

Term	Week	Weekly Focus	KP Count	3–5 Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T1		1 P4 Retrieval: Core Noun System		5 N01 [R] Recognise and use common nouns N02 [R] Recognise and use proper nouns N03 [R] Use singular and regular plural nouns N04 [R] Use selected irregular plural nouns N05 [R] Distinguish countable and uncountable nouns	Retrieve noun type, number and countability accurately in longer P5 texts.	P4 noun system in multi-sentence contexts
T1		2 Abstract Meaning, Possession and Expanded Noun Groups		5 N06 [R] Use collective nouns in context N07 [R] Recognise and use abstract nouns N08 [R] Form singular and plural possessive nouns N09 [R] Use partitives and measure expressions N10 [M] Build precise expanded noun groups	Build precise noun groups and maintain accurate possession and measurement.	Abstract nouns, partitives and expanded groups
T1		3 Articles and Determiner Reference		5 D01 [R] Use a and an by initial sound D02 [R] Use the for specific, known or previously mentioned reference D03 [R] Use demonstrative determiners this, that, these and those D04 [R] Use possessive determiners my, your, his, her, its, our, their D05 [R] Use some and any appropriately	Maintain clear, economical reference across connected paragraphs.	P4 article and determiner distinctions
T1		4 Quantifier Precision and Article Systems		5 D06 [R] Use many, much, a few and a little D07 [R] Use enough, too much and too many D08 [M] Use each, every, either and neither D09 [I] Distinguish fewer/less and number/amount D10 [I/P] Control general, specific and zero-article reference	Control distributive quantity, less/fewer and general/specific/zero reference.	Countability and P4 article choice
T1		5 Personal and Reflexive Pronoun Retrieval		5 PR01 [R] Use personal subject pronouns PR02 [R] Use personal object pronouns PR03 [R] Use possessive pronouns PR04 [R] Use demonstrative pronouns PR05 [R] Use reflexive pronouns accurately	Select accurate pronoun forms automatically in extended contexts.	P4 personal, possessive, demonstrative and reflexive forms
T1		6 Extended Pronoun System and Agreement		5 PR06 [R] Use common indefinite pronouns PR07 [R] Use interrogative forms accurately PR08 [R] Use relative pronouns in clauses PR09 [R] Use reciprocal pronouns PR10 [R] Maintain pronoun-antecedent agreement	Use indefinite, interrogative, relative and reciprocal pronouns with stable agreement.	P4 pronoun types and antecedent agreement
T1		7 Cross-sentence Reference Mastery		5 PR11 [M] Resolve ambiguous pronoun reference across sentences PR12 [I/P] Track personal, demonstrative and lexical reference across a text D09 [M] Distinguish fewer/less and number/amount N10 [M] Build precise expanded noun groups D08 [R] Use each, every, either and neither	Track and repair reference across paragraphs while sustaining determiner precision.	Pronoun ambiguity, lexical reference and quantification
T1		8 Main, Linking, Stative and Auxiliary Foundations		5 V01 [R] Recognise and use action verbs V02 [R] Use be as a main/linking verb V03 [R] Use have as a main verb V04 [R] Recognise linking verbs and complements V05 [R] Use common stative verbs appropriately	Retrieve the complete main/linking/stative verb distinction in authentic sentences.	P4 verb meanings and complements
T1		9 Verb Forms and Finite Foundations		5 V06 [R] Use base and third-person singular forms V07 [R] Use regular past-tense forms V08 [R] Use common irregular past forms V09 [R] Use present and past participle forms V10 [R] Use simple present for habits, facts, states and routines	Control base, agreement, past and participle forms as foundations for tense and voice.	P4 finite forms and participles
T1		10 Simple, Continuous and Future Retrieval		5 V11 [R] Use simple past for completed past events V12 [R] Use present continuous for actions in progress V13 [R] Use past continuous for background or interrupted action V14 [R] Use will and be going to for future meaning V15 [R] Use present continuous for arranged future events	Choose simple, continuous and future forms consistently in connected events.	P4 tense/aspect timeline
T2		1 Present Perfect, Past Perfect and Past Contrast		5 V16 [R] Use present perfect for experience, recent completion and continuation V17 [M] Distinguish present perfect from simple past V18 [I] Use past perfect to clarify an earlier past event V19 [R] Use be, do and have as auxiliary verbs V20 [R] Use modal verbs for core meanings	Distinguish completed past, present relevance and earlier-past relationships.	Auxiliary have, participles and explicit time reference
T2		2 Modality, Infinitives, Gerunds and Finiteness		5 V21 [M] Distinguish strength and certainty of modals V22 [R] Use common verb + to-infinitive patterns V23 [M] Use common verb + gerund patterns V24 [I] Use object + to-infinitive patterns V25 [I/P] Distinguish finite and non-finite forms in application	Control modal strength and select common infinitive or gerund complements.	P4 modal meanings and non-finite patterns

Term	Week	Weekly Focus	KP Count	3–5 Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T2	3	Voice, Reporting and Advanced Verb Patterns		5 V26 [I] Use active and passive voice according to focus V27 [M] Report statements, questions, requests and instructions V28 [I/P] Maintain tense and verb-pattern consistency across a text V18 [M] Use past perfect to clarify an earlier past event V24 [M] Use object + to-infinitive patterns	Use active/passive focus, reported language and complex verb patterns accurately.	Tense sequence, auxiliaries and object complements
T2	4	Verb-system Transfer and Agreement Retrieval		5 V26 [M] Use active and passive voice according to focus V17 [R] Distinguish present perfect from simple past V28 [P] Maintain tense and verb-pattern consistency across a text SVA01 [R] Match singular/plural subjects with be and common verbs SVA02 [R] Maintain agreement with compound subjects	Transfer tense, voice and consistency choices into a short connected text.	Full P5 verb system to date
T2	5	Complex Subject–Verb Agreement		5 SVA03 [R] Maintain agreement with collective nouns and indefinite pronouns SVA04 [M] Find the complete subject across intervening phrases SVA05 [I] Maintain agreement in correlative structures AA01 [R] Use adjectives before nouns AA02 [R] Use adjectives after linking verbs	Find complete subjects and maintain agreement despite intervening information.	P4 compound, collective and indefinite subjects
T2	6	Comparison and Core Modifier Retrieval		5 AA03 [R] Use comparative and superlative adjectives AA04 [R] Use as...as comparison patterns AA05 [R] Use adverbs of manner, time, place and frequency AA06 [R] Use adverbs of degree and too/enough structures AA07 [R] Distinguish adjective and adverb forms	Use comparison and adverbial meanings precisely in longer sentences.	P4 adjective/adverb distinctions and degree
T2	7	Modifier Order, Clarity and Correlative Agreement		5 AA08 [R] Use natural adjective order in guided noun phrases AA09 [R] Distinguish participial adjectives AA10 [I] Place modifiers close to what they describe AA11 [I/P] Correct dangling or ambiguous modifying phrases SVA05 [M] Maintain agreement in correlative structures	Place modifiers clearly and maintain agreement in correlative structures.	Participial adjectives, modifier placement and complete subjects
T2	8	Modifier Mastery and Preposition Retrieval		5 AA10 [M] Place modifiers close to what they describe P01 [R] Use basic prepositions of place P02 [R] Use prepositions of time P03 [R] Use prepositions of movement and direction P04 [R] Use multiword prepositions	Eliminate ambiguous modifier placement and retrieve concrete prepositional relations.	P4 modifiers and multiword prepositions
T2	9	Dependent Prepositions and Core Logical Links		5 P05 [I] Use dependent prepositions and common collocations P06 [I/P] Use prepositions for abstract relationships in whole texts C01 [R] Use and, but and or to connect words and ideas C02 [R] Use because and so for reason and result C03 [R] Use time conjunctions	Control dependent prepositions and logical relationships across a paragraph.	Collocation, reason and time links
T2	10	Purpose, Result, Relative and Correlative Clauses		5 C04 [R] Use if and unless for condition C05 [R] Use although/though and other contrast links C06 [M] Use purpose and result clauses C07 [R] Use relative clauses to add essential information C08 [I] Use correlative conjunctions accurately	Use a wider clause repertoire without losing sentence control.	P4 condition, contrast, purpose and relative clauses
T3	1	Conditional Systems and Paragraph Transitions		5 C09 [I] Use zero and first conditional patterns C10 [I/P] Use controlled second conditional patterns C11 [M] Use transitions across sentences and paragraphs C08 [M] Use correlative conjunctions accurately C09 [M] Use zero and first conditional patterns	Control real and hypothetical condition patterns and transitions across ideas.	P4 zero/first/second conditional foundations
T3	2	Sentence-type Retrieval and Fragment Repair		5 SS01 [R] Recognise and construct complete simple sentences SS02 [R] Construct questions and negative statements SS03 [R] Construct compound sentences SS04 [R] Construct guided complex sentences SS05 [R] Identify and correct fragments	Retrieve complete sentence types and diagnose fragments in denser texts.	P4 simple, compound and complex sentence control
T3	3	Run-ons, Sentence Economy and Transformation		5 SS06 [R] Identify and correct run-ons and comma splices SS07 [M] Vary sentence openings and combine ideas economically SS08 [I/P] Preserve meaning in sentence synthesis and transformation PU01 [R] Use capitals at sentence starts and for proper names PU02 [R] Use full stops, question marks and exclamation marks	Combine and transform sentences economically while preserving meaning and boundaries.	P4 run-on repair and sentence synthesis
T3	4	Commas, Apostrophes and Direct Speech Retrieval		5 PU03 [R] Use commas in lists PU04 [R] Use apostrophes in contractions PU05 [R] Use apostrophes for singular and plural possession PU06 [R] Punctuate direct speech PU07 [R] Use commas after suitable introductory elements	Apply established punctuation accurately in extended editing passages.	P4 lists, possession, direct speech and introductory elements

Term	Week	Weekly Focus	KP Count	3–5 Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T3		5 Colons, Parenthesis, Semicolons and System Transfer		5 PU08 [M] Use colons for lists and explanations PU09 [I/P] Use brackets and dashes for parenthetical information PU10 [I/P] Use semicolons in controlled contexts P05 [M] Use dependent prepositions and common collocations V26 [P] Use active and passive voice according to focus	Use advanced punctuation purposefully and apply voice/preposition choices in editing.	Sentence boundaries, clause relations and dependent prepositions
T3		6 Foundational 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	Apply foundational decoding automatically within demanding P5 vocabulary.	P1–P4 phonics embedded in authentic text
T3		7 Multisyllabic Words and Morphological Retrieval		5 VW06 [R] Decode multisyllabic words using syllables and familiar chunks VW07 [R] Apply inflectional endings accurately VW08 [R] Identify base words, prefixes and suffixes VW09 [R] Apply suffix spelling changes VW10 [R] Build word families across parts of speech	Use syllable and morphological analysis to decode, spell and relate words.	P4 affixes, spelling changes and word families
T3		8 Distributed Context and Meaning Precision		5 VW11 [R] Use definition, example and contrast context clues VW12 [R] Infer meaning using cause-effect and cross-sentence clues VW13 [R] Distinguish synonyms, antonyms and shades of meaning VW14 [R] Interpret homophones and multiple-meaning words in context VW15 [R] Use natural collocations and fixed expressions	Infer nuanced meaning across sentences and select precise collocations.	P4 context clues, polysemy and shades of meaning
T3		9 Figurative Language, Register and Dictionary Mastery		5 VW16 [M] Interpret common idioms, phrasal verbs and figurative expressions VW17 [I] Choose vocabulary for audience, purpose and register VW18 [R] Use alphabetical order and guide words VW19 [R] Interpret a learner-dictionary entry VW20 [M] Use dictionary information on pronunciation, collocation and register	Interpret figurative expressions and use register/collocation information critically.	P4 idioms, audience and dictionary depth
T3		10 Vocabulary Register and Reading Organisation		5 VW17 [M] Choose vocabulary for audience, purpose and register R01 [R] Retrieve explicitly stated details R02 [R] Sequence events or procedural steps R03 [R] Identify paragraph main idea and supporting details R04 [R] Recognise text organisation	Choose vocabulary for context while retrieving foundational text organisation.	Vocabulary register, detail, sequence and main idea
T4		1 Relationships and Character Inference Retrieval		5 R05 [R] Explain cause and effect using evidence R06 [R] Compare and contrast using fair criteria R07 [R] Make and revise evidence-based predictions R08 [R] Infer feelings and simple motives from clues R09 [R] Infer traits, relationships and character change	Integrate multiple clues when explaining relationships and character development.	P4 inference and evidence selection
T4		2 Theme, Viewpoint and Evidence Evaluation		5 R10 [R] Infer theme or message with evidence R11 [R] Identify purpose and intended audience R12 [R] Distinguish fact, opinion, claim, reason and evidence R13 [M] Infer viewpoint, mood and tone R14 [I] Evaluate relevance and sufficiency of evidence	Evaluate viewpoint, tone and the relevance or sufficiency of evidence.	P4 theme, purpose, claims and evidence
T4		3 Craft, Functional Conditions and Paraphrase		5 R15 [I/P] Explain how selected authorial choices shape meaning R16 [R] Interpret functional texts and required actions R17 [R] Integrate prose and visual information R18 [R] Check conditions, restrictions, exceptions and assumptions R19 [R] Summarise a short text around main idea and essentials	Explain selected craft choices and integrate exact functional conditions into meaning.	P4 authorial choice, multimodal information and summary
T4		4 Synthesis and Concise Summary		5 R20 [M] Paraphrase without changing meaning R21 [I] Compare and synthesise across sources R22 [I/P] Write a concise summary within a stated limit R14 [P] Evaluate relevance and sufficiency of evidence R21 [P] Compare and synthesise across sources	Paraphrase, compare and synthesise sources while judging evidence quality.	Main ideas, viewpoint, relevance and word limits
T4		5 Evidence and Cross-source Mastery		5 R14 [M] Evaluate relevance and sufficiency of evidence R21 [M] Compare and synthesise across sources W01 [R] Write complete meaningful sentences W02 [R] Write connected sentences about one topic W03 [R] Plan and develop one focused paragraph	Master evidence evaluation and synthesis while sustaining accurate sentence/paragraph control.	Reading evaluation feeding directly into writing
T4		6 Paragraph, Genre and Narrative Foundations		5 W04 [R] Revise a paragraph for unity, order and cohesion W05 [R] Write a description using selected precise details W06 [R] Write a chronological personal recount W07 [R] Write a simple procedure or explanation W08 [R] Develop a narrative with beginning, development and resolution	Retrieve paragraph cohesion and genre structures for more independent writing.	P4 description, recount, explanation and narrative writing

Term	Week	Weekly Focus	KP Count	3–5 Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T4	7	Narrative Control and Situational Foundations		5 W09 [M] Develop character, setting and decisive moments W10 [I/P] Control pacing, viewpoint and plot coherence W11 [R] Write short messages, notes and invitations W12 [R] Write informal emails for a familiar audience W13 [R] Adapt register and format to purpose and audience	Develop decisive moments, pacing and viewpoint while retaining audience awareness.	P4 narrative structure and situational formats
T4	8	Stimulus Accuracy, Editing and Timed Writing		5 W14 [P] Adapt all stimulus information accurately W15 [R] Plan, draft, revise, edit and publish W16 [R] Edit grammar, spelling and punctuation systematically W17 [I/P] Write under controlled time conditions LS01 [R] Follow multi-step oral instructions	Use all stimulus information accurately and compose/edit under controlled time.	P4 writing process and timed control
T4	9	Situational Mastery and Listening Inference		5 W14 [M] Adapt all stimulus information accurately LS02 [R] Identify main idea, details and sequence in spoken texts LS03 [M] Take concise notes while listening LS04 [I] Infer speaker purpose, attitude and implied meaning LS05 [R] Read aloud accurately and fluently	Master complete stimulus use and infer purpose, attitude and implication while listening.	Situational writing, note-taking and oral reading
T4	10	P5 Integrated Oral and Listening Mastery		5 LS04 [M] Infer speaker purpose, attitude and implied meaning LS06 [R] Describe and recount using complete connected sentences LS07 [R] Give an organised stimulus-based response LS08 [R] Respond directly to follow-up questions and build on ideas LS09 [M] Support an opinion and acknowledge another viewpoint	Deliver and sustain organised, evidence-based spoken responses with viewpoint awareness.	All P5 language 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 P5 Stage	Recommended Final Mastery
T1W01		1	1 P4 Retrieval: Core Noun System	1 N01	R		Recognise and use common nouns	People, places, animals, objects and familiar ideas	PP/W	Retrieve noun type, number and countability accurately in longer P5 texts.	P4 noun system in multi-sentence contexts	R	P1
T1W01		1	1 P4 Retrieval: Core Noun System	2 N02	R		Recognise and use proper nouns	Capitalise names and specific places/events	PP/W	Retrieve noun type, number and countability accurately in longer P5 texts.	P4 noun system in multi-sentence contexts	R	P2
T1W01		1	1 P4 Retrieval: Core Noun System	3 N03	R		Use singular and regular plural nouns	-s and -es in taught words	PP/W	Retrieve noun type, number and countability accurately in longer P5 texts.	P4 noun system in multi-sentence contexts	R	P2
T1W01		1	1 P4 Retrieval: Core Noun System	4 N04	R		Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W	Retrieve noun type, number and countability accurately in longer P5 texts.	P4 noun system in multi-sentence contexts	R	P3
T1W01		1	1 P4 Retrieval: Core Noun System	5 N05	R		Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W	Retrieve noun type, number and countability accurately in longer P5 texts.	P4 noun system in multi-sentence contexts	R	P3
T1W02		1	2 Abstract Meaning, Possession and Expanded Noun Groups	1 N06	R		Use collective nouns in context	Agreement taught separately under SVA	PP/W	Build precise noun groups and maintain accurate possession and measurement.	Abstract nouns, partitives and expanded groups	R	P3
T1W02		1	2 Abstract Meaning, Possession and Expanded Noun Groups	2 N07	R		Recognise and use abstract nouns	Meaningful contexts; no classification-only testing	PP/W	Build precise noun groups and maintain accurate possession and measurement.	Abstract nouns, partitives and expanded groups	R	P4
T1W02		1	2 Abstract Meaning, Possession and Expanded Noun Groups	3 N08	R		Form singular and plural possessive nouns	Separate possession from contractions	PP/W	Build precise noun groups and maintain accurate possession and measurement.	Abstract nouns, partitives and expanded groups	R	P3
T1W02		1	2 Abstract Meaning, Possession and Expanded Noun Groups	4 N09	R		Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W	Build precise noun groups and maintain accurate possession and measurement.	Abstract nouns, partitives and expanded groups	R	P3
T1W02		1	2 Abstract Meaning, Possession and Expanded Noun Groups	5 N10	M		Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP	Build precise noun groups and maintain accurate possession and measurement.	Abstract nouns, partitives and expanded groups	M	P5
T1W03		1	3 Articles and Determiner Reference	1 D01	R		Use a and an by initial sound	Not letter-name rules	PP/W	Maintain clear, economical reference across connected paragraphs.	P4 article and determiner distinctions	R	P1
T1W03		1	3 Articles and Determiner Reference	2 D02	R		Use the for specific, known or previously mentioned reference	Include unique/shared-reference cases gradually	PP/W	Maintain clear, economical reference across connected paragraphs.	P4 article and determiner distinctions	R	P4
T1W03		1	3 Articles and Determiner Reference	3 D03	R		Use demonstrative determiners this, that, these and those	Near/far and singular/plural	PP/W	Maintain clear, economical reference across connected paragraphs.	P4 article and determiner distinctions	R	P2
T1W03		1	3 Articles and Determiner Reference	4 D04	R		Use possessive determiners my, your, his, her, its, our, their	Keep terminology consistent with possessive adjectives	PP/W	Maintain clear, economical reference across connected paragraphs.	P4 article and determiner distinctions	R	P2
T1W03		1	3 Articles and Determiner Reference	5 D05	R		Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W	Maintain clear, economical reference across connected paragraphs.	P4 article and determiner distinctions	R	P3
T1W04		1	4 Quantifier Precision and Article Systems	1 D06	R		Use many, much, a few and a little	Match countability and intended amount	PP/W	Control distributive quantity, less/fewer and general/specific/zero reference.	Countability and P4 article choice	R	P3
T1W04		1	4 Quantifier Precision and Article Systems	2 D07	R		Use enough, too much and too many	Meaning of sufficiency and excess	PP/W	Control distributive quantity, less/fewer and general/specific/zero reference.	Countability and P4 article choice	R	P4
T1W04		1	4 Quantifier Precision and Article Systems	3 D08	M		Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W	Control distributive quantity, less/fewer and general/specific/zero reference.	Countability and P4 article choice	M	P5
T1W04		1	4 Quantifier Precision and Article Systems	4 D09	I		Distinguish fewer/less and number/amount	Use in accessible count/non-count contexts	PP/W	Control distributive quantity, less/fewer and general/specific/zero reference.	Countability and P4 article choice	I/M	P5
T1W04		1	4 Quantifier Precision and Article Systems	5 D10	I/P		Control general, specific and zero-article reference	Whole-text application; avoid advanced article exceptions	Cloze/Edit	Control distributive quantity, less/fewer and general/specific/zero reference.	Countability and P4 article choice	I/P	P6
T1W05		1	5 Personal and Reflexive Pronoun Retrieval	1 PR01	R		Use personal subject pronouns	I, you, he, she, it, we, they	PP/W	Select accurate pronoun forms automatically in extended contexts.	P4 personal, possessive, demonstrative and reflexive forms	R	P1
T1W05		1	5 Personal and Reflexive Pronoun Retrieval	2 PR02	R		Use personal object pronouns	me, you, him, her, it, us, them	PP/W	Select accurate pronoun forms automatically in extended contexts.	P4 personal, possessive, demonstrative and reflexive forms	R	P2
T1W05		1	5 Personal and Reflexive Pronoun Retrieval	3 PR03	R		Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W	Select accurate pronoun forms automatically in extended contexts.	P4 personal, possessive, demonstrative and reflexive forms	R	P3
T1W05		1	5 Personal and Reflexive Pronoun Retrieval	4 PR04	R		Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W	Select accurate pronoun forms automatically in extended contexts.	P4 personal, possessive, demonstrative and reflexive forms	R	P3
T1W05		1	5 Personal and Reflexive Pronoun Retrieval	5 PR05	R		Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W	Select accurate pronoun forms automatically in extended contexts.	P4 personal, possessive, demonstrative and reflexive forms	R	P3
T1W06		1	6 Extended Pronoun System and Agreement	1 PR06	R		Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W	Use indefinite, interrogative, relative and reciprocal pronouns with stable agreement.	P4 pronoun types and antecedent agreement	R	P4
T1W06		1	6 Extended Pronoun System and Agreement	2 PR07	R		Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W	Use indefinite, interrogative, relative and reciprocal pronouns with stable agreement.	P4 pronoun types and antecedent agreement	R	P4
T1W06		1	6 Extended Pronoun System and Agreement	3 PR08	R		Use relative pronouns in clauses	who, which, that before whose/whom	PP/W	Use indefinite, interrogative, relative and reciprocal pronouns with stable agreement.	P4 pronoun types and antecedent agreement	R	P4
T1W06		1	6 Extended Pronoun System and Agreement	4 PR09	R		Use reciprocal pronouns	each other; one another as extension	PP/W	Use indefinite, interrogative, relative and reciprocal pronouns with stable agreement.	P4 pronoun types and antecedent agreement	R	P4
T1W06		1	6 Extended Pronoun System and Agreement	5 PR10	R		Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit	Use indefinite, interrogative, relative and reciprocal pronouns with stable agreement.	P4 pronoun types and antecedent agreement	R	P4
T1W07		1	7 Cross-sentence Reference Mastery	1 PR11	M		Resolve ambiguous pronoun reference across sentences	Replace or repeat a noun only where clarity requires it	Edit/W	Track and repair reference across paragraphs while sustaining determiner precision.	Pronoun ambiguity, lexical reference and quantification	M	P5
T1W07		1	7 Cross-sentence Reference Mastery	2 PR12	I/P		Track personal, demonstrative and lexical reference across a text	Whole-passage cohesion, not isolated form selection	Cloze/Edit	Track and repair reference across paragraphs while sustaining determiner precision.	Pronoun ambiguity, lexical reference and quantification	I/P	P6
T1W07		1	7 Cross-sentence Reference Mastery	3 D09	M		Distinguish fewer/less and number/amount	Use in accessible count/non-count contexts	PP/W	Track and repair reference across paragraphs while sustaining determiner precision.	Pronoun ambiguity, lexical reference and quantification	I/M	P5
T1W07		1	7 Cross-sentence Reference Mastery	4 N10	M		Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP	Track and repair reference across paragraphs while sustaining determiner precision.	Pronoun ambiguity, lexical reference and quantification	M	P5
T1W07		1	7 Cross-sentence Reference Mastery	5 D08	R		Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W	Track and repair reference across paragraphs while sustaining determiner precision.	Pronoun ambiguity, lexical reference and quantification	M	P5
T1W08		1	8 Main, Linking, Stative and Auxiliary Foundations	1 V01	R		Recognise and use action verbs	Physical and mental actions in meaningful sentences	PP/W	Retrieve the complete main/linking/stative verb distinction in authentic sentences.	P4 verb meanings and complements	R	P1
T1W08		1	8 Main, Linking, Stative and Auxiliary Foundations	2 V02	R		Use be as a main/linking verb	am, is, are; later was, were	PP/W	Retrieve the complete main/linking/stative verb distinction in authentic sentences.	P4 verb meanings and complements	R	P2
T1W08		1	8 Main, Linking, Stative and Auxiliary Foundations	3 V03	R		Use have as a main verb	have/has; later had	PP/W	Retrieve the complete main/linking/stative verb distinction in authentic sentences.	P4 verb meanings and complements	R	P2
T1W08		1	8 Main, Linking, Stative and Auxiliary Foundations	4 V04	R		Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W	Retrieve the complete main/linking/stative verb distinction in authentic sentences.	P4 verb meanings and complements	R	P3
T1W08		1	8 Main, Linking, Stative and Auxiliary Foundations	5 V05	R		Use common stative verbs appropriately	know, believe, understand, want, need, belong, prefer; normally non-continuous	PP/Edit	Retrieve the complete main/linking/stative verb distinction in authentic sentences.	P4 verb meanings and complements	R	P4
T1W09		1	9 Verb Forms and Finite Foundations	1 V06	R		Use base and third-person singular forms	Includes spelling changes and simple-present agreement	PP/W	Control base, agreement, past and participle forms as foundations for tense and voice.	P4 finite forms and participles	R	P2
T1W09		1	9 Verb Forms and Finite Foundations	2 V07	R		Use regular past-tense forms	-ed spelling and high-frequency pronunciation awareness	PP/W	Control base, agreement, past and participle forms as foundations for tense and voice.	P4 finite forms and participles	R	P2
T1W09		1	9 Verb Forms and Finite Foundations	3 V08	R		Use common irregular past forms	Expand controlled bank progressively	PP/W	Control base, agreement, past and participle forms as foundations for tense and voice.	P4 finite forms and participles	R	P3
T1W09		1	9 Verb Forms and Finite Foundations	4 V09	R		Use present and past participle forms	-ing and -ed/-en forms used in taught constructions	PP/W	Control base, agreement, past and participle forms as foundations for tense and voice.	P4 finite forms and participles	R	P4
T1W09		1	9 Verb Forms and Finite Foundations	5 V10	R		Use simple present for habits, facts, states and routines	Contrast with present continuous	PP/W	Control base, agreement, past and participle forms as foundations for tense and voice.	P4 finite forms and participles	R	P2
T1W10		1	10 Simple, Continuous and Future Retrieval	1 V11	R		Use simple past for completed past events	Use time markers and irregular forms	PP/W	Choose simple, continuous and future forms consistently in connected events.	P4 tense/aspect timeline	R	P2
T1W10		1	10 Simple, Continuous and Future Retrieval	2 V12	R		Use present continuous for actions in progress	Include now/around now; exclude most stative uses	PP/W	Choose simple, continuous and future forms consistently in connected events.	P4 tense/aspect timeline	R	P2
T1W10		1	10 Simple, Continuous and Future Retrieval	3 V13	R		Use past continuous for background or interrupted action	Initially at a stated past time	PP/W	Choose simple, continuous and future forms consistently in connected events.	P4 tense/aspect timeline	R	P3
T1W10		1	10 Simple, Continuous and Future Retrieval	4 V14	R		Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W	Choose simple, continuous and future forms consistently in connected events.	P4 tense/aspect timeline	R	P3
T1W10		1	10 Simple, Continuous and Future Retrieval	5 V15	R		Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W	Choose simple, continuous and future forms consistently in connected events.	P4 tense/aspect timeline	R	P4
T2W01		2	1 Present Perfect, Past Perfect and Past Contrast	1 V16	R		Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W	Distinguish completed past, present relevance and earlier-past relationships.	Auxiliary have, participles and explicit time reference	R	P4
T2W01		2	1 Present Perfect, Past Perfect and Past Contrast	2 V17	M		Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze	Distinguish completed past, present relevance and earlier-past relationships.	Auxiliary have, participles and explicit time reference	M	P5
T2W01		2	1 Present Perfect, Past Perfect and Past Contrast	3 V18	I		Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W	Distinguish completed past, present relevance and earlier-past relationships.	Auxiliary have, participles and explicit time reference	I/M	P5
T2W01		2	1 Present Perfect, Past Perfect and Past Contrast	4 V19	R		Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit	Distinguish completed past, present relevance and earlier-past relationships.	Auxiliary have, participles and explicit time reference	R	P3
T2W01		2	1 Present Perfect, Past Perfect and Past Contrast	5 V20	R		Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W	Distinguish completed past, present relevance and earlier-past relationships.	Auxiliary have, participles and explicit time reference	R	P3
T2W02		2	2 Modality, Infinitives, Gerunds and Finiteness	1 V21	M		Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze	Control modal strength and select common infinitive or gerund complements.	P4 modal meanings and non-finite patterns	M	P5
T2W02		2	2 Modality, Infinitives, Gerunds and Finiteness	2 V22	R		Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W	Control modal strength and select common infinitive or gerund complements.	P4 modal meanings and non-finite patterns	R	P4
T2W02		2	2 Modality, Infinitives, Gerunds and Finiteness	3 V23	M		Use common verb + gerund patterns	enjoy/finish/avoid/keep + -ing; controlled lexical set	PP/W	Control modal strength and select common infinitive or gerund complements.	P4 modal meanings and non-finite patterns	M	P5
T2W02		2	2 Modality, Infinitives, Gerunds and Finiteness	4 V24	I		Use object + to-infinitive patterns	ask/tell/want/allow + object + to-infinitive in guided contexts	PP/W	Control modal strength and select common infinitive or gerund complements.	P4 modal meanings and non-finite patterns	I/M	P5
T2W02		2	2 Modality, Infinitives, Gerunds and Finiteness	5 V25	I/P		Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform	Control modal strength and select common infinitive or gerund complements.	P4 modal meanings and non-finite patterns	I/P	P6
T2W03		2	3 Voice, Reporting and Advanced Verb Patterns	1 V26	I		Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Use active/passive focus, reported language and complex verb patterns accurately.	Tense sequence, auxiliaries and object complements	I/M	P5
T2W03		2	3 Voice, Reporting and Advanced Verb Patterns	2 V27	M		Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform	Use active/passive focus, reported language and complex verb patterns accurately.	Tense sequence, auxiliaries and object complements	M	P5
T2W03		2	3 Voice, Reporting and Advanced Verb Patterns	3 V28	I/P		Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit	Use active/passive focus, reported language and complex verb patterns accurately.	Tense sequence, auxiliaries and object complements	I/P	P6

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P5 Stage	Recommended Final Mastery
T2W03		2	3 Voice, Reporting and Advanced Verb Patterns		4 V18	M	Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W	Use active/passive focus, reported language and complex verb patterns accurately.	Tense sequence, auxiliaries and object complements	I/M	P5
T2W03		2	3 Voice, Reporting and Advanced Verb Patterns		5 V24	M	Use object + to-infinitive patterns	ask/tell/want/allow + object + to-infinitive in guided contexts	PP/W	Use active/passive focus, reported language and complex verb patterns accurately.	Tense sequence, auxiliaries and object complements	I/M	P5
T2W04		2	4 Verb-system Transfer and Agreement Retrieval		1 V26	M	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Transfer tense, voice and consistency choices into a short connected text.	Full P5 verb system to date	I/M	P5
T2W04		2	4 Verb-system Transfer and Agreement Retrieval		2 V17	R	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze	Transfer tense, voice and consistency choices into a short connected text.	Full P5 verb system to date	M	P5
T2W04		2	4 Verb-system Transfer and Agreement Retrieval		3 V28	P	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit	Transfer tense, voice and consistency choices into a short connected text.	Full P5 verb system to date	I/P	P6
T2W04		2	4 Verb-system Transfer and Agreement Retrieval		4 SVA01	R	Match singular/plural subjects with be and common verbs	Familiar noun/pronoun subjects	PP/W	Transfer tense, voice and consistency choices into a short connected text.	Full P5 verb system to date	R	P2
T2W04		2	4 Verb-system Transfer and Agreement Retrieval		5 SVA02	R	Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit	Transfer tense, voice and consistency choices into a short connected text.	Full P5 verb system to date	R	P3
T2W05		2	5 Complex Subject–Verb Agreement		1 SVA03	R	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit	Find complete subjects and maintain agreement despite intervening information.	P4 compound, collective and indefinite subjects	R	P4
T2W05		2	5 Complex Subject–Verb Agreement		2 SVA04	M	Find the complete subject across intervening phrases	Ignore distracting nearby nouns	PP/Edit	Find complete subjects and maintain agreement despite intervening information.	P4 compound, collective and indefinite subjects	M	P5
T2W05		2	5 Complex Subject–Verb Agreement		3 SVA05	I	Maintain agreement in correlative structures	either...or, neither...nor, not only...but also	PP/Edit	Find complete subjects and maintain agreement despite intervening information.	P4 compound, collective and indefinite subjects	I/M	P5
T2W05		2	5 Complex Subject–Verb Agreement		4 AA01	R	Use adjectives before nouns	Familiar descriptive language	PP/W	Find complete subjects and maintain agreement despite intervening information.	P4 compound, collective and indefinite subjects	R	P1
T2W05		2	5 Complex Subject–Verb Agreement		5 AA02	R	Use adjectives after linking verbs	Subject complement patterns	PP/W	Find complete subjects and maintain agreement despite intervening information.	P4 compound, collective and indefinite subjects	R	P3
T2W06		2	6 Comparison and Core Modifier Retrieval		1 AA03	R	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W	Use comparison and adverbial meanings precisely in longer sentences.	P4 adjective/adverb distinctions and degree	R	P3
T2W06		2	6 Comparison and Core Modifier Retrieval		2 AA04	R	Use as...as comparison patterns	Positive and negative comparison	PP/W	Use comparison and adverbial meanings precisely in longer sentences.	P4 adjective/adverb distinctions and degree	R	P4
T2W06		2	6 Comparison and Core Modifier Retrieval		3 AA05	R	Use adverbs of manner, time, place and frequency	Position taught through meaningful sentence patterns	PP/W	Use comparison and adverbial meanings precisely in longer sentences.	P4 adjective/adverb distinctions and degree	R	P3
T2W06		2	6 Comparison and Core Modifier Retrieval		4 AA06	R	Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W	Use comparison and adverbial meanings precisely in longer sentences.	P4 adjective/adverb distinctions and degree	R	P4
T2W06		2	6 Comparison and Core Modifier Retrieval		5 AA07	R	Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit	Use comparison and adverbial meanings precisely in longer sentences.	P4 adjective/adverb distinctions and degree	R	P3
T2W07		2	7 Modifier Order, Clarity and Correlative Agreement		1 AA08	R	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W	Place modifiers clearly and maintain agreement in correlative structures.	Participial adjectives, modifier placement and complete subjects	R	P4
T2W07		2	7 Modifier Order, Clarity and Correlative Agreement		2 AA09	R	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit	Place modifiers clearly and maintain agreement in correlative structures.	Participial adjectives, modifier placement and complete subjects	R	P4
T2W07		2	7 Modifier Order, Clarity and Correlative Agreement		3 AA10	I	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W	Place modifiers clearly and maintain agreement in correlative structures.	Participial adjectives, modifier placement and complete subjects	I/M	P5
T2W07		2	7 Modifier Order, Clarity and Correlative Agreement		4 AA11	I/P	Correct dangling or ambiguous modifying phrases	Upper-primary editing and transformation	Edit/Transform	Place modifiers clearly and maintain agreement in correlative structures.	Participial adjectives, modifier placement and complete subjects	I/P	P6
T2W07		2	7 Modifier Order, Clarity and Correlative Agreement		5 SVA05	M	Maintain agreement in correlative structures	either...or, neither...nor, not only...but also	PP/Edit	Place modifiers clearly and maintain agreement in correlative structures.	Participial adjectives, modifier placement and complete subjects	I/M	P5
T2W08		2	8 Modifier Mastery and Preposition Retrieval		1 AA10	M	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W	Eliminate ambiguous modifier placement and retrieve concrete prepositional relations.	P4 modifiers and multiword prepositions	I/M	P5
T2W08		2	8 Modifier Mastery and Preposition Retrieval		2 P01	R	Use basic prepositions of place	in, on, under, behind, beside/next to	PP/W	Eliminate ambiguous modifier placement and retrieve concrete prepositional relations.	P4 modifiers and multiword prepositions	R	P1
T2W08		2	8 Modifier Mastery and Preposition Retrieval		3 P02	R	Use prepositions of time	at, on, in; before, after, during by stage	PP/W	Eliminate ambiguous modifier placement and retrieve concrete prepositional relations.	P4 modifiers and multiword prepositions	R	P2
T2W08		2	8 Modifier Mastery and Preposition Retrieval		4 P03	R	Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W	Eliminate ambiguous modifier placement and retrieve concrete prepositional relations.	P4 modifiers and multiword prepositions	R	P3
T2W08		2	8 Modifier Mastery and Preposition Retrieval		5 P04	R	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W	Eliminate ambiguous modifier placement and retrieve concrete prepositional relations.	P4 modifiers and multiword prepositions	R	P4
T2W09		2	9 Dependent Prepositions and Core Logical Links		1 P05	I	Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze	Control dependent prepositions and logical relationships across a paragraph.	Collocation, reason and time links	I/M	P5
T2W09		2	9 Dependent Prepositions and Core Logical Links		2 P06	I/P	Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit	Control dependent prepositions and logical relationships across a paragraph.	Collocation, reason and time links	I/P	P6
T2W09		2	9 Dependent Prepositions and Core Logical Links		3 C01	R	Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W	Control dependent prepositions and logical relationships across a paragraph.	Collocation, reason and time links	R	P1
T2W09		2	9 Dependent Prepositions and Core Logical Links		4 C02	R	Use because and so for reason and result	Avoid because...so doubling	PP/W	Control dependent prepositions and logical relationships across a paragraph.	Collocation, reason and time links	R	P2
T2W09		2	9 Dependent Prepositions and Core Logical Links		5 C03	R	Use time conjunctions	when, before, after, while, until and as by stage	PP/W	Control dependent prepositions and logical relationships across a paragraph.	Collocation, reason and time links	R	P3
T2W10		2	10 Purpose, Result, Relative and Correlative Clauses		1 C04	R	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W	Use a wider clause repertoire without losing sentence control.	P4 condition, contrast, purpose and relative clauses	R	P3
T2W10		2	10 Purpose, Result, Relative and Correlative Clauses		2 C05	R	Use although/though and other contrast links	Avoid although...but doubling	PP/W	Use a wider clause repertoire without losing sentence control.	P4 condition, contrast, purpose and relative clauses	R	P4
T2W10		2	10 Purpose, Result, Relative and Correlative Clauses		3 C06	M	Use purpose and result clauses	so that, in order to, so...that in controlled contexts	PP/W	Use a wider clause repertoire without losing sentence control.	P4 condition, contrast, purpose and relative clauses	M	P5
T2W10		2	10 Purpose, Result, Relative and Correlative Clauses		4 C07	R	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W	Use a wider clause repertoire without losing sentence control.	P4 condition, contrast, purpose and relative clauses	R	P4
T2W10		2	10 Purpose, Result, Relative and Correlative Clauses		5 C08	I	Use correlative conjunctions accurately	both...and, either...or, neither...nor, not only...but also	PP/Edit	Use a wider clause repertoire without losing sentence control.	P4 condition, contrast, purpose and relative clauses	I/M	P5
T3W01		3	1 Conditional Systems and Paragraph Transitions		1 C09	I	Use zero and first conditional patterns	Truths and realistic future possibilities	PP/W	Control real and hypothetical condition patterns and transitions across ideas.	P4 zero/first/second conditional foundations	I/M	P5
T3W01		3	1 Conditional Systems and Paragraph Transitions		2 C10	I/P	Use controlled second conditional patterns	Use controlled hypothetical situations; exclude mixed conditionals and advanced inversion.	PP/W	Control real and hypothetical condition patterns and transitions across ideas.	P4 zero/first/second conditional foundations	I/P	P6
T3W01		3	1 Conditional Systems and Paragraph Transitions		3 C11	M	Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit	Control real and hypothetical condition patterns and transitions across ideas.	P4 zero/first/second conditional foundations	M	P5
T3W01		3	1 Conditional Systems and Paragraph Transitions		4 C08	M	Use correlative conjunctions accurately	both...and, either...or, neither...nor, not only...but also	PP/Edit	Control real and hypothetical condition patterns and transitions across ideas.	P4 zero/first/second conditional foundations	I/M	P5
T3W01		3	1 Conditional Systems and Paragraph Transitions		5 C09	M	Use zero and first conditional patterns	Truths and realistic future possibilities	PP/W	Control real and hypothetical condition patterns and transitions across ideas.	P4 zero/first/second conditional foundations	I/M	P5
T3W02		3	2 Sentence-type Retrieval and Fragment Repair		1 SS01	R	Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W	Retrieve complete sentence types and diagnose fragments in denser texts.	P4 simple, compound and complex sentence control	R	P2
T3W02		3	2 Sentence-type Retrieval and Fragment Repair		2 SS02	R	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W	Retrieve complete sentence types and diagnose fragments in denser texts.	P4 simple, compound and complex sentence control	R	P3
T3W02		3	2 Sentence-type Retrieval and Fragment Repair		3 SS03	R	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W	Retrieve complete sentence types and diagnose fragments in denser texts.	P4 simple, compound and complex sentence control	R	P3
T3W02		3	2 Sentence-type Retrieval and Fragment Repair		4 SS04	R	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W	Retrieve complete sentence types and diagnose fragments in denser texts.	P4 simple, compound and complex sentence control	R	P4
T3W02		3	2 Sentence-type Retrieval and Fragment Repair		5 SS05	R	Identify and correct fragments	Include dependent-clause fragments gradually	Edit	Retrieve complete sentence types and diagnose fragments in denser texts.	P4 simple, compound and complex sentence control	R	P4
T3W03		3	3 Run-ons, Sentence Economy and Transformation		1 SS06	R	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit	Combine and transform sentences economically while preserving meaning and boundaries.	P4 run-on repair and sentence synthesis	R	P4
T3W03		3	3 Run-ons, Sentence Economy and Transformation		2 SS07	M	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit	Combine and transform sentences economically while preserving meaning and boundaries.	P4 run-on repair and sentence synthesis	M	P5
T3W03		3	3 Run-ons, Sentence Economy and Transformation		3 SS08	I/P	Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform	Combine and transform sentences economically while preserving meaning and boundaries.	P4 run-on repair and sentence synthesis	I/P	P6
T3W03		3	3 Run-ons, Sentence Economy and Transformation		4 PU01	R	Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W	Combine and transform sentences economically while preserving meaning and boundaries.	P4 run-on repair and sentence synthesis	R	P1
T3W03		3	3 Run-ons, Sentence Economy and Transformation		5 PU02	R	Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W	Combine and transform sentences economically while preserving meaning and boundaries.	P4 run-on repair and sentence synthesis	R	P2
T3W04		3	4 Commas, Apostrophes and Direct Speech Retrieval		1 PU03	R	Use commas in lists	Include items and short phrases	PP/W	Apply established punctuation accurately in extended editing passages.	P4 lists, possession, direct speech and introductory elements	R	P2
T3W04		3	4 Commas, Apostrophes and Direct Speech Retrieval		2 PU04	R	Use apostrophes in contractions	Distinguish from possession	PP/W	Apply established punctuation accurately in extended editing passages.	P4 lists, possession, direct speech and introductory elements	R	P2
T3W04		3	4 Commas, Apostrophes and Direct Speech Retrieval		3 PU05	R	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W	Apply established punctuation accurately in extended editing passages.	P4 lists, possession, direct speech and introductory elements	R	P3
T3W04		3	4 Commas, Apostrophes and Direct Speech Retrieval		4 PU06	R	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W	Apply established punctuation accurately in extended editing passages.	P4 lists, possession, direct speech and introductory elements	R	P4
T3W04		3	4 Commas, Apostrophes and Direct Speech Retrieval		5 PU07	R	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W	Apply established punctuation accurately in extended editing passages.	P4 lists, possession, direct speech and introductory elements	R	P4
T3W05		3	5 Colons, Parenthesis, Semicolons and System Transfer		1 PU08	M	Use colons for lists and explanations	Taught purposes only	PP/W	Use advanced punctuation purposefully and apply voice/preposition choices in editing.	Sentence boundaries, clause relations and dependent prepositions	M	P5
T3W05		3	5 Colons, Parenthesis, Semicolons and System Transfer		2 PU09	I/P	Use brackets and dashes for parenthetical information	Restricted upper-primary application; not equal-weight trivia	PP/Edit	Use advanced punctuation purposefully and apply voice/preposition choices in editing.	Sentence boundaries, clause relations and dependent prepositions	I/P	P6
T3W05		3	5 Colons, Parenthesis, Semicolons and System Transfer		3 PU10	I/P	Use semicolons in controlled contexts	Join closely related independent clauses only in controlled examples; avoid stylistic overuse.	PP/Edit	Use advanced punctuation purposefully and apply voice/preposition choices in editing.	Sentence boundaries, clause relations and dependent prepositions	I/P	P6
T3W05		3	5 Colons, Parenthesis, Semicolons and System Transfer		4 P05	M	Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze	Use advanced punctuation purposefully and apply voice/preposition choices in editing.	Sentence boundaries, clause relations and dependent prepositions	I/M	P5

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P5 Stage	Recommended Final Mastery
T3W05		3	5 Colons, Parenthesis, Semicolons and System Transfer		5 V26	P	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Use advanced punctuation purposefully and apply voice/preposition choices in editing.	Sentence boundaries, clause relations and dependent prepositions	I/M	P5
T3W06		3	6 Foundational Word-pattern Retrieval		1 VW01	R	Know alphabet sequence and letter-sound correspondences	Upper/lowercase and core consonant sounds	PPI/L/O	Apply foundational decoding automatically within demanding P5 vocabulary.	P1–P4 phonics embedded in authentic text	R	P1
T3W06		3	6 Foundational Word-pattern Retrieval		2 VW02	R	Blend and segment CVC words with short vowels	Reading and spelling evidence	PPI/L/O	Apply foundational decoding automatically within demanding P5 vocabulary.	P1–P4 phonics embedded in authentic text	R	P1
T3W06		3	6 Foundational Word-pattern Retrieval		3 VW03	R	Decode common digraphs and consonant blends	Controlled progression across lower primary	PPI/L/O	Apply foundational decoding automatically within demanding P5 vocabulary.	P1–P4 phonics embedded in authentic text	R	P2
T3W06		3	6 Foundational Word-pattern Retrieval		4 VW04	R	Decode common long-vowel and vowel-team patterns	Include alternative spellings without false universal rules	PPI/L/O	Apply foundational decoding automatically within demanding P5 vocabulary.	P1–P4 phonics embedded in authentic text	R	P2
T3W06		3	6 Foundational Word-pattern Retrieval		5 VW05	R	Decode r-controlled vowels and common diphthongs	Controlled word banks and connected text	PPI/L/O	Apply foundational decoding automatically within demanding P5 vocabulary.	P1–P4 phonics embedded in authentic text	R	P2
T3W07		3	7 Multisyllabic Words and Morphological Retrieval		1 VW06	R	Decode multisyllabic words using syllables and familiar chunks	Increase word length and morphological transparency gradually	PPI/L/O	Use syllable and morphological analysis to decode, spell and relate words.	P4 affixes, spelling changes and word families	R	P3
T3W07		3	7 Multisyllabic Words and Morphological Retrieval		2 VW07	R	Apply inflectional endings accurately	Plural, third-person, -ed and -ing spelling changes by stage	PP/W	Use syllable and morphological analysis to decode, spell and relate words.	P4 affixes, spelling changes and word families	R	P2
T3W07		3	7 Multisyllabic Words and Morphological Retrieval		3 VW08	R	Identify base words, prefixes and suffixes	Meaning and word-class effects; mapped affix bank	PP/W	Use syllable and morphological analysis to decode, spell and relate words.	P4 affixes, spelling changes and word families	R	P3
T3W07		3	7 Multisyllabic Words and Morphological Retrieval		4 VW09	R	Apply suffix spelling changes	Drop final e, change y to i, double final consonant in taught words	PP/W	Use syllable and morphological analysis to decode, spell and relate words.	P4 affixes, spelling changes and word families	R	P4
T3W07		3	7 Multisyllabic Words and Morphological Retrieval		5 VW10	R	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Use syllable and morphological analysis to decode, spell and relate words.	P4 affixes, spelling changes and word families	R	P4
T3W08		3	8 Distributed Context and Meaning Precision		1 VW11	R	Use definition, example and contrast context clues	Same-sentence before cross-sentence evidence	PP	Infer nuanced meaning across sentences and select precise collocations.	P4 context clues, polysemy and shades of meaning	R	P3
T3W08		3	8 Distributed Context and Meaning Precision		2 VW12	R	Infer meaning using cause-effect and cross-sentence clues	Confirm with whole-text meaning	PP	Infer nuanced meaning across sentences and select precise collocations.	P4 context clues, polysemy and shades of meaning	R	P4
T3W08		3	8 Distributed Context and Meaning Precision		3 VW13	R	Distinguish synonyms, antonyms and shades of meaning	Strength, connotation and suitability develop by grade	PP/W	Infer nuanced meaning across sentences and select precise collocations.	P4 context clues, polysemy and shades of meaning	R	P3
T3W08		3	8 Distributed Context and Meaning Precision		4 VW14	R	Interpret homophones and multiple-meaning words in context	Do not assess by spelling alone	PP/W	Infer nuanced meaning across sentences and select precise collocations.	P4 context clues, polysemy and shades of meaning	R	P3
T3W08		3	8 Distributed Context and Meaning Precision		5 VW15	R	Use natural collocations and fixed expressions	From thematic chunks to grammatical/lexical collocations	PP/W	Infer nuanced meaning across sentences and select precise collocations.	P4 context clues, polysemy and shades of meaning	R	P2
T3W09		3	9 Figurative Language, Register and Dictionary Mastery		1 VW16	M	Interpret common idioms, phrasal verbs and figurative expressions	Age-appropriate and contextualised	PP/W	Interpret figurative expressions and use register/collocation information critically.	P4 idioms, audience and dictionary depth	M	P5
T3W09		3	9 Figurative Language, Register and Dictionary Mastery		2 VW17	I	Choose vocabulary for audience, purpose and register	Formal/informal and tone-sensitive word choice	PP/W/Edit	Interpret figurative expressions and use register/collocation information critically.	P4 idioms, audience and dictionary depth	I/M	P5
T3W09		3	9 Figurative Language, Register and Dictionary Mastery		3 VW18	R	Use alphabetical order and guide words	Locate entries accurately	PP	Interpret figurative expressions and use register/collocation information critically.	P4 idioms, audience and dictionary depth	R	P2
T3W09		3	9 Figurative Language, Register and Dictionary Mastery		4 VW19	R	Interpret a learner-dictionary entry	Meaning, word class, inflection and example usage	PP	Interpret figurative expressions and use register/collocation information critically.	P4 idioms, audience and dictionary depth	R	P3
T3W09		3	9 Figurative Language, Register and Dictionary Mastery		5 VW20	M	Use dictionary information on pronunciation, collocation and register	Reference skill; not dictionary-abbreviation trivia	PP	Interpret figurative expressions and use register/collocation information critically.	P4 idioms, audience and dictionary depth	M	P5
T3W10		3	10 Vocabulary Register and Reading Organisation		1 VW17	M	Choose vocabulary for audience, purpose and register	Formal/informal and tone-sensitive word choice	PP/W/Edit	Choose vocabulary for context while retrieving foundational text organisation.	Vocabulary register, detail, sequence and main idea	I/M	P5
T3W10		3	10 Vocabulary Register and Reading Organisation		2 R01	R	Retrieve explicitly stated details	Who, what, where, when, why/how as supported by text	PP	Choose vocabulary for context while retrieving foundational text organisation.	Vocabulary register, detail, sequence and main idea	R	P2
T3W10		3	10 Vocabulary Register and Reading Organisation		3 R02	R	Sequence events or procedural steps	Increase number, distance and competing details by grade	PP	Choose vocabulary for context while retrieving foundational text organisation.	Vocabulary register, detail, sequence and main idea	R	P2
T3W10		3	10 Vocabulary Register and Reading Organisation		4 R03	R	Identify paragraph main idea and supporting details	Progress to whole-text central idea	PP	Choose vocabulary for context while retrieving foundational text organisation.	Vocabulary register, detail, sequence and main idea	R	P3
T3W10		3	10 Vocabulary Register and Reading Organisation		5 R04	R	Recognise text organisation	Sequence, description, cause-effect, compare-contrast, problem-solution	PP	Choose vocabulary for context while retrieving foundational text organisation.	Vocabulary register, detail, sequence and main idea	R	P4
T4W01		4	1 Relationships and Character Inference Retrieval		1 R05	R	Explain cause and effect using evidence	Distinguish causation from sequence	PP/W	Integrate multiple clues when explaining relationships and character development.	P4 inference and evidence selection	R	P3
T4W01		4	1 Relationships and Character Inference Retrieval		2 R06	R	Compare and contrast using fair criteria	Use evidence from both sources when applicable	PP/W	Integrate multiple clues when explaining relationships and character development.	P4 inference and evidence selection	R	P4
T4W01		4	1 Relationships and Character Inference Retrieval		3 R07	R	Make and revise evidence-based predictions	Separate prediction from unsupported guess	PP/W	Integrate multiple clues when explaining relationships and character development.	P4 inference and evidence selection	R	P2
T4W01		4	1 Relationships and Character Inference Retrieval		4 R08	R	Infer feelings and simple motives from clues	Actions, dialogue, thoughts and description	PP/W	Integrate multiple clues when explaining relationships and character development.	P4 inference and evidence selection	R	P3
T4W01		4	1 Relationships and Character Inference Retrieval		5 R09	R	Infer traits, relationships and character change	Combine clues across a text	PP/W	Integrate multiple clues when explaining relationships and character development.	P4 inference and evidence selection	R	P4
T4W02		4	2 Theme, Viewpoint and Evidence Evaluation		1 R10	R	Infer theme or message with evidence	Distinguish theme from topic, slogan and plot summary	PP/W	Evaluate viewpoint, tone and the relevance or sufficiency of evidence.	P4 theme, purpose, claims and evidence	R	P4
T4W02		4	2 Theme, Viewpoint and Evidence Evaluation		2 R11	R	Identify purpose and intended audience	Inform, instruct, entertain, persuade; secondary purpose later	PP/W	Evaluate viewpoint, tone and the relevance or sufficiency of evidence.	P4 theme, purpose, claims and evidence	R	P3
T4W02		4	2 Theme, Viewpoint and Evidence Evaluation		3 R12	R	Distinguish fact, opinion, claim, reason and evidence	Introduce categories progressively	PP/W	Evaluate viewpoint, tone and the relevance or sufficiency of evidence.	P4 theme, purpose, claims and evidence	R	P4
T4W02		4	2 Theme, Viewpoint and Evidence Evaluation		4 R13	M	Infer viewpoint, mood and tone	Use precise word/presentation evidence	PP/W	Evaluate viewpoint, tone and the relevance or sufficiency of evidence.	P4 theme, purpose, claims and evidence	M	P5
T4W02		4	2 Theme, Viewpoint and Evidence Evaluation		5 R14	I	Evaluate relevance and sufficiency of evidence	Preserve reasonable uncertainty; avoid adult rhetorical theory	PP/W	Evaluate viewpoint, tone and the relevance or sufficiency of evidence.	P4 theme, purpose, claims and evidence	I/M	P5
T4W03		4	3 Craft, Functional Conditions and Paraphrase		1 R15	I/P	Explain how selected authorial choices shape meaning	Imagery, contrast, repetition, dialogue, pacing and sentence choice	PP/W	Explain selected craft choices and integrate exact functional conditions into meaning.	P4 authorial choice, multimodal information and summary	I/P	P6
T4W03		4	3 Craft, Functional Conditions and Paraphrase		2 R16	R	Interpret functional texts and required actions	Notices, schedules, menus, forms, instructions and advertisements	PP	Explain selected craft choices and integrate exact functional conditions into meaning.	P4 authorial choice, multimodal information and summary	R	P2
T4W03		4	3 Craft, Functional Conditions and Paraphrase		3 R17	R	Integrate prose and visual information	Captions, diagrams, tables, maps, charts and timelines	PP/W	Explain selected craft choices and integrate exact functional conditions into meaning.	P4 authorial choice, multimodal information and summary	R	P4
T4W03		4	3 Craft, Functional Conditions and Paraphrase		4 R18	R	Check conditions, restrictions, exceptions and assumptions	Choose an action satisfying every stated condition	PP/W	Explain selected craft choices and integrate exact functional conditions into meaning.	P4 authorial choice, multimodal information and summary	R	P4
T4W03		4	3 Craft, Functional Conditions and Paraphrase		5 R19	R	Summarise a short text around main idea and essentials	Guided one/two-sentence summary before formal word limits	W	Explain selected craft choices and integrate exact functional conditions into meaning.	P4 authorial choice, multimodal information and summary	R	P4
T4W04		4	4 Synthesis and Concise Summary		1 R20	M	Paraphrase without changing meaning	Change wording/structure while preserving degree and logic	W	Paraphrase, compare and synthesise sources while judging evidence quality.	Main ideas, viewpoint, relevance and word limits	M	P5
T4W04		4	4 Synthesis and Concise Summary		2 R21	I	Compare and synthesise across sources	Preserve source distinctions and avoid unsupported conclusions	W/PP	Paraphrase, compare and synthesise sources while judging evidence quality.	Main ideas, viewpoint, relevance and word limits	I/M	P5
T4W04		4	4 Synthesis and Concise Summary		3 R22	I/P	Write a concise summary within a stated limit	Mainly original wording; complete meaning	W	Paraphrase, compare and synthesise sources while judging evidence quality.	Main ideas, viewpoint, relevance and word limits	I/P	P6
T4W04		4	4 Synthesis and Concise Summary		4 R14	P	Evaluate relevance and sufficiency of evidence	Preserve reasonable uncertainty; avoid adult rhetorical theory	PP/W	Paraphrase, compare and synthesise sources while judging evidence quality.	Main ideas, viewpoint, relevance and word limits	I/M	P5
T4W04		4	4 Synthesis and Concise Summary		5 R21	P	Compare and synthesise across sources	Preserve source distinctions and avoid unsupported conclusions	W/PP	Paraphrase, compare and synthesise sources while judging evidence quality.	Main ideas, viewpoint, relevance and word limits	I/M	P5
T4W05		4	5 Evidence and Cross-source Mastery		1 R14	M	Evaluate relevance and sufficiency of evidence	Preserve reasonable uncertainty; avoid adult rhetorical theory	PP/W	Master evidence evaluation and synthesis while sustaining accurate sentence/paragraph control.	Reading evaluation feeding directly into writing	I/M	P5
T4W05		4	5 Evidence and Cross-source Mastery		2 R21	M	Compare and synthesise across sources	Preserve source distinctions and avoid unsupported conclusions	W/PP	Master evidence evaluation and synthesis while sustaining accurate sentence/paragraph control.	Reading evaluation feeding directly into writing	I/M	P5
T4W05		4	5 Evidence and Cross-source Mastery		3 W01	R	Write complete meaningful sentences	Capitals, spacing, word order and end punctuation	W	Master evidence evaluation and synthesis while sustaining accurate sentence/paragraph control.	Reading evaluation feeding directly into writing	R	P2
T4W05		4	5 Evidence and Cross-source Mastery		4 W02	R	Write connected sentences about one topic	Pronoun and tense consistency with basic connectors	W	Master evidence evaluation and synthesis while sustaining accurate sentence/paragraph control.	Reading evaluation feeding directly into writing	R	P3
T4W05		4	5 Evidence and Cross-source Mastery		5 W03	R	Plan and develop one focused paragraph	Topic/opening sentence and relevant supporting details	W	Master evidence evaluation and synthesis while sustaining accurate sentence/paragraph control.	Reading evaluation feeding directly into writing	R	P3
T4W06		4	6 Paragraph, Genre and Narrative Foundations		1 W04	R	Revise a paragraph for unity, order and cohesion	Remove irrelevant/repeated content before surface editing	W/Edit	Retrieve paragraph cohesion and genre structures for more independent writing.	P4 description, recount, explanation and narrative	R	P4
T4W06		4	6 Paragraph, Genre and Narrative Foundations		2 W05	R	Write a description using selected precise details	Avoid mechanical adjective/sensory lists	W	Retrieve paragraph cohesion and genre structures for more independent writing.	P4 description, recount, explanation and narrative	R	P3
T4W06		4	6 Paragraph, Genre and Narrative Foundations		3 W06	R	Write a chronological personal recount	Opening context, significant events and reflection	W	Retrieve paragraph cohesion and genre structures for more independent writing.	P4 description, recount, explanation and narrative	R	P3
T4W06		4	6 Paragraph, Genre and Narrative Foundations		4 W07	R	Write a simple procedure or explanation	Logical steps/causes and suitable connectors	W	Retrieve paragraph cohesion and genre structures for more independent writing.	P4 description, recount, explanation and narrative	R	P3
T4W06		4	6 Paragraph, Genre and Narrative Foundations		5 W08	R	Develop a narrative with beginning, development and resolution	Cause-consequence before decorative craft	W	Retrieve paragraph cohesion and genre structures for more independent writing.	P4 description, recount, explanation and narrative	R	P4
T4W07		4	7 Narrative Control and Situational Foundations		1 W09	M	Develop character, setting and decisive moments	Purposeful action, thought, dialogue, description and reflection	W	Develop decisive moments, pacing and viewpoint while retaining audience awareness.	P4 narrative structure and situational formats	M	P5
T4W07		4	7 Narrative Control and Situational Foundations		2 W10	I/P	Control pacing, viewpoint and plot coherence	Expand decisive scenes; compress transitions/background	W	Develop decisive moments, pacing and viewpoint while retaining audience awareness.	P4 narrative structure and situational formats	I/P	P6
T4W07		4	7 Narrative Control and Situational Foundations		3 W11	R	Write short messages, notes and invitations	Audience, purpose, required information and suitable closing	W	Develop decisive moments, pacing and viewpoint while retaining audience awareness.	P4 narrative structure and situational formats	R	P2
T4W07		4	7 Narrative Control and Situational Foundations		4 W12	R	Write informal emails for a familiar audience	Complete content and friendly, clear tone	W	Develop decisive moments, pacing and viewpoint while retaining audience awareness.	P4 narrative structure and situational formats	R	P3
T4W07		4	7 Narrative Control and Situational Foundations		5 W13	R	Adapt register and format to purpose and audience	Informal/guided formal email, letter, notice or report	W	Develop decisive moments, pacing and viewpoint while retaining audience awareness.	P4 narrative structure and situational formats	R	P5

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P5 Stage	Recommended Final Mastery
T4W08		4	8 Stimulus Accuracy, Editing and Timed Writing		1 W14	P	Adapt all stimulus information accurately	No omission, contradiction, exaggeration or irrelevant invention	W	Use all stimulus information accurately and compose/edit under controlled time.	P4 writing process and timed control	M	P5
T4W08		4	8 Stimulus Accuracy, Editing and Timed Writing		2 W15	R	Plan, draft, revise, edit and publish	Keep content revision distinct from proofreading	W/Edit	Use all stimulus information accurately and compose/edit under controlled time.	P4 writing process and timed control	R	P2
T4W08		4	8 Stimulus Accuracy, Editing and Timed Writing		3 W16	R	Edit grammar, spelling and punctuation systematically	Use a repeatable sequence and error labels	W/Edit	Use all stimulus information accurately and compose/edit under controlled time.	P4 writing process and timed control	R	P4
T4W08		4	8 Stimulus Accuracy, Editing and Timed Writing		4 W17	I/P	Write under controlled time conditions	Allocate time to task analysis, plan, draft and check	W	Use all stimulus information accurately and compose/edit under controlled time.	P4 writing process and timed control	I/P	P6
T4W08		4	8 Stimulus Accuracy, Editing and Timed Writing		5 LS01	R	Follow multi-step oral instructions	One/two steps before longer sequences	L/OBS	Use all stimulus information accurately and compose/edit under controlled time.	P4 writing process and timed control	R	P1
T4W09		4	9 Situational Mastery and Listening Inference		1 W14	M	Adapt all stimulus information accurately	No omission, contradiction, exaggeration or irrelevant invention	W	Master complete stimulus use and infer purpose, attitude and implication while listening.	Situational writing, note-taking and oral reading	M	P5
T4W09		4	9 Situational Mastery and Listening Inference		2 LS02	R	Identify main idea, details and sequence in spoken texts	Increase length, distractors and implied meaning gradually	L	Master complete stimulus use and infer purpose, attitude and implication while listening.	Situational writing, note-taking and oral reading	R	P2
T4W09		4	9 Situational Mastery and Listening Inference		3 LS03	M	Take concise notes while listening	Keywords and organisers; not full transcription	L/W	Master complete stimulus use and infer purpose, attitude and implication while listening.	Situational writing, note-taking and oral reading	M	P5
T4W09		4	9 Situational Mastery and Listening Inference		4 LS04	I	Infer speaker purpose, attitude and implied meaning	Use wording, emphasis and context	L/W	Master complete stimulus use and infer purpose, attitude and implication while listening.	Situational writing, note-taking and oral reading	I/M	P5
T4W09		4	9 Situational Mastery and Listening Inference		5 LS05	R	Read aloud accurately and fluently	Accuracy, phrasing, pace, volume and expression; never paper-only	O/OBS	Master complete stimulus use and infer purpose, attitude and implication while listening.	Situational writing, note-taking and oral reading	R	P2
T4W10		4	10 P5 Integrated Oral and Listening Mastery		1 LS04	M	Infer speaker purpose, attitude and implied meaning	Use wording, emphasis and context	L/W	Deliver and sustain organised, evidence-based spoken responses with viewpoint awareness.	All P5 language remains available for targeted reassessment	I/M	P5
T4W10		4	10 P5 Integrated Oral and Listening Mastery		2 LS06	R	Describe and recount using complete connected sentences	Relevant details and logical sequence	O/OBS	Deliver and sustain organised, evidence-based spoken responses with viewpoint awareness.	All P5 language remains available for targeted reassessment	R	P2
T4W10		4	10 P5 Integrated Oral and Listening Mastery		3 LS07	R	Give an organised stimulus-based response	Opening, developed details/reasons and closing	O/OBS	Deliver and sustain organised, evidence-based spoken responses with viewpoint awareness.	All P5 language remains available for targeted reassessment	R	P3
T4W10		4	10 P5 Integrated Oral and Listening Mastery		4 LS08	R	Respond directly to follow-up questions and build on ideas	Clarify, extend and avoid memorised mismatch	O/OBS	Deliver and sustain organised, evidence-based spoken responses with viewpoint awareness.	All P5 language remains available for targeted reassessment	R	P3
T4W10		4	10 P5 Integrated Oral and Listening Mastery		5 LS09	M	Support an opinion and acknowledge another viewpoint	Reasons, examples and respectful agreement/disagreement	O/OBS	Deliver and sustain organised, evidence-based spoken responses with viewpoint awareness.	All P5 language remains available for targeted reassessment	M	P5

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

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

Week	Grammar KP ID	Stage	Assessable Grammar Target	Scope / Boundary	Mode
T3W02	SS03	R	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W
T3W02	SS04	R	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W
T3W02	SS05	R	Identify and correct fragments	Include dependent-clause fragments gradually	Edit
T3W03	SS06	R	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit
T3W03	SS07	M	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit
T3W03	SS08	I/P	Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform
T3W03	PU01	R	Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W
T3W03	PU02	R	Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W
T3W04	PU03	R	Use commas in lists	Include items and short phrases	PP/W
T3W04	PU04	R	Use apostrophes in contractions	Distinguish from possession	PP/W
T3W04	PU05	R	Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W
T3W04	PU06	R	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W
T3W04	PU07	R	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W
T3W05	PU08	M	Use colons for lists and explanations	Taught purposes only	PP/W
T3W05	PU09	I/P	Use brackets and dashes for parenthetical information	Restricted upper-primary application; not equal-weight trivia	PP/Edit
T3W05	PU10	I/P	Use semicolons in controlled contexts	Join closely related independent clauses only in controlled examples; avoid stylistic overuse.	PP/Edit
T3W05	P05	M	Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze
T3W05	V26	P	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform

System	P5 required components	Planned sequence
Verb system	Main/linking/stative/auxiliary/modal; forms; simple/continuous/perfect; perfect contrasts; infinitive/gerund; finite/non-finite; voice; reporting; text consistency	T1W8–T2W4, applied again T3W5
Grammar across text	Reference tracking; complex agreement; modifier clarity; clause transitions; sentence transformation; advanced punctuation	T1W5–T3W5
Vocabulary depth	Morphology retrieval → distributed context → figurative meaning → register → dictionary metadata	T3W6–T3W10
Reading depth	Inference retrieval → viewpoint/evidence/craft → paraphrase → cross-source synthesis and concise summary	T4W1–T4W5
Writing depth	Genre retrieval → narrative craft → full stimulus use → timed writing and editing	T4W5–T4W9

Master P5 KP ID	Strand	Substrand	Required P5 Stage	Placements	Weeks / Stages	Coverage	Status
N01	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N02	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N03	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N04	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N05	Grammar	Nouns	R		1 T1W01 [R]	Covered	PASS
N06	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N07	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N08	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N09	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N10	Grammar	Nouns	M		2 T1W02 [M], T1W07 [M]	Covered	PASS
D01	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D02	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D03	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D04	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D05	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D06	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D07	Grammar	Determiners & Quantifiers	R		1 T1W04 [R]	Covered	PASS
D08	Grammar	Determiners & Quantifiers	M		2 T1W04 [M], T1W07 [R]	Covered	PASS
D09	Grammar	Determiners & Quantifiers	I/M		2 T1W04 [I], T1W07 [M]	Covered	PASS
D10	Grammar	Determiners & Quantifiers	I/P		1 T1W04 [I/P]	Covered	PASS
PR01	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR02	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR03	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR04	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR05	Grammar	Pronouns	R		1 T1W05 [R]	Covered	PASS
PR06	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR07	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR08	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR09	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR10	Grammar	Pronouns	R		1 T1W06 [R]	Covered	PASS
PR11	Grammar	Pronouns	M		1 T1W07 [M]	Covered	PASS
PR12	Grammar	Pronouns	I/P		1 T1W07 [I/P]	Covered	PASS
V01	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V02	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V03	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V04	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V05	Grammar	Verbs	R		1 T1W08 [R]	Covered	PASS
V06	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V07	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V08	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V09	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V10	Grammar	Verbs	R		1 T1W09 [R]	Covered	PASS
V11	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V12	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V13	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V14	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V15	Grammar	Verbs	R		1 T1W10 [R]	Covered	PASS
V16	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V17	Grammar	Verbs	M		2 T2W01 [M], T2W04 [R]	Covered	PASS
V18	Grammar	Verbs	I/M		2 T2W01 [I], T2W03 [M]	Covered	PASS
V19	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V20	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V21	Grammar	Verbs	M		1 T2W02 [M]	Covered	PASS

Master P5 KP ID	Strand	Substrand	Required P5 Stage	Placements	Weeks / Stages	Coverage	Status
V22	Grammar	Verbs	R		1 T2W02 [R]	Covered	PASS
V23	Grammar	Verbs	M		1 T2W02 [M]	Covered	PASS
V24	Grammar	Verbs	I/M		2 T2W02 [I], T2W03 [M]	Covered	PASS
V25	Grammar	Verbs	I/P		1 T2W02 [I/P]	Covered	PASS
V26	Grammar	Verbs	I/M		3 T2W03 [I], T2W04 [M], T3W05 [P]	Covered	PASS
V27	Grammar	Verbs	M		1 T2W03 [M]	Covered	PASS
V28	Grammar	Verbs	I/P		2 T2W03 [I/P], T2W04 [P]	Covered	PASS
SVA01	Grammar	Subject-Verb Agreement	R		1 T2W04 [R]	Covered	PASS
SVA02	Grammar	Subject-Verb Agreement	R		1 T2W04 [R]	Covered	PASS
SVA03	Grammar	Subject-Verb Agreement	R		1 T2W05 [R]	Covered	PASS
SVA04	Grammar	Subject-Verb Agreement	M		1 T2W05 [M]	Covered	PASS
SVA05	Grammar	Subject-Verb Agreement	I/M		2 T2W05 [I], T2W07 [M]	Covered	PASS
AA01	Grammar	Adjectives & Adverbs	R		1 T2W05 [R]	Covered	PASS
AA02	Grammar	Adjectives & Adverbs	R		1 T2W05 [R]	Covered	PASS
AA03	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA04	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA05	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA06	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA07	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA08	Grammar	Adjectives & Adverbs	R		1 T2W07 [R]	Covered	PASS
AA09	Grammar	Adjectives & Adverbs	R		1 T2W07 [R]	Covered	PASS
AA10	Grammar	Adjectives & Adverbs	I/M		2 T2W07 [I], T2W08 [M]	Covered	PASS
AA11	Grammar	Adjectives & Adverbs	I/P		1 T2W07 [I/P]	Covered	PASS
P01	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P02	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P03	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P04	Grammar	Prepositions	R		1 T2W08 [R]	Covered	PASS
P05	Grammar	Prepositions	I/M		2 T2W09 [I], T3W05 [M]	Covered	PASS
P06	Grammar	Prepositions	I/P		1 T2W09 [I/P]	Covered	PASS
C01	Grammar	Conjunctions & Clauses	R		1 T2W09 [R]	Covered	PASS
C02	Grammar	Conjunctions & Clauses	R		1 T2W09 [R]	Covered	PASS
C03	Grammar	Conjunctions & Clauses	R		1 T2W09 [R]	Covered	PASS
C04	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C05	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C06	Grammar	Conjunctions & Clauses	M		1 T2W10 [M]	Covered	PASS
C07	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C08	Grammar	Conjunctions & Clauses	I/M		2 T2W10 [I], T3W01 [M]	Covered	PASS
C09	Grammar	Conjunctions & Clauses	I/M		2 T3W01 [I], T3W01 [M]	Covered	PASS
C10	Grammar	Conjunctions & Clauses	I/P		1 T3W01 [I/P]	Covered	PASS
C11	Grammar	Conjunctions & Clauses	M		1 T3W01 [M]	Covered	PASS
SS01	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS02	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS03	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS04	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS05	Grammar	Sentence Structure	R		1 T3W02 [R]	Covered	PASS
SS06	Grammar	Sentence Structure	R		1 T3W03 [R]	Covered	PASS
SS07	Grammar	Sentence Structure	M		1 T3W03 [M]	Covered	PASS
SS08	Grammar	Sentence Structure	I/P		1 T3W03 [I/P]	Covered	PASS
PU01	Grammar	Punctuation	R		1 T3W03 [R]	Covered	PASS
PU02	Grammar	Punctuation	R		1 T3W03 [R]	Covered	PASS
PU03	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU04	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU05	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS

Master P5 KP ID	Strand	Substrand	Required P5 Stage	Placements	Weeks / Stages	Coverage	Status
PU06	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU07	Grammar	Punctuation	R		1 T3W04 [R]	Covered	PASS
PU08	Grammar	Punctuation	M		1 T3W05 [M]	Covered	PASS
PU09	Grammar	Punctuation	I/P		1 T3W05 [I/P]	Covered	PASS
PU10	Grammar	Punctuation	I/P		1 T3W05 [I/P]	Covered	PASS
VW01	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW02	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW03	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW04	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW05	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W06 [R]	Covered	PASS
VW06	Vocabulary & Word Study	Phonics & Decoding	R		1 T3W07 [R]	Covered	PASS
VW07	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW08	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW09	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW10	Vocabulary & Word Study	Spelling & Morphology	R		1 T3W07 [R]	Covered	PASS
VW11	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW12	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW13	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW14	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW15	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW16	Vocabulary & Word Study	Meaning	M		1 T3W09 [M]	Covered	PASS
VW17	Vocabulary & Word Study	Register	I/M		2 T3W09 [I], T3W10 [M]	Covered	PASS
VW18	Vocabulary & Word Study	Reference Skills	R		1 T3W09 [R]	Covered	PASS
VW19	Vocabulary & Word Study	Reference Skills	R		1 T3W09 [R]	Covered	PASS
VW20	Vocabulary & Word Study	Reference Skills	M		1 T3W09 [M]	Covered	PASS
R01	Reading & Viewing	Foundational Comprehension	R		1 T3W10 [R]	Covered	PASS
R02	Reading & Viewing	Foundational Comprehension	R		1 T3W10 [R]	Covered	PASS
R03	Reading & Viewing	Ideas & Organisation	R		1 T3W10 [R]	Covered	PASS
R04	Reading & Viewing	Ideas & Organisation	R		1 T3W10 [R]	Covered	PASS
R05	Reading & Viewing	Relationships	R		1 T4W01 [R]	Covered	PASS
R06	Reading & Viewing	Relationships	R		1 T4W01 [R]	Covered	PASS
R07	Reading & Viewing	Inference	R		1 T4W01 [R]	Covered	PASS
R08	Reading & Viewing	Inference	R		1 T4W01 [R]	Covered	PASS
R09	Reading & Viewing	Inference	R		1 T4W01 [R]	Covered	PASS
R10	Reading & Viewing	Inference	R		1 T4W02 [R]	Covered	PASS
R11	Reading & Viewing	Purpose & Evaluation	R		1 T4W02 [R]	Covered	PASS
R12	Reading & Viewing	Purpose & Evaluation	R		1 T4W02 [R]	Covered	PASS
R13	Reading & Viewing	Purpose & Evaluation	M		1 T4W02 [M]	Covered	PASS
R14	Reading & Viewing	Purpose & Evaluation	I/M		3 T4W02 [I], T4W04 [P], T4W05 [M]	Covered	PASS
R15	Reading & Viewing	Craft	I/P		1 T4W03 [I/P]	Covered	PASS
R16	Reading & Viewing	Functional & Multimodal	R		1 T4W03 [R]	Covered	PASS
R17	Reading & Viewing	Functional & Multimodal	R		1 T4W03 [R]	Covered	PASS
R18	Reading & Viewing	Functional & Multimodal	R		1 T4W03 [R]	Covered	PASS
R19	Reading & Viewing	Synthesis	R		1 T4W03 [R]	Covered	PASS
R20	Reading & Viewing	Synthesis	M		1 T4W04 [M]	Covered	PASS
R21	Reading & Viewing	Synthesis	I/M		3 T4W04 [I], T4W04 [P], T4W05 [M]	Covered	PASS
R22	Reading & Viewing	Synthesis	I/P		1 T4W04 [I/P]	Covered	PASS
W01	Writing	Sentence Writing	R		1 T4W05 [R]	Covered	PASS
W02	Writing	Paragraph Writing	R		1 T4W05 [R]	Covered	PASS
W03	Writing	Paragraph Writing	R		1 T4W05 [R]	Covered	PASS
W04	Writing	Paragraph Writing	R		1 T4W06 [R]	Covered	PASS
W05	Writing	Genres	R		1 T4W06 [R]	Covered	PASS
W06	Writing	Genres	R		1 T4W06 [R]	Covered	PASS

Master P5 KP ID	Strand	Substrand	Required P5 Stage	Placements	Weeks / Stages	Coverage	Status
W07	Writing	Genres	R		1 T4W06 [R]	Covered	PASS
W08	Writing	Narrative	R		1 T4W06 [R]	Covered	PASS
W09	Writing	Narrative	M		1 T4W07 [M]	Covered	PASS
W10	Writing	Narrative	I/P		1 T4W07 [I/P]	Covered	PASS
W11	Writing	Situational Writing	R		1 T4W07 [R]	Covered	PASS
W12	Writing	Situational Writing	R		1 T4W07 [R]	Covered	PASS
W13	Writing	Situational Writing	R		1 T4W07 [R]	Covered	PASS
W14	Writing	Situational Writing	M		2 T4W08 [P], T4W09 [M]	Covered	PASS
W15	Writing	Writing Process	R		1 T4W08 [R]	Covered	PASS
W16	Writing	Writing Process	R		1 T4W08 [R]	Covered	PASS
W17	Writing	Writing Process	I/P		1 T4W08 [I/P]	Covered	PASS
LS01	Listening & Speaking	Listening	R		1 T4W08 [R]	Covered	PASS
LS02	Listening & Speaking	Listening	R		1 T4W09 [R]	Covered	PASS
LS03	Listening & Speaking	Listening	M		1 T4W09 [M]	Covered	PASS
LS04	Listening & Speaking	Listening	I/M		2 T4W09 [I], T4W10 [M]	Covered	PASS
LS05	Listening & Speaking	Oral Reading	R		1 T4W09 [R]	Covered	PASS
LS06	Listening & Speaking	Speaking	R		1 T4W10 [R]	Covered	PASS
LS07	Listening & Speaking	Speaking	R		1 T4W10 [R]	Covered	PASS
LS08	Listening & Speaking	Interaction	R		1 T4W10 [R]	Covered	PASS
LS09	Listening & Speaking	Interaction	M		1 T4W10 [M]	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	P5 capacity fully used
Atomic placements		200	200 PASS	179 unique + staged recurrence
Master P5 IDs covered		179	179 PASS	All P5 matrix rows
Stage closure failures		0	0 PASS	I/M receives separate mastery
System depth audits		4	4 PASS	Verb, text grammar, lexical, reading
Review IDs	Atomic only	Atomic only	PASS	No composite placeholders

P5 Knowledge Point Allocation Rules

Code	Meaning	P5 application
I	Introduce	Explicit modelling of a new P5 construct.
P	Practise	Transfer across longer, denser and less familiar contexts.
M	Master	Independent use in fresh P5 language or text.
R	Retrieve	Earlier learning applied at greater span and independence.
I/P	Introduce and practise	Bounded extension prepared for P6 mastery.

Rule	Requirement	Reason
1	Every week contains five atomic assessable KPs because P5 has 179 required IDs.	Uses capacity without composite labels.
2	All Master Matrix P5 entries are represented.	Protects completeness.
3	Every I/M target has separate introduction and mastery evidence.	Protects true progression.
4	Grammar remains cumulative and extends from forms into sentence and text control.	Prevents fragmented grammar learning.
5	Verb progression includes perfect contrasts, modality, non-finite patterns, voice, reporting and consistency.	Completes the P5 verb system.
6	Vocabulary adds register and dictionary metadata to morphology and context.	Builds lexical independence.
7	Reading advances to evidence sufficiency, craft, paraphrase and cross-source synthesis.	Builds upper-primary comprehension.
8	Writing advances to narrative craft, complete stimulus use and timed control.	Builds assessment readiness.
9	P6-only nuances are not claimed as P5 mastery.	Preserves grade boundary.