

Term	Week	Weekly Focus	KP Count	Five Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T1		1 Primary Grammar Retrieval: Core Nouns		5 N01 [R] Recognise and use common nouns N02 [R] Recognise and use proper nouns N03 [R] Use singular and regular plural nouns N04 [R] Use selected irregular plural nouns N05 [R] Distinguish countable and uncountable nouns	Apply noun type, number and countability automatically in upper-primary texts.	P1–P5 noun system
T1		2 Noun Meaning and Expanded Groups		5 N06 [R] Use collective nouns in context N07 [R] Recognise and use abstract nouns N08 [R] Form singular and plural possessive nouns N09 [R] Use partitives and measure expressions N10 [R] Build precise expanded noun groups	Use abstract meaning, possession, measurement and precise noun-group expansion.	P5 noun phrases in paragraphs
T1		3 Determiners and Established Reference		5 D01 [R] Use a and an by initial sound D02 [R] Use the for specific, known or previously mentioned reference D03 [R] Use demonstrative determiners this, that, these and those D04 [R] Use possessive determiners my, your, his, her, its, our, their D05 [R] Use some and any appropriately	Maintain accurate reference across paragraph boundaries.	P1–P5 articles and determiner forms
T1		4 Quantifier and Article-system Mastery		5 D06 [R] Use many, much, a few and a little D07 [R] Use enough, too much and too many D08 [R] Use each, every, either and neither D09 [R] Distinguish fewer/less and number/amount D10 [M] Control general, specific and zero-article reference	Control quantity and general, specific and zero-article reference independently.	P5 countability and article contrasts
T1		5 Pronoun Forms: Consolidated Retrieval		5 PR01 [R] Use personal subject pronouns PR02 [R] Use personal object pronouns PR03 [R] Use possessive pronouns PR04 [R] Use demonstrative pronouns PR05 [R] Use reflexive pronouns accurately	Select personal, possessive, demonstrative and reflexive forms automatically.	P1–P5 pronoun system
T1		6 Extended Pronoun Types and Agreement		5 PR06 [R] Use common indefinite pronouns PR07 [R] Use interrogative forms accurately PR08 [R] Use relative pronouns in clauses PR09 [R] Use reciprocal pronouns PR10 [R] Maintain pronoun-antecedent agreement	Control indefinite, interrogative, relative and reciprocal reference.	P5 antecedent agreement and complex clauses
T1		7 Reference across a Whole Text		5 PR11 [R] Resolve ambiguous pronoun reference across sentences PR12 [M] Track personal, demonstrative and lexical reference across a text N10 [R] Build precise expanded noun groups D10 [R] Control general, specific and zero-article reference PR10 [R] Maintain pronoun-antecedent agreement	Track, clarify and edit reference across a complete short text.	Pronoun ambiguity, lexical reference and expanded noun groups
T1		8 Verb Classification and Meaning Review		5 V01 [R] Recognise and use action verbs V02 [R] Use be as a main/linking verb V03 [R] Use have as a main verb V04 [R] Recognise linking verbs and complements V05 [R] Use common stative verbs appropriately	Explain and apply main, linking, stative and complement relationships.	Complete P1–P5 verb classification
T1		9 Verb Forms and Finite Foundations		5 V06 [R] Use base and third-person singular forms V07 [R] Use regular past-tense forms V08 [R] Use common irregular past forms V09 [R] Use present and past participle forms V10 [R] Use simple present for habits, facts, states and routines	Control agreement, past and participle forms as the basis for tense, voice and reporting.	P5 finite and non-finite foundations
T1		10 Simple, Continuous and Future Systems		5 V11 [R] Use simple past for completed past events V12 [R] Use present continuous for actions in progress V13 [R] Use past continuous for background or interrupted action V14 [R] Use will and be going to for future meaning V15 [R] Use present continuous for arranged future events	Choose tense and aspect consistently across connected events.	P5 timeline and aspect contrasts
T2		1 Perfect Aspect, Auxiliaries and Modality		5 V16 [R] Use present perfect for experience, recent completion and continuation V17 [R] Distinguish present perfect from simple past V18 [R] Use past perfect to clarify an earlier past event V19 [R] Use be, do and have as auxiliary verbs V20 [R] Use modal verbs for core meanings	Relate perfect time, auxiliary structure and modality within complete texts.	P5 present/past perfect contrasts
T2		2 Modal Strength and Non-finite Verb Patterns		5 V21 [R] Distinguish strength and certainty of modals V22 [R] Use common verb + to-infinitive patterns V23 [R] Use common verb + gerund patterns V24 [R] Use object + to-infinitive patterns V25 [M] Distinguish finite and non-finite forms in application	Control infinitive, gerund and finite/non-finite distinctions in application.	P5 modal certainty and complement patterns
T2		3 Voice, Reporting and Verb Consistency		5 V26 [R] Use active and passive voice according to focus V27 [R] Report statements, questions, requests and instructions V28 [M] Maintain tense and verb-pattern consistency across a text V17 [R] Distinguish present perfect from simple past V18 [R] Use past perfect to clarify an earlier past event	Select tense, voice and reporting forms according to meaning and discourse focus.	Perfect contrasts, passive focus and reported language

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T2		4 Integrated Verb-system Editing		5 V25 [R] Distinguish finite and non-finite forms in application V26 [R] Use active and passive voice according to focus V27 [R] Report statements, questions, requests and instructions V28 [R] Maintain tense and verb-pattern consistency across a text SVA01 [R] Match singular/plural subjects with be and common verbs	Diagnose finite-form, voice, reporting and consistency errors across a passage.	Complete primary verb system
T2		5 Subject–Verb Agreement across Complex Subjects		5 SVA02 [R] Maintain agreement with compound subjects SVA03 [R] Maintain agreement with collective nouns and indefinite pronouns SVA04 [R] Find the complete subject across intervening phrases SVA05 [R] Maintain agreement in correlative structures AA01 [R] Use adjectives before nouns	Maintain agreement with compound, collective, indefinite and correlative subjects.	P3–P5 agreement progression
T2		6 Comparison and Adverbial Meaning		5 AA02 [R] Use adjectives after linking verbs AA03 [R] Use comparative and superlative adjectives AA04 [R] Use as...as comparison patterns AA05 [R] Use adverbs of manner, time, place and frequency AA06 [R] Use adverbs of degree and too/enough structures	Select comparison, degree and adverbial meanings precisely.	P2–P5 modifier forms
T2		7 Modifier Form, Order and Ambiguity		5 AA07 [R] Distinguish adjective and adverb forms AA08 [R] Use natural adjective order in guided noun phrases AA09 [R] Distinguish participial adjectives AA10 [R] Place modifiers close to what they describe AA11 [M] Correct dangling or ambiguous modifying phrases	Eliminate misplaced, dangling and ambiguous modifiers while preserving meaning.	P5 participial adjectives and modifier clarity
T2		8 Modifier Transfer and Concrete Prepositions		5 AA10 [R] Place modifiers close to what they describe AA11 [R] Correct dangling or ambiguous modifying phrases P01 [R] Use basic prepositions of place P02 [R] Use prepositions of time P03 [R] Use prepositions of movement and direction	Edit modifier attachment and concrete prepositional relationships in context.	Modifier mastery applied to authentic sentences
T2		9 Multiword, Dependent and Abstract Prepositions		5 P04 [R] Use multiword prepositions P05 [R] Use dependent prepositions and common collocations P06 [M] Use prepositions for abstract relationships in whole texts C01 [R] Use and, but and or to connect words and ideas C02 [R] Use because and so for reason and result	Use prepositional collocations and abstract relationships accurately across a text.	P4–P5 dependent prepositions and collocation
T2		10 Clause Relationships and Logical Control		5 C03 [R] Use time conjunctions C04 [R] Use if and unless for condition C05 [R] Use although/though and other contrast links C06 [R] Use purpose and result clauses C07 [R] Use relative clauses to add essential information	Select clause structures that express time, condition, contrast, purpose and relative information.	P3–P5 subordination
T3		1 Conditional and Transitional Systems		5 C08 [R] Use correlative conjunctions accurately C09 [R] Use zero and first conditional patterns C10 [M] Use controlled second conditional patterns C11 [R] Use transitions across sentences and paragraphs SS01 [R] Recognise and construct complete simple sentences	Control conjunctions, conditional meaning and paragraph transitions accurately.	P5 correlative, real and hypothetical conditionals
T3		2 Sentence Types and Boundary Diagnosis		5 SS02 [R] Construct questions and negative statements SS03 [R] Construct compound sentences SS04 [R] Construct guided complex sentences SS05 [R] Identify and correct fragments SS06 [R] Identify and correct run-ons and comma splices	Diagnose and repair sentence types, fragments, run-ons and comma splices.	Complete sentence-structure progression
T3		3 Sentence Economy, Transformation and Core Marks		5 SS07 [R] Vary sentence openings and combine ideas economically SS08 [M] Preserve meaning in sentence synthesis and transformation PU01 [R] Use capitals at sentence starts and for proper names PU02 [R] Use full stops, question marks and exclamation marks PU03 [R] Use commas in lists	Synthesize and transform sentences while preserving meaning and punctuation.	P5 sentence combination and transformation
T3		4 Apostrophes, Speech, Introductions and Colons		5 PU04 [R] Use apostrophes in contractions PU05 [R] Use apostrophes for singular and plural possession PU06 [R] Punctuate direct speech PU07 [R] Use commas after suitable introductory elements PU08 [R] Use colons for lists and explanations	Apply established punctuation accurately in dense editing passages.	P2–P5 punctuation retrieval
T3		5 Parenthesis, Semicolons and Integrated Grammar Editing		5 PU09 [M] Use brackets and dashes for parenthetical information PU10 [M] Use semicolons in controlled contexts SS08 [R] Preserve meaning in sentence synthesis and transformation V28 [R] Maintain tense and verb-pattern consistency across a text P06 [R] Use prepositions for abstract relationships in whole texts	Use advanced punctuation and edit meaning, verb consistency and abstract relationships together.	Sentence transformation and text-level grammar
T3		6 Foundational Decoding as Automatic Retrieval		5 VW01 [R] Know alphabet sequence and letter-sound correspondences VW02 [R] Blend and segment CVC words with short vowels VW03 [R] Decode common digraphs and consonant blends VW04 [R] Decode common long-vowel and vowel-team patterns VW05 [R] Decode r-controlled vowels and common diphthongs	Apply foundational sound-spelling knowledge automatically to unfamiliar academic and literary words.	P1–P5 phonics embedded in authentic reading

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T3		7 Multisyllabic Decoding and Morphological Networks		5 VW06 [R] Decode multisyllabic words using syllables and familiar chunks VW07 [R] Apply inflectional endings accurately VW08 [R] Identify base words, prefixes and suffixes VW09 [R] Apply suffix spelling changes VW10 [R] Build word families across parts of speech	Use syllables, affixes and word-family relationships to decode and generate vocabulary.	P3–P5 morphology and spelling
T3		8 Distributed Context and Lexical Precision		5 VW11 [R] Use definition, example and contrast context clues VW12 [R] Infer meaning using cause-effect and cross-sentence clues VW13 [R] Distinguish synonyms, antonyms and shades of meaning VW14 [R] Interpret homophones and multiple-meaning words in context VW15 [R] Use natural collocations and fixed expressions	Infer precise meanings across sentences and choose appropriate shades and collocations.	P4–P5 context and meaning relationships
T3		9 Figurative Meaning, Register and Reference Tools		5 VW16 [R] Interpret common idioms, phrasal verbs and figurative expressions VW17 [R] Choose vocabulary for audience, purpose and register VW18 [R] Use alphabetical order and guide words VW19 [R] Interpret a learner-dictionary entry VW20 [R] Use dictionary information on pronunciation, collocation and register	Interpret figurative language and evaluate vocabulary choices for audience, purpose and register.	P5 idiom, register and dictionary metadata
T3		10 Vocabulary Depth in Reading and Writing		5 VW10 [R] Build word families across parts of speech VW12 [R] Infer meaning using cause-effect and cross-sentence clues VW16 [R] Interpret common idioms, phrasal verbs and figurative expressions VW17 [R] Choose vocabulary for audience, purpose and register VW20 [R] Use dictionary information on pronunciation, collocation and register	Apply morphology, context, figurative meaning, register and reference skills in one integrated task.	All primary vocabulary systems
T4		1 Foundational Comprehension and Text Organisation		5 R01 [R] Retrieve explicitly stated details R02 [R] Sequence events or procedural steps R03 [R] Identify paragraph main idea and supporting details R04 [R] Recognise text organisation R05 [R] Explain cause and effect using evidence	Retrieve information and explain organisation and cause across longer texts.	P2–P5 explicit comprehension and organisation
T4		2 Comparison, Prediction and Character Inference		5 R06 [R] Compare and contrast using fair criteria R07 [R] Make and revise evidence-based predictions R08 [R] Infer feelings and simple motives from clues R09 [R] Infer traits, relationships and character change R10 [R] Infer theme or message with evidence	Integrate multiple clues to compare, predict and infer character and theme.	P3–P5 evidence-based inference
T4		3 Purpose, Evidence, Viewpoint and Authorial Craft		5 R11 [R] Identify purpose and intended audience R12 [R] Distinguish fact, opinion, claim, reason and evidence R13 [R] Infer viewpoint, mood and tone R14 [R] Evaluate relevance and sufficiency of evidence R15 [M] Explain how selected authorial choices shape meaning	Evaluate viewpoint and evidence and explain how language choices shape meaning.	P4–P5 purpose, tone, evidence sufficiency and craft
T4		4 Functional, Multimodal and Paraphrase Integration		5 R16 [R] Interpret functional texts and required actions R17 [R] Integrate prose and visual information R18 [R] Check conditions, restrictions, exceptions and assumptions R19 [R] Summarise a short text around main idea and essentials R20 [R] Paraphrase without changing meaning	Integrate prose and visuals, check conditions and paraphrase essential meaning accurately.	Functional constraints, synthesis and paraphrase
T4		5 Cross-source Synthesis and Summary Mastery		5 R21 [R] Compare and synthesise across sources R22 [M] Write a concise summary within a stated limit W01 [R] Write complete meaningful sentences W02 [R] Write connected sentences about one topic W03 [R] Plan and develop one focused paragraph	Synthesize sources and produce a concise, accurate summary within a stated limit.	Evidence selection feeding paragraph writing
T4		6 Paragraph and Genre Consolidation		5 W04 [R] Revise a paragraph for unity, order and cohesion W05 [R] Write a description using selected precise details W06 [R] Write a chronological personal recount W07 [R] Write a simple procedure or explanation W08 [R] Develop a narrative with beginning, development and resolution	Transfer paragraph cohesion into description, recount, explanation and narrative.	P3–P5 genre progression
T4		7 Narrative Craft and Situational Foundations		5 W09 [R] Develop character, setting and decisive moments W10 [M] Control pacing, viewpoint and plot coherence W11 [R] Write short messages, notes and invitations W12 [R] Write informal emails for a familiar audience W13 [R] Adapt register and format to purpose and audience	Control narrative pacing, viewpoint and plot while maintaining audience awareness.	P5 narrative and situational writing
T4		8 Stimulus Use, Editing and Timed Writing		5 W14 [R] Adapt all stimulus information accurately W15 [R] Plan, draft, revise, edit and publish W16 [R] Edit grammar, spelling and punctuation systematically W17 [M] Write under controlled time conditions LS01 [R] Follow multi-step oral instructions	Plan, draft, adapt all stimulus information, edit and complete writing under time.	Complete primary writing process
T4		9 Listening, Notes and Oral Interpretation		5 LS02 [R] Identify main idea, details and sequence in spoken texts LS03 [R] Take concise notes while listening LS04 [R] Infer speaker purpose, attitude and implied meaning LS05 [R] Read aloud accurately and fluently LS06 [R] Describe and recount using complete connected sentences	Process spoken information, infer meaning and communicate clearly and fluently.	P3–P5 listening inference and oral reading

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T4	10	P6 Integrated Communication and Secondary Readiness	5	LS07 [R] Give an organised stimulus-based response LS08 [R] Respond directly to follow-up questions and build on ideas LS09 [R] Support an opinion and acknowledge another viewpoint R22 [R] Write a concise summary within a stated limit W17 [R] Write under controlled time conditions	Sustain an organised response and transfer summary and timed-writing control into final integrated tasks.	Full P1–P6 English knowledge system

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P6 Stage	Recommended Final Mastery
T1W01		1	1 Primary Grammar Retrieval: Core Nouns		1 N01	R	Recognise and use common nouns	People, places, animals, objects and familiar ideas	PP/W	Apply noun type, number and countability automatically in upper-primary texts.	P1–P5 noun system	R	P1
T1W01		1	1 Primary Grammar Retrieval: Core Nouns		2 N02	R	Recognise and use proper nouns	Capitalise names and specific places/events	PP/W	Apply noun type, number and countability automatically in upper-primary texts.	P1–P5 noun system	R	P2
T1W01		1	1 Primary Grammar Retrieval: Core Nouns		3 N03	R	Use singular and regular plural nouns	-s and -es in taught words	PP/W	Apply noun type, number and countability automatically in upper-primary texts.	P1–P5 noun system	R	P2
T1W01		1	1 Primary Grammar Retrieval: Core Nouns		4 N04	R	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W	Apply noun type, number and countability automatically in upper-primary texts.	P1–P5 noun system	R	P3
T1W01		1	1 Primary Grammar Retrieval: Core Nouns		5 N05	R	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W	Apply noun type, number and countability automatically in upper-primary texts.	P1–P5 noun system	R	P3
T1W02		1	2 Noun Meaning and Expanded Groups		1 N06	R	Use collective nouns in context	Agreement taught separately under SVA	PP/W	Use abstract meaning, possession, measurement and precise noun-group expansion.	P5 noun phrases in paragraphs	R	P3
T1W02		1	2 Noun Meaning and Expanded Groups		2 N07	R	Recognise and use abstract nouns	Meaningful contexts; no classification-only testing	PP/W	Use abstract meaning, possession, measurement and precise noun-group expansion.	P5 noun phrases in paragraphs	R	P4
T1W02		1	2 Noun Meaning and Expanded Groups		3 N08	R	Form singular and plural possessive nouns	Separate possession from contractions	PP/W	Use abstract meaning, possession, measurement and precise noun-group expansion.	P5 noun phrases in paragraphs	R	P3
T1W02		1	2 Noun Meaning and Expanded Groups		4 N09	R	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W	Use abstract meaning, possession, measurement and precise noun-group expansion.	P5 noun phrases in paragraphs	R	P3
T1W02		1	2 Noun Meaning and Expanded Groups		5 N10	R	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP	Use abstract meaning, possession, measurement and precise noun-group expansion.	P5 noun phrases in paragraphs	R	P5
T1W03		1	3 Determiners and Established Reference		1 D01	R	Use a and an by initial sound	Not letter-name rules	PP/W	Maintain accurate reference across paragraph boundaries.	P1–P5 articles and determiner forms	R	P1
T1W03		1	3 Determiners and Established Reference		2 D02	R	Use the for specific, known or previously mentioned reference	Include unique/shared-reference cases gradually	PP/W	Maintain accurate reference across paragraph boundaries.	P1–P5 articles and determiner forms	R	P4
T1W03		1	3 Determiners and Established Reference		3 D03	R	Use demonstrative determiners this, that, these and those	Near/far and singular/plural	PP/W	Maintain accurate reference across paragraph boundaries.	P1–P5 articles and determiner forms	R	P2
T1W03		1	3 Determiners and Established Reference		4 D04	R	Use possessive determiners my, your, his, her, its, our, their	Keep terminology consistent with possessive adjectives	PP/W	Maintain accurate reference across paragraph boundaries.	P1–P5 articles and determiner forms	R	P2
T1W03		1	3 Determiners and Established Reference		5 D05	R	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W	Maintain accurate reference across paragraph boundaries.	P1–P5 articles and determiner forms	R	P3
T1W04		1	4 Quantifier and Article-system Mastery		1 D06	R	Use many, much, a few and a little	Match countability and intended amount	PP/W	Control quantity and general, specific and zero-article reference independently.	P5 countability and article contrasts	R	P3
T1W04		1	4 Quantifier and Article-system Mastery		2 D07	R	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W	Control quantity and general, specific and zero-article reference independently.	P5 countability and article contrasts	R	P4
T1W04		1	4 Quantifier and Article-system Mastery		3 D08	R	Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W	Control quantity and general, specific and zero-article reference independently.	P5 countability and article contrasts	R	P5
T1W04		1	4 Quantifier and Article-system Mastery		4 D09	R	Distinguish fewer/less and number/amount	Use in accessible count/non-count contexts	PP/W	Control quantity and general, specific and zero-article reference independently.	P5 countability and article contrasts	R	P5
T1W04		1	4 Quantifier and Article-system Mastery		5 D10	M	Control general, specific and zero-article reference	Whole-text application; avoid advanced article exceptions	Cloze/Edit	Control quantity and general, specific and zero-article reference independently.	P5 countability and article contrasts	M	P6
T1W05		1	5 Pronoun Forms: Consolidated Retrieval		1 PR01	R	Use personal subject pronouns	I, you, he, she, it, we, they	PP/W	Select personal, possessive, demonstrative and reflexive forms automatically.	P1–P5 pronoun system	R	P1
T1W05		1	5 Pronoun Forms: Consolidated Retrieval		2 PR02	R	Use personal object pronouns	me, you, him, her, it, us, them	PP/W	Select personal, possessive, demonstrative and reflexive forms automatically.	P1–P5 pronoun system	R	P2
T1W05		1	5 Pronoun Forms: Consolidated Retrieval		3 PR03	R	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W	Select personal, possessive, demonstrative and reflexive forms automatically.	P1–P5 pronoun system	R	P3
T1W05		1	5 Pronoun Forms: Consolidated Retrieval		4 PR04	R	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W	Select personal, possessive, demonstrative and reflexive forms automatically.	P1–P5 pronoun system	R	P3
T1W05		1	5 Pronoun Forms: Consolidated Retrieval		5 PR05	R	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W	Select personal, possessive, demonstrative and reflexive forms automatically.	P1–P5 pronoun system	R	P3
T1W06		1	6 Extended Pronoun Types and Agreement		1 PR06	R	Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W	Control indefinite, interrogative, relative and reciprocal reference.	P5 antecedent agreement and complex clauses	R	P4
T1W06		1	6 Extended Pronoun Types and Agreement		2 PR07	R	Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W	Control indefinite, interrogative, relative and reciprocal reference.	P5 antecedent agreement and complex clauses	R	P4
T1W06		1	6 Extended Pronoun Types and Agreement		3 PR08	R	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W	Control indefinite, interrogative, relative and reciprocal reference.	P5 antecedent agreement and complex clauses	R	P4
T1W06		1	6 Extended Pronoun Types and Agreement		4 PR09	R	Use reciprocal pronouns	each other; one another as extension	PP/W	Control indefinite, interrogative, relative and reciprocal reference.	P5 antecedent agreement and complex clauses	R	P4
T1W06		1	6 Extended Pronoun Types and Agreement		5 PR10	R	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit	Control indefinite, interrogative, relative and reciprocal reference.	P5 antecedent agreement and complex clauses	R	P4
T1W07		1	7 Reference across a Whole Text		1 PR11	R	Resolve ambiguous pronoun reference across sentences	Replace or repeat a noun only where clarity requires it	Edit/W	Track, clarify and edit reference across a complete short text.	Pronoun ambiguity, lexical reference and expanded noun groups	R	P5
T1W07		1	7 Reference across a Whole Text		2 PR12	M	Track personal, demonstrative and lexical reference across a text	Whole-passage cohesion, not isolated form selection	Cloze/Edit	Track, clarify and edit reference across a complete short text.	Pronoun ambiguity, lexical reference and expanded noun groups	M	P6
T1W07		1	7 Reference across a Whole Text		3 N10	R	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP	Track, clarify and edit reference across a complete short text.	Pronoun ambiguity, lexical reference and expanded noun groups	R	P5
T1W07		1	7 Reference across a Whole Text		4 D10	R	Control general, specific and zero-article reference	Whole-text application; avoid advanced article exceptions	Cloze/Edit	Track, clarify and edit reference across a complete short text.	Pronoun ambiguity, lexical reference and expanded noun groups	M	P6
T1W07		1	7 Reference across a Whole Text		5 PR10	R	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit	Track, clarify and edit reference across a complete short text.	Pronoun ambiguity, lexical reference and expanded noun groups	R	P4
T1W08		1	8 Verb Classification and Meaning Review		1 V01	R	Recognise and use action verbs	Physical and mental actions in meaningful sentences	PP/W	Explain and apply main, linking, stative and complement relationships.	Complete P1–P5 verb classification	R	P1
T1W08		1	8 Verb Classification and Meaning Review		2 V02	R	Use be as a main/linking verb	am, is, are; later was, were	PP/W	Explain and apply main, linking, stative and complement relationships.	Complete P1–P5 verb classification	R	P2
T1W08		1	8 Verb Classification and Meaning Review		3 V03	R	Use have as a main verb	have/has; later had	PP/W	Explain and apply main, linking, stative and complement relationships.	Complete P1–P5 verb classification	R	P2
T1W08		1	8 Verb Classification and Meaning Review		4 V04	R	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W	Explain and apply main, linking, stative and complement relationships.	Complete P1–P5 verb classification	R	P3
T1W08		1	8 Verb Classification and Meaning Review		5 V05	R	Use common stative verbs appropriately	know, believe, understand, want, need, belong, prefer; normally non-continuous	PP/Edit	Explain and apply main, linking, stative and complement relationships.	Complete P1–P5 verb classification	R	P4
T1W09		1	9 Verb Forms and Finite Foundations		1 V06	R	Use base and third-person singular forms	Includes spelling changes and simple-present agreement	PP/W	Control agreement, past and participle forms as the basis for tense, voice and reporting.	P5 finite and non-finite foundations	R	P2
T1W09		1	9 Verb Forms and Finite Foundations		2 V07	R	Use regular past-tense forms	-ed spelling and high-frequency pronunciation awareness	PP/W	Control agreement, past and participle forms as the basis for tense, voice and reporting.	P5 finite and non-finite foundations	R	P2
T1W09		1	9 Verb Forms and Finite Foundations		3 V08	R	Use common irregular past forms	Expand controlled bank progressively	PP/W	Control agreement, past and participle forms as the basis for tense, voice and reporting.	P5 finite and non-finite foundations	R	P3
T1W09		1	9 Verb Forms and Finite Foundations		4 V09	R	Use present and past participle forms	-ing and -ed/-en forms used in taught constructions	PP/W	Control agreement, past and participle forms as the basis for tense, voice and reporting.	P5 finite and non-finite foundations	R	P4
T1W09		1	9 Verb Forms and Finite Foundations		5 V10	R	Use simple present for habits, facts, states and routines	Contrast with present continuous	PP/W	Control agreement, past and participle forms as the basis for tense, voice and reporting.	P5 finite and non-finite foundations	R	P2
T1W10		1	10 Simple, Continuous and Future Systems		1 V11	R	Use simple past for completed past events	Use time markers and irregular forms	PP/W	Choose tense and aspect consistently across connected events.	P5 timeline and aspect contrasts	R	P2
T1W10		1	10 Simple, Continuous and Future Systems		2 V12	R	Use present continuous for actions in progress	Include now/around now; exclude most stative uses	PP/W	Choose tense and aspect consistently across connected events.	P5 timeline and aspect contrasts	R	P2
T1W10		1	10 Simple, Continuous and Future Systems		3 V13	R	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W	Choose tense and aspect consistently across connected events.	P5 timeline and aspect contrasts	R	P3
T1W10		1	10 Simple, Continuous and Future Systems		4 V14	R	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W	Choose tense and aspect consistently across connected events.	P5 timeline and aspect contrasts	R	P3
T1W10		1	10 Simple, Continuous and Future Systems		5 V15	R	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W	Choose tense and aspect consistently across connected events.	P5 timeline and aspect contrasts	R	P4
T2W01		2	1 Perfect Aspect, Auxiliaries and Modality		1 V16	R	Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W	Relate perfect time, auxiliary structure and modality within complete texts.	P5 present/past perfect contrasts	R	P4
T2W01		2	1 Perfect Aspect, Auxiliaries and Modality		2 V17	R	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze	Relate perfect time, auxiliary structure and modality within complete texts.	P5 present/past perfect contrasts	R	P5
T2W01		2	1 Perfect Aspect, Auxiliaries and Modality		3 V18	R	Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W	Relate perfect time, auxiliary structure and modality within complete texts.	P5 present/past perfect contrasts	R	P5
T2W01		2	1 Perfect Aspect, Auxiliaries and Modality		4 V19	R	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit	Relate perfect time, auxiliary structure and modality within complete texts.	P5 present/past perfect contrasts	R	P3
T2W01		2	1 Perfect Aspect, Auxiliaries and Modality		5 V20	R	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W	Relate perfect time, auxiliary structure and modality within complete texts.	P5 present/past perfect contrasts	R	P3
T2W02		2	2 Modal Strength and Non-finite Verb Patterns		1 V21	R	Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze	Control infinitive, gerund and finite/non-finite distinctions in application.	P5 modal certainty and complement patterns	R	P5
T2W02		2	2 Modal Strength and Non-finite Verb Patterns		2 V22	R	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W	Control infinitive, gerund and finite/non-finite distinctions in application.	P5 modal certainty and complement patterns	R	P4
T2W02		2	2 Modal Strength and Non-finite Verb Patterns		3 V23	R	Use common verb + gerund patterns	enjoy/finish/avoid/keep + -ing; controlled lexical set	PP/W	Control infinitive, gerund and finite/non-finite distinctions in application.	P5 modal certainty and complement patterns	R	P5
T2W02		2	2 Modal Strength and Non-finite Verb Patterns		4 V24	R	Use object + to-infinitive patterns	ask/tell/want/allow + object + to-infinitive in guided contexts	PP/W	Control infinitive, gerund and finite/non-finite distinctions in application.	P5 modal certainty and complement patterns	R	P5
T2W02		2	2 Modal Strength and Non-finite Verb Patterns		5 V25	M	Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform	Control infinitive, gerund and finite/non-finite distinctions in application.	P5 modal certainty and complement patterns	M	P6
T2W03		2	3 Voice, Reporting and Verb Consistency		1 V26	R	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Select tense, voice and reporting forms according to meaning and discourse focus.	Perfect contrasts, passive focus and reported language	R	P5
T2W03		2	3 Voice, Reporting and Verb Consistency		2 V27	R	Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform	Select tense, voice and reporting forms according to meaning and discourse focus.	Perfect contrasts, passive focus and reported language	R	P5
T2W03		2	3 Voice, Reporting and Verb Consistency		3 V28	M	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit	Select tense, voice and reporting forms according to meaning and discourse focus.	Perfect contrasts, passive focus and reported language	M	P6
T2W03		2	3 Voice, Reporting and Verb Consistency		4 V17	R	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze	Select tense, voice and reporting forms according to meaning and discourse focus.	Perfect contrasts, passive focus and reported language	R	P5
T2W03		2	3 Voice, Reporting and Verb Consistency		5 V18	R	Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W	Select tense, voice and reporting forms according to meaning and discourse focus.	Perfect contrasts, passive focus and reported language	R	P5
T2W04		2	4 Integrated Verb-system Editing		1 V25	R	Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform	Diagnose finite-form, voice, reporting and consistency errors across a passage.	Complete primary verb system	M	P6
T2W04		2	4 Integrated Verb-system Editing		2 V26	R	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Diagnose finite-form, voice, reporting and consistency errors across a passage.	Complete primary verb system	R	P5
T2W04		2	4 Integrated Verb-system Editing		3 V27	R	Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform	Diagnose finite-form, voice, reporting and consistency errors across a passage.	Complete primary verb system	R	P5
T2W04		2	4 Integrated Verb-system Editing		4 V28	R	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit	Diagnose finite-form, voice, reporting and consistency errors across a passage.	Complete primary verb system	M	P6
T2W04		2	4 Integrated Verb-system Editing		5 SVA01	R	Match singular/plural subjects with be and common verbs	Familiar noun/pronoun subjects	PP/W	Diagnose finite-form, voice, reporting and consistency errors across a passage.	Complete primary verb system	R	P2
T2W05		2	5 Subject–Verb Agreement across Complex Subjects		1 SVA02	R	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit	Maintain agreement with compound, collective, indefinite and correlative subjects.	P3–P5 agreement progression	R	P3
T2W05		2	5 Subject–Verb Agreement across Complex Subjects		2 SVA03	R	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit	Maintain agreement with compound, collective, indefinite and correlative subjects.	P3–P5 agreement progression	R	P4
T2W05		2	5 Subject–Verb Agreement across Complex Subjects		3 SVA04	R	Find the complete subject across intervening phrases	Ignore distracting nearby nouns	PP/Edit	Maintain agreement with compound, collective, indefinite and correlative subjects.	P3–P5 agreement progression	R	P5

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T2W05		2	5 Subject–Verb Agreement across Complex Subjects		4 SVA05	R	Maintain agreement in correlative structures	either...or, neither...nor, not only...but also	PP/Edit	Maintain agreement with compound, collective, indefinite and correlative subjects	P3–P5 agreement progression	R	P5
T2W05		2	5 Subject–Verb Agreement across Complex Subjects		5 AA01	R	Use adjectives before nouns	Familiar descriptive language	PP/W	Maintain agreement with compound, collective, indefinite and correlative subjects	P3–P5 agreement progression	R	P1
T2W06		2	6 Comparison and Adverbial Meaning		1 AA02	R	Use adjectives after linking verbs	Subject complement patterns	PP/W	Select comparison, degree and adverbial meanings precisely.	P2–P5 modifier forms	R	P3
T2W06		2	6 Comparison and Adverbial Meaning		2 AA03	R	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W	Select comparison, degree and adverbial meanings precisely.	P2–P5 modifier forms	R	P3
T2W06		2	6 Comparison and Adverbial Meaning		3 AA04	R	Use as...as comparison patterns	Positive and negative comparison	PP/W	Select comparison, degree and adverbial meanings precisely.	P2–P5 modifier forms	R	P4
T2W06		2	6 Comparison and Adverbial Meaning		4 AA05	R	Use adverbs of manner, time, place and frequency	Position taught through meaningful sentence patterns	PP/W	Select comparison, degree and adverbial meanings precisely.	P2–P5 modifier forms	R	P3
T2W06		2	6 Comparison and Adverbial Meaning		5 AA06	R	Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W	Select comparison, degree and adverbial meanings precisely.	P2–P5 modifier forms	R	P4
T2W07		2	7 Modifier Form, Order and Ambiguity		1 AA07	R	Distinguish irregular forms and adverb forms	Include common irregular forms such as good/well	PP/Edit	Eliminate misplaced, dangling and ambiguous modifiers while preserving meaning.	P5 participial adjectives and modifier clarity	R	P3
T2W07		2	7 Modifier Form, Order and Ambiguity		2 AA08	R	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W	Eliminate misplaced, dangling and ambiguous modifiers while preserving meaning.	P5 participial adjectives and modifier clarity	R	P4
T2W07		2	7 Modifier Form, Order and Ambiguity		3 AA09	R	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit	Eliminate misplaced, dangling and ambiguous modifiers while preserving meaning.	P5 participial adjectives and modifier clarity	R	P4
T2W07		2	7 Modifier Form, Order and Ambiguity		4 AA10	R	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W	Eliminate misplaced, dangling and ambiguous modifiers while preserving meaning.	P5 participial adjectives and modifier clarity	R	P5
T2W07		2	7 Modifier Form, Order and Ambiguity		5 AA11	M	Correct dangling or ambiguous modifying phrases	Upper-primary editing and transformation	Edit/Transform	Eliminate misplaced, dangling and ambiguous modifiers while preserving meaning.	P5 participial adjectives and modifier clarity	M	P6
T2W08		2	8 Modifier Transfer and Concrete Prepositions		1 AA10	R	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W	Edit modifier attachment and concrete prepositional relationships in context.	Modifier mastery applied to authentic sentences	R	P5
T2W08		2	8 Modifier Transfer and Concrete Prepositions		2 AA11	R	Correct dangling or ambiguous modifying phrases	Upper-primary editing and transformation	Edit/Transform	Edit modifier attachment and concrete prepositional relationships in context.	Modifier mastery applied to authentic sentences	M	P6
T2W08		2	8 Modifier Transfer and Concrete Prepositions		3 P01	R	Use basic prepositions of place	in, on, under, behind, beside/next to	PP/W	Edit modifier attachment and concrete prepositional relationships in context.	Modifier mastery applied to authentic sentences	R	P1
T2W08		2	8 Modifier Transfer and Concrete Prepositions		4 P02	R	Use prepositions of time	at, on, in; before, after, during by stage	PP/W	Edit modifier attachment and concrete prepositional relationships in context.	Modifier mastery applied to authentic sentences	R	P2
T2W08		2	8 Modifier Transfer and Concrete Prepositions		5 P03	R	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W	Edit modifier attachment and concrete prepositional relationships in context.	Modifier mastery applied to authentic sentences	R	P3
T2W09		2	9 Multiword, Dependent and Abstract Prepositions		1 P04	R	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W	Use prepositional collocations and abstract relationships accurately across a text.	P4–P5 dependent prepositions and collocation	R	P4
T2W09		2	9 Multiword, Dependent and Abstract Prepositions		2 P05	R	Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze	Use prepositional collocations and abstract relationships accurately across a text.	P4–P5 dependent prepositions and collocation	R	P5
T2W09		2	9 Multiword, Dependent and Abstract Prepositions		3 P06	M	Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit	Use prepositional collocations and abstract relationships accurately across a text.	P4–P5 dependent prepositions and collocation	M	P6
T2W09		2	9 Multiword, Dependent and Abstract Prepositions		4 C01	R	Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W	Use prepositional collocations and abstract relationships accurately across a text.	P4–P5 dependent prepositions and collocation	R	P1
T2W09		2	9 Multiword, Dependent and Abstract Prepositions		5 C02	R	Use because and so for reason and result	Avoid because...so doubling	PP/W	Use prepositional collocations and abstract relationships accurately across a text.	P4–P5 dependent prepositions and collocation	R	P2
T2W10		2	10 Clause Relationships and Logical Control		1 C03	R	Use time conjunctions	when, before, after, while, until and as by stage	PP/W	Select clause structures that express time, condition, contrast, purpose and relative information.	P3–P5 subordination	R	P3
T2W10		2	10 Clause Relationships and Logical Control		2 C04	R	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W	Select clause structures that express time, condition, contrast, purpose and relative information.	P3–P5 subordination	R	P3
T2W10		2	10 Clause Relationships and Logical Control		3 C05	R	Use although/though and other contrast links	Avoid although...but doubling	PP/W	Select clause structures that express time, condition, contrast, purpose and relative information.	P3–P5 subordination	R	P4
T2W10		2	10 Clause Relationships and Logical Control		4 C06	R	Use purpose and result clauses	so that, in order to, so...that in controlled contexts	PP/W	Select clause structures that express time, condition, contrast, purpose and relative information.	P3–P5 subordination	R	P5
T2W10		2	10 Clause Relationships and Logical Control		5 C07	R	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W	Select clause structures that express time, condition, contrast, purpose and relative information.	P3–P5 subordination	R	P4
T3W01		3	1 Conditional and Transitional Systems		1 C08	R	Use correlative conjunctions accurately	both...and, either...or, neither...nor, not only...but also	PP/Edit	Control conjunctions, conditional meaning and paragraph transitions accurately.	P5 correlative, real and hypothetical conditionals	R	P5
T3W01		3	1 Conditional and Transitional Systems		2 C09	R	Use zero and first conditional patterns	Truths and realistic future possibilities	PP/W	Control conjunctions, conditional meaning and paragraph transitions accurately.	P5 correlative, real and hypothetical conditionals	R	P5
T3W01		3	1 Conditional and Transitional Systems		3 C10	M	Use controlled second conditional patterns	Use controlled hypothetical reasoning; exclude mixed conditionals and inversion beyond primary scope.	PP/W	Control conjunctions, conditional meaning and paragraph transitions accurately.	P5 correlative, real and hypothetical conditionals	M	P6
T3W01		3	1 Conditional and Transitional Systems		4 C11	R	Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit	Control conjunctions, conditional meaning and paragraph transitions accurately.	P5 correlative, real and hypothetical conditionals	R	P5
T3W01		3	1 Conditional and Transitional Systems		5 SS01	R	Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W	Control conjunctions, conditional meaning and paragraph transitions accurately.	P5 correlative, real and hypothetical conditionals	R	P2
T3W02		3	2 Sentence Types and Boundary Diagnosis		1 SS02	R	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W	Diagnose and repair sentence types, fragments, run-ons and comma splices.	Complete sentence-structure progression	R	P3
T3W02		3	2 Sentence Types and Boundary Diagnosis		2 SS03	R	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W	Diagnose and repair sentence types, fragments, run-ons and comma splices.	Complete sentence-structure progression	R	P3
T3W02		3	2 Sentence Types and Boundary Diagnosis		3 SS04	R	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W	Diagnose and repair sentence types, fragments, run-ons and comma splices.	Complete sentence-structure progression	R	P4
T3W02		3	2 Sentence Types and Boundary Diagnosis		4 SS05	R	Identify and correct fragments	Include dependent-clause fragments gradually	Edit	Diagnose and repair sentence types, fragments, run-ons and comma splices.	Complete sentence-structure progression	R	P4
T3W02		3	2 Sentence Types and Boundary Diagnosis		5 SS06	R	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit	Diagnose and repair sentence types, fragments, run-ons and comma splices.	Complete sentence-structure progression	R	P4
T3W03		3	3 Sentence Economy, Transformation and Core Marks		1 SS07	R	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit	Synthesize and transform sentences while preserving meaning and punctuation.	P5 sentence combination and transformation	R	P5
T3W03		3	3 Sentence Economy, Transformation and Core Marks		2 SS08	M	Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform	Synthesize and transform sentences while preserving meaning and punctuation.	P5 sentence combination and transformation	M	P6
T3W03		3	3 Sentence Economy, Transformation and Core Marks		3 PU01	R	Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W	Synthesize and transform sentences while preserving meaning and punctuation.	P5 sentence combination and transformation	R	P1
T3W03		3	3 Sentence Economy, Transformation and Core Marks		4 PU02	R	Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W	Synthesize and transform sentences while preserving meaning and punctuation.	P5 sentence combination and transformation	R	P2
T3W03		3	3 Sentence Economy, Transformation and Core Marks		5 PU03	R	Use commas in lists	Include items and short phrases	PP/W	Synthesize and transform sentences while preserving meaning and punctuation.	P5 sentence combination and transformation	R	P2
T3W04		3	4 Apostrophes, Speech, Introductions and Colons		1 PU04	R	Use apostrophes in contractions	Distinguish from possession	PP/W	Apply established punctuation accurately in dense editing passages.	P2–P5 punctuation retrieval	R	P2
T3W04		3	4 Apostrophes, Speech, Introductions and Colons		2 PU05	R	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W	Apply established punctuation accurately in dense editing passages.	P2–P5 punctuation retrieval	R	P3
T3W04		3	4 Apostrophes, Speech, Introductions and Colons		3 PU06	R	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W	Apply established punctuation accurately in dense editing passages.	P2–P5 punctuation retrieval	R	P4
T3W04		3	4 Apostrophes, Speech, Introductions and Colons		4 PU07	R	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W	Apply established punctuation accurately in dense editing passages.	P2–P5 punctuation retrieval	R	P4
T3W04		3	4 Apostrophes, Speech, Introductions and Colons		5 PU08	R	Use colons for lists and explanations	Taught purposes only	PP/W	Apply established punctuation accurately in dense editing passages.	P2–P5 punctuation retrieval	R	P5
T3W05		3	5 Parenthesis, Semicolons and Integrated Grammar Editing		1 PU09	M	Use brackets and dashes for parenthetical information	Restricted upper-primary application; not equal-weight trivia	PP/Edit	Use advanced punctuation and edit meaning, verb consistency and abstract relationships together.	Sentence transformation and text-level grammar	M	P6
T3W05		3	5 Parenthesis, Semicolons and Integrated Grammar Editing		2 PU10	M	Use semicolons in controlled contexts	Between closely related independent clauses or complex list items; enrichment-weight	PP/Edit	Use advanced punctuation and edit meaning, verb consistency and abstract relationships together.	Sentence transformation and text-level grammar	M	P6
T3W05		3	5 Parenthesis, Semicolons and Integrated Grammar Editing		3 SS08	R	Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform	Use advanced punctuation and edit meaning, verb consistency and abstract relationships together.	Sentence transformation and text-level grammar	M	P6
T3W05		3	5 Parenthesis, Semicolons and Integrated Grammar Editing		4 V28	R	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit	Use advanced punctuation and edit meaning, verb consistency and abstract relationships together.	Sentence transformation and text-level grammar	M	P6
T3W05		3	5 Parenthesis, Semicolons and Integrated Grammar Editing		5 P06	R	Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit	Use advanced punctuation and edit meaning, verb consistency and abstract relationships together.	Sentence transformation and text-level grammar	M	P6
T3W06		3	6 Foundational Decoding as Automatic Retrieval		1 VW01	R	Know alphabet sequence and letter-sound correspondences	Upper/lowercase and core consonant sounds	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar academic and literary words.	P1–P5 phonics embedded in authentic reading	R	P1
T3W06		3	6 Foundational Decoding as Automatic Retrieval		2 VW02	R	Blend and segment CVC words with short vowels	Reading and spelling evidence	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar academic and literary words.	P1–P5 phonics embedded in authentic reading	R	P1
T3W06		3	6 Foundational Decoding as Automatic Retrieval		3 VW03	R	Decode common digraphs and consonant blends	Controlled progression across lower primary	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar academic and literary words.	P1–P5 phonics embedded in authentic reading	R	P2
T3W06		3	6 Foundational Decoding as Automatic Retrieval		4 VW04	R	Decode common long-vowel and vowel-team patterns	Include alternative spellings without false universal rules	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar academic and literary words.	P1–P5 phonics embedded in authentic reading	R	P2
T3W06		3	6 Foundational Decoding as Automatic Retrieval		5 VW05	R	Decode r-controlled vowels and common diphthongs	Controlled word banks and connected text	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar academic and literary words.	P1–P5 phonics embedded in authentic reading	R	P2
T3W07		3	7 Multisyllabic Decoding and Morphological Networks		1 VW06	R	Decode multisyllabic words using syllables and familiar chunks	Increase word length and morphological transparency gradually	PP/L/O	Use syllables, affixes and word-family relationships to decode and generate vocabulary.	P3–P5 morphology and spelling	R	P3
T3W07		3	7 Multisyllabic Decoding and Morphological Networks		2 VW07	R	Apply inflectional endings accurately	Plural, third-person, -ed and -ing spelling changes by stage	PP/W	Use syllables, affixes and word-family relationships to decode and generate vocabulary.	P3–P5 morphology and spelling	R	P2
T3W07		3	7 Multisyllabic Decoding and Morphological Networks		3 VW08	R	Identify base words, prefixes and suffixes	Meaning and word-class effects; mapped affix bank	PP/W	Use syllables, affixes and word-family relationships to decode and generate vocabulary.	P3–P5 morphology and spelling	R	P3
T3W07		3	7 Multisyllabic Decoding and Morphological Networks		4 VW09	R	Apply suffix spelling changes	Drop final e, change y to i, double final consonant in taught words	PP/W	Use syllables, affixes and word-family relationships to decode and generate vocabulary.	P3–P5 morphology and spelling	R	P4
T3W07		3	7 Multisyllabic Decoding and Morphological Networks		5 VW10	R	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Use syllables, affixes and word-family relationships to decode and generate vocabulary.	P3–P5 morphology and spelling	R	P4
T3W08		3	8 Distributed Context and Lexical Precision		1 VW11	R	Use definition, example and contrast context clues	Same-sentence before cross-sentence evidence	PP	Infer precise meanings across sentences and choose appropriate shades and collocations.	P4–P5 context and meaning relationships	R	P3
T3W08		3	8 Distributed Context and Lexical Precision		2 VW12	R	Infer meaning using cause-effect and cross-sentence clues	Confirm with whole-text meaning	PP	Infer precise meanings across sentences and choose appropriate shades and collocations.	P4–P5 context and meaning relationships	R	P4
T3W08		3	8 Distributed Context and Lexical Precision		3 VW13	R	Distinguish synonyms, antonyms and shades of meaning	Strength, connotation and suitability develop by grade	PP/W	Infer precise meanings across sentences and choose appropriate shades and collocations.	P4–P5 context and meaning relationships	R	P3
T3W08		3	8 Distributed Context and Lexical Precision		4 VW14	R	Interpret homophones and multiple-meaning words in context	Do not assess by spelling alone	PP/W	Infer precise meanings across sentences and choose appropriate shades and collocations.	P4–P5 context and meaning relationships	R	P3
T3W08		3	8 Distributed Context and Lexical Precision		5 VW15	R	Use natural collocations and fixed expressions	From thematic chunks to grammatical/lexical collocations	PP/W	Infer precise meanings across sentences and choose appropriate shades and collocations.	P4–P5 context and meaning relationships	R	P2

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T3W09		3	9 Figurative Meaning, Register and Reference Tools		1 VW16	R	Interpret common idioms, phrasal verbs and figurative expressions	Age-appropriate and contextualised	PP/W	Interpret figurative language and evaluate vocabulary choices for audience, purpose and register.	P5 idiom, register and dictionary metadata	R	P5
T3W09		3	9 Figurative Meaning, Register and Reference Tools		2 VW17	R	Choose vocabulary for audience, purpose and register	Formal/informal and tone-sensitive word choice	PP/W/Edit	Interpret figurative language and evaluate vocabulary choices for audience, purpose and register.	P5 idiom, register and dictionary metadata	R	P5
T3W09		3	9 Figurative Meaning, Register and Reference Tools		3 VW18	R	Use alphabetical order and guide words	Locate entries accurately	PP	Interpret figurative language and evaluate vocabulary choices for audience, purpose and register.	P5 idiom, register and dictionary metadata	R	P2
T3W09		3	9 Figurative Meaning, Register and Reference Tools		4 VW19	R	Interpret a learner-dictionary entry	Meaning, word class, inflection and example usage	PP	Interpret figurative language and evaluate vocabulary choices for audience, purpose and register.	P5 idiom, register and dictionary metadata	R	P3
T3W09		3	9 Figurative Meaning, Register and Reference Tools		5 VW20	R	Use dictionary information on pronunciation, collocation and register	Reference skill; not dictionary-abbreviation trivia	PP	Interpret figurative language and evaluate vocabulary choices for audience, purpose and register.	P5 idiom, register and dictionary metadata	R	P5
T3W10		3	10 Vocabulary Depth in Reading and Writing		1 VW10	R	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Apply morphology, context, figurative meaning, register and reference skills in one integrated task.	All primary vocabulary systems	R	P4
T3W10		3	10 Vocabulary Depth in Reading and Writing		2 VW12	R	Infer meaning using cause-effect and cross-sentence clues	Confirm with whole-text meaning	PP	Apply morphology, context, figurative meaning, register and reference skills in one integrated task.	All primary vocabulary systems	R	P4
T3W10		3	10 Vocabulary Depth in Reading and Writing		3 VW16	R	Interpret common idioms, phrasal verbs and figurative expressions	Age-appropriate and contextualised	PP/W	Apply morphology, context, figurative meaning, register and reference skills in one integrated task.	All primary vocabulary systems	R	P5
T3W10		3	10 Vocabulary Depth in Reading and Writing		4 VW17	R	Choose vocabulary for audience, purpose and register	Formal/informal and tone-sensitive word choice	PP/W/Edit	Apply morphology, context, figurative meaning, register and reference skills in one integrated task.	All primary vocabulary systems	R	P5
T3W10		3	10 Vocabulary Depth in Reading and Writing		5 VW20	R	Use dictionary information on pronunciation, collocation and register	Reference skill; not dictionary-abbreviation trivia	PP	Apply morphology, context, figurative meaning, register and reference skills in one integrated task.	All primary vocabulary systems	R	P5
T4W01		4	1 Foundational Comprehension and Text Organisation		1 R01	R	Retrieve explicitly stated details	Who, what, where, when, why/how as supported by text	PP	Retrieve information and explain organisation and cause across longer texts.	P2–P5 explicit comprehension and organisation	R	P2
T4W01		4	1 Foundational Comprehension and Text Organisation		2 R02	R	Sequence events or procedural steps	Increase number, distance and competing details by grade	PP	Retrieve information and explain organisation and cause across longer texts.	P2–P5 explicit comprehension and organisation	R	P2
T4W01		4	1 Foundational Comprehension and Text Organisation		3 R03	R	Identify paragraph main idea and supporting details	Progress to whole-text central idea	PP	Retrieve information and explain organisation and cause across longer texts.	P2–P5 explicit comprehension and organisation	R	P3
T4W01		4	1 Foundational Comprehension and Text Organisation		4 R04	R	Recognise text organisation	Sequence, description, cause-effect, compare-contrast, problem-solution	PP	Retrieve information and explain organisation and cause across longer texts.	P2–P5 explicit comprehension and organisation	R	P4
T4W01		4	1 Foundational Comprehension and Text Organisation		5 R05	R	Explain cause and effect using evidence	Distinguish causation from sequence	PP/W	Retrieve information and explain organisation and cause across longer texts.	P2–P5 explicit comprehension and organisation	R	P3
T4W02		4	2 Comparison, Prediction and Character Inference		1 R06	R	Compare and contrast using fair criteria	Use evidence from both sources when applicable	PP/W	Integrate multiple clues to compare, predict and infer character and theme.	P3–P5 evidence-based inference	R	P4
T4W02		4	2 Comparison, Prediction and Character Inference		2 R07	R	Make and revise evidence-based predictions	Separate prediction from unsupported guess	PP/W	Integrate multiple clues to compare, predict and infer character and theme.	P3–P5 evidence-based inference	R	P2
T4W02		4	2 Comparison, Prediction and Character Inference		3 R08	R	Infer feelings and simple motives from clues	Actions, dialogue, thoughts and description	PP/W	Integrate multiple clues to compare, predict and infer character and theme.	P3–P5 evidence-based inference	R	P3
T4W02		4	2 Comparison, Prediction and Character Inference		4 R09	R	Infer traits, relationships and character change	Combine clues across a text	PP/W	Integrate multiple clues to compare, predict and infer character and theme.	P3–P5 evidence-based inference	R	P4
T4W02		4	2 Comparison, Prediction and Character Inference		5 R10	R	Infer theme or message with evidence	Distinguish theme from topic, slogan and plot summary	PP/W	Integrate multiple clues to compare, predict and infer character and theme.	P3–P5 evidence-based inference	R	P4
T4W03		4	3 Purpose, Evidence, Viewpoint and Authorial Craft		1 R11	R	Identify purpose and intended audience	Inform, instruct, entertain, persuade; secondary purpose later	PP/W	Evaluate viewpoint and evidence and explain how language choices shape meaning.	P4–P5 purpose, tone, evidence sufficiency and craft	R	P3
T4W03		4	3 Purpose, Evidence, Viewpoint and Authorial Craft		2 R12	R	Distinguish fact, opinion, claim, reason and evidence	Introduce categories progressively	PP/W	Evaluate viewpoint and evidence and explain how language choices shape meaning.	P4–P5 purpose, tone, evidence sufficiency and craft	R	P4
T4W03		4	3 Purpose, Evidence, Viewpoint and Authorial Craft		3 R13	R	Infer viewpoint, mood and tone	Use precise word/presentation evidence	PP/W	Evaluate viewpoint and evidence and explain how language choices shape meaning.	P4–P5 purpose, tone, evidence sufficiency and craft	R	P5
T4W03		4	3 Purpose, Evidence, Viewpoint and Authorial Craft		4 R14	R	Evaluate relevance and sufficiency of evidence	Preserve reasonable uncertainty; avoid adult rhetorical theory	PP/W	Evaluate viewpoint and evidence and explain how language choices shape meaning.	P4–P5 purpose, tone, evidence sufficiency and craft	R	P5
T4W03		4	3 Purpose, Evidence, Viewpoint and Authorial Craft		5 R15	M	Explain how selected authorial choices shape meaning	Imagery, contrast, repetition, dialogue, pacing and sentence choice	PP/W	Evaluate viewpoint and evidence and explain how language choices shape meaning.	P4–P5 purpose, tone, evidence sufficiency and craft	M	P6
T4W04		4	4 Functional, Multimodal and Paraphrase Integration		1 R16	R	Interpret functional texts and required actions	Notices, schedules, menus, forms, instructions and advertisements	PP	Integrate prose and visuals, check conditions and paraphrase essential meaning accurately.	Functional constraints, synthesis and paraphrase	R	P2
T4W04		4	4 Functional, Multimodal and Paraphrase Integration		2 R17	R	Integrate prose and visual information	Captions, diagrams, tables, maps, charts and timelines	PP/W	Integrate prose and visuals, check conditions and paraphrase essential meaning accurately.	Functional constraints, synthesis and paraphrase	R	P4
T4W04		4	4 Functional, Multimodal and Paraphrase Integration		3 R18	R	Check conditions, restrictions, exceptions and assumptions	Choose an action satisfying every stated condition	PP/W	Integrate prose and visuals, check conditions and paraphrase essential meaning accurately.	Functional constraints, synthesis and paraphrase	R	P4
T4W04		4	4 Functional, Multimodal and Paraphrase Integration		4 R19	R	Summarise a short text around main idea and essentials	Guided one/two-sentence summary before formal word limits	W	Integrate prose and visuals, check conditions and paraphrase essential meaning accurately.	Functional constraints, synthesis and paraphrase	R	P4
T4W04		4	4 Functional, Multimodal and Paraphrase Integration		5 R20	R	Paraphrase without changing meaning	Change wording/structure while preserving degree and logic	W	Integrate prose and visuals, check conditions and paraphrase essential meaning accurately.	Functional constraints, synthesis and paraphrase	R	P5
T4W05		4	5 Cross-source Synthesis and Summary Mastery		1 R21	R	Compare and synthesise across sources	Preserve source distinctions and avoid unsupported conclusions	W/PP	Synthesize sources and produce a concise, accurate summary within a stated limit.	Evidence selection feeding paragraph writing	R	P5
T4W05		4	5 Cross-source Synthesis and Summary Mastery		2 R22	M	Write a concise summary within a stated limit	Mainly original wording; complete meaning	W	Synthesize sources and produce a concise, accurate summary within a stated limit.	Evidence selection feeding paragraph writing	M	P6
T4W05		4	5 Cross-source Synthesis and Summary Mastery		3 W01	R	Write complete meaningful sentences	Capitals, spacing, word order and end punctuation	W	Synthesize sources and produce a concise, accurate summary within a stated limit.	Evidence selection feeding paragraph writing	R	P2
T4W05		4	5 Cross-source Synthesis and Summary Mastery		4 W02	R	Write connected sentences about one topic	Pronoun and tense consistency with basic connectors	W	Synthesize sources and produce a concise, accurate summary within a stated limit.	Evidence selection feeding paragraph writing	R	P3
T4W05		4	5 Cross-source Synthesis and Summary Mastery		5 W03	R	Plan and develop one focused paragraph	Topic/opening sentence and relevant supporting details	W	Synthesize sources and produce a concise, accurate summary within a stated limit.	Evidence selection feeding paragraph writing	R	P3
T4W06		4	6 Paragraph and Genre Consolidation		1 W04	R	Revise a paragraph for unity, order and cohesion	Remove irrelevant/repeated content before surface editing	W/Edit	Transfer paragraph cohesion into description, recount, explanation and narrative.	P3–P5 genre progression	R	P4
T4W06		4	6 Paragraph and Genre Consolidation		2 W05	R	Write a description using selected precise details	Avoid mechanical adjective/sensory lists	W	Transfer paragraph cohesion into description, recount, explanation and narrative.	P3–P5 genre progression	R	P3
T4W06		4	6 Paragraph and Genre Consolidation		3 W06	R	Write a chronological personal recount	Opening context, significant events and reflection	W	Transfer paragraph cohesion into description, recount, explanation and narrative.	P3–P5 genre progression	R	P3
T4W06		4	6 Paragraph and Genre Consolidation		4 W07	R	Write a simple procedure or explanation	Logical steps/causes and suitable connectors	W	Transfer paragraph cohesion into description, recount, explanation and narrative.	P3–P5 genre progression	R	P3
T4W06		4	6 Paragraph and Genre Consolidation		5 W08	R	Develop a narrative with beginning, development and resolution	Cause-consequence before decorative craft	W	Transfer paragraph cohesion into description, recount, explanation and narrative.	P3–P5 genre progression	R	P4
T4W07		4	7 Narrative Craft and Situational Foundations		1 W09	R	Develop character, setting and decisive moments	Purposeful action, thought, dialogue, description and reflection	W	Control narrative pacing, viewpoint and plot while maintaining audience awareness.	P5 narrative and situational writing	R	P5
T4W07		4	7 Narrative Craft and Situational Foundations		2 W10	M	Control pacing, viewpoint and plot coherence	Expand decisive scenes; compress transitions/background	W	Control narrative pacing, viewpoint and plot while maintaining audience awareness.	P5 narrative and situational writing	M	P6
T4W07		4	7 Narrative Craft and Situational Foundations		3 W11	R	Write short messages, notes and invitations	Audience, purpose, required information and suitable closing	W	Control narrative pacing, viewpoint and plot while maintaining audience awareness.	P5 narrative and situational writing	R	P2
T4W07		4	7 Narrative Craft and Situational Foundations		4 W12	R	Write informal emails for a familiar audience	Complete content and friendly, clear tone	W	Control narrative pacing, viewpoint and plot while maintaining audience awareness.	P5 narrative and situational writing	R	P3
T4W07		4	7 Narrative Craft and Situational Foundations		5 W13	R	Adapt register and format to purpose and audience	Informal/guided formal email, letter, notice or report	W	Control narrative pacing, viewpoint and plot while maintaining audience awareness.	P5 narrative and situational writing	R	P5
T4W08		4	8 Stimulus Use, Editing and Timed Writing		1 W14	R	Adapt all stimulus information accurately	No omission, contradiction, exaggeration or irrelevant invention	W	Plan, draft, adapt all stimulus information, edit and complete writing under time.	Complete primary writing process	R	P5
T4W08		4	8 Stimulus Use, Editing and Timed Writing		2 W15	R	Plan, draft, revise, edit and publish	Keep content revision distinct from proofreading	W/Edit	Plan, draft, adapt all stimulus information, edit and complete writing under time.	Complete primary writing process	R	P2
T4W08		4	8 Stimulus Use, Editing and Timed Writing		3 W16	R	Edit grammar, spelling and punctuation systematically	Use a repeatable sequence and error labels	W/Edit	Plan, draft, adapt all stimulus information, edit and complete writing under time.	Complete primary writing process	R	P4
T4W08		4	8 Stimulus Use, Editing and Timed Writing		4 W17	M	Write under controlled time conditions	Allocate time to task analysis, plan, draft and check	W	Plan, draft, adapt all stimulus information, edit and complete writing under time.	Complete primary writing process	M	P6
T4W08		4	8 Stimulus Use, Editing and Timed Writing		5 LS01	R	Follow multi-step oral instructions	One/two steps before longer sequences	L/OBS	Plan, draft, adapt all stimulus information, edit and complete writing under time.	Complete primary writing process	R	P1
T4W09		4	9 Listening, Notes and Oral Interpretation		1 LS02	R	Identify main idea, details and sequence in spoken texts	Increase length, distractors and implied meaning gradually	L	Process spoken information, infer meaning and communicate clearly and fluently.	P3–P5 listening inference and oral reading	R	P2
T4W09		4	9 Listening, Notes and Oral Interpretation		2 LS03	R	Take concise notes while listening	Keywords and organisers; not full transcription	L/W	Process spoken information, infer meaning and communicate clearly and fluently.	P3–P5 listening inference and oral reading	R	P5
T4W09		4	9 Listening, Notes and Oral Interpretation		3 LS04	R	Infer speaker purpose, attitude and implied meaning	Use wording, emphasis and context	L/W	Process spoken information, infer meaning and communicate clearly and fluently.	P3–P5 listening inference and oral reading	R	P5
T4W09		4	9 Listening, Notes and Oral Interpretation		4 LS05	R	Read aloud accurately and fluently	Accuracy, phrasing, pace, volume and expression; never paper-only	O/OBS	Process spoken information, infer meaning and communicate clearly and fluently.	P3–P5 listening inference and oral reading	R	P2
T4W09		4	9 Listening, Notes and Oral Interpretation		5 LS06	R	Describe and recount using complete connected sentences	Relevant details and logical sequence	O/OBS	Process spoken information, infer meaning and communicate clearly and fluently.	P3–P5 listening inference and oral reading	R	P2
T4W10		4	10 P6 Integrated Communication and Secondary Readiness		1 LS07	R	Give an organised stimulus-based response	Opening, developed details/reasons and closing	O/OBS	Sustain an organised response and transfer summary and timed-writing control into final integrated tasks.	Full P1–P6 English knowledge system	R	P3
T4W10		4	10 P6 Integrated Communication and Secondary Readiness		2 LS08	R	Respond directly to follow-up questions and build on ideas	Clarify, extend and avoid memorised mismatch	O/OBS	Sustain an organised response and transfer summary and timed-writing control into final integrated tasks.	Full P1–P6 English knowledge system	R	P3
T4W10		4	10 P6 Integrated Communication and Secondary Readiness		3 LS09	R	Support an opinion and acknowledge another viewpoint	Reasons, examples and respectful agreement/disagreement	O/OBS	Sustain an organised response and transfer summary and timed-writing control into final integrated tasks.	Full P1–P6 English knowledge system	R	P5
T4W10		4	10 P6 Integrated Communication and Secondary Readiness		4 R22	R	Write a concise summary within a stated limit	Mainly original wording; complete meaning	W	Sustain an organised response and transfer summary and timed-writing control into final integrated tasks.	Full P1–P6 English knowledge system	M	P6
T4W10		4	10 P6 Integrated Communication and Secondary Readiness		5 W17	R	Write under controlled time conditions	Allocate time to task analysis, plan, draft and check	W	Sustain an organised response and transfer summary and timed-writing control into final integrated tasks.	Full P1–P6 English knowledge system	M	P6

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T1W01	N01	R	Recognise and use common nouns	People, places, animals, objects and familiar ideas	PP/W
T1W01	N02	R	Recognise and use proper nouns	Capitalise names and specific places/events	PP/W
T1W01	N03	R	Use singular and regular plural nouns	-s and -es in taught words	PP/W
T1W01	N04	R	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W
T1W01	N05	R	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W
T1W02	N06	R	Use collective nouns in context	Agreement taught separately under SVA	PP/W
T1W02	N07	R	Recognise and use abstract nouns	Meaningful contexts; no classification-only testing	PP/W
T1W02	N08	R	Form singular and plural possessive nouns	Separate possession from contractions	PP/W
T1W02	N09	R	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W
T1W02	N10	R	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP
T1W03	D01	R	Use a and an by initial sound	Not letter-name rules	PP/W
T1W03	D02	R	Use the for specific, known or previously mentioned reference	Include unique/shared-reference cases gradually	PP/W
T1W03	D03	R	Use demonstrative determiners this, that, these and those	Near/far and singular/plural	PP/W
T1W03	D04	R	Use possessive determiners my, your, his, her, its, our, their	Keep terminology consistent with possessive adjectives	PP/W
T1W03	D05	R	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W
T1W04	D06	R	Use many, much, a few and a little	Match countability and intended amount	PP/W
T1W04	D07	R	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W
T1W04	D08	R	Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W
T1W04	D09	R	Distinguish fewer/less and number/amount	Use in accessible count/non-count contexts	PP/W
T1W04	D10	M	Control general, specific and zero-article reference	Whole-text application; avoid advanced article exceptions	Cloze/Edit
T1W05	PR01	R	Use personal subject pronouns	I, you, he, she, it, we, they	PP/W
T1W05	PR02	R	Use personal object pronouns	me, you, him, her, it, us, them	PP/W
T1W05	PR03	R	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W
T1W05	PR04	R	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W
T1W05	PR05	R	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W
T1W06	PR06	R	Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W
T1W06	PR07	R	Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W
T1W06	PR08	R	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W
T1W06	PR09	R	Use reciprocal pronouns	each other; one another as extension	PP/W
T1W06	PR10	R	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit
T1W07	PR11	R	Resolve ambiguous pronoun reference across sentences	Replace or repeat a noun only where clarity requires it	Edit/W
T1W07	PR12	M	Track personal, demonstrative and lexical reference across a text	Whole-passage cohesion, not isolated form selection	Cloze/Edit
T1W07	N10	R	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP
T1W07	D10	R	Control general, specific and zero-article reference	Whole-text application; avoid advanced article exceptions	Cloze/Edit
T1W07	PR10	R	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit
T1W08	V01	R	Recognise and use action verbs	Physical and mental actions in meaningful sentences	PP/W
T1W08	V02	R	Use be as a main/linking verb	am, is, are; later was, were	PP/W
T1W08	V03	R	Use have as a main verb	have/has; later had	PP/W
T1W08	V04	R	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W
T1W08	V05	R	Use common stative verbs appropriately	know, believe, understand, want, need, belong, prefer; normally non-continuous	PP/Edit
T1W09	V06	R	Use base and third-person singular forms	Includes spelling changes and simple-present agreement	PP/W
T1W09	V07	R	Use regular past-tense forms	-ed spelling and high-frequency pronunciation awareness	PP/W
T1W09	V08	R	Use common irregular past forms	Expand controlled bank progressively	PP/W
T1W09	V09	R	Use present and past participle forms	-ing and -ed/-en forms used in taught constructions	PP/W
T1W09	V10	R	Use simple present for habits, facts, states and routines	Contrast with present continuous	PP/W
T1W10	V11	R	Use simple past for completed past events	Use time markers and irregular forms	PP/W
T1W10	V12	R	Use present continuous for actions in progress	Include now/around now; exclude most stative uses	PP/W
T1W10	V13	R	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W
T1W10	V14	R	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W
T1W10	V15	R	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W
T2W01	V16	R	Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W
T2W01	V17	R	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze
T2W01	V18	R	Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W
T2W01	V19	R	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit

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T2W01	V20	R	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W
T2W02	V21	R	Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze
T2W02	V22	R	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W
T2W02	V23	R	Use common verb + gerund patterns	enjoy/finish/avoid/keep + -ing; controlled lexical set	PP/W
T2W02	V24	R	Use object + to-infinitive patterns	ask/tell/want/allow + object + to-infinitive in guided contexts	PP/W
T2W02	V25	M	Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform
T2W03	V26	R	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform
T2W03	V27	R	Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform
T2W03	V28	M	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit
T2W03	V17	R	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze
T2W03	V18	R	Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W
T2W04	V25	R	Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform
T2W04	V26	R	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform
T2W04	V27	R	Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform
T2W04	V28	R	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit
T2W04	SVA01	R	Match singular/plural subjects with be and common verbs	Familiar noun/pronoun subjects	PP/W
T2W05	SVA02	R	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit
T2W05	SVA03	R	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit
T2W05	SVA04	R	Find the complete subject across intervening phrases	Ignore distracting nearby nouns	PP/Edit
T2W05	SVA05	R	Maintain agreement in correlative structures	either...or, neither...nor, not only...but also	PP/Edit
T2W05	AA01	R	Use adjectives before nouns	Familiar descriptive language	PP/W
T2W06	AA02	R	Use adjectives after linking verbs	Subject complement patterns	PP/W
T2W06	AA03	R	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W
T2W06	AA04	R	Use as...as comparison patterns	Positive and negative comparison	PP/W
T2W06	AA05	R	Use adverbs of manner, time, place and frequency	Position taught through meaningful sentence patterns	PP/W
T2W06	AA06	R	Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W
T2W07	AA07	R	Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit
T2W07	AA08	R	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W
T2W07	AA09	R	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit
T2W07	AA10	R	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W
T2W07	AA11	M	Correct dangling or ambiguous modifying phrases	Upper-primary editing and transformation	Edit/Transform
T2W08	AA10	R	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W
T2W08	AA11	R	Correct dangling or ambiguous modifying phrases	Upper-primary editing and transformation	Edit/Transform
T2W08	P01	R	Use basic prepositions of place	in, on, under, behind, beside/next to	PP/W
T2W08	P02	R	Use prepositions of time	at, on, in; before, after, during by stage	PP/W
T2W08	P03	R	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W
T2W09	P04	R	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W
T2W09	P05	R	Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze
T2W09	P06	M	Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit
T2W09	C01	R	Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W
T2W09	C02	R	Use because and so for reason and result	Avoid because...so doubling	PP/W
T2W10	C03	R	Use time conjunctions	when, before, after, while, until and as by stage	PP/W
T2W10	C04	R	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W
T2W10	C05	R	Use although/though and other contrast links	Avoid although...but doubling	PP/W
T2W10	C06	R	Use purpose and result clauses	so that, in order to, so...that in controlled contexts	PP/W
T2W10	C07	R	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W
T3W01	C08	R	Use correlative conjunctions accurately	both...and, either...or, neither...nor, not only...but also	PP/Edit
T3W01	C09	R	Use zero and first conditional patterns	Truths and realistic future possibilities	PP/W
T3W01	C10	M	Use controlled second conditional patterns	Use controlled hypothetical reasoning; exclude mixed conditionals and inversion beyond primary scope.	PP/W
T3W01	C11	R	Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit
T3W01	SS01	R	Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W
T3W02	SS02	R	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W
T3W02	SS03	R	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W

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T3W02	SS04	R	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W
T3W02	SS05	R	Identify and correct fragments	Include dependent-clause fragments gradually	Edit
T3W02	SS06	R	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit
T3W03	SS07	R	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit
T3W03	SS08	M	Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform
T3W03	PU01	R	Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W
T3W03	PU02	R	Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W
T3W03	PU03	R	Use commas in lists	Include items and short phrases	PP/W
T3W04	PU04	R	Use apostrophes in contractions	Distinguish from possession	PP/W
T3W04	PU05	R	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W
T3W04	PU06	R	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W
T3W04	PU07	R	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W
T3W04	PU08	R	Use colons for lists and explanations	Taught purposes only	PP/W
T3W05	PU09	M	Use brackets and dashes for parenthetical information	Restricted upper-primary application; not equal-weight trivia	PP/Edit
T3W05	PU10	M	Use semicolons in controlled contexts	Between closely related independent clauses or complex list items; enrichment-weight	PP/Edit
T3W05	SS08	R	Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform
T3W05	V28	R	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit
T3W05	P06	R	Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit

System	P6 culminating components	Progression
Summary grammar	Noun/reference systems; complete verb system; complex agreement; modifier repair; abstract prepositions; clauses; transformation; advanced punctuation	T1W1–T3W5, with integrated editing in T2W4 and T3W5
Verb system	Classification/forms → simple/continuous/perfect → modality/non-finite → voice/reporting → text consistency	T1W8–T2W4
Vocabulary depth	Automatic decoding → morphology → distributed context → figurative meaning/register/dictionary depth → integrated application	T3W6–T3W10
Reading depth	Organisation/relationships → inference/theme → evidence/craft → multimodal/paraphrase → synthesis/limited summary	T4W1–T4W5
Writing depth	Paragraph/genre consolidation → narrative craft → situational accuracy → editing and timed composition	T4W5–T4W10

Master P6 KP ID	Strand	Substrand	Required P6 Stage	Placements	Weeks / Stages	Coverage	Status
N01	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N02	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N03	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N04	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N05	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N06	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N07	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N08	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N09	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N10	Grammar	Nouns	R		2 T1W02 [R], T1W07 [R]	Covered	PASS
D01	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D02	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D03	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D04	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D05	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D06	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D07	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D08	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D09	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D10	Grammar	Determiners & Quantifiers	M		2 T1W04 [M], T1W07 [R]	Covered	PASS
PR01	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR02	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR03	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR04	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR05	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR06	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR07	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR08	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR09	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR10	Grammar	Pronouns	R		2 T1W06 [R], T1W07 [R]	Covered	PASS
PR11	Grammar	Pronouns	R		1 T1W07 [R]	Covered	PASS
PR12	Grammar	Pronouns	M		1 T1W07 [M]	Covered	PASS
V01	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V02	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V03	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V04	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V05	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V06	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V07	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V08	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V09	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V10	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V11	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V12	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V13	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V14	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V15	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V16	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V17	Grammar	Verbs	R		2 T2W01 [R], T2W03 [R]	Covered	PASS
V18	Grammar	Verbs	R		2 T2W01 [R], T2W03 [R]	Covered	PASS
V19	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V20	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V21	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS

Master P6 KP ID	Strand	Substrand	Required P6 Stage	Placements	Weeks / Stages	Coverage	Status
V22	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS
V23	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS
V24	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS
V25	Grammar	Verbs	M		2 T2W02 [M], T2W04 [R]	Covered	PASS
V26	Grammar	Verbs	R		2 T2W03 [R], T2W04 [R]	Covered	PASS
V27	Grammar	Verbs	R		2 T2W03 [R], T2W04 [R]	Covered	PASS
V28	Grammar	Verbs	M		3 T2W03 [M], T2W04 [R], T3W05 [R]	Covered	PASS
SVA01	Grammar	Subject-Verb Agreement	R		1 T2W04 [R]	Covered	PASS
SVA02	Grammar	Subject-Verb Agreement	R		1 T2W05 [R]	Covered	PASS
SVA03	Grammar	Subject-Verb Agreement	R		1 T2W05 [R]	Covered	PASS
SVA04	Grammar	Subject-Verb Agreement	R		1 T2W05 [R]	Covered	PASS
SVA05	Grammar	Subject-Verb Agreement	R		1 T2W05 [R]	Covered	PASS
AA01	Grammar	Adjectives & Adverbs	R		1 T2W05 [R]	Covered	PASS
AA02	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA03	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA04	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA05	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA06	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA07	Grammar	Adjectives & Adverbs	R		1 T2W07 [R]	Covered	PASS
AA08	Grammar	Adjectives & Adverbs	R		1 T2W07 [R]	Covered	PASS
AA09	Grammar	Adjectives & Adverbs	R		1 T2W07 [R]	Covered	PASS
AA10	Grammar	Adjectives & Adverbs	R		2 T2W07 [R], T2W08 [R]	Covered	PASS
AA11	Grammar	Adjectives & Adverbs	M		2 T2W07 [M], T2W08 [R]	Covered	PASS
P01	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P02	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P03	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P04	Grammar	Prepositions	R		1 T2W09 [R]	Covered	PASS
P05	Grammar	Prepositions	R		1 T2W09 [R]	Covered	PASS
P06	Grammar	Prepositions	M		2 T2W09 [M], T3W05 [R]	Covered	PASS
C01	Grammar	Conjunctions & Clauses	R		1 T2W09 [R]	Covered	PASS
C02	Grammar	Conjunctions & Clauses	R		1 T2W09 [R]	Covered	PASS
C03	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C04	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C05	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C06	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C07	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C08	Grammar	Conjunctions & Clauses	R		1 T3W01 [R]	Covered	PASS
C09	Grammar	Conjunctions & Clauses	R		1 T3W01 [R]	Covered	PASS
C10	Grammar	Conjunctions & Clauses	M		1 T3W01 [M]	Covered	PASS
C11	Grammar	Conjunctions & Clauses	R		1 T3W01 [R]	Covered	PASS
SS01	Grammar	Sentence Structure	R		1 T3W01 [R]	Covered	PASS
SS02	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS03	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS04	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS05	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS06	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS07	Grammar	Sentence Structure	R		1 T3W03 [R]	Covered	PASS
SS08	Grammar	Sentence Structure	M		2 T3W03 [M], T3W05 [R]	Covered	PASS
PU01	Grammar	Punctuation	R		1 T3W03 [R]	Covered	PASS
PU02	Grammar	Punctuation	R		1 T3W03 [R]	Covered	PASS
PU03	Grammar	Punctuation	R		1 T3W03 [R]	Covered	PASS
PU04	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU05	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS

Master P6 KP ID	Strand	Substrand	Required P6 Stage	Placements	Weeks / Stages	Coverage	Status
PU06	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU07	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU08	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU09	Grammar	Punctuation	M		1 T3W05 [M]	Covered	PASS
PU10	Grammar	Punctuation	M		1 T3W05 [M]	Covered	PASS
VW01	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW02	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW03	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW04	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW05	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW06	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W07 [R]	Covered	PASS
VW07	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW08	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW09	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW10	Vocabulary & Word Study	Spelling & Morphology	R		2 T3W07 [R], T3W10 [R]	Covered	PASS
VW11	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW12	Vocabulary & Word Study	Meaning	R		2 T3W08 [R], T3W10 [R]	Covered	PASS
VW13	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW14	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW15	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW16	Vocabulary & Word Study	Meaning	R		2 T3W09 [R], T3W10 [R]	Covered	PASS
VW17	Vocabulary & Word Study	Register	R		2 T3W09 [R], T3W10 [R]	Covered	PASS
VW18	Vocabulary & Word Study	Reference Skills	R		1 T3W09 [R]	Covered	PASS
VW19	Vocabulary & Word Study	Reference Skills	R		1 T3W09 [R]	Covered	PASS
VW20	Vocabulary & Word Study	Reference Skills	R		2 T3W09 [R], T3W10 [R]	Covered	PASS
R01	Reading & Viewing	Foundational Comprehension	R		1 T4W01 [R]	Covered	PASS
R02	Reading & Viewing	Foundational Comprehension	R		1 T4W01 [R]	Covered	PASS
R03	Reading & Viewing	Ideas & Organisation	R		1 T4W01 [R]	Covered	PASS
R04	Reading & Viewing	Ideas & Organisation	R		1 T4W01 [R]	Covered	PASS
R05	Reading & Viewing	Relationships	R		1 T4W01 [R]	Covered	PASS
R06	Reading & Viewing	Relationships	R		1 T4W02 [R]	Covered	PASS
R07	Reading & Viewing	Inference	R		1 T4W02 [R]	Covered	PASS
R08	Reading & Viewing	Inference	R		1 T4W02 [R]	Covered	PASS
R09	Reading & Viewing	Inference	R		1 T4W02 [R]	Covered	PASS
R10	Reading & Viewing	Inference	R		1 T4W02 [R]	Covered	PASS
R11	Reading & Viewing	Purpose & Evaluation	R		1 T4W03 [R]	Covered	PASS
R12	Reading & Viewing	Purpose & Evaluation	R		1 T4W03 [R]	Covered	PASS
R13	Reading & Viewing	Purpose & Evaluation	R		1 T4W03 [R]	Covered	PASS
R14	Reading & Viewing	Purpose & Evaluation	R		1 T4W03 [R]	Covered	PASS
R15	Reading & Viewing	Craft	M		1 T4W03 [M]	Covered	PASS
R16	Reading & Viewing	Functional & Multimodal	R		1 T4W04 [R]	Covered	PASS
R17	Reading & Viewing	Functional & Multimodal	R		1 T4W04 [R]	Covered	PASS
R18	Reading & Viewing	Functional & Multimodal	R		1 T4W04 [R]	Covered	PASS
R19	Reading & Viewing	Synthesis	R		1 T4W04 [R]	Covered	PASS
R20	Reading & Viewing	Synthesis	R		1 T4W04 [R]	Covered	PASS
R21	Reading & Viewing	Synthesis	R		1 T4W05 [R]	Covered	PASS
R22	Reading & Viewing	Synthesis	M		2 T4W05 [M], T4W10 [R]	Covered	PASS
W01	Writing	Sentence Writing	R		1 T4W05 [R]	Covered	PASS
W02	Writing	Paragraph Writing	R		1 T4W05 [R]	Covered	PASS
W03	Writing	Paragraph Writing	R		1 T4W05 [R]	Covered	PASS
W04	Writing	Paragraph Writing	R		1 T4W06 [R]	Covered	PASS
W05	Writing	Genres	R		1 T4W06 [R]	Covered	PASS
W06	Writing	Genres	R		1 T4W06 [R]	Covered	PASS

Master P6 KP ID	Strand	Substrand	Required P6 Stage	Placements	Weeks / Stages	Coverage	Status
W07	Writing	Genres	R		1 T4W06 [R]	Covered	PASS
W08	Writing	Narrative	R		1 T4W06 [R]	Covered	PASS
W09	Writing	Narrative	R		1 T4W07 [R]	Covered	PASS
W10	Writing	Narrative	M		1 T4W07 [M]	Covered	PASS
W11	Writing	Situational Writing	R		1 T4W07 [R]	Covered	PASS
W12	Writing	Situational Writing	R		1 T4W07 [R]	Covered	PASS
W13	Writing	Situational Writing	R		1 T4W07 [R]	Covered	PASS
W14	Writing	Situational Writing	R		1 T4W08 [R]	Covered	PASS
W15	Writing	Writing Process	R		1 T4W08 [R]	Covered	PASS
W16	Writing	Writing Process	R		1 T4W08 [R]	Covered	PASS
W17	Writing	Writing Process	M		2 T4W08 [M], T4W10 [R]	Covered	PASS
LS01	Listening & Speaking	Listening	R		1 T4W08 [R]	Covered	PASS
LS02	Listening & Speaking	Listening	R		1 T4W09 [R]	Covered	PASS
LS03	Listening & Speaking	Listening	R		1 T4W09 [R]	Covered	PASS
LS04	Listening & Speaking	Listening	R		1 T4W09 [R]	Covered	PASS
LS05	Listening & Speaking	Oral Reading	R		1 T4W09 [R]	Covered	PASS
LS06	Listening & Speaking	Speaking	R		1 T4W09 [R]	Covered	PASS
LS07	Listening & Speaking	Speaking	R		1 T4W10 [R]	Covered	PASS
LS08	Listening & Speaking	Interaction	R		1 T4W10 [R]	Covered	PASS
LS09	Listening & Speaking	Interaction	R		1 T4W10 [R]	Covered	PASS

Structural and progression checks				
Check	Expected	Actual	Result	Note
Number of weeks		40	40 PASS	Four terms × 10 weeks
KP count per week		5 5–5	PASS	Capacity fully used
Atomic placements		200	200 PASS	179 unique + 21 spiral placements
Master P6 IDs cove		179	179 PASS	All P6 matrix rows
P6 mastery closure		0	0 PASS	All 14 M targets
System depth audit:		4	4 PASS	Grammar, verb, vocabulary, reading/writing
Review IDs	Atomic only	Atomic only	PASS	No composite placeholders

P6 Knowledge Point Allocation Rules

Code	Meaning	P6 application
R	Retrieve and integrate	Apply secure P1–P5 knowledge in longer, denser and mixed-knowledge contexts.
M	Culminating mastery	Independent, accurate P6 performance in a fresh context.
Transfer	Cross-strand application	Use grammar and vocabulary to improve reading, writing, listening or speaking evidence.

Rule	Requirement	Reason
1	Every week contains five atomic assessable KPs.	Uses the 200-place annual capacity fully.
2	All 179 P6 Master Matrix entries are represented.	Protects completeness.
3	All 14 P6 mastery targets have explicit independent evidence.	Protects graduation-level closure.
4	Grammar is reviewed as connected systems and applied through passage editing and transformation.	Prevents isolated rule memorisation.
5	Verb coverage remains complete: forms, tense/aspect, modality, non-finite patterns, voice, reporting and consistency.	Ensures secondary readiness.
6	Vocabulary culminates in integrated morphology, context, figurative meaning, register and reference-tool use.	Builds lexical independence.
7	Reading culminates in evidence, craft, synthesis and concise summary.	Builds advanced comprehension.
8	Writing culminates in narrative control, situational accuracy, editing and timed performance.	Builds assessment readiness.
9	Spiral recurrence must increase span, density, independence or integration.	Avoids same-level repetition.