught mainly through storytime

To develop pleasure in reading, motivation to read, vocabulary and understanding children should:

9. *Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently*
10. Discuss the sequence of events in books and how items of information are related
11. *Become increasingly familiar with and retell a wider range of stories, fairy-stories and traditional tales*
12. *Be introduced to non-fiction books that are structured in different ways*
13. Recognise simple recurring literacy language in stories and poetry
14. *Discuss and clarify the meanings of words, linking new meanings to known vocabulary*
15. *Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear*

To understand books which can be read accurately and fluently and those they listen to children should:

16. Draw on what they already know or on background information and vocabulary provided by the teacher
17. Check that a text makes sense to them as they read and correct inaccurate reading
18. Make inferences on what is being said and done
19. Ask and answer questions
20. Predict what might happen on the basis of what has been read so far

Following a reading stimulus children should:

21. Participate in discussion about what is read to them and that that they can read themselves, taking turns and listening to what others say
22. Explain and discuss understanding of books, poems and other materials which they have heard or read

### Storytime

See comprehension objectives in italics

## Phonics

### Sounds from Appendix 1

dge – badge, edge, dodge,	ge – age, huge, change	ge / j/ - gem, germ
gi /j/ - giant, magic	ce /s/ - race, ice	ci /s/ - city, Cinderella
cy /s/ - fancy, Percy	kn – know, knock , knee	gn – gnat, gnaw
wr – write, wrote, wrong	le – table, bottle, little	el – camel, tunnel, travel
il – pencil, fossil, nostril	al – capital, pedal, animal	y – cry, fly, dry
all – ball, call	al – talk, walk, always	o – mother, brother, Monday
wa – watch, wander	qua – quantity, squash	wor – worm, world, worth
war – warm, towards,, war	s – treasure, television, usual	tion – station, motion, fiction

## Writing

### Composition

To develop a positive attitude towards and stamina for writing children should:

1. Write narratives about person experiences and those of others (factual and fictional)
2. Write about real events
3. Write poetry
4. Write for different purposes

To consider what they are going to write before beginning children should:

5. Plan or say aloud what they are going to write about
6. Write down ideas or key words, including new vocabulary
7. Encapsulate what they want to say, sentence by sentence

To improve, revise and correct their writing children should:

8. Evaluate own writing with the teacher and other pupils
9. Re-read to check for errors in spelling, grammar and punctuation
10. Proofread to check for errors in spelling, grammar and punctuation

Pupils should:

11. Read aloud what they have written with appropriate intonation to make the meaning clear

### Vocabulary, grammar and punctuation

12. Learn how to use familiar and new punctuation from Appendix 2 correctly including full stops, capital letters, exclamation marks, questions for lists and apostrophes for contracted forms and the possessive.
13. Learn how to use sentence with different forms: statements, question, exclamation, command
14. Learn how to use expanded noun phrases to describe and specify e.g. the blue butterfly
15. Learn how to use the present and past tenses correctly and consistently including the progressive form
16. Learn how to use subordination (when using when, if, that or because) ad coordination (using or, and or but)
17. Learn how to use the grammar for Y2 in English Appendix 2
18. Learn how to use some features of written Standard English
19. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

### Transcription

20. Spell by segmenting spoken words into phonemes and representing these in graphemes, spelling many correctly
21. Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling including a few common homophones
22. Learn to spell common exception words
23. Learn to spell more words with contracted forms
24. Learn the possessive apostrophe (singular e.g. the girl's book)
25. Distinguish between homophones and near-homophones

## Grammar

### See objectives for Vocabulary, Grammar and punctuation AND...

26. Adding suffixes – ful, ment,ness, less, ly
27. Adding endings ing ed, er, est, y to words ending with e with a constant before it.
28. Adding endings ing ed, er, est, y to words ending in a single constant letter after a single vowel letter.

## Handwriting

Children should be taught to:

29. Form lower-case letter of the correct size relative to one another
30. Start using some of the diagonal and horizontal strokes needed to join letter and understand which letters, when adjacent to one another, are best left un-joined
31. Write capital letters & digits of the correct size, orientation and relationship to one another & lower case letters
32. Use spacing that reflects the size of the letters

### Speaking & Listening

1. Listen and respond appropriately to adults and peers
2. Ask relevant questions to extend understanding and knowledge
3. Use relevant strategies to build vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of standard English
9. Participate in discussions, presentations, performances, role play, improvisation and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use the appropriate registers for effective communication

### Reading

#### Word Reading

1. Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listen in English Appendix 1 both to read and understand the meaning of new words they meet
2. Read further exception words noting the unusual correspondence between spelling and sound and where these occur in the word

#### Comprehension \* objectives in italics to be taught mainly through storytime

To develop pleasure in reading and understanding of what they read children should

3. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
4. *Read books that are structured in different ways and read for a range of purposes*
5. *Use dictionaries to check the meaning of words they have read*
6. *Increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally*
7. Identify themes and conventions in a wide range of books
8. *Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, volume, tone and action*
9. *Discuss words and phrases that capture the reader's interest and imagination*
10. Recognise some different forms of poetry (free verse, narrative poetry)

To understand what they read in books they can read independently children should:

11. Check a text makes sense to them, discussing understanding and exploring the meaning of the words in context
12. Ask questions to improve understanding
13. *Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
14. Predict what might happen from details stated and implied
15. Identify and summarise the main ideas drawn from more than one paragraph
16. Identify how language, structure and presentation contribute to meaning
17. Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

### Storytime

See comprehension objectives in italics



# Writing

## Composition

1. Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
2. Plan writing by discussing and recording ideas
3. Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures
4. Draft and write by organising paragraphs around a theme
5. Draft and write by creating settings, character and plot in narratives
6. Draft and write by using simple organisational devices (headings, subheadings) in non-narrative material
7. **Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements**
8. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
9. Proofread for spelling and punctuation and errors
10. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Vocabulary, grammar and punctuation

To develop their understanding of the concepts set out in English Appendix 2 children should:

11. Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
12. Use the present perfect form of verbs in contrast to the past tense
13. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
14. Use conjunctions, adverbs and prepositions to express time and cause
15. Use fronted adverbials
16. Indicate possession by using the possessive apostrophe with plural nouns
17. Use and punctuate direct speech

## Vocabulary, Grammar, Spelling and Punctuation (VGSP) & handwriting

### Vocabulary, Grammar and punctuation

To develop their understanding of the concepts set out in English Appendix 2 children should:

18. Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
19. Use the present perfect form of verbs in contrast to the past tense
20. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
21. Use conjunctions, adverbs and prepositions to express time and cause
22. Use fronted adverbials
23. Indicate possession by using the possessive apostrophe with plural nouns
24. Use and punctuate direct speech

### Transcription

25. Use further prefixes and suffixes and understand how to add them (Appendix 1)
26. Spell further homophones
27. Spell words that are often misspelt (Appendix 1)
28. **Place the possessive apostrophe accurately in words with regular plurals (boys' girls') and irregular plurals (children's)**
29. Use the first two or three letters of a word to check its spelling
30. Write from memory simple spelling sentences dictated by the teacher that include words and punctuation taught so far

### Handwriting

31. 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
32. Increase the legibility, consistency and quality of their handwriting



### Speaking & Listening

1. Listen and respond appropriately to adults and peers
2. Ask relevant questions to extend understanding and knowledge
3. Use relevant strategies to build vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of standard English
9. Participate in discussions, presentations, performances, role play, improvisation and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use the appropriate registers for effective communication

### Reading

#### Word Reading

1. Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

#### Comprehension \* objectives in italics to be taught mainly through storytime

To maintain a positive attitude to reading and understanding of what they read children should:

2. *Continue to read and discuss an wide range of fiction, poetry, plays, non-fiction and reference books or text books*
3. Read books that are structured in different ways and reading for a range of purposes
4. *Increase 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*
5. *Recommend books that they have read to their peers, giving reasons for their choices*
6. Identify and discussing themes and conventions in and across a wide range of writing
7. Make comparisons within and across books
8. *Learn a wider range of poetry by heart*
9. *Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, volume, and tone so that the meaning is clear to the audience*

To understand what they read children should:

10. Check the text makes sense to them, discussing their understanding and exploring the meaning of the words in context
11. Ask questions to improve their understanding
12. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
13. Predict what might happen from details stated and implied
14. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea
15. Identify how language, structure and presentation contribute to meaning
16. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
17. Distinguish between statements of fact and fiction
18. Retrieve, record and present information from non-fiction
19. Participate in discussions about 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**
20. 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
21. Provide reasoned justifications for their views

#### Storytime

See comprehension objectives in italics

# Writing

## Composition

1. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
2. Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
3. Plan writing by, considering how authors have developed their characters and settings in what they have read, listened to or seen performed in narratives
4. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
5. Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives
6. Draft and write by précis longer passages
7. Draft and write by using a wide range of devices to build cohesion within and across paragraphs
8. Draft and write by using further organisational text to guide the reader e.g. headings, bullet points
9. **Evaluate and edit by assessing the effectiveness of their own and others' writing**
10. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
11. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
12. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
13. Proofread for spelling and punctuation and errors
14. Read aloud their own compositions, to a group or the whole class, using appropriate intonation, volume and movement so that the meaning is clear

### Vocabulary, grammar and punctuation

Children should:

15. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
16. use passive verbs to affect the presentation of information using a sentence
17. use the perfect form of verbs to mark relationships of time and cause
18. use expanded noun phrases to convey complicated information concisely
19. use modal verbs to indicate degrees of possibility
20. use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun
21. learn the grammar for year 5 in English Appendix 2
22. Use commas to clarify meaning or avoid ambiguity in writing
23. Use hyphens to avoid ambiguity
24. Use brackets, dashes or commas to indicate parenthesis
25. Use semi-colons, colons or dashes to mark boundaries between independent clauses
26. Use a colon to introduce a list
27. Punctuate bullet points consistently
28. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

## Vocabulary, Grammar, Spelling and Punctuation (VGSP) & handwriting

### Vocabulary, Grammar and punctuation

See objectives above

### Transcription

29. Use further prefixes and suffixes and understand how to add them (English Appendix 1)
30. **Spell some words with 'silent letters', e.g. knight, psalm, solemn**
31. Continue to distinguish between homophones and other words which are often confused
32. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in English Appendix 1
33. Use dictionaries to check the spelling and meaning of words
34. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
35. Use a thesaurus

### Handwriting

36. Write legibly, fluently and with increasing speed by:
37. Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
38. Choose the writing implement that is best suited to the task