

**English curriculum**  
**Clifford Road Primary School**

# Reading curriculum

## Reading - word reading [key performance indicators in bold]

	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
Year 1	Apply phonic knowledge and skills as the route to decode words Read words containing taught GPCs and -s , -es, -ing,-ed,-er and -est endings <b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</b>	Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	<b>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b>	Read other words of more than one syllable that contain taught GPCs	<b>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</b>	Re - read these books to build up their fluency and confidence in word reading
Year 2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	<b>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</b> <b>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b>	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<b>Read accurately words of two or more syllables that contain the same graphemes as above (ie alternative sounds for graphemes)</b> Read words containing common suffixes	<b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b>	<b>Re - read these books to build up their fluency and confidence in word reading</b>
Year 3			<b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b>		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet	
Year 4			<b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b>		<b>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</b>	
Year 5					<b>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</b>	
Year 6					<b>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</b>	

## Reading comprehension [key performance indicators in bold]

Year 1	Structure	Language	Range of texts	Self-correction	Comprehension	Discussing books
Develop pleasure in reading, motivation to read , vocabulary understanding by:		<p>Recognising and joining in with predictable phrases</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p><b>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</b></p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p><b>Becoming very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics</b></p>		<p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>
Understand both the books they can already read accurately and fluently and those they listen to by:				<p><b>Checking that the text makes sense as they read and correcting inaccurate reading</b></p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>Discussing the significance of title and events</b></p> <p>Making inferences on the basis of what is being said and done</p> <p><b>Predicting what might happen on the basis of what has been read so far</b></p>	<p>Explain clearly their understanding of what is read to them</p>

## Reading comprehension [key performance indicators in bold]

Year 2	Structure	Language	Range of texts	Self-correction	Comprehension	Discussing books
Develop pleasure in reading, motivation to read and vocabulary understanding by:	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>	<p>Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with, and re-telling a wider range of stories, fairy stories and traditional tales</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>			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
Understand both the books they can read accurately and fluently and those that they listen to by:				<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Reading comprehension [key performance indicators in bold]

Year 3	Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Develop positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	<p><b>Using dictionaries to check the meaning of words they have read</b></p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>	<p><b>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</b></p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Recognising some different forms of poetry (for example free verse, narrative poetry)</p>	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		<b>Identifying themes and conventions in a wide range of books</b>	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
Understand what they read, in books they can read independently, by:	<p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identify how language, structure and presentation contribute to meaning</p>				<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p><b>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></p> <p><b>Predicting what might happen from details stated and implied</b></p> <p><b>Retrieve and record information from non-fiction</b></p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Asking questions to improve their understanding of a text</p>

## Reading comprehension [key performance indicators in bold]

Year 4	Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Develop positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	<p><b>Using dictionaries to check the meaning of words they have read</b></p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>	<p><b>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</b></p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Recognising some different forms of poetry (for example free verse, narrative poetry)</p>	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		<b>Identifying themes and conventions in a wide range of books</b>	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
Understand what they read, in books they can read independently, by:	<p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p><b>Identify how language, structure and presentation contribute to meaning</b></p>				<p><b>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b></p>	<p><b>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve and record information from non-fiction</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>Asking questions to improve their understanding of a text</b></p>

## Reading comprehension [key performance indicators in bold]

Year 5	Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Maintain positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books  <b>Increasing 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</b>  Recommending books that they have read to their peers, giving reasons for their choices  Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		Identifying and discussing themes and conventions in and across a wide range of writing  Making comparisons within and across books  Distinguish between statements of fact and opinion  <b>Retrieve, record and present information from non-fiction</b>	<b>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</b>  <b>Provide reasoned justifications for their views</b>
Understand what they read by:	<b>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b>  Identifying how language and structure and presentation contribute to meaning				<b>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</b>	Asking questions to improve their understanding  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence  Predicting what might happen from details stated and implied	Retrieve, record and present information from non fiction  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

## Reading comprehension [key performance indicators in bold]

Year 6	Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Maintain positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books  <b>Increasing 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</b>  Recommending books that they have read to their peers, giving reasons for their choices  Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		Identifying and discussing themes and conventions in and across a wide range of writing  Making comparisons within and across books  Distinguish between statements of fact and opinion  <b>Retrieve, record and present information from non-fiction</b>	<b>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</b>  <b>Provide reasoned justifications for their views</b>
Understand what they read by:	<b>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b>  Identifying how language and structure and presentation contribute to meaning				<b>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</b>	Asking questions to improve their understanding  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence  Predicting what might happen from details stated and implied	<b>Retrieve, record and present information from non fiction</b>  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

## Writing curriculum

## Writing Composition [key performance indicators in bold]

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
<b>Year 1</b>  Pupils should be taught to:		Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it	<b>Write sentences by sequencing sentences to form short narratives</b>		<b>Write sentences by re-reading what they have written to check that it makes sense</b>	Discuss what they have written with the teacher or other pupils	Read aloud their writing clearly enough to be heard by their peers and teacher

## Writing transcription & Vocabulary, Grammar and Punctuation [key performance indicators in bold]

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Standard English	Writing transcription
<b>Y1</b>  Pupils should be taught to:	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	Use the grammatical terminology in English Appendix 2 in discussing their writing: <ul style="list-style-type: none"> <li>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>	Develop their understanding of the concepts set out in <ul style="list-style-type: none"> <li>Appendix 2 by:               <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> <li>How words can combine to make sentences</li> </ul> </li> <li><i>Pupils should be taught to recognise sentence boundaries in spoken sentences</i></li> </ul>	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <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>Separation of words with spaces</li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should begin to use some of the distinctive features of</i></li> <li><i>Standard English in their writing.</i></li> <li><i>'Standard English' is defined in the glossary.</i></li> </ul>	<ul style="list-style-type: none"> <li>Spells words containing each of the 40+ phonemes already taught</li> <li>Names the letters of the alphabet in order</li> <li>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>Can spell common exception words</li> <li>Can spell the days of the week</li> <li>Can add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Adds prefixes using un-</li> <li>Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>Applies simple spelling rules and guidance, as listed in English Appendix 1</li> <li>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Sits correctly at a table, holding a pencil comfortably and correctly</li> <li>Forms capital letters</li> <li>Forms digits 0-9</li> <li>Understands which letters belong to which handwriting 'families' [i.e. letter that are formed in similar ways] and practices these.</li> </ul>

## Writing Composition [key performance indicators in bold]

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
<b>Year 2</b>  <b>Pupils should be taught to:</b>	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, writing down ideas/key words, including new vocabulary</li> </ul>	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li><b>encapsulating what they want to say, sentence by sentence</b></li> </ul>		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,</li> <li>writing about real events,</li> <li>writing poetry,</li> <li><b>writing for different purposes</b></li> </ul>	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <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><b>Proof-reading to check for errors in spelling, grammar and punctuation</b> (for example, ends of sentences punctuated correctly)</li> </ul>	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> </ul>	Read aloud what they have written with appropriate intonation to make the meaning clear

## Writing transcription & Vocabulary, Grammar and Punctuation [key performance indicators in bold]

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Standard English	Writing transcription
<b>Y2</b>  <b>Pupils should be taught to:</b>	<ul style="list-style-type: none"> <li><b>Correct choice and consistent use of present tense and past tense throughout writing</b></li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg <i>she is drumming, he was shouting</i>)</li> </ul>	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing  <i>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</i>  noun, noun phrase, statement, question, exclamation, command, compound, adjective verb, suffix, adverb tense (past, present) apostrophe, comma	Learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li><b>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b></li> <li>the grammar for Year 2 in English Appendix</li> </ul>	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new</li> <li><b>punctuation correctly</b> (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	Learn how to use some features of written Standard English	spell by: <ul style="list-style-type: none"> <li><b>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</b></li> <li><b>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</b></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) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li><b>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</b></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> Pupils should be taught to: <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><b>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</b></li> <li>use spacing between words that reflects the size of the letters.</li> </ul>

## Writing Composition [key performance indicators in bold]

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
<b>Year 3</b>  <b>Pupils should be taught to:</b>	Plan their writing by: <ul style="list-style-type: none"> <li>discussing similar writing 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>	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</li> </ul>	Draft and write by: <ul style="list-style-type: none"> <li><b>Organising paragraphs around a theme</b></li> </ul>	Draft and write by: <ul style="list-style-type: none"> <li><b>In narratives, creating settings, characters and plot</b></li> <li>In non-narrative, material, using simple organisational devices (for example headings and subheadings)</li> </ul>	Evaluate and edit by: <ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency</li> <li><b>Proof-read for spelling and punctuation errors</b></li> </ul>	Evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>

## Writing transcription & Vocabulary, Grammar and Punctuation [key performance indicators in bold]

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English	Writing transcription
<b>Year 3</b>	Learning the grammar for Years 3 and 4 in English Appendix 2 <ul style="list-style-type: none"> <li><b>Headings and sub-headings to aid presentation</b></li> <li>Introduction of paragraphs as a way to group related material</li> </ul>	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li><b>Using the present perfect form of verbs in contrast to the past tense</b></li> <li><b>Using conjunctions, adverbs and prepositions to express time, place and cause</b></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> </ul>	<b>Uses inverted commas [speech marks] to punctuate speech</b>	Y3: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks' )	Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> )	<ul style="list-style-type: none"> <li>Spells words that are often misspelt (English Appendix 1 page 59-64)</li> <li>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</li> <li>Understands formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</li> <li>Understands word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</li> <li>Begins to use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Uses further prefixes and suffixes and understand how to add them (English Appendix 1 page 59-64)</li> <li>Spells further homophones</li> <li>Spells words that are often misspelt (English Appendix 1)</li> <li><b>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</b></li> <li>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</li> <li><b>There is an increased legibility, consistency and quality to their handwriting</b></li> </ul>

## Writing Composition [key performance indicators in bold]

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
<b>Year 4</b>  <b>Pupils should be taught to:</b>	Plan their writing by: <ul style="list-style-type: none"> <li>discussing similar writing 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>	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</li> </ul>	Draft and write by: <ul style="list-style-type: none"> <li><b>Organising paragraphs around a theme</b></li> </ul>	Draft and write by: <ul style="list-style-type: none"> <li><b>In narratives, creating settings, characters and plot</b></li> <li><b>In non-narrative, material, using simple organisational devices (for example headings and subheadings)</b></li> </ul>	Evaluate and edit by: <ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency</li> <li><b>Proof-read for spelling and punctuation errors</b></li> </ul>	Evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</li> </ul>

## Writing transcription & Vocabulary, Grammar and Punctuation [key performance indicators in bold]

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English	Writing transcription
<b>Year 4</b>	Learning the grammar for Years 3 and 4 in English Appendix 2 <ul style="list-style-type: none"> <li>Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although <p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Using fronted adverbials</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g., <i>the teacher expanded to the strict maths teacher with the curly hair</i>)</li> <li><b>Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</b></li> <li><b>Using and punctuating direct speech [speech marks and other supporting punctuation]</b></li> </ul>	Indicate grammatical and other features by: <ul style="list-style-type: none"> <li><b>Using commas after fronted adverbials</b></li> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	Y4: <p>determiner,</p> <p>pronoun, possessive pronoun,</p> <p>adverbial</p>	Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> )	<ul style="list-style-type: none"> <li>Uses further prefixes and suffixes and understand how to add them (English Appendix 1 page 59-64)</li> <li>Spells further homophones</li> <li>Spells words that are often misspelt (English Appendix 1)</li> <li><b>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</b></li> <li>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</li> <li><b>There is an increased legibility, consistency and quality to their handwriting</b></li> <li>Places the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Uses the first two or three letters of a word to check its spelling in a dictionary</li> </ul>

## Writing Composition [key performance indicators in bold]

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
<b>Year 5</b>  <b>Pupils should be taught to:</b>	Plan writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	Draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> </ul>	Using a wide range of devices to build cohesion within and across paragraphs  Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Evaluate and edit by: <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	Evaluate and edit by assessing the effectiveness of their own and others' writing	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

## Writing transcription & Vocabulary, Grammar and Punctuation [key performance indicators in bold]

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Writing transcription
<b>Year 5</b>	Learning the grammar for Years 5 and 6 in English Appendix 2 <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (eg then, after, that, this, firstly)</li> <li>Linking ideas across paragraphs using adverbials of time eg <i>later</i>, place eg <i>nearby</i> and number eg <i>secondly</i> or tense choices eg he <i>had</i> seen her before</li> </ul>	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Indicating degrees of possibility using adverbs or modal verbs</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using expanded noun phrases to convey complicated information concisely</li> </ul>	Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> </ul>	Y5:  Modal verb, relative pronoun, relative clause  parenthesis, bracket, dash  cohesion, ambiguity	<ul style="list-style-type: none"> <li>Can convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</li> <li>Understands verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re</i>]</li> <li>Uses dictionaries to check the spelling and meaning of words</li> <li>Spells some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continues to distinguish between homophones and other words which are often confused</li> <li>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Uses a thesaurus.</li> <li>Writes legibly, fluently and with increasing speed</li> <li>Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters</li> <li>Chooses the writing implement that is best suited for a task.</li> </ul>

## Writing Composition [key performance indicators in bold]

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
<b>Year 6 Pupils should be taught to:</b>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> </ul>	<p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p>	<p>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>

## Writing transcription & Vocabulary, Grammar and Punctuation [key performance indicators in bold]

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English	Writing transcription
<b>Year 6</b>	<p>Learning the grammar for Years 5 and 6 in English Appendix 2</p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis</li> </ul> <p>Layout devices (eg headings, sub headings, columns, bullets or tables to structure text)</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Using the perfect Using relative clauses beginning with <b>who, which, where, when, whose, that, or with an implied ( ie omitted ) relative pronoun</b></li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using expanded noun phrases to convey complicated information concisely</li> </ul>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>Using hyphens to avoid ambiguity</li> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points(to list information) consistently</li> </ul> <p>Using semi- colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Y6:</p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullets</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<ul style="list-style-type: none"> <li>Spells some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continues to distinguish between homophones and other words which are often confused</li> <li>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Uses a thesaurus.</li> <li><b>Writes legibly, fluently and with increasing speed</b></li> <li>Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters</li> <li>Chooses the writing implement that is best suited for a task.</li> <li><b>Can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] Y6</b></li> <li>Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>

# Performance standards

## Performance standards

Year 1	Reading	Writing
<p><b>Year 1</b></p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.</p> <p>A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first.</p> <p>Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• read words with suffixes with support to build on the root words that can be read already;</li> <li>• retell some familiar stories that have been read and discussed with them or that they have acted out;</li> <li>• listen to stories, poems and non-fiction that cannot yet be read independently;</li> <li>• understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and</li> <li>• take part in a discussion, considering the opinions of others, with support.</li> </ul>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order.</p> <p>A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;</li> <li>• read back words that have been spelt;</li> <li>• spell some words in a phonically plausible way, even if sometimes incorrectly;</li> <li>• write simple dictated sentences that include words taught so far;</li> <li>• demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and</li> <li>• recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.</li> </ul> <p>A child is able to form letters correctly and confidently.</p> <p>A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary.</p>
<p><b>Year 2</b></p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation</li> <li>• listen to and discuss a wide range of stories, poems, plays and information books, including whole books;</li> <li>• justify the views about what has been read with support;</li> <li>• read suffixes by building on the root words that have already been learnt;</li> <li>• exercise choice in selecting books;</li> <li>• monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic;</li> <li>• identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and</li> <li>• take part in a discussion, considering the opinions of others.</li> </ul>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;</li> <li>• spell words in a phonically plausible way, even if sometimes incorrectly;</li> <li>• apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;</li> <li>• explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;</li> <li>• think aloud as they collect ideas, draft and re-read to check their meaning is clear; play roles and improvise scenes in various settings; and</li> <li>• use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.</li> </ul>

## Performance standards

	Reading	Writing
<b>Year 3</b>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level.</p> <p>A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• decode most new words outside the spoken vocabulary;</li> <li>• read longer words with support and test out different pronunciations;</li> <li>• recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;</li> <li>• listen attentively and discuss books and authors that they might not choose themselves;</li> <li>• read, reread and rehearse a variety of texts;</li> <li>• use contents pages and indexes to locate information; and</li> <li>• respond to guidance about the kinds of explanations and questions that are expected from them.</li> </ul>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);</li> <li>• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;</li> <li>• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;</li> <li>• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and</li> <li>• understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.</li> </ul> <p>A child understands and applies the concepts.</p>
<b>Year 4</b>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;</li> <li>• prepare readings with appropriate intonation to show their understanding;</li> <li>• summarise and present a familiar story in their own words;</li> <li>• read silently and then discuss what they have read;</li> <li>• attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnikal') might not sound familiar but /tɛknɪkəl/ ('teknical') should;</li> <li>• discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and</li> <li>• help develop, agree on and evaluate rules for effective discussion.</li> </ul> <p>A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.</p> <p>In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.</p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y4 a child should be able to write down ideas quickly.</p> <p>The grammar and punctuation should be broadly accurate.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;</li> <li>• place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;</li> <li>• recognise some of the differences between standard English and non-standard English;</li> <li>• use joined-up handwriting throughout all independent writing;</li> <li>• write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and</li> <li>• adopt, create and sustain a range of roles.</li> </ul> <p>A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.</p>

## Performance standards

	Reading	Writing
<b>Year 5</b>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use reading strategies to work out any unfamiliar word;</li> <li>• accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;</li> <li>• read books selected independently;</li> <li>• recognise themes in what is read, such as loss or heroism; and</li> <li>• compare characters, settings, themes and other aspects of what is read.</li> </ul> <p>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.</p> <p>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.</p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• structure and organise a range of texts effectively for different purposes;</li> <li>• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;</li> <li>• write effective descriptions;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and</li> <li>• select a handwriting style appropriate to the task.</li> </ul> <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.</p>
<b>Year 6</b>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;</li> <li>• focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;</li> <li>• accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;</li> <li>• read independently, including books they would not choose to read;</li> <li>• compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and</li> <li>• reflect on feedback regarding the quality of their explanations and contributions to discussions.</li> </ul> <p>A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval e.g., in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• consciously control the structure of sentences in writing and understand why sentences are constructed as they are;</li> <li>• generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;</li> <li>• adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);</li> <li>• create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;</li> <li>• demonstrate a mastery of language through public speaking, performance and debate;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and</li> <li>• draw on their knowledge of morphology and etymology to spell correctly.</li> </ul>

## Roles and responsibilities

Name	Role	Main responsibilities
Helen Wilson [deputy headteacher]	English leader	<ul style="list-style-type: none"> <li>• Whole school long term planning</li> <li>• Whole school policies</li> <li>• Monitoring</li> <li>• Providing INSET for all teachers and TAs</li> <li>• KS2 curriculum support</li> <li>• Budget spending for KS2</li> </ul>
Elspeth Anderson [phase 2 leader]	KS1 English coordinator	<ul style="list-style-type: none"> <li>• KS1 curriculum support</li> <li>• Monitoring KS1</li> <li>• Budget spending for KS1</li> </ul>
Abby Brewer [phase 3 leader]	Library coordinator	<ul style="list-style-type: none"> <li>• Budget spending for the library</li> <li>• Organisation of library monitors</li> <li>• Monitoring [e.g., pupil perception]</li> <li>• Overseeing fundraising</li> <li>• Line manager to the library LSA</li> </ul>
Ruth Crossley [support staff]	Library LSA	<ul style="list-style-type: none"> <li>• Day to day running of the library</li> <li>• Working directly with children at lunch times and timetabled library sessions</li> <li>• Ensuring computer catalogue of books is up to date</li> </ul>