

Athena Learning Trust - Primary Cluster					
Progression Map - Reading					
	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Word reading	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply phonic knowledge to decode words.</li> <li>- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>- Read accurately by blending sounds in unfamiliar words.</li> <li>- Read common exception words.</li> <li>- Read words containing taught GPCs (grapheme-phoneme correspondences) and -s, -es, -ing, -ed, -er, and -est endings.</li> <li>- Read words with contractions and understand that the apostrophe represents omitted letters.</li> <li>- Read aloud accurately books that match their phonic knowledge.</li> <li>- Re-read books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>- Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>- Read words containing common suffixes.</li> <li>- Read further common exception words.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically, and without undue hesitation.</li> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) to read aloud and understand the meaning of new words they meet.</li> <li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) to read aloud and understand the meaning of new words that they meet.</li> </ul>

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop pleasure in reading, motivation to read, vocabulary, and understanding by listening to and discussing a wide range of poems, stories, and non-fiction.</li> <li>- Link what they read or hear read to their own experiences.</li> <li>- Become familiar with key stories, fairy stories, and traditional tales.</li> <li>- Recognise and join in with predictable phrases.</li> <li>- Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>- Discuss word meanings, linking new meanings to those already known.</li> <li>- Understand the books they can read themselves and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>- Discuss the significance of the title and events.</li> <li>- Make inferences on the basis of what is being said and done.</li> <li>- Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary, and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction.</li> <li>- Discuss the sequence of events in books and how items of information are related.</li> <li>- Become increasingly familiar with and retell a wider range of stories, fairy stories, and traditional tales.</li> <li>- Be introduced to non-fiction books that are structured in different ways.</li> <li>- Recognise simple recurring literary language in stories and poetry.</li> <li>- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Continue to build up a repertoire of poems learnt by heart.</li> <li>- Understand the books they can read themselves and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>- Make inferences on the basis of what is being said and done.</li> <li>- Answer and ask questions.</li> <li>- Predict what might happen on the basis of what has been read so far.</li> <li>- Participate in discussion 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.</li> <li>- Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.</li> <li>- Read books that are structured in different ways and read for a range of purposes.</li> <li>- Use dictionaries to check the meaning of words that they have read.</li> <li>- Increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally.</li> <li>- Identify themes and conventions in a wide range of books.</li> <li>- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.</li> <li>- Discuss words and phrases that capture the reader's interest and imagination.</li> <li>- Recognise some different forms of poetry.</li> <li>- Understand what they read by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</li> <li>- Ask questions to improve their understanding of a text.</li> <li>- Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justify inferences with evidence.</li> <li>- Predict what might happen from details stated and implied.</li> <li>- Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>- Identify how language, structure, and presentation contribute to meaning.</li> <li>- Retrieve and record information from non-fiction.</li> <li>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.</li> <li>- Read books that are structured in different ways and read for a range of purposes.</li> <li>- Increase 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.</li> <li>- Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>- Make comparisons within and across books.</li> <li>- Learn a wider range of poetry by heart.</li> <li>- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience.</li> <li>- Understand what they read by checking that the book makes sense to them, discussing their understanding, and exploring the meaning of words in context.</li> <li>- Ask questions to improve their understanding.</li> <li>- Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justify inferences with evidence.</li> <li>- Predict what might happen from details stated and implied.</li> <li>- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>- Identify how language, structure, and presentation contribute to meaning.</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>- Distinguish between statements of fact and opinion.</li> <li>- Retrieve, record, and present information from non-fiction.</li> <li>- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>- 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.</li> <li>- Provide reasoned justifications for their views.</li> </ul>

Athena Learning Trust - Primary Cluster					
Progression Map - Writing					
	EYSF	Year 1	Year 2	Lower KS2	Upper KS2
Writing	<ul style="list-style-type: none"> <li>- Use phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- Write some irregular common words.</li> <li>- Write simple sentences which can be read by themselves and others.</li> <li>- Spell some words correctly and make phonetically plausible attempts at others.</li> <li>- Use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed.</li> <li>- Begin to use punctuation such as full stops and capital letters.</li> </ul>				
Transcription		<ul style="list-style-type: none"> <li>- Spell words containing each of the 40+ phonemes already taught.</li> <li>- Spell common exception words.</li> <li>- Spell the days of the week.</li> <li>- Name the letters of the alphabet in order.</li> <li>- Use letter names to distinguish between alternative spellings of the same sound.</li> <li>- Add prefixes and suffixes:</li> <li>- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>- Use the prefix un-.</li> <li>- Use -ing, -ed, -er, and -est where no change is needed in the spelling of root words.</li> <li>- Apply simple spelling rules and guidance.</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- Spell by:</li> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>- Learning 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.</li> <li>- Learning to spell common exception words.</li> <li>- Learning to spell more words with contracted forms.</li> <li>- Learning the possessive apostrophe (singular).</li> <li>- Distinguishing between homophones and near-homophones.</li> <li>- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words, and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>- Spell further homophones.</li> <li>- Spell words that are often misspelt (English Appendix 1).</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>- Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand the guidelines for adding them.</li> <li>- Spell some words with 'silent' letters.</li> <li>- Continue to distinguish between homophones and other words which are often confused.</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>- Use dictionaries to check the spelling and meaning of words</li> </ul>

Athena Learning Trust - Primary Cluster

Progression Map - Writing

	EYSF	Year 1	Year 2	Lower KS2	Upper KS2
Handwriting		<ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Form capital letters.</li> <li>- Form digits 0-9.</li> <li>- Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another.</li> <li>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>- Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters.</li> <li>- Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>- Increase the legibility, consistency, and quality of their handwriting (e.g., by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<ul style="list-style-type: none"> <li>- Write legibly, fluently, and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul>
Composition		<ul style="list-style-type: none"> <li>- Write sentences by:                             <ul style="list-style-type: none"> <li>- Saying out loud what they are going to write about.</li> <li>- Composing a sentence orally before writing it.</li> </ul> </li> <li>- Sequencing sentences to form short narratives.</li> <li>- Re-reading what they have written to check that it makes sense.</li> <li>- Discuss what they have written with the teacher or other pupils.</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by:                             <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional).</li> <li>- Writing about real events.</li> <li>- Writing poetry.</li> <li>- Writing for different purposes.</li> </ul> </li> <li>- Consider what they are going to write before beginning by:                             <ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about.</li> <li>- Writing down ideas and/or keywords, including new vocabulary.</li> <li>- Encapsulating what they want to say, sentence by sentence.</li> </ul> </li> <li>- Make simple additions, revisions, and corrections to their own writing by:                             <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils.</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>- Proofreading to check for errors in spelling, grammar, and punctuation (e.g., ends of sentences punctuated correctly).</li> <li>- Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Plan their writing by:                             <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.</li> <li>- Discussing and recording ideas.</li> </ul> </li> <li>- Draft and write by:                             <ul style="list-style-type: none"> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>- Organising paragraphs around a theme.</li> <li>- In narratives, creating settings, characters, and plot.</li> <li>- In non-narrative material, using simple organisational devices (e.g., headings and subheadings).</li> </ul> </li> <li>- Evaluate and edit by:                             <ul style="list-style-type: none"> <li>- Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>- Proofreading for spelling and punctuation errors.</li> <li>- 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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Plan writing by discussing writing similar to that which they are planning to write.</li> <li>- Draft and write by composing and rehearsing sentences orally.</li> <li>- Organise paragraphs around a theme.</li> <li>- Create settings, characters, and plot.</li> <li>- Use simple organisational devices in non-narrative material.</li> </ul>

	EYSF	Year 1	Year 2	Lower KS2	Upper KS2
Vocabulary, grammar and punctuation		<ul style="list-style-type: none"> <li>- Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>- Leaving spaces between words.</li> <li>- Joining words and joining clauses using "and".</li> <li>- Beginning to punctuate sentences using a capital letter and a full stop, question mark, or exclamation mark.</li> <li>- Using a capital letter for names of people, places, the days of the week, and the personal pronoun "I".</li> <li>- Learn the grammar for year 1 in English Appendix 2.</li> <li>- Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular).</li> <li>- Learn how to use:</li> <li>- Sentences with different forms: statement, question, exclamation, command.</li> <li>- Expanded noun phrases to describe and specify.</li> <li>- The present and past tenses correctly and consistently including the progressive form.</li> <li>- Subordination (using when, if, that, or because) and coordination (using or, and, or but).</li> <li>- The grammar for year 2 in English Appendix 2.</li> <li>- Some features of written Standard English.</li> <li>- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>- Using the present perfect form of verbs in contrast to the past tense.</li> <li>- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>- Using conjunctions, adverbs, and prepositions to express time and cause.</li> <li>- Using fronted adverbials.</li> <li>- Learning the grammar for years 3 and 4 in English Appendix 2.</li> <li>- Indicate grammatical and other features by:</li> <li>- Using commas after fronted adverbials.</li> <li>- Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>- Using and punctuating direct speech.</li> <li>- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize vocabulary and structures that are appropriate for formal speech and writing.</li> <li>- Use passive verbs to affect the presentation of information in a sentence.</li> <li>- Use the perfect form of verbs to mark relationships of time and cause.</li> <li>- Use expanded noun phrases to convey complicated information concisely.</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>- Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e., omitted) relative pronoun.</li> <li>- Use commas to clarify meaning or avoid ambiguity.</li> <li>- Use hyphens to avoid ambiguity.</li> <li>- Use brackets, dashes, or commas to indicate parenthesis.</li> <li>- Use semi-colons, colons, or dashes to mark boundaries between independent clauses.</li> <li>- Use a colon to introduce a list.</li> <li>- Punctuate bullet points consistently.</li> </ul>

Athena Learning Trust - Primary Cluster

Progression Map - Speaking

	EYSF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions, or actions.	Participate in discussions, listen to others, and take turns in conversation.	Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.	Listen and respond appropriately to adults and peers.	Listen and respond to a wide range of speakers, including those in different roles.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Listen attentively and respond appropriately, asking questions to elicit clarification and further detail.
Understanding	Children follow instructions involving several ideas or actions. <ul style="list-style-type: none"> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	Follow directions and ask questions to clarify understanding.	Answer and ask questions, make relevant comments, and use new vocabulary in different contexts.	Ask relevant questions to extend their understanding and knowledge. <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas.</li> </ul>	Summarise the main points of spoken texts. <ul style="list-style-type: none"> <li>• Make contributions that build on others' ideas and opinions.</li> </ul>	Evaluate and build on the ideas of others. <ul style="list-style-type: none"> <li>• Understand and use a wide range of appropriate and ambitious vocabulary.</li> </ul>	Make critical evaluations of what they hear. <ul style="list-style-type: none"> <li>• Draw on their knowledge of the world to make connections and develop further questions.</li> </ul>
Speaking	Children express themselves effectively, showing awareness of listeners' needs. <ul style="list-style-type: none"> <li>• They use past, present, and future forms accurately when talking about events.</li> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	Speak audibly and fluently. <ul style="list-style-type: none"> <li>• Participate in role play and storytelling.</li> <li>• Use vocabulary appropriate to the topic being discussed or the task being undertaken.</li> </ul>	Develop and use a wide range of vocabulary. <ul style="list-style-type: none"> <li>- Recount experiences and imagine possibilities, exploring ideas.</li> <li>- Speak clearly and audibly with confidence and control.</li> </ul>	Participate in discussions, presentations, performances, role play, improvisations, and debates. <ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments, and opinions.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> </ul>	Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. <ul style="list-style-type: none"> <li>• Engage in discussions, making sure everyone contributes and listening to others' ideas.</li> </ul>	Plan and present information clearly with appropriate structure and detail. <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas.</li> </ul>	Present ideas and arguments persuasively, considering and evaluating different viewpoints. <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

Athena Learning Trust - Primary Cluster							
Progression Map - Vocabulary, punctuation and grammar							
	EYSF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab	Children use a growing range of vocabulary in their spoken language. - They begin to understand and use words related to time, order, and position.	Develop an understanding of word meanings and vocabulary relevant to subjects and everyday contexts. - Begin to use expanded noun phrases for description and specification.	Continue to build vocabulary, focusing on synonyms and antonyms. - Use expanded noun phrases to describe and specify (e.g., the blue butterfly).	Develop a richer vocabulary through reading and discussion. - Begin to use more sophisticated adjectives and adverbs.	- Use a wider range of vocabulary and begin to understand nuances in word meanings. - Develop vocabulary related to specific subjects and themes.	- Understand and use figurative language, including metaphors and similes. - Use a thesaurus to find synonyms and antonyms to improve writing.	- Use a wide range of vocabulary and understand shades of meaning. - Employ precise and figurative language to enhance writing.
Punctuation	While not explicitly taught, children start to use basic sentence structures. - They are encouraged to speak in full sentences and use simple conjunctions (e.g., and, because).	Begin to use capital letters, full stops, question marks, and exclamation marks in writing. - Use capital letters for names and the pronoun 'I'.	Use commas to separate items in a list. - Use apostrophes for contracted forms (e.g., don't, can't) and possessive singular nouns (e.g., the girl's book).	- Use inverted commas to punctuate direct speech. - Continue to use commas in lists and apostrophes for possession.	- Use commas after fronted adverbials (e.g., Later that day, I heard the bad news). - Continue to punctuate direct speech accurately.	- Use brackets, dashes, or commas to indicate parenthesis. - Use commas to clarify meaning or avoid ambiguity.	- Use semi-colons, colons, and dashes to mark the boundary between independent clauses. - Use a colon to introduce a list and semicolons within lists. - Punctuate bullet points consistently.
Grammar		Understand basic sentence structure, including the subject-verb-object order. - Begin to use regular plural noun suffixes (-s, -es) and simple verb inflections (e.g., he runs).	Understand and use different sentence types: statements, questions, exclamations, and commands. - Use the present and past tenses correctly and consistently. - Begin to use subordination (using when, if, that, because) and coordination (using or, and, but).	- Use a range of sentence structures, including complex sentences with subordinate clauses. - Understand and use the perfect form of verbs to mark relationships of time and cause (e.g., I have written it down).	- Use 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). - Use standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was).	- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. - Indicate degrees of possibility using adverbs (e.g., perhaps, surely) or modal verbs (e.g., might, should, will, must).	- Use passive voice to affect the presentation of information in a sentence (e.g., The cake was eaten by the children). - Use the subjunctive form where appropriate (e.g., If I were...). - Recognize and use the perfect form of verbs to mark relationships of time and cause.