

Term	Week	Weekly Focus	KP Count	3–5 Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T1	1	P2 Retrieval, Reading Fluency and Sentence Baseline	5	VW06 [P] Decode multisyllabic words using syllables and familiar chunks LS05 [R] Read aloud accurately and fluently SS01 [R] Recognise and construct complete simple sentences W01 [R] Write complete meaningful sentences R01 [R] Retrieve explicitly stated details	Establish a P3 baseline through connected reading, sentence writing and explicit-detail retrieval.	P2 multisyllabic decoding, fluency and complete sentences
T1	2	Core Nouns: Reference, Number and Countability	5	N01 [R] Recognise and use common nouns N02 [R] Recognise and use proper nouns N03 [R] Use singular and regular plural nouns N04 [P] Use selected irregular plural nouns N05 [P] Distinguish countable and uncountable nouns	Use common, proper, plural and countability distinctions accurately in connected sentences.	P2 noun system and sentence conventions
T1	3	Noun Extension and Expanded Noun Groups	5	N06 [I] Use collective nouns in context N07 [I/P] Recognise and use abstract nouns N08 [P] Form singular and plural possessive nouns N09 [M] Use partitives and measure expressions N10 [P] Build precise expanded noun groups	Build increasingly precise noun groups and express possession and quantity accurately.	N01–05 and adjective-before-noun patterns
T1	4	Articles, Demonstratives and Quantity Reference	5	D01 [R] Use a and an by initial sound D02 [I/P] 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 [M] Use some and any appropriately	Select determiners that establish clear, specific and grammatically accurate reference.	P2 articles, demonstratives and possessive determiners
T1	5	Quantifiers, Distribution and Functional Conditions	5	D06 [I] Use many, much, a few and a little D07 [P] Use enough, too much and too many D08 [P] Use each, every, either and neither N05 [M] Distinguish countable and uncountable nouns R16 [R] Interpret functional texts and required actions	Use quantity and distributive language to interpret and express practical conditions.	Countability, partitives and functional texts
T1	6	Personal, Possessive and Demonstrative Pronouns	5	PR01 [R] Use personal subject pronouns PR02 [R] Use personal object pronouns PR03 [P] Use possessive pronouns PR04 [P] Use demonstrative pronouns PR10 [I/P] Maintain pronoun-antecedent agreement	Maintain clear reference while selecting appropriate personal and possessive forms.	P2 pronoun forms and antecedent awareness
T1	7	Reflexive, Indefinite and Interrogative Pronouns	5	PR05 [I] Use reflexive pronouns accurately PR06 [I/P] Use common indefinite pronouns PR07 [I/P] Use interrogative forms accurately PR09 [P] Use reciprocal pronouns LS06 [R] Describe and recount using complete connected sentences	Extend pronoun choice and explain ideas orally in complete connected sentences.	PR01–04 and question formation
T1	8	Relative Pronouns, Clauses and Word Families	5	PR08 [P] Use relative pronouns in clauses C07 [P] Use relative clauses to add essential information SS04 [I/P] Construct guided complex sentences VW10 [P] Build word families across parts of speech W01 [R] Write complete meaningful sentences	Add essential information with a guided relative clause and precise word-family choices.	Pronoun reference and complete sentences
T1	9	Cumulative Word-pattern 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	Retrieve foundational sound-spelling patterns automatically while reading longer P3 words.	P1–P2 phonics applied in longer words and texts
T1	10	Term 1 Mastery and Transfer	5	N04 [M] Use selected irregular plural nouns N06 [M] Use collective nouns in context D06 [M] Use many, much, a few and a little PR05 [M] Use reflexive pronouns accurately VW06 [M] Decode multisyllabic words using syllables and familiar chunks	Demonstrate independent control of selected Term 1 language in fresh contexts.	All Term 1 noun, determiner, pronoun and decoding learning
T2	1	Main, Linking and Stative Verb Meanings	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 [I] Recognise linking verbs and complements V05 [I/P] Use common stative verbs appropriately	Distinguish action, linking, possession and state meanings in complete sentences.	P2 action, be, have and complement patterns
T2	2	Simple Present, Agreement and Auxiliary Control	5	V06 [R] Use base and third-person singular forms V10 [R] Use simple present for habits, facts, states and routines SVA01 [R] Match singular/plural subjects with be and common verbs V19 [P] Use be, do and have as auxiliary verbs SS02 [P] Construct questions and negative statements	Control present-tense forms and use auxiliaries in questions and negatives.	Subject pronouns, number and P2 question patterns

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T2	3	Simple Past, Irregular Forms and Spelling Changes		5 V07 [R] Use regular past-tense forms V08 [M] Use common irregular past forms V11 [R] Use simple past for completed past events VW07 [R] Apply inflectional endings accurately VW09 [I/P] Apply suffix spelling changes	Use regular and irregular past forms accurately and explain relevant spelling changes.	P2 past tense and inflectional endings
T2	4	Continuous Aspect and Time Relationships		5 V12 [R] Use present continuous for actions in progress V09 [I/P] Use present and past participle forms V13 [I] Use past continuous for background or interrupted action R02 [R] Sequence events or procedural steps LS02 [R] Identify main idea, details and sequence in spoken texts	Relate present and past continuous forms to actions, background and sequence.	Be auxiliaries, participles and event order
T2	5	Future Meaning, Modality and Conditions		5 V14 [I] Use will and be going to for future meaning V15 [P] Use present continuous for arranged future events V20 [I] Use modal verbs for core meanings C04 [I/P] Use if and unless for condition R07 [R] Make and revise evidence-based predictions	Express plans, arrangements, predictions and straightforward conditions with suitable forms.	Simple present, will/be going to and if
T2	6	Present Perfect and Verb Complements		5 V16 [P] Use present perfect for experience, recent completion and continuation V19 [M] Use be, do and have as auxiliary verbs V21 [P] Distinguish strength and certainty of modals V22 [P] Use common verb + to-infinitive patterns AA02 [I] Use adjectives after linking verbs	Use common auxiliary, modal and verb-complement patterns without overextending tense contrasts.	Have auxiliary, past participles and linking verbs
T2	7	Agreement with Compound and Less-obvious Subjects		5 SVA02 [I] Maintain agreement with compound subjects SVA03 [P] Maintain agreement with collective nouns and indefinite pronouns PR10 [P] Maintain pronoun-antecedent agreement SS03 [P] Construct compound sentences C01 [R] Use and, but and or to connect words and ideas	Maintain agreement and reference across longer linked sentences.	SVA01, pronouns and basic coordinators
T2	8	Adjectives, Comparison and Noun-phrase Order		5 AA01 [R] Use adjectives before nouns AA02 [P] Use adjectives after linking verbs AA03 [P] Use comparative and superlative adjectives AA04 [P] Use as...as comparison patterns AA08 [P] Use natural adjective order in guided noun phrases	Select and order adjectives accurately for description and comparison.	Linking verbs, expanded noun groups and P2 comparison
T2	9	Adverbs, Degree and Participial Adjectives		5 AA05 [M] Use adverbs of manner, time, place and frequency AA06 [P] Use adverbs of degree and too/enough structures AA07 [I] Distinguish adjective and adverb forms AA09 [P] Distinguish participial adjectives VW13 [P] Distinguish synonyms, antonyms and shades of meaning	Differentiate modifier forms and control manner, frequency, degree and shades of meaning.	AA01–04 and verb meanings
T2	10	Term 2 Verb and Modifier Mastery		5 V04 [M] Recognise linking verbs and complements V13 [M] Use past continuous for background or interrupted action V14 [M] Use will and be going to for future meaning V20 [M] Use modal verbs for core meanings SVA02 [M] Maintain agreement with compound subjects	Apply selected P3 verb, modality and agreement knowledge independently.	All Term 2 verb and modifier learning
T3	1	Prepositional Relationships and Functional Reading		5 P01 [R] Use basic prepositions of place P02 [R] Use prepositions of time P03 [P] Use prepositions of movement and direction P04 [P] Use multiword prepositions R16 [R] Interpret functional texts and required actions	Express place, time, movement and multiword relationships in practical contexts.	P2 prepositions and functional instructions
T3	2	Reason, Time, Condition and Contrast Clauses		5 C02 [R] Use because and so for reason and result C03 [P] Use time conjunctions C04 [M] Use if and unless for condition C05 [P] Use although/though and other contrast links SS04 [P] Construct guided complex sentences	Construct guided complex sentences showing reason, time, condition and contrast.	Compound sentences and familiar subordinators
T3	3	Relative Clauses, Transitions and Sentence Economy		5 C07 [P] Use relative clauses to add essential information C11 [P] Use transitions across sentences and paragraphs SS03 [M] Construct compound sentences SS07 [P] Vary sentence openings and combine ideas economically W02 [P] Write connected sentences about one topic	Link information within and across sentences while avoiding unnecessary repetition.	Relative pronouns, compound sentences and paragraph focus
T3	4	Questions, Fragments and Run-on Repair		5 SS02 [M] Construct questions and negative statements SS05 [I/P] Identify and correct fragments SS06 [P] Identify and correct run-ons and comma splices PU01 [R] Use capitals at sentence starts and for proper names PU02 [R] Use full stops, question marks and exclamation marks	Diagnose and repair incomplete or incorrectly joined sentences.	Complete sentences, coordinators and end punctuation

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T3		5 Possession, Direct Speech and Introductory Commas		5 PU03 [R] Use commas in lists PU04 [R] Use apostrophes in contractions PU05 [P] Use apostrophes for singular and plural possession PU06 [I/P] Punctuate direct speech PU07 [P] Use commas after suitable introductory elements	Use punctuation to clarify possession, speech, lists and sentence openings.	P2 apostrophes, list commas and modelled speech
T3		6 Morphology and Cross-sentence Context Clues		5 VW08 [M] Identify base words, prefixes and suffixes VW09 [P] Apply suffix spelling changes VW10 [P] Build word families across parts of speech VW11 [M] Use definition, example and contrast context clues VW12 [I/P] Infer meaning using cause-effect and cross-sentence clues	Use word structure and increasingly distributed context clues to infer and build meaning.	Base words, affixes and local context clues
T3		7 Meaning Relationships and Reference Skills		5 VW13 [M] Distinguish synonyms, antonyms and shades of meaning VW14 [M] Interpret homophones and multiple-meaning words in context VW15 [R] Use natural collocations and fixed expressions VW16 [P] Interpret common idioms, phrasal verbs and figurative expressions VW19 [M] Interpret a learner-dictionary entry	Interpret nuanced word relationships, figurative expressions and dictionary information.	P2 word relationships, collocations and dictionary use
T3		8 Main Idea, Organisation and Text Relationships		5 R01 [R] Retrieve explicitly stated details R03 [P] Identify paragraph main idea and supporting details R04 [I/P] Recognise text organisation R05 [P] Explain cause and effect using evidence R06 [I/P] Compare and contrast using fair criteria	Analyse how details, organisation and relationships develop a short text.	Explicit details, sequence and paragraph main idea
T3		9 Inference, Character and Theme		5 R07 [R] Make and revise evidence-based predictions R08 [P] Infer feelings and simple motives from clues R09 [I/P] Infer traits, relationships and character change R10 [P] Infer theme or message with evidence R13 [P] Infer viewpoint, mood and tone	Support increasingly abstract inferences about character, viewpoint, mood and message.	P2 feelings/motives inference and evidence selection
T3		10 Term 3 Language Mastery		5 AA02 [M] Use adjectives after linking verbs AA03 [M] Use comparative and superlative adjectives AA07 [M] Distinguish adjective and adverb forms C03 [M] Use time conjunctions P03 [M] Use prepositions of movement and direction	Demonstrate accurate modifier, clause and preposition choices in fresh texts.	Terms 1–3 grammar and vocabulary
T4		1 Purpose, Evaluation and Multimodal Synthesis		5 R11 [I] Identify purpose and intended audience R12 [I/P] Distinguish fact, opinion, claim, reason and evidence R17 [I/P] Integrate prose and visual information R18 [P] Check conditions, restrictions, exceptions and assumptions R19 [I/P] Summarise a short text around main idea and essentials	Evaluate purpose and information across prose, visual and functional sources.	Main idea, evidence, fact/opinion and functional reading
T4		2 Focused Paragraphs and Description		5 W02 [M] Write connected sentences about one topic W03 [I] Plan and develop one focused paragraph W04 [I/P] Revise a paragraph for unity, order and cohesion W05 [P] Write a description using selected precise details W15 [R] Plan, draft, revise, edit and publish	Plan, draft and revise a unified paragraph with precise supporting detail.	P2 connected sentences, description and writing process
T4		3 Recount, Procedure and Narrative Development		5 W06 [I] Write a chronological personal recount W07 [P] Write a simple procedure or explanation W08 [I/P] Develop a narrative with beginning, development and resolution W09 [P] Develop character, setting and decisive moments VW12 [P] Infer meaning using cause-effect and cross-sentence clues	Develop organised genre writing with sequence, setting, character and meaningful detail.	Past tense, sequence, cause-effect and contextual vocabulary
T4		4 Situational Writing, Audience and Reference Retrieval		5 W11 [R] Write short messages, notes and invitations W12 [I] Write informal emails for a familiar audience W13 [P] Adapt register and format to purpose and audience R11 [P] Identify purpose and intended audience VW18 [R] Use alphabetical order and guide words	Adapt message content, format and register for a familiar purpose and audience.	P2 messages, invitations, dictionary order and purpose
T4		5 Listening for Structure and Stimulus Response		5 LS01 [R] Follow multi-step oral instructions LS02 [R] Identify main idea, details and sequence in spoken texts LS03 [P] Take concise notes while listening LS07 [I] Give an organised stimulus-based response LS08 [P] Respond directly to follow-up questions and build on ideas	Take concise notes and organise an evidence-based response to spoken or visual stimuli.	Multi-step instructions, spoken main ideas and follow-up questions
T4		6 Oral Reading, Interaction and Supported Opinion		5 LS05 [R] Read aloud accurately and fluently LS06 [R] Describe and recount using complete connected sentences LS07 [M] Give an organised stimulus-based response LS08 [M] Respond directly to follow-up questions and build on ideas LS09 [P] Support an opinion and acknowledge another viewpoint	Read fluently, sustain a response and support an opinion while acknowledging another view.	Fluency, connected speaking and direct responses

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T4	7	Genre Writing Mastery	5	W03 [P] Plan and develop one focused paragraph W05 [M] Write a description using selected precise details W06 [M] Write a chronological personal recount W07 [M] Write a simple procedure or explanation W12 [M] Write informal emails for a familiar audience	Transfer paragraph control into description, recount, procedure and informal email writing.	Term 4 genre planning and full-year language
T4	8	Editing, Punctuation and Comprehension Mastery	5	PU05 [M] Use apostrophes for singular and plural possession W16 [I/P] Edit grammar, spelling and punctuation systematically R03 [M] Identify paragraph main idea and supporting details R05 [M] Explain cause and effect using evidence R08 [M] Infer feelings and simple motives from clues	Edit systematically and demonstrate independent comprehension of ideas and evidence.	Full-year grammar, spelling, punctuation and reading
T4	9	Noun and Pronoun Mastery in Extended Context	5	N08 [M] Form singular and plural possessive nouns N09 [M] Use partitives and measure expressions PR03 [M] Use possessive pronouns PR04 [M] Use demonstrative pronouns PR05 [M] Use reflexive pronouns accurately	Maintain accurate possession, quantity and pronoun reference across a short text.	Term 1 noun, determiner and pronoun systems
T4	10	P3 Year-end Mastery and P4 Readiness	5	R11 [M] Identify purpose and intended audience W03 [M] Plan and develop one focused paragraph W12 [M] Write informal emails for a familiar audience D05 [M] Use some and any appropriately VW14 [M] Interpret homophones and multiple-meaning words in context	Confirm high-value P3 outcomes and identify precise P4 entry priorities.	All P3 knowledge remains available for targeted reassessment

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P3 Stage	Recommended Final Mastery
T1W01		1	1 P2 Retrieval, Reading Fluency and Sentence Baseline	1	VW06	P	Decode multisyllabic words using syllables and familiar chunks	Increase word length and morphological transparency gradually	PP/L/O	Establish a P3 baseline through connected reading, sentence writing and explicit-detail retrieval.	P2 multisyllabic decoding, fluency and complete sentences	M	P3
T1W01		1	1 P2 Retrieval, Reading Fluency and Sentence Baseline	2	LS05	R	Read aloud accurately and fluently	Accuracy, phrasing, pace, volume and expression; never paper-only	O/OBS	Establish a P3 baseline through connected reading, sentence writing and explicit-detail retrieval.	P2 multisyllabic decoding, fluency and complete sentences	R	P2
T1W01		1	1 P2 Retrieval, Reading Fluency and Sentence Baseline	3	SS01	R	Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W	Establish a P3 baseline through connected reading, sentence writing and explicit-detail retrieval.	P2 multisyllabic decoding, fluency and complete sentences	R	P2
T1W01		1	1 P2 Retrieval, Reading Fluency and Sentence Baseline	4	W01	R	Write complete meaningful sentences	Capitals, spacing, word order and end punctuation	W	Establish a P3 baseline through connected reading, sentence writing and explicit-detail retrieval.	P2 multisyllabic decoding, fluency and complete sentences	R	P2
T1W01		1	1 P2 Retrieval, Reading Fluency and Sentence Baseline	5	R01	R	Retrieve explicitly stated details	Who, what, where, when, why/how as supported by text	PP	Establish a P3 baseline through connected reading, sentence writing and explicit-detail retrieval.	P2 multisyllabic decoding, fluency and complete sentences	R	P2
T1W02		1	2 Core Nouns: Reference, Number and Countability	1	N01	R	Recognise and use common nouns	People, places, animals, objects and familiar ideas	PP/W	Use common, proper, plural and countability distinctions accurately in connected sentences.	P2 noun system and sentence conventions	R	P1
T1W02		1	2 Core Nouns: Reference, Number and Countability	2	N02	R	Recognise and use proper nouns	Capitalise names and specific places/events	PP/W	Use common, proper, plural and countability distinctions accurately in connected sentences.	P2 noun system and sentence conventions	R	P2
T1W02		1	2 Core Nouns: Reference, Number and Countability	3	N03	R	Use singular and regular plural nouns	-s and -es in taught words	PP/W	Use common, proper, plural and countability distinctions accurately in connected sentences.	P2 noun system and sentence conventions	R	P2
T1W02		1	2 Core Nouns: Reference, Number and Countability	4	N04	P	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W	Use common, proper, plural and countability distinctions accurately in connected sentences.	P2 noun system and sentence conventions	M	P3
T1W02		1	2 Core Nouns: Reference, Number and Countability	5	N05	P	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W	Use common, proper, plural and countability distinctions accurately in connected sentences.	P2 noun system and sentence conventions	M	P3
T1W03		1	3 Noun Extension and Expanded Noun Groups	1	N06	I	Use collective nouns in context	Agreement taught separately under SVA	PP/W	Build increasingly precise noun groups and express possession and quantity accurately.	N01–05 and adjective-before-noun patterns	I/M	P3
T1W03		1	3 Noun Extension and Expanded Noun Groups	2	N07	I/P	Recognise and use abstract nouns	Meaningful contexts; no classification-only testing	PP/W	Build increasingly precise noun groups and express possession and quantity accurately.	N01–05 and adjective-before-noun patterns	I/P	P4
T1W03		1	3 Noun Extension and Expanded Noun Groups	3	N08	P	Form singular and plural possessive nouns	Separate possession from contractions	PP/W	Build increasingly precise noun groups and express possession and quantity accurately.	N01–05 and adjective-before-noun patterns	M	P3
T1W03		1	3 Noun Extension and Expanded Noun Groups	4	N09	M	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W	Build increasingly precise noun groups and express possession and quantity accurately.	N01–05 and adjective-before-noun patterns	M	P3
T1W03		1	3 Noun Extension and Expanded Noun Groups	5	N10	P	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP	Build increasingly precise noun groups and express possession and quantity accurately.	N01–05 and adjective-before-noun patterns	P	P5
T1W04		1	4 Articles, Demonstratives and Quantity Reference	1	D01	R	Use a and an by initial sound	Not letter-name rules	PP/W	Select determiners that establish clear, specific and grammatically accurate reference.	P2 articles, demonstratives and possessive determiners	R	P1
T1W04		1	4 Articles, Demonstratives and Quantity Reference	2	D02	I/P	Use the for specific, known or previously mentioned reference	Include unique/shared-reference cases gradually	PP/W	Select determiners that establish clear, specific and grammatically accurate reference.	P2 articles, demonstratives and possessive determiners	I/P	P4
T1W04		1	4 Articles, Demonstratives and Quantity Reference	3	D03	R	Use demonstrative determiners this, that, these and those	Near/far and singular/plural	PP/W	Select determiners that establish clear, specific and grammatically accurate reference.	P2 articles, demonstratives and possessive determiners	R	P2
T1W04		1	4 Articles, Demonstratives and Quantity Reference	4	D04	R	Use possessive determiners my, your, his, her, its, our, their	Keep terminology consistent with possessive adjectives	PP/W	Select determiners that establish clear, specific and grammatically accurate reference.	P2 articles, demonstratives and possessive determiners	R	P2
T1W04		1	4 Articles, Demonstratives and Quantity Reference	5	D05	M	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W	Select determiners that establish clear, specific and grammatically accurate reference.	P2 articles, demonstratives and possessive determiners	M	P3
T1W05		1	5 Quantifiers, Distribution and Functional Conditions	1	D06	I	Use many, much, a few and a little	Match countability and intended amount	PP/W	Use quantity and distributive language to interpret and express practical conditions.	Countability, partitives and functional texts	I/M	P3
T1W05		1	5 Quantifiers, Distribution and Functional Conditions	2	D07	P	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W	Use quantity and distributive language to interpret and express practical conditions.	Countability, partitives and functional texts	P	P4
T1W05		1	5 Quantifiers, Distribution and Functional Conditions	3	D08	P	Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W	Use quantity and distributive language to interpret and express practical conditions.	Countability, partitives and functional texts	P	P5
T1W05		1	5 Quantifiers, Distribution and Functional Conditions	4	N05	M	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W	Use quantity and distributive language to interpret and express practical conditions.	Countability, partitives and functional texts	M	P3
T1W05		1	5 Quantifiers, Distribution and Functional Conditions	5	R16	R	Interpret functional texts and required actions	Notices, schedules, menus, forms, instructions and advertisements	PP	Use quantity and distributive language to interpret and express practical conditions.	Countability, partitives and functional texts	R	P2
T1W06		1	6 Personal, Possessive and Demonstrative Pronouns	1	PR01	R	Use personal subject pronouns	I, you, he, she, it, we, they	PP/W	Maintain clear reference while selecting appropriate personal and possessive forms.	P2 pronoun forms and antecedent awareness	R	P1
T1W06		1	6 Personal, Possessive and Demonstrative Pronouns	2	PR02	R	Use personal object pronouns	me, you, him, her, it, us, them	PP/W	Maintain clear reference while selecting appropriate personal and possessive forms.	P2 pronoun forms and antecedent awareness	R	P2
T1W06		1	6 Personal, Possessive and Demonstrative Pronouns	3	PR03	P	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W	Maintain clear reference while selecting appropriate personal and possessive forms.	P2 pronoun forms and antecedent awareness	M	P3
T1W06		1	6 Personal, Possessive and Demonstrative Pronouns	4	PR04	P	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W	Maintain clear reference while selecting appropriate personal and possessive forms.	P2 pronoun forms and antecedent awareness	M	P3
T1W06		1	6 Personal, Possessive and Demonstrative Pronouns	5	PR10	I/P	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit	Maintain clear reference while selecting appropriate personal and possessive forms.	P2 pronoun forms and antecedent awareness	I/P	P4
T1W07		1	7 Reflexive, Indefinite and Interrogative Pronouns	1	PR05	I	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W	Extend pronoun choice and explain ideas orally in complete connected sentences.	PR01–04 and question formation	I/M	P3
T1W07		1	7 Reflexive, Indefinite and Interrogative Pronouns	2	PR06	I/P	Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W	Extend pronoun choice and explain ideas orally in complete connected sentences.	PR01–04 and question formation	I/P	P4
T1W07		1	7 Reflexive, Indefinite and Interrogative Pronouns	3	PR07	I/P	Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W	Extend pronoun choice and explain ideas orally in complete connected sentences.	PR01–04 and question formation	I/P	P4
T1W07		1	7 Reflexive, Indefinite and Interrogative Pronouns	4	PR09	P	Use reciprocal pronouns	each other, one another as extension	PP/W	Extend pronoun choice and explain ideas orally in complete connected sentences.	PR01–04 and question formation	P	P4
T1W07		1	7 Reflexive, Indefinite and Interrogative Pronouns	5	LS06	R	Describe and recount using complete connected sentences	Relevant details and logical sequence	O/OBS	Extend pronoun choice and explain ideas orally in complete connected sentences.	PR01–04 and question formation	R	P2
T1W08		1	8 Relative Pronouns, Clauses and Word Families	1	PR08	P	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W	Add essential information with a guided relative clause and precise word-family choices.	Pronoun reference and complete sentences	P	P4
T1W08		1	8 Relative Pronouns, Clauses and Word Families	2	C07	P	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W	Add essential information with a guided relative clause and precise word-family choices.	Pronoun reference and complete sentences	P	P4
T1W08		1	8 Relative Pronouns, Clauses and Word Families	3	SS04	I/P	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W	Add essential information with a guided relative clause and precise word-family choices.	Pronoun reference and complete sentences	I/P	P4
T1W08		1	8 Relative Pronouns, Clauses and Word Families	4	VW10	P	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Add essential information with a guided relative clause and precise word-family choices.	Pronoun reference and complete sentences	P	P4
T1W08		1	8 Relative Pronouns, Clauses and Word Families	5	W01	R	Write complete meaningful sentences	Capitals, spacing, word order and end punctuation	W	Add essential information with a guided relative clause and precise word-family choices.	Pronoun reference and complete sentences	R	P2
T1W09		1	9 Cumulative Word-pattern Retrieval	1	VW01	R	Know alphabet sequence and letter-sound correspondences	Upper/lowercase and core consonant sounds	PP/L/O	Retrieve foundational sound-spelling patterns automatically while reading longer P3 words.	P1–P2 phonics applied in longer words and texts	R	P1
T1W09		1	9 Cumulative Word-pattern Retrieval	2	VW02	R	Blend and segment CVC words with short vowels	Reading and spelling evidence	PP/L/O	Retrieve foundational sound-spelling patterns automatically while reading longer P3 words.	P1–P2 phonics applied in longer words and texts	R	P1
T1W09		1	9 Cumulative Word-pattern Retrieval	3	VW03	R	Decode common digraphs and consonant blends	Controlled progression across lower primary	PP/L/O	Retrieve foundational sound-spelling patterns automatically while reading longer P3 words.	P1–P2 phonics applied in longer words and texts	R	P2
T1W09		1	9 Cumulative Word-pattern Retrieval	4	VW04	R	Decode common long-vowel and vowel-team patterns	Include alternative spellings without false universal rules	PP/L/O	Retrieve foundational sound-spelling patterns automatically while reading longer P3 words.	P1–P2 phonics applied in longer words and texts	R	P2
T1W09		1	9 Cumulative Word-pattern Retrieval	5	VW05	R	Decode r-controlled vowels and common diphthongs	Controlled word banks and connected text	PP/L/O	Retrieve foundational sound-spelling patterns automatically while reading longer P3 words.	P1–P2 phonics applied in longer words and texts	R	P2
T1W10		1	10 Term 1 Mastery and Transfer	1	N04	M	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W	Demonstrate independent control of selected Term 1 language in fresh contexts.	All Term 1 noun, determiner, pronoun and decoding learning	M	P3
T1W10		1	10 Term 1 Mastery and Transfer	2	N06	M	Use collective nouns in context	Agreement taught separately under SVA	PP/W	Demonstrate independent control of selected Term 1 language in fresh contexts.	All Term 1 noun, determiner, pronoun and decoding learning	I/M	P3
T1W10		1	10 Term 1 Mastery and Transfer	3	D06	M	Use many, much, a few and a little	Match countability and intended amount	PP/W	Demonstrate independent control of selected Term 1 language in fresh contexts.	All Term 1 noun, determiner, pronoun and decoding learning	I/M	P3
T1W10		1	10 Term 1 Mastery and Transfer	4	PR05	M	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W	Demonstrate independent control of selected Term 1 language in fresh contexts.	All Term 1 noun, determiner, pronoun and decoding learning	I/M	P3
T1W10		1	10 Term 1 Mastery and Transfer	5	VW06	M	Decode multisyllabic words using syllables and familiar chunks	Increase word length and morphological transparency gradually	PP/L/O	Demonstrate independent control of selected Term 1 language in fresh contexts.	All Term 1 noun, determiner, pronoun and decoding learning	M	P3
T2W01		2	1 Main, Linking and Stative Verb Meanings	1	V01	R	Recognise and use action verbs	Physical and mental actions in meaningful sentences	PP/W	Distinguish action, linking, possession and state meanings in complete sentences.	P2 action, be, have and complement patterns	R	P1
T2W01		2	1 Main, Linking and Stative Verb Meanings	2	V02	R	Use be as a main/linking verb	am, is, are; later was, were	PP/W	Distinguish action, linking, possession and state meanings in complete sentences.	P2 action, be, have and complement patterns	R	P2
T2W01		2	1 Main, Linking and Stative Verb Meanings	3	V03	R	Use have as a main verb	have/has; later had	PP/W	Distinguish action, linking, possession and state meanings in complete sentences.	P2 action, be, have and complement patterns	R	P2
T2W01		2	1 Main, Linking and Stative Verb Meanings	4	V04	I	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W	Distinguish action, linking, possession and state meanings in complete sentences.	P2 action, be, have and complement patterns	I/M	P3
T2W01		2	1 Main, Linking and Stative Verb Meanings	5	V05	I/P	Use common stative verbs appropriately	know, believe, understand, want, need, belong, prefer; normally non-continuous	PP/Edit	Distinguish action, linking, possession and state meanings in complete sentences.	P2 action, be, have and complement patterns	I/P	P4
T2W02		2	2 Simple Present, Agreement and Auxiliary Control	1	V06	R	Use base and third-person singular forms	Includes spelling changes and simple-present agreement	PP/W	Control present-tense forms and use auxiliaries in questions and negatives.	Subject pronouns, number and P2 question patterns	R	P2
T2W02		2	2 Simple Present, Agreement and Auxiliary Control	2	V10	R	Use simple present for habits, facts, states and routines	Contrast with present continuous	PP/W	Control present-tense forms and use auxiliaries in questions and negatives.	Subject pronouns, number and P2 question patterns	R	P2
T2W02		2	2 Simple Present, Agreement and Auxiliary Control	3	SVA01	R	Match singular/plural subjects with be and common verbs	Familiar noun/pronoun subjects	PP/W	Control present-tense forms and use auxiliaries in questions and negatives.	Subject pronouns, number and P2 question patterns	R	P2

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T2W02		2	2 Simple Present, Agreement and Auxiliary Control	4	V19	P	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit	Control present-tense forms and use auxiliaries in questions and negatives.	Subject pronouns, number and P2 question patterns	M	P3
T2W02		2	2 Simple Present, Agreement and Auxiliary Control	5	SS02	P	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W	Control present-tense forms and use auxiliaries in questions and negatives.	Subject pronouns, number and P2 question patterns	M	P3
T2W03		2	3 Simple Past, Irregular Forms and Spelling Changes	1	V07	R	Use regular past-tense forms	-ed spelling and high-frequency pronunciation awareness	PP/W	Use regular and irregular past forms accurately and explain relevant spelling changes.	P2 past tense and inflectional endings	R	P2
T2W03		2	3 Simple Past, Irregular Forms and Spelling Changes	2	V08	M	Use common irregular past forms	Expand controlled bank progressively	PP/W	Use regular and irregular past forms accurately and explain relevant spelling changes.	P2 past tense and inflectional endings	M	P3
T2W03		2	3 Simple Past, Irregular Forms and Spelling Changes	3	V11	R	Use simple past for completed past events	Use time markers and irregular forms	PP/W	Use regular and irregular past forms accurately and explain relevant spelling changes.	P2 past tense and inflectional endings	R	P2
T2W03		2	3 Simple Past, Irregular Forms and Spelling Changes	4	VW07	R	Apply inflectional endings accurately	Plural, third-person, -ed and -ing spelling changes by stage	PP/W	Use regular and irregular past forms accurately and explain relevant spelling changes.	P2 past tense and inflectional endings	R	P2
T2W03		2	3 Simple Past, Irregular Forms and Spelling Changes	5	VW09	I/P	Apply suffix spelling changes	Drop final e, change y to i, double final consonant in taught words	PP/W	Use regular and irregular past forms accurately and explain relevant spelling changes.	P2 past tense and inflectional endings	I/P	P4
T2W04		2	4 Continuous Aspect and Time Relationships	1	V12	R	Use present continuous for actions in progress	Include now/around now; exclude most stative uses	PP/W	Relate present and past continuous forms to actions, background and sequence.	Be auxiliaries, participles and event order	R	P2
T2W04		2	4 Continuous Aspect and Time Relationships	2	V09	I/P	Use present and past participle forms	-ing and -ed/-en forms used in taught constructions	PP/W	Relate present and past continuous forms to actions, background and sequence.	Be auxiliaries, participles and event order	I/P	P4
T2W04		2	4 Continuous Aspect and Time Relationships	3	V13	I	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W	Relate present and past continuous forms to actions, background and sequence.	Be auxiliaries, participles and event order	I/M	P3
T2W04		2	4 Continuous Aspect and Time Relationships	4	R02	R	Sequence events or procedural steps	Increase number, distance and competing details by grade	PP	Relate present and past continuous forms to actions, background and sequence.	Be auxiliaries, participles and event order	R	P2
T2W04		2	4 Continuous Aspect and Time Relationships	5	LS02	R	Identify main idea, details and sequence in spoken texts	Increase length, distractors and implied meaning gradually	L	Relate present and past continuous forms to actions, background and sequence.	Be auxiliaries, participles and event order	R	P2
T2W05		2	5 Future Meaning, Modality and Conditions	1	V14	I	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W	Express plans, arrangements, predictions and straightforward conditions with suitable forms.	Simple present, will/be going to and if	I/M	P3
T2W05		2	5 Future Meaning, Modality and Conditions	2	V15	P	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W	Express plans, arrangements, predictions and straightforward conditions with suitable forms.	Simple present, will/be going to and if	P	P4
T2W05		2	5 Future Meaning, Modality and Conditions	3	V20	I	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W	Express plans, arrangements, predictions and straightforward conditions with suitable forms.	Simple present, will/be going to and if	I/M	P3
T2W05		2	5 Future Meaning, Modality and Conditions	4	C04	I/P	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W	Express plans, arrangements, predictions and straightforward conditions with suitable forms.	Simple present, will/be going to and if	I/M	P3
T2W05		2	5 Future Meaning, Modality and Conditions	5	R07	R	Make and revise evidence-based predictions	Separate prediction from unsupported guess	PP/W	Express plans, arrangements, predictions and straightforward conditions with suitable forms.	Simple present, will/be going to and if	R	P2
T2W06		2	6 Present Perfect and Verb Complements	1	V16	P	Use present perfect for experience, recent completion and continuation	Use present perfect in tightly bounded experience, recent-completion and continuation contexts; contrast only with clearly finished past time.	PP/W	Use common auxiliary, modal and verb-complement patterns without overextending tense contrasts.	Have auxiliary, past participles and linking verbs	P	P4
T2W06		2	6 Present Perfect and Verb Complements	2	V19	M	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit	Use common auxiliary, modal and verb-complement patterns without overextending tense contrasts.	Have auxiliary, past participles and linking verbs	M	P3
T2W06		2	6 Present Perfect and Verb Complements	3	V21	P	Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze	Use common auxiliary, modal and verb-complement patterns without overextending tense contrasts.	Have auxiliary, past participles and linking verbs	P	P5
T2W06		2	6 Present Perfect and Verb Complements	4	V22	P	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W	Use common auxiliary, modal and verb-complement patterns without overextending tense contrasts.	Have auxiliary, past participles and linking verbs	P	P4
T2W06		2	6 Present Perfect and Verb Complements	5	AA02	I	Use adjectives after linking verbs	Subject complement patterns	PP/W	Use common auxiliary, modal and verb-complement patterns without overextending tense contrasts.	Have auxiliary, past participles and linking verbs	I/M	P3
T2W07		2	7 Agreement with Compound and Less-obvious Subjects	1	SVA02	I	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit	Maintain agreement and reference across longer linked sentences.	SVA01, pronouns and basic coordinators	I/M	P3
T2W07		2	7 Agreement with Compound and Less-obvious Subjects	2	SVA03	P	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit	Maintain agreement and reference across longer linked sentences.	SVA01, pronouns and basic coordinators	P	P4
T2W07		2	7 Agreement with Compound and Less-obvious Subjects	3	PR10	P	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit	Maintain agreement and reference across longer linked sentences.	SVA01, pronouns and basic coordinators	I/P	P4
T2W07		2	7 Agreement with Compound and Less-obvious Subjects	4	SS03	P	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W	Maintain agreement and reference across longer linked sentences.	SVA01, pronouns and basic coordinators	M	P3
T2W07		2	7 Agreement with Compound and Less-obvious Subjects	5	C01	R	Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W	Maintain agreement and reference across longer linked sentences.	SVA01, pronouns and basic coordinators	R	P1
T2W08		2	8 Adjectives, Comparison and Noun-phrase Order	1	AA01	R	Use adjectives before nouns	Familiar descriptive language	PP/W	Select and order adjectives accurately for description and comparison.	Linking verbs, expanded noun groups and P2 comparison	R	P1
T2W08		2	8 Adjectives, Comparison and Noun-phrase Order	2	AA02	P	Use adjectives after linking verbs	Subject complement patterns	PP/W	Select and order adjectives accurately for description and comparison.	Linking verbs, expanded noun groups and P2 comparison	I/M	P3
T2W08		2	8 Adjectives, Comparison and Noun-phrase Order	3	AA03	P	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W	Select and order adjectives accurately for description and comparison.	Linking verbs, expanded noun groups and P2 comparison	M	P3
T2W08		2	8 Adjectives, Comparison and Noun-phrase Order	4	AA04	P	Use as...as comparison patterns	Positive and negative comparison	PP/W	Select and order adjectives accurately for description and comparison.	Linking verbs, expanded noun groups and P2 comparison	P	P4
T2W08		2	8 Adjectives, Comparison and Noun-phrase Order	5	AA08	P	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W	Select and order adjectives accurately for description and comparison.	Linking verbs, expanded noun groups and P2 comparison	P	P4
T2W09		2	9 Adverbs, Degree and Participial Adjectives	1	AA05	M	Use adverbs of manner, time, place and frequency	Position taught through meaningful sentence patterns	PP/W	Differentiate modifier forms and control manner, frequency, degree and shades of meaning.	AA01–04 and verb meanings	M	P3
T2W09		2	9 Adverbs, Degree and Participial Adjectives	2	AA06	P	Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W	Differentiate modifier forms and control manner, frequency, degree and shades of meaning.	AA01–04 and verb meanings	P	P4
T2W09		2	9 Adverbs, Degree and Participial Adjectives	3	AA07	I	Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit	Differentiate modifier forms and control manner, frequency, degree and shades of meaning.	AA01–04 and verb meanings	I/M	P3
T2W09		2	9 Adverbs, Degree and Participial Adjectives	4	AA09	P	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit	Differentiate modifier forms and control manner, frequency, degree and shades of meaning.	AA01–04 and verb meanings	P	P4
T2W09		2	9 Adverbs, Degree and Participial Adjectives	5	VW13	P	Distinguish synonyms, antonyms and shades of meaning	Strength, connotation and suitability develop by grade	PP/W	Differentiate modifier forms and control manner, frequency, degree and shades of meaning.	AA01–04 and verb meanings	M	P3
T2W10		2	10 Term 2 Verb and Modifier Mastery	1	V04	M	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W	Apply selected P3 verb, modality and agreement knowledge independently.	All Term 2 verb and modifier learning	I/M	P3
T2W10		2	10 Term 2 Verb and Modifier Mastery	2	V13	M	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W	Apply selected P3 verb, modality and agreement knowledge independently.	All Term 2 verb and modifier learning	I/M	P3
T2W10		2	10 Term 2 Verb and Modifier Mastery	3	V14	M	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W	Apply selected P3 verb, modality and agreement knowledge independently.	All Term 2 verb and modifier learning	I/M	P3
T2W10		2	10 Term 2 Verb and Modifier Mastery	4	V20	M	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W	Apply selected P3 verb, modality and agreement knowledge independently.	All Term 2 verb and modifier learning	I/M	P3
T2W10		2	10 Term 2 Verb and Modifier Mastery	5	SVA02	M	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit	Apply selected P3 verb, modality and agreement knowledge independently.	All Term 2 verb and modifier learning	I/M	P3
T3W01		3	1 Prepositional Relationships and Functional Reading	1	P01	R	Use basic prepositions of place	in, on, under, behind, beside/next to	PP/W	Express place, time, movement and multiword relationships in practical contexts.	P2 prepositions and functional instructions	R	P1
T3W01		3	1 Prepositional Relationships and Functional Reading	2	P02	R	Use prepositions of time	at, on, in; before, after, during by stage	PP/W	Express place, time, movement and multiword relationships in practical contexts.	P2 prepositions and functional instructions	R	P2
T3W01		3	1 Prepositional Relationships and Functional Reading	3	P03	P	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W	Express place, time, movement and multiword relationships in practical contexts.	P2 prepositions and functional instructions	M	P3
T3W01		3	1 Prepositional Relationships and Functional Reading	4	P04	P	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W	Express place, time, movement and multiword relationships in practical contexts.	P2 prepositions and functional instructions	P	P4
T3W01		3	1 Prepositional Relationships and Functional Reading	5	R16	R	Interpret functional texts and required actions	Notices, schedules, menus, forms, instructions and advertisements	PP	Express place, time, movement and multiword relationships in practical contexts.	P2 prepositions and functional instructions	R	P2
T3W02		3	2 Reason, Time, Condition and Contrast Clauses	1	C02	R	Use because and so for reason and result	Avoid because...so doubling	PP/W	Construct guided complex sentences showing reason, time, condition and contrast.	Compound sentences and familiar subordinators	R	P2
T3W02		3	2 Reason, Time, Condition and Contrast Clauses	2	C03	P	Use time conjunctions	when, before, after, while, until and as by stage	PP/W	Construct guided complex sentences showing reason, time, condition and contrast.	Compound sentences and familiar subordinators	M	P3
T3W02		3	2 Reason, Time, Condition and Contrast Clauses	3	C04	M	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W	Construct guided complex sentences showing reason, time, condition and contrast.	Compound sentences and familiar subordinators	I/M	P3
T3W02		3	2 Reason, Time, Condition and Contrast Clauses	4	C05	P	Use although/though and other contrast links	Avoid although...but doubling	PP/W	Construct guided complex sentences showing reason, time, condition and contrast.	Compound sentences and familiar subordinators	P	P4
T3W02		3	2 Reason, Time, Condition and Contrast Clauses	5	SS04	P	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W	Construct guided complex sentences showing reason, time, condition and contrast.	Compound sentences and familiar subordinators	I/P	P4
T3W03		3	3 Relative Clauses, Transitions and Sentence Economy	1	C07	P	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W	Link information within and across sentences while avoiding unnecessary repetition.	Relative pronouns, compound sentences and paragraph focus	P	P4
T3W03		3	3 Relative Clauses, Transitions and Sentence Economy	2	C11	P	Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit	Link information within and across sentences while avoiding unnecessary repetition.	Relative pronouns, compound sentences and paragraph focus	P	P5
T3W03		3	3 Relative Clauses, Transitions and Sentence Economy	3	SS03	M	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W	Link information within and across sentences while avoiding unnecessary repetition.	Relative pronouns, compound sentences and paragraph focus	M	P3
T3W03		3	3 Relative Clauses, Transitions and Sentence Economy	4	SS07	P	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit	Link information within and across sentences while avoiding unnecessary repetition.	Relative pronouns, compound sentences and paragraph focus	P	P5
T3W03		3	3 Relative Clauses, Transitions and Sentence Economy	5	W02	P	Write connected sentences about one topic	Pronoun and tense consistency with basic connectors	W	Link information within and across sentences while avoiding unnecessary repetition.	Relative pronouns, compound sentences and paragraph focus	M	P3
T3W04		3	4 Questions, Fragments and Run-on Repair	1	SS02	M	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W	Diagnose and repair incomplete or incorrectly joined sentences.	Complete sentences, coordinators and end punctuation	M	P3

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T3W04		3	4 Questions, Fragments and Run-on Repair	2	SS05	I/P	Identify and correct fragments	Include dependent-clause fragments gradually	Edit	Diagnose and repair incomplete or incorrectly joined sentences.	Complete sentences, coordinators and end punctuation	I/P	P4
T3W04		3	4 Questions, Fragments and Run-on Repair	3	SS06	P	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit	Diagnose and repair incomplete or incorrectly joined sentences.	Complete sentences, coordinators and end punctuation	P	P4
T3W04		3	4 Questions, Fragments and Run-on Repair	4	PU01	R	Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W	Diagnose and repair incomplete or incorrectly joined sentences.	Complete sentences, coordinators and end punctuation	R	P1
T3W04		3	4 Questions, Fragments and Run-on Repair	5	PU02	R	Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W	Diagnose and repair incomplete or incorrectly joined sentences.	Complete sentences, coordinators and end punctuation	R	P2
T3W05		3	5 Possession, Direct Speech and Introductory Commas	1	PU03	R	Use commas in lists	Include items and short phrases	PP/W	Use punctuation to clarify possession, speech, lists and sentence openings.	P2 apostrophes, list commas and modelled speech	R	P2
T3W05		3	5 Possession, Direct Speech and Introductory Commas	2	PU04	R	Use apostrophes in contractions	Distinguish from possession	PP/W	Use punctuation to clarify possession, speech, lists and sentence openings.	P2 apostrophes, list commas and modelled speech	R	P2
T3W05		3	5 Possession, Direct Speech and Introductory Commas	3	PU05	P	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W	Use punctuation to clarify possession, speech, lists and sentence openings.	P2 apostrophes, list commas and modelled speech	M	P3
T3W05		3	5 Possession, Direct Speech and Introductory Commas	4	PU06	I/P	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W	Use punctuation to clarify possession, speech, lists and sentence openings.	P2 apostrophes, list commas and modelled speech	I/P	P4
T3W05		3	5 Possession, Direct Speech and Introductory Commas	5	PU07	P	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W	Use punctuation to clarify possession, speech, lists and sentence openings.	P2 apostrophes, list commas and modelled speech	P	P4
T3W06		3	6 Morphology and Cross-sentence Context Clues	1	VW08	M	Identify base words, prefixes and suffixes	Meaning and word-class effects; mapped affix bank	PP/W	Use word structure and increasingly distributed context clues to infer and build meaning.	Base words, affixes and local context clues	M	P3
T3W06		3	6 Morphology and Cross-sentence Context Clues	2	VW09	P	Apply suffix spelling changes	Drop final e, change y to i, double final consonant in taught words	PP/W	Use word structure and increasingly distributed context clues to infer and build meaning.	Base words, affixes and local context clues	I/P	P4
T3W06		3	6 Morphology and Cross-sentence Context Clues	3	VW10	P	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Use word structure and increasingly distributed context clues to infer and build meaning.	Base words, affixes and local context clues	P	P4
T3W06		3	6 Morphology and Cross-sentence Context Clues	4	VW11	M	Use definition, example and contrast context clues	Same-sentence before cross-sentence evidence	PP	Use word structure and increasingly distributed context clues to infer and build meaning.	Base words, affixes and local context clues	M	P3
T3W06		3	6 Morphology and Cross-sentence Context Clues	5	VW12	I/P	Infer meaning using cause-effect and cross-sentence clues	Confirm with whole-text meaning	PP	Use word structure and increasingly distributed context clues to infer and build meaning.	Base words, affixes and local context clues	I/P	P4
T3W07		3	7 Meaning Relationships and Reference Skills	1	VW13	M	Distinguish synonyms, antonyms and shades of meaning	Strength, connotation and suitability develop by grade	PP/W	Interpret nuanced word relationships, figurative expressions and dictionary information.	P2 word relationships, collocations and dictionary use	M	P3
T3W07		3	7 Meaning Relationships and Reference Skills	2	VW14	M	Interpret homophones and multiple-meaning words in context	Do not assess by spelling alone	PP/W	Interpret nuanced word relationships, figurative expressions and dictionary information.	P2 word relationships, collocations and dictionary use	M	P3
T3W07		3	7 Meaning Relationships and Reference Skills	3	VW15	R	Use natural collocations and fixed expressions	From thematic chunks to grammatical/lexical collocations	PP/W	Interpret nuanced word relationships, figurative expressions and dictionary information.	P2 word relationships, collocations and dictionary use	R	P2
T3W07		3	7 Meaning Relationships and Reference Skills	4	VW16	P	Interpret common idioms, phrasal verbs and figurative expressions	Age-appropriate and contextualised	PP/W	Interpret nuanced word relationships, figurative expressions and dictionary information.	P2 word relationships, collocations and dictionary use	P	P5
T3W07		3	7 Meaning Relationships and Reference Skills	5	VW19	M	Interpret a learner-dictionary entry	Meaning, word class, inflection and example usage	PP	Interpret nuanced word relationships, figurative expressions and dictionary information.	P2 word relationships, collocations and dictionary use	M	P3
T3W08		3	8 Main Idea, Organisation and Text Relationships	1	R01	R	Retrieve explicitly stated details	Who, what, where, when, why/how as supported by text	PP	Analyse how details, organisation and relationships develop a short text.	Explicit details, sequence and paragraph main idea	R	P2
T3W08		3	8 Main Idea, Organisation and Text Relationships	2	R03	P	Identify paragraph main idea and supporting details	Progress to whole-text central idea	PP	Analyse how details, organisation and relationships develop a short text.	Explicit details, sequence and paragraph main idea	M	P3
T3W08		3	8 Main Idea, Organisation and Text Relationships	3	R04	I/P	Recognise text organisation	Sequence, description, cause-effect, compare-contrast, problem-solution	PP	Analyse how details, organisation and relationships develop a short text.	Explicit details, sequence and paragraph main idea	I/P	P4
T3W08		3	8 Main Idea, Organisation and Text Relationships	4	R05	P	Explain cause and effect using evidence	Distinguish causation from sequence	PP/W	Analyse how details, organisation and relationships develop a short text.	Explicit details, sequence and paragraph main idea	M	P3
T3W08		3	8 Main Idea, Organisation and Text Relationships	5	R06	I/P	Compare and contrast using fair criteria	Use evidence from both sources when applicable	PP/W	Analyse how details, organisation and relationships develop a short text.	Explicit details, sequence and paragraph main idea	I/P	P4
T3W09		3	9 Inference, Character and Theme	1	R07	R	Make and revise evidence-based predictions	Separate prediction from unsupported guess	PP/W	Support increasingly abstract inferences about character, viewpoint, mood and message.	P2 feelings/motives inference and evidence selection	R	P2
T3W09		3	9 Inference, Character and Theme	2	R08	P	Infer feelings and simple motives from clues	Actions, dialogue, thoughts and description	PP/W	Support increasingly abstract inferences about character, viewpoint, mood and message.	P2 feelings/motives inference and evidence selection	M	P3
T3W09		3	9 Inference, Character and Theme	3	R09	I/P	Infer traits, relationships and character change	Combine clues across a text	PP/W	Support increasingly abstract inferences about character, viewpoint, mood and message.	P2 feelings/motives inference and evidence selection	I/P	P4
T3W09		3	9 Inference, Character and Theme	4	R10	P	Infer theme or message with evidence	Distinguish theme from topic, slogan and plot summary	PP/W	Support increasingly abstract inferences about character, viewpoint, mood and message.	P2 feelings/motives inference and evidence selection	P	P4
T3W09		3	9 Inference, Character and Theme	5	R13	P	Infer viewpoint, mood and tone	Use precise word/presentation evidence	PP/W	Support increasingly abstract inferences about character, viewpoint, mood and message.	P2 feelings/motives inference and evidence selection	P	P5
T3W10		3	10 Term 3 Language Mastery	1	AA02	M	Use adjectives after linking verbs	Subject complement patterns	PP/W	Demonstrate accurate modifier, clause and preposition choices in fresh texts.	Terms 1–3 grammar and vocabulary	I/M	P3
T3W10		3	10 Term 3 Language Mastery	2	AA03	M	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W	Demonstrate accurate modifier, clause and preposition choices in fresh texts.	Terms 1–3 grammar and vocabulary	M	P3
T3W10		3	10 Term 3 Language Mastery	3	AA07	M	Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit	Demonstrate accurate modifier, clause and preposition choices in fresh texts.	Terms 1–3 grammar and vocabulary	I/M	P3
T3W10		3	10 Term 3 Language Mastery	4	C03	M	Use time conjunctions	when, before, after, while, until and as by stage	PP/W	Demonstrate accurate modifier, clause and preposition choices in fresh texts.	Terms 1–3 grammar and vocabulary	M	P3
T3W10		3	10 Term 3 Language Mastery	5	P03	M	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W	Demonstrate accurate modifier, clause and preposition choices in fresh texts.	Terms 1–3 grammar and vocabulary	M	P3
T4W01		4	1 Purpose, Evaluation and Multimodal Synthesis	1	R11	I	Identify purpose and intended audience	Inform, instruct, entertain, persuade; secondary purpose later	PP/W	Evaluate purpose and information across prose, visual and functional sources.	Main idea, evidence, fact/opinion and functional reading	I/M	P3
T4W01		4	1 Purpose, Evaluation and Multimodal Synthesis	2	R12	I/P	Distinguish fact, opinion, claim, reason and evidence	Introduce categories progressively	PP/W	Evaluate purpose and information across prose, visual and functional sources.	Main idea, evidence, fact/opinion and functional reading	I/P	P4
T4W01		4	1 Purpose, Evaluation and Multimodal Synthesis	3	R17	I/P	Integrate prose and visual information	Captions, diagrams, tables, maps, charts and timelines	PP/W	Evaluate purpose and information across prose, visual and functional sources.	Main idea, evidence, fact/opinion and functional reading	I/P	P4
T4W01		4	1 Purpose, Evaluation and Multimodal Synthesis	4	R18	P	Check conditions, restrictions, exceptions and assumptions	Choose an action satisfying every stated condition	PP/W	Evaluate purpose and information across prose, visual and functional sources.	Main idea, evidence, fact/opinion and functional reading	P	P4
T4W01		4	1 Purpose, Evaluation and Multimodal Synthesis	5	R19	I/P	Summarise a short text around main idea and essentials	Guided one/two-sentence summary before formal word limits	W	Evaluate purpose and information across prose, visual and functional sources.	Main idea, evidence, fact/opinion and functional reading	I/P	P4
T4W02		4	2 Focused Paragraphs and Description	1	W02	M	Write connected sentences about one topic	Pronoun and tense consistency with basic connectors	W	Plan, draft and revise a unified paragraph with precise supporting detail.	P2 connected sentences, description and writing process	M	P3
T4W02		4	2 Focused Paragraphs and Description	2	W03	I	Plan and develop one focused paragraph	Topic/opening sentence and relevant supporting details	W	Plan, draft and revise a unified paragraph with precise supporting detail.	P2 connected sentences, description and writing process	I/M	P3
T4W02		4	2 Focused Paragraphs and Description	3	W04	I/P	Revise a paragraph for unity, order and cohesion	Remove irrelevant/repeated content before surface editing	W/Edit	Plan, draft and revise a unified paragraph with precise supporting detail.	P2 connected sentences, description and writing process	I/P	P4
T4W02		4	2 Focused Paragraphs and Description	4	W05	P	Write a description using selected precise details	Avoid mechanical adjective/sensory lists	W	Plan, draft and revise a unified paragraph with precise supporting detail.	P2 connected sentences, description and writing process	M	P3
T4W02		4	2 Focused Paragraphs and Description	5	W15	R	Plan, draft, revise, edit and publish	Keep content revision distinct from proofreading	W/Edit	Plan, draft and revise a unified paragraph with precise supporting detail.	P2 connected sentences, description and writing process	R	P2
T4W03		4	3 Recount, Procedure and Narrative Development	1	W06	I	Write a chronological personal recount	Opening context, significant events and reflection	W	Develop organised genre writing with sequence, setting, character and meaningful detail.	Past tense, sequence, cause-effect and contextual vocabulary	I/M	P3
T4W03		4	3 Recount, Procedure and Narrative Development	2	W07	P	Write a simple procedure or explanation	Logical steps/causes and suitable connectors	W	Develop organised genre writing with sequence, setting, character and meaningful detail.	Past tense, sequence, cause-effect and contextual vocabulary	M	P3
T4W03		4	3 Recount, Procedure and Narrative Development	3	W08	I/P	Develop a narrative with beginning, development and resolution	Cause-consequence before decorative craft	W	Develop organised genre writing with sequence, setting, character and meaningful detail.	Past tense, sequence, cause-effect and contextual vocabulary	I/P	P4
T4W03		4	3 Recount, Procedure and Narrative Development	4	W09	P	Develop character, setting and decisive moments	Purposeful action, thought, dialogue, description and reflection	W	Develop organised genre writing with sequence, setting, character and meaningful detail.	Past tense, sequence, cause-effect and contextual vocabulary	P	P5
T4W03		4	3 Recount, Procedure and Narrative Development	5	VW12	P	Infer meaning using cause-effect and cross-sentence clues	Confirm with whole-text meaning	PP	Develop organised genre writing with sequence, setting, character and meaningful detail.	Past tense, sequence, cause-effect and contextual vocabulary	I/P	P4
T4W04		4	4 Situational Writing, Audience and Reference Retrieval	1	W11	R	Write short messages, notes and invitations	Audience, purpose, required information and suitable closing	W	Adapt message content, format and register for a familiar purpose and audience.	P2 messages, invitations, dictionary order and purpose	R	P2
T4W04		4	4 Situational Writing, Audience and Reference Retrieval	2	W12	I	Write informal emails for a familiar audience	Complete content and friendly, clear tone	W	Adapt message content, format and register for a familiar purpose and audience.	P2 messages, invitations, dictionary order and purpose	I/M	P3
T4W04		4	4 Situational Writing, Audience and Reference Retrieval	3	W13	P	Adapt register and format to purpose and audience	Informal/guided formal email, letter, notice or report	W	Adapt message content, format and register for a familiar purpose and audience.	P2 messages, invitations, dictionary order and purpose	P	P5
T4W04		4	4 Situational Writing, Audience and Reference Retrieval	4	R11	P	Identify purpose and intended audience	Inform, instruct, entertain, persuade; secondary purpose later	PP/W	Adapt message content, format and register for a familiar purpose and audience.	P2 messages, invitations, dictionary order and purpose	I/M	P3
T4W04		4	4 Situational Writing, Audience and Reference Retrieval	5	VW18	R	Use alphabetical order and guide words	Locate entries accurately	PP	Adapt message content, format and register for a familiar purpose and audience.	P2 messages, invitations, dictionary order and purpose	R	P2
T4W05		4	5 Listening for Structure and Stimulus Response	1	LS01	R	Follow multi-step oral instructions	One/two steps before longer sequences	L/OBS	Take concise notes and organise an evidence-based response to spoken or visual stimuli.	Multi-step instructions, spoken main ideas and follow-up questions	R	P1
T4W05		4	5 Listening for Structure and Stimulus Response	2	LS02	R	Identify main idea, details and sequence in spoken texts	Increase length, distractors and implied meaning gradually	L	Take concise notes and organise an evidence-based response to spoken or visual stimuli.	Multi-step instructions, spoken main ideas and follow-up questions	R	P2
T4W05		4	5 Listening for Structure and Stimulus Response	3	LS03	P	Take concise notes while listening	Keywords and organisers; not full transcription	L/W	Take concise notes and organise an evidence-based response to spoken or visual stimuli.	Multi-step instructions, spoken main ideas and follow-up questions	P	P5
T4W05		4	5 Listening for Structure and Stimulus Response	4	LS07	I	Give an organised stimulus-based response	Opening, developed details/reasons and closing	O/OBS	Take concise notes and organise an evidence-based response to spoken or visual stimuli.	Multi-step instructions, spoken main ideas and follow-up questions	I/M	P3

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P3 Stage	Recommended Final Mastery
T4W05		4	5 Listening for Structure and Stimulus Response	5	LS08	P	Respond directly to follow-up questions and build on ideas	Clarify, extend and avoid memorised mismatch	O/OBS	Take concise notes and organise an evidence-based response to spoken or visual stimuli.	Multi-step instructions, spoken main ideas and follow-up questions	M	P3
T4W06		4	6 Oral Reading, Interaction and Supported Opinion	1	LS05	R	Read aloud accurately and fluently	Accuracy, phrasing, pace, volume and expression; never paper-only	O/OBS	Read fluently, sustain a response and support an opinion while acknowledging another view.	Fluency, connected speaking and direct responses	R	P2
T4W06		4	6 Oral Reading, Interaction and Supported Opinion	2	LS06	R	Describe and recount using complete connected sentences	Relevant details and logical sequence	O/OBS	Read fluently, sustain a response and support an opinion while acknowledging another view.	Fluency, connected speaking and direct responses	R	P2
T4W06		4	6 Oral Reading, Interaction and Supported Opinion	3	LS07	M	Give an organised stimulus-based response	Opening, developed details/reasons and closing	O/OBS	Read fluently, sustain a response and support an opinion while acknowledging another view.	Fluency, connected speaking and direct responses	I/M	P3
T4W06		4	6 Oral Reading, Interaction and Supported Opinion	4	LS08	M	Respond directly to follow-up questions and build on ideas	Clarify, extend and avoid memorised mismatch	O/OBS	Read fluently, sustain a response and support an opinion while acknowledging another view.	Fluency, connected speaking and direct responses	M	P3
T4W06		4	6 Oral Reading, Interaction and Supported Opinion	5	LS09	P	Support an opinion and acknowledge another viewpoint	Reasons, examples and respectful agreement/disagreement	O/OBS	Read fluently, sustain a response and support an opinion while acknowledging another view.	Fluency, connected speaking and direct responses	P	P5
T4W07		4	7 Genre Writing Mastery	1	W03	P	Plan and develop one focused paragraph	Topic/opening sentence and relevant supporting details	W	Transfer paragraph control into description, recount, procedure and informal email writing.	Term 4 genre planning and full-year language	I/M	P3
T4W07		4	7 Genre Writing Mastery	2	W05	M	Write a description using selected precise details	Avoid mechanical adjective/sensory lists	W	Transfer paragraph control into description, recount, procedure and informal email writing.	Term 4 genre planning and full-year language	M	P3
T4W07		4	7 Genre Writing Mastery	3	W06	M	Write a chronological personal recount	Opening context, significant events and reflection	W	Transfer paragraph control into description, recount, procedure and informal email writing.	Term 4 genre planning and full-year language	I/M	P3
T4W07		4	7 Genre Writing Mastery	4	W07	M	Write a simple procedure or explanation	Logical steps/causes and suitable connectors	W	Transfer paragraph control into description, recount, procedure and informal email writing.	Term 4 genre planning and full-year language	M	P3
T4W07		4	7 Genre Writing Mastery	5	W12	M	Write informal emails for a familiar audience	Complete content and friendly, clear tone	W	Transfer paragraph control into description, recount, procedure and informal email writing.	Term 4 genre planning and full-year language	I/M	P3
T4W08		4	8 Editing, Punctuation and Comprehension Mastery	1	PU05	M	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W	Edit systematically and demonstrate independent comprehension of ideas and evidence.	Full-year grammar, spelling, punctuation and M reading		P3
T4W08		4	8 Editing, Punctuation and Comprehension Mastery	2	W16	I/P	Edit grammar, spelling and punctuation systematically	Use a repeatable sequence and error labels	W/Edit	Edit systematically and demonstrate independent comprehension of ideas and evidence.	Full-year grammar, spelling, punctuation and I/P reading		P4
T4W08		4	8 Editing, Punctuation and Comprehension Mastery	3	R03	M	Identify paragraph main idea and supporting details	Progress to whole-text central idea	PP	Edit systematically and demonstrate independent comprehension of ideas and evidence.	Full-year grammar, spelling, punctuation and M reading		P3
T4W08		4	8 Editing, Punctuation and Comprehension Mastery	4	R05	M	Explain cause and effect using evidence	Distinguish causation from sequence	PP/W	Edit systematically and demonstrate independent comprehension of ideas and evidence.	Full-year grammar, spelling, punctuation and M reading		P3
T4W08		4	8 Editing, Punctuation and Comprehension Mastery	5	R08	M	Infer feelings and simple motives from clues	Actions, dialogue, thoughts and description	PP/W	Edit systematically and demonstrate independent comprehension of ideas and evidence.	Full-year grammar, spelling, punctuation and M reading		P3
T4W09		4	9 Noun and Pronoun Mastery in Extended Context	1	N08	M	Form singular and plural possessive nouns	Separate possession from contractions	PP/W	Maintain accurate possession, quantity and pronoun reference across a short text.	Term 1 noun, determiner and pronoun systems	M	P3
T4W09		4	9 Noun and Pronoun Mastery in Extended Context	2	N09	M	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W	Maintain accurate possession, quantity and pronoun reference across a short text.	Term 1 noun, determiner and pronoun systems	M	P3
T4W09		4	9 Noun and Pronoun Mastery in Extended Context	3	PR03	M	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W	Maintain accurate possession, quantity and pronoun reference across a short text.	Term 1 noun, determiner and pronoun systems	M	P3
T4W09		4	9 Noun and Pronoun Mastery in Extended Context	4	PR04	M	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W	Maintain accurate possession, quantity and pronoun reference across a short text.	Term 1 noun, determiner and pronoun systems	M	P3
T4W09		4	9 Noun and Pronoun Mastery in Extended Context	5	PR05	M	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W	Maintain accurate possession, quantity and pronoun reference across a short text.	Term 1 noun, determiner and pronoun systems	I/M	P3
T4W10		4	10 P3 Year-end Mastery and P4 Readiness	1	R11	M	Identify purpose and intended audience	Inform, instruct, entertain, persuade; secondary purpose later	PP/W	Confirm high-value P3 outcomes and identify precise P4 entry priorities.	All P3 knowledge remains available for targeted reassessment	I/M	P3
T4W10		4	10 P3 Year-end Mastery and P4 Readiness	2	W03	M	Plan and develop one focused paragraph	Topic/opening sentence and relevant supporting details	W	Confirm high-value P3 outcomes and identify precise P4 entry priorities.	All P3 knowledge remains available for targeted reassessment	I/M	P3
T4W10		4	10 P3 Year-end Mastery and P4 Readiness	3	W12	M	Write informal emails for a familiar audience	Complete content and friendly, clear tone	W	Confirm high-value P3 outcomes and identify precise P4 entry priorities.	All P3 knowledge remains available for targeted reassessment	I/M	P3
T4W10		4	10 P3 Year-end Mastery and P4 Readiness	4	D05	M	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W	Confirm high-value P3 outcomes and identify precise P4 entry priorities.	All P3 knowledge remains available for targeted reassessment	M	P3
T4W10		4	10 P3 Year-end Mastery and P4 Readiness	5	VW14	M	Interpret homophones and multiple-meaning words in context	Do not assess by spelling alone	PP/W	Confirm high-value P3 outcomes and identify precise P4 entry priorities.	All P3 knowledge remains available for targeted reassessment	M	P3

Week	Grammar KP ID	Stage	Assessable Grammar Target	Scope / Boundary	Mode
T1W01	SS01	R	Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W
T1W02	N01	R	Recognise and use common nouns	People, places, animals, objects and familiar ideas	PP/W
T1W02	N02	R	Recognise and use proper nouns	Capitalise names and specific places/events	PP/W
T1W02	N03	R	Use singular and regular plural nouns	-s and -es in taught words	PP/W
T1W02	N04	P	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W
T1W02	N05	P	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W
T1W03	N06	I	Use collective nouns in context	Agreement taught separately under SVA	PP/W
T1W03	N07	I/P	Recognise and use abstract nouns	Meaningful contexts; no classification-only testing	PP/W
T1W03	N08	P	Form singular and plural possessive nouns	Separate possession from contractions	PP/W
T1W03	N09	M	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W
T1W03	N10	P	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP
T1W04	D01	R	Use a and an by initial sound	Not letter-name rules	PP/W
T1W04	D02	I/P	Use the for specific, known or previously mentioned reference	Include unique/shared-reference cases gradually	PP/W
T1W04	D03	R	Use demonstrative determiners this, that, these and those	Near/far and singular/plural	PP/W
T1W04	D04	R	Use possessive determiners my, your, his, her, its, our, their	Keep terminology consistent with possessive adjectives	PP/W
T1W04	D05	M	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W
T1W05	D06	I	Use many, much, a few and a little	Match countability and intended amount	PP/W
T1W05	D07	P	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W
T1W05	D08	P	Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W
T1W05	N05	M	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W
T1W06	PR01	R	Use personal subject pronouns	I, you, he, she, it, we, they	PP/W
T1W06	PR02	R	Use personal object pronouns	me, you, him, her, it, us, them	PP/W
T1W06	PR03	P	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W
T1W06	PR04	P	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W
T1W06	PR10	I/P	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit
T1W07	PR05	I	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W
T1W07	PR06	I/P	Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W
T1W07	PR07	I/P	Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W
T1W07	PR09	P	Use reciprocal pronouns	each other; one another as extension	PP/W
T1W08	PR08	P	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W
T1W08	C07	P	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W
T1W08	SS04	I/P	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W
T1W10	N04	M	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W
T1W10	N06	M	Use collective nouns in context	Agreement taught separately under SVA	PP/W
T1W10	D06	M	Use many, much, a few and a little	Match countability and intended amount	PP/W
T1W10	PR05	M	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W
T2W01	V01	R	Recognise and use action verbs	Physical and mental actions in meaningful sentences	PP/W
T2W01	V02	R	Use be as a main/linking verb	am, is, are; later was, were	PP/W
T2W01	V03	R	Use have as a main verb	have/has; later had	PP/W
T2W01	V04	I	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W
T2W01	V05	I/P	Use common stative verbs appropriately	know, believe, understand, want, need, belong, prefer; normally non-continuous	PP/Edit
T2W02	V06	R	Use base and third-person singular forms	Includes spelling changes and simple-present agreement	PP/W
T2W02	V10	R	Use simple present for habits, facts, states and routines	Contrast with present continuous	PP/W
T2W02	SVA01	R	Match singular/plural subjects with be and common verbs	Familiar noun/pronoun subjects	PP/W
T2W02	V19	P	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit
T2W02	SS02	P	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W
T2W03	V07	R	Use regular past-tense forms	-ed spelling and high-frequency pronunciation awareness	PP/W
T2W03	V08	M	Use common irregular past forms	Expand controlled bank progressively	PP/W
T2W03	V11	R	Use simple past for completed past events	Use time markers and irregular forms	PP/W
T2W04	V12	R	Use present continuous for actions in progress	Include now/around now; exclude most stative uses	PP/W
T2W04	V09	I/P	Use present and past participle forms	-ing and -ed/-en forms used in taught constructions	PP/W
T2W04	V13	I	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W
T2W05	V14	I	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W
T2W05	V15	P	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W

Week	Grammar KP ID	Stage	Assessable Grammar Target	Scope / Boundary	Mode
T2W05	V20	I	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W
T2W05	C04	I/P	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W
T2W06	V16	P	Use present perfect for experience, recent completion and continuation	Use present perfect in tightly bounded experience, recent-completion and continuation contexts; contrast only with clearly finished past time.	PP/W
T2W06	V19	M	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit
T2W06	V21	P	Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze
T2W06	V22	P	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W
T2W06	AA02	I	Use adjectives after linking verbs	Subject complement patterns	PP/W
T2W07	SVA02	I	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit
T2W07	SVA03	P	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit
T2W07	PR10	P	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit
T2W07	SS03	P	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W
T2W07	C01	R	Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W
T2W08	AA01	R	Use adjectives before nouns	Familiar descriptive language	PP/W
T2W08	AA02	P	Use adjectives after linking verbs	Subject complement patterns	PP/W
T2W08	AA03	P	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W
T2W08	AA04	P	Use as...as comparison patterns	Positive and negative comparison	PP/W
T2W08	AA08	P	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W
T2W09	AA05	M	Use adverbs of manner, time, place and frequency	Position taught through meaningful sentence patterns	PP/W
T2W09	AA06	P	Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W
T2W09	AA07	I	Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit
T2W09	AA09	P	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit
T2W10	V04	M	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W
T2W10	V13	M	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W
T2W10	V14	M	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W
T2W10	V20	M	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W
T2W10	SVA02	M	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit
T3W01	P01	R	Use basic prepositions of place	in, on, under, behind, beside/next to	PP/W
T3W01	P02	R	Use prepositions of time	at, on, in; before, after, during by stage	PP/W
T3W01	P03	P	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W
T3W01	P04	P	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W
T3W02	C02	R	Use because and so for reason and result	Avoid because...so doubling	PP/W
T3W02	C03	P	Use time conjunctions	when, before, after, while, until and as by stage	PP/W
T3W02	C04	M	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W
T3W02	C05	P	Use although/though and other contrast links	Avoid although...but doubling	PP/W
T3W02	SS04	P	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W
T3W03	C07	P	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W
T3W03	C11	P	Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit
T3W03	SS03	M	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W
T3W03	SS07	P	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit
T3W04	SS02	M	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W
T3W04	SS05	I/P	Identify and correct fragments	Include dependent-clause fragments gradually	Edit
T3W04	SS06	P	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit
T3W04	PU01	R	Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W
T3W04	PU02	R	Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W
T3W05	PU03	R	Use commas in lists	Include items and short phrases	PP/W
T3W05	PU04	R	Use apostrophes in contractions	Distinguish from possession	PP/W
T3W05	PU05	P	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W
T3W05	PU06	I/P	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W
T3W05	PU07	P	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W
T3W10	AA02	M	Use adjectives after linking verbs	Subject complement patterns	PP/W
T3W10	AA03	M	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W
T3W10	AA07	M	Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit
T3W10	C03	M	Use time conjunctions	when, before, after, while, until and as by stage	PP/W

Week	Grammar KP ID	Stage	Assessable Grammar Target	Scope / Boundary	Mode
T3W10	P03	M	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W
T4W08	PU05	M	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W
T4W09	N08	M	Form singular and plural possessive nouns	Separate possession from contractions	PP/W
T4W09	N09	M	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W
T4W09	PR03	M	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W
T4W09	PR04	M	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W
T4W09	PR05	M	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W
T4W10	D05	M	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W

Master P3 KP ID	Strand	Substrand	Required P3 Stage	Placements	Weeks / Stages	Coverage	Status
N01	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N02	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N03	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N04	Grammar	Nouns	M		2 T1W02 [P], T1W10 [M]	Covered	PASS
N05	Grammar	Nouns	M		2 T1W02 [P], T1W05 [M]	Covered	PASS
N06	Grammar	Nouns	I/M		2 T1W03 [I], T1W10 [M]	Covered	PASS
N07	Grammar	Nouns	I/P		1 T1W03 [I/P]	Covered	PASS
N08	Grammar	Nouns	M		2 T1W03 [P], T4W09 [M]	Covered	PASS
N09	Grammar	Nouns	M		2 T1W03 [M], T4W09 [M]	Covered	PASS
N10	Grammar	Nouns	P		1 T1W03 [P]	Covered	PASS
D01	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D02	Grammar	Determiners & Quantifiers	I/P		1 T1W04 [I/P]	Covered	PASS
D03	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D04	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D05	Grammar	Determiners & Quantifiers	M		2 T1W04 [M], T4W10 [M]	Covered	PASS
D06	Grammar	Determiners & Quantifiers	I/M		2 T1W05 [I], T1W10 [M]	Covered	PASS
D07	Grammar	Determiners & Quantifiers	P		1 T1W05 [P]	Covered	PASS
D08	Grammar	Determiners & Quantifiers	P		1 T1W05 [P]	Covered	PASS
PR01	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR02	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR03	Grammar	Pronouns	M		2 T1W06 [P], T4W09 [M]	Covered	PASS
PR04	Grammar	Pronouns	M		2 T1W06 [P], T4W09 [M]	Covered	PASS
PR05	Grammar	Pronouns	I/M		3 T1W07 [I], T1W10 [M], T4W09 [M]	Covered	PASS
PR06	Grammar	Pronouns	I/P		1 T1W07 [I/P]	Covered	PASS
PR07	Grammar	Pronouns	I/P		1 T1W07 [I/P]	Covered	PASS
PR08	Grammar	Pronouns	P		1 T1W08 [P]	Covered	PASS
PR09	Grammar	Pronouns	P		1 T1W07 [P]	Covered	PASS
PR10	Grammar	Pronouns	I/P		2 T1W06 [I/P], T2W07 [P]	Covered	PASS
V01	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V02	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V03	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V04	Grammar	Verbs	I/M		2 T2W01 [I], T2W10 [M]	Covered	PASS
V05	Grammar	Verbs	I/P		1 T2W01 [I/P]	Covered	PASS
V06	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS
V07	Grammar	Verbs	R		1 T2W03 [R]	Covered	PASS
V08	Grammar	Verbs	M		1 T2W03 [M]	Covered	PASS
V09	Grammar	Verbs	I/P		1 T2W04 [I/P]	Covered	PASS
V10	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS
V11	Grammar	Verbs	R		1 T2W03 [R]	Covered	PASS
V12	Grammar	Verbs	R		1 T2W04 [R]	Covered	PASS
V13	Grammar	Verbs	I/M		2 T2W04 [I], T2W10 [M]	Covered	PASS
V14	Grammar	Verbs	I/M		2 T2W05 [I], T2W10 [M]	Covered	PASS
V15	Grammar	Verbs	P		1 T2W05 [P]	Covered	PASS
V16	Grammar	Verbs	P		1 T2W06 [P]	Covered	PASS
V19	Grammar	Verbs	M		2 T2W02 [P], T2W06 [M]	Covered	PASS
V20	Grammar	Verbs	I/M		2 T2W05 [I], T2W10 [M]	Covered	PASS
V21	Grammar	Verbs	P		1 T2W06 [P]	Covered	PASS
V22	Grammar	Verbs	P		1 T2W06 [P]	Covered	PASS
SVA01	Grammar	Subject-Verb Agreement	R		1 T2W02 [R]	Covered	PASS
SVA02	Grammar	Subject-Verb Agreement	I/M		2 T2W07 [I], T2W10 [M]	Covered	PASS
SVA03	Grammar	Subject-Verb Agreement	P		1 T2W07 [P]	Covered	PASS
AA01	Grammar	Adjectives & Adverbs	R		1 T2W08 [R]	Covered	PASS
AA02	Grammar	Adjectives & Adverbs	I/M		3 T2W06 [I], T2W08 [P], T3W10 [M]	Covered	PASS

Master P3 KP ID	Strand	Substrand	Required P3 Stage	Placements	Weeks / Stages	Coverage	Status
AA03	Grammar	Adjectives & Adverbs	M		2 T2W08 [P], T3W10 [M]	Covered	PASS
AA04	Grammar	Adjectives & Adverbs	P		1 T2W08 [P]	Covered	PASS
AA05	Grammar	Adjectives & Adverbs	M		1 T2W09 [M]	Covered	PASS
AA06	Grammar	Adjectives & Adverbs	P		1 T2W09 [P]	Covered	PASS
AA07	Grammar	Adjectives & Adverbs	I/M		2 T2W09 [I], T3W10 [M]	Covered	PASS
AA08	Grammar	Adjectives & Adverbs	P		1 T2W08 [P]	Covered	PASS
AA09	Grammar	Adjectives & Adverbs	P		1 T2W09 [P]	Covered	PASS
P01	Grammar	Prepositions	R		1 T3W01 [R]	Covered	PASS
P02	Grammar	Prepositions	R		1 T3W01 [R]	Covered	PASS
P03	Grammar	Prepositions	M		2 T3W01 [P], T3W10 [M]	Covered	PASS
P04	Grammar	Prepositions	P		1 T3W01 [P]	Covered	PASS
C01	Grammar	Conjunctions & Clauses	R		1 T2W07 [R]	Covered	PASS
C02	Grammar	Conjunctions & Clauses	R		1 T3W02 [R]	Covered	PASS
C03	Grammar	Conjunctions & Clauses	M		2 T3W02 [P], T3W10 [M]	Covered	PASS
C04	Grammar	Conjunctions & Clauses	I/M		2 T2W05 [I/P], T3W02 [M]	Covered	PASS
C05	Grammar	Conjunctions & Clauses	P		1 T3W02 [P]	Covered	PASS
C07	Grammar	Conjunctions & Clauses	P		2 T1W08 [P], T3W03 [P]	Covered	PASS
C11	Grammar	Conjunctions & Clauses	P		1 T3W03 [P]	Covered	PASS
SS01	Grammar	Sentence Structure	R		1 T1W01 [R]	Covered	PASS
SS02	Grammar	Sentence Structure	M		2 T2W02 [P], T3W04 [M]	Covered	PASS
SS03	Grammar	Sentence Structure	M		2 T2W07 [P], T3W03 [M]	Covered	PASS
SS04	Grammar	Sentence Structure	I/P		2 T1W08 [I/P], T3W02 [P]	Covered	PASS
SS05	Grammar	Sentence Structure	I/P		1 T3W04 [I/P]	Covered	PASS
SS06	Grammar	Sentence Structure	P		1 T3W04 [P]	Covered	PASS
SS07	Grammar	Sentence Structure	P		1 T3W03 [P]	Covered	PASS
PU01	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU02	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU03	Grammar	Punctuation	R		1 T3W05 [R]	Covered	PASS
PU04	Grammar	Punctuation	R		1 T3W05 [R]	Covered	PASS
PU05	Grammar	Punctuation	M		2 T3W05 [P], T4W08 [M]	Covered	PASS
PU06	Grammar	Punctuation	I/P		1 T3W05 [I/P]	Covered	PASS
PU07	Grammar	Punctuation	P		1 T3W05 [P]	Covered	PASS
VW01	Vocabulary & Word Study	Phonics & Decoding	R		1 T1W09 [R]	Covered	PASS
VW02	Vocabulary & Word Study	Phonics & Decoding	R		1 T1W09 [R]	Covered	PASS
VW03	Vocabulary & Word Study	Phonics & Decoding	R		1 T1W09 [R]	Covered	PASS
VW04	Vocabulary & Word Study	Phonics & Decoding	R		1 T1W09 [R]	Covered	PASS
VW05	Vocabulary & Word Study	Phonics & Decoding	R		1 T1W09 [R]	Covered	PASS
VW06	Vocabulary & Word Study	Phonics & Decoding	M		2 T1W01 [P], T1W10 [M]	Covered	PASS
VW07	Vocabulary & Word Study	Spelling & Morphology	R		1 T2W03 [R]	Covered	PASS
VW08	Vocabulary & Word Study	Spelling & Morphology	M		1 T3W06 [M]	Covered	PASS
VW09	Vocabulary & Word Study	Spelling & Morphology	I/P		2 T2W03 [I/P], T3W06 [P]	Covered	PASS
VW10	Vocabulary & Word Study	Spelling & Morphology	P		2 T1W08 [P], T3W06 [P]	Covered	PASS
VW11	Vocabulary & Word Study	Meaning	M		1 T3W06 [M]	Covered	PASS
VW12	Vocabulary & Word Study	Meaning	I/P		2 T3W06 [I/P], T4W03 [P]	Covered	PASS
VW13	Vocabulary & Word Study	Meaning	M		2 T2W09 [P], T3W07 [M]	Covered	PASS
VW14	Vocabulary & Word Study	Meaning	M		2 T3W07 [M], T4W10 [M]	Covered	PASS
VW15	Vocabulary & Word Study	Meaning	R		1 T3W07 [R]	Covered	PASS
VW16	Vocabulary & Word Study	Meaning	P		1 T3W07 [P]	Covered	PASS
VW18	Vocabulary & Word Study	Reference Skills	R		1 T4W04 [R]	Covered	PASS
VW19	Vocabulary & Word Study	Reference Skills	M		1 T3W07 [M]	Covered	PASS
R01	Reading & Viewing	Foundational Comprehension	R		2 T1W01 [R], T3W08 [R]	Covered	PASS
R02	Reading & Viewing	Foundational Comprehension	R		1 T2W04 [R]	Covered	PASS
R03	Reading & Viewing	Ideas & Organisation	M		2 T3W08 [P], T4W08 [M]	Covered	PASS

Master P3 KP ID	Strand	Substrand	Required P3 Stage	Placements	Weeks / Stages	Coverage	Status
R04	Reading & Viewing	Ideas & Organisation	I/P		1 T3W08 [I/P]	Covered	PASS
R05	Reading & Viewing	Relationships	M		2 T3W08 [P], T4W08 [M]	Covered	PASS
R06	Reading & Viewing	Relationships	I/P		1 T3W08 [I/P]	Covered	PASS
R07	Reading & Viewing	Inference	R		2 T2W05 [R], T3W09 [R]	Covered	PASS
R08	Reading & Viewing	Inference	M		2 T3W09 [P], T4W08 [M]	Covered	PASS
R09	Reading & Viewing	Inference	I/P		1 T3W09 [I/P]	Covered	PASS
R10	Reading & Viewing	Inference	P		1 T3W09 [P]	Covered	PASS
R11	Reading & Viewing	Purpose & Evaluation	I/M		3 T4W01 [I], T4W04 [P], T4W10 [M]	Covered	PASS
R12	Reading & Viewing	Purpose & Evaluation	I/P		1 T4W01 [I/P]	Covered	PASS
R13	Reading & Viewing	Purpose & Evaluation	P		1 T3W09 [P]	Covered	PASS
R16	Reading & Viewing	Functional & Multimodal	R		2 T1W05 [R], T3W01 [R]	Covered	PASS
R17	Reading & Viewing	Functional & Multimodal	I/P		1 T4W01 [I/P]	Covered	PASS
R18	Reading & Viewing	Functional & Multimodal	P		1 T4W01 [P]	Covered	PASS
R19	Reading & Viewing	Synthesis	I/P		1 T4W01 [I/P]	Covered	PASS
W01	Writing	Sentence Writing	R		2 T1W01 [R], T1W08 [R]	Covered	PASS
W02	Writing	Paragraph Writing	M		2 T3W03 [P], T4W02 [M]	Covered	PASS
W03	Writing	Paragraph Writing	I/M		3 T4W02 [I], T4W07 [P], T4W10 [M]	Covered	PASS
W04	Writing	Paragraph Writing	I/P		1 T4W02 [I/P]	Covered	PASS
W05	Writing	Genres	M		2 T4W02 [P], T4W07 [M]	Covered	PASS
W06	Writing	Genres	I/M		2 T4W03 [I], T4W07 [M]	Covered	PASS
W07	Writing	Genres	M		2 T4W03 [P], T4W07 [M]	Covered	PASS
W08	Writing	Narrative	I/P		1 T4W03 [I/P]	Covered	PASS
W09	Writing	Narrative	P		1 T4W03 [P]	Covered	PASS
W11	Writing	Situational Writing	R		1 T4W04 [R]	Covered	PASS
W12	Writing	Situational Writing	I/M		3 T4W04 [I], T4W07 [M], T4W10 [M]	Covered	PASS
W13	Writing	Situational Writing	P		1 T4W04 [P]	Covered	PASS
W15	Writing	Writing Process	R		1 T4W02 [R]	Covered	PASS
W16	Writing	Writing Process	I/P		1 T4W08 [I/P]	Covered	PASS
LS01	Listening & Speaking	Listening	R		1 T4W05 [R]	Covered	PASS
LS02	Listening & Speaking	Listening	R		2 T2W04 [R], T4W05 [R]	Covered	PASS
LS03	Listening & Speaking	Listening	P		1 T4W05 [P]	Covered	PASS
LS05	Listening & Speaking	Oral Reading	R		2 T1W01 [R], T4W06 [R]	Covered	PASS
LS06	Listening & Speaking	Speaking	R		2 T1W07 [R], T4W06 [R]	Covered	PASS
LS07	Listening & Speaking	Speaking	I/M		2 T4W05 [I], T4W06 [M]	Covered	PASS
LS08	Listening & Speaking	Interaction	M		2 T4W05 [P], T4W06 [M]	Covered	PASS
LS09	Listening & Speaking	Interaction	P		1 T4W06 [P]	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	3–5	5–5	PASS	Every week
Atomic placements	142–200		200 PASS	P3 density with bounded recurrence
Master P3 IDs covered		142	142 PASS	All nonblank P3 matrix rows
Stage closure failure		0	0 PASS	M and I/M targets reach mastery
Sustained-evidence		8	8 PASS	High-value skills recur
Review IDs	Atomic only	Atomic only	PASS	No composite review labels

P3 Knowledge Point Allocation Rules

Code	Meaning	P3 application
I	Introduce	Explicit modelling of a new P3 construct.
P	Practise	Guided transfer across varied texts and tasks.
M	Master	Independent application in a fresh P3 context.
R	Retrieve	Spaced retrieval of secure P1–P2 learning.
I/P	Introduce and practise	Bounded P3 extension prepared for later mastery.

Rule	Requirement	Reason
1	Every week contains 3–5 atomic assessable KPs.	Maintains diagnostic clarity.
2	P2 learning returns through retrieval and richer application.	Creates genuine spiral progression.
3	Every P3 M or I/M target reaches explicit mastery.	Prevents exposure without closure.
4	Repeated IDs increase text span, language range, independence or error complexity.	Avoids same-level repetition.
5	Grammar progresses from word classes to phrases, clauses, sentences and editing.	Preserves conceptual sequence.
6	Reading moves from stated information to organisation, inference, evaluation and synthesis.	Builds comprehension depth.
7	Writing moves from sentence control to paragraph unity, genre and audience.	Builds sustained composition.
8	Oral and listening KPs use performance evidence, not proxy MCQs.	Protects construct validity.
9	No P4-only mastery is hidden inside P3 assessment.	Keeps difficulty age-appropriate.