

Term	Week	Weekly Focus	KP Count	3–5 Assessable Knowledge Points	Weekly Learning Outcome	Spiral Retrieval
T1	1	P3 Retrieval: Core Nouns and Text Entry		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 the core noun system rapidly in longer P4 sentences and short texts.	P3 noun number, naming and countability
T1	2	Noun Meaning, Possession and Expanded Groups		5 N06 [R] Use collective nouns in context N07 [M] Recognise and use abstract nouns N08 [R] Form singular and plural possessive nouns N09 [R] Use partitives and measure expressions N10 [I/P] Build precise expanded noun groups	Use abstract meaning, possession, measures and expanded noun groups precisely.	P3 collective/abstract nouns, possession and noun groups
T1	3	Articles and Established Reference		5 D01 [R] Use a and an by initial sound D02 [M] 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	Control basic and specific reference across connected sentences.	P3 articles, demonstratives and possessive determiners
T1	4	Quantification, Distribution and Article Choice		5 D06 [R] Use many, much, a few and a little D07 [I] Use enough, too much and too many D08 [I/P] Use each, every, either and neither D09 [P] Distinguish fewer/less and number/amount D10 [P] Control general, specific and zero-article reference	Select precise quantity and article forms, including less/fewer and zero article.	Countability, amount and known/new reference
T1	5	Personal, Possessive and Reflexive Pronouns		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	Maintain accurate pronoun form and reference in multi-sentence contexts.	P3 personal, possessive, demonstrative and reflexive forms
T1	6	Indefinite, Interrogative and Relative Pronouns		5 PR06 [M] Use common indefinite pronouns PR07 [M] Use interrogative forms accurately PR08 [I] Use relative pronouns in clauses PR09 [I] Use reciprocal pronouns PR10 [M] Maintain pronoun-antecedent agreement	Control less-familiar pronoun types and agreement in longer sentences.	P3 pronoun agreement and question/relative structures
T1	7	Reference across Sentences		5 PR11 [I/P] Resolve ambiguous pronoun reference across sentences PR12 [P] Track personal, demonstrative and lexical reference across a text PR08 [M] Use relative pronouns in clauses PR09 [M] Use reciprocal pronouns D07 [M] Use enough, too much and too many	Resolve ambiguous reference and track referents across a short text.	Pronoun-antecedent agreement and distributive reference
T1	8	Main, Linking and Stative Verbs		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 [M] Use common stative verbs appropriately	Distinguish action, linking, possession and state meanings in context.	P3 main/linking verb system
T1	9	Verb Forms and Present-time Meaning		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 [M] Use present and past participle forms V10 [R] Use simple present for habits, facts, states and routines	Control finite verb forms and participles in present and past constructions.	P3 base, third-person, past and participle forms
T1	10	Past, Continuous and Future Foundations		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 [I] Use present continuous for arranged future events	Retrieve core tense/aspect choices and introduce arranged-future meaning.	P3 simple/continuous past-present and future forms
T2	1	Present Perfect and Past-time Contrast		5 V16 [I] Use present perfect for experience, recent completion and continuation V17 [I/P] Distinguish present perfect from simple past V18 [P] Use past perfect to clarify an earlier past event V19 [R] Use be, do and have as auxiliary verbs V20 [R] Use modal verbs for core meanings	Relate perfect forms to time reference and distinguish them from finished past events.	Have auxiliary, participles and clear time markers
T2	2	Modality and Non-finite Verb Patterns		5 V21 [I/P] Distinguish strength and certainty of modals V22 [I] Use common verb + to-infinitive patterns V23 [I/P] Use common verb + gerund patterns V24 [P] Use object + to-infinitive patterns V25 [P] Distinguish finite and non-finite forms in application	Use infinitive and gerund patterns while distinguishing finite from non-finite forms.	Modal meanings and common verb complements

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T2	3	Voice, Reporting and Text-level Consistency		5 V26 [I/P] Use active and passive voice according to focus V27 [I/P] Report statements, questions, requests and instructions V28 [P] Maintain tense and verb-pattern consistency across a text V15 [M] Use present continuous for arranged future events SVA03 [M] Maintain agreement with collective nouns and indefinite pronouns	Choose active/passive focus, report speech and sustain coherent verb choices.	Auxiliaries, tense/aspect, agreement and sentence focus
T2	4	Verb-system Mastery and Agreement Entry		5 V22 [M] Use common verb + to-infinitive patterns V16 [M] Use present perfect for experience, recent completion and continuation SVA01 [R] Match singular/plural subjects with be and common verbs SVA02 [R] Maintain agreement with compound subjects SVA03 [I] Maintain agreement with collective nouns and indefinite pronouns	Master high-value verb patterns and extend agreement beyond obvious subjects.	Full P4 verb-form sequence to date
T2	5	Agreement and Modifier Foundations		5 SVA04 [I/P] Find the complete subject across intervening phrases SVA05 [P] Maintain agreement in correlative structures AA01 [R] Use adjectives before nouns AA02 [R] Use adjectives after linking verbs AA03 [R] Use comparative and superlative adjectives	Locate complete subjects and attach modifiers accurately.	P3 agreement, noun groups and comparison
T2	6	Comparison, Degree and Adjective Order		5 AA04 [I] Use as...as comparison patterns AA05 [R] Use adverbs of manner, time, place and frequency AA06 [I] Use adverbs of degree and too/enough structures AA07 [R] Distinguish adjective and adverb forms AA08 [I] Use natural adjective order in guided noun phrases	Control comparison, degree and natural adjective order in expanded descriptions.	P3 adjectives, adverbs and linking verbs
T2	7	Participial Adjectives and Modifier Precision		5 AA09 [I] Distinguish participial adjectives AA10 [P] Place modifiers close to what they describe AA04 [M] Use as...as comparison patterns AA06 [M] Use adverbs of degree and too/enough structures AA08 [M] Use natural adjective order in guided noun phrases	Place modifiers precisely and distinguish participial adjective meanings.	Comparison, degree and noun-phrase order
T2	8	Prepositions and Participial-adjective Mastery		5 AA09 [M] Distinguish participial adjectives P01 [R] Use basic prepositions of place P02 [R] Use prepositions of time P03 [R] Use prepositions of movement and direction P04 [I] Use multiword prepositions	Express concrete and multiword relationships without misplaced modifiers.	P3 prepositions and modifier placement
T2	9	Dependent Prepositions and Abstract Relationships		5 P05 [P] Use dependent prepositions and common collocations P06 [P] Use prepositions for abstract relationships in whole texts P04 [M] Use multiword prepositions C01 [R] Use and, but and or to connect words and ideas C02 [R] Use because and so for reason and result	Use prepositional collocations and relationships across connected ideas.	Basic prepositions and coordinators
T2	10	Core Subordination and Clause Entry		5 C03 [R] Use time conjunctions C04 [R] Use if and unless for condition C05 [I] Use although/though and other contrast links C06 [I/P] Use purpose and result clauses C07 [I] Use relative clauses to add essential information	Build clauses showing time, condition, contrast, purpose and result.	P3 guided complex sentences
T3	1	Conditional, Correlative and Transitional Links		5 C08 [P] Use correlative conjunctions accurately C09 [P] Use zero and first conditional patterns C10 [P] Use controlled second conditional patterns C11 [I/P] Use transitions across sentences and paragraphs C05 [M] Use although/though and other contrast links	Connect ideas through accurate condition, contrast and paragraph transitions.	Coordinating and subordinating clause patterns
T3	2	Relative Clauses and Complex-sentence Mastery		5 C07 [M] Use relative clauses to add essential information SS01 [R] Recognise and construct complete simple sentences SS02 [R] Construct questions and negative statements SS03 [R] Construct compound sentences SS04 [M] Construct guided complex sentences	Integrate relative information into complete, controlled complex sentences.	P3 relative pronouns, clauses and sentence types
T3	3	Sentence Boundaries and Transformation		5 SS05 [M] Identify and correct fragments SS06 [I] Identify and correct run-ons and comma splices SS07 [I/P] Vary sentence openings and combine ideas economically SS08 [P] Preserve meaning in sentence synthesis and transformation PU01 [R] Use capitals at sentence starts and for proper names	Repair sentence-boundary errors and combine or transform ideas without changing meaning.	Fragments, compound/complex sentences and capitals
T3	4	Core Punctuation and Direct Speech		5 PU02 [R] Use full stops, question marks and exclamation marks PU03 [R] Use commas in lists PU04 [R] Use apostrophes in contractions PU05 [R] Use apostrophes for singular and plural possession PU06 [M] Punctuate direct speech	Punctuate increasingly complex sentences and direct speech accurately.	P3 end marks, commas, apostrophes and speech

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T3		5 Advanced Punctuation and Sentence-boundary Mastery		5 PU07 [I] Use commas after suitable introductory elements PU08 [I/P] Use colons for lists and explanations PU09 [P] Use brackets and dashes for parenthetical information SS06 [M] Identify and correct run-ons and comma splices PU07 [M] Use commas after suitable introductory elements	Use introductory commas, colons and parenthetical punctuation while eliminating run-ons.	Sentence boundaries and information hierarchy
T3		6 Foundational Decoding Retrieval		5 VW01 [R] Know alphabet sequence and letter-sound correspondences VW02 [R] Blend and segment CVC words with short vowels VW03 [R] Decode common digraphs and consonant blends VW04 [R] Decode common long-vowel and vowel-team patterns VW05 [R] Decode r-controlled vowels and common diphthongs	Apply foundational sound-spelling knowledge automatically to unfamiliar P4 vocabulary.	P1–P3 phonics embedded in authentic reading
T3		7 Multisyllabic Decoding and Morphology		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 [M] Apply suffix spelling changes VW10 [I] Build word families across parts of speech	Use syllables, inflections and derivational patterns to decode and build words.	P3 multisyllabic words, affixes and spelling changes
T3		8 Context, Meaning Relationships and Collocation		5 VW11 [R] Use definition, example and contrast context clues VW12 [M] Infer meaning using cause-effect and cross-sentence clues VW13 [R] Distinguish synonyms, antonyms and shades of meaning VW14 [R] Interpret homophones and multiple-meaning words in context VW15 [R] Use natural collocations and fixed expressions	Infer precise meaning across sentences and select natural word combinations.	P3 context clues, polysemy and shades of meaning
T3		9 Figurative Meaning, Register and Dictionary Depth		5 VW16 [I/P] Interpret common idioms, phrasal verbs and figurative expressions VW17 [P] Choose vocabulary for audience, purpose and register VW18 [R] Use alphabetical order and guide words VW19 [R] Interpret a learner-dictionary entry VW20 [I/P] Use dictionary information on pronunciation, collocation and register	Interpret figurative language and use dictionary information about pronunciation, collocation and register.	P3 dictionary entries, idioms and audience awareness
T3		10 Vocabulary Mastery and Text Organisation		5 VW10 [M] Build word families across parts of speech R01 [R] Retrieve explicitly stated details R02 [R] Sequence events or procedural steps R03 [R] Identify paragraph main idea and supporting details R04 [M] Recognise text organisation	Apply morphological knowledge and recognise how a text is organised.	Word families, details, sequence and main idea
T4		1 Relationships and Character Inference		5 R05 [R] Explain cause and effect using evidence R06 [M] Compare and contrast using fair criteria R07 [R] Make and revise evidence-based predictions R08 [R] Infer feelings and simple motives from clues R09 [M] Infer traits, relationships and character change	Compare relationships and infer character development with relevant evidence.	P3 cause-effect, comparison and motives
T4		2 Theme, Purpose and Evidence Evaluation		5 R10 [I] Infer theme or message with evidence R11 [R] Identify purpose and intended audience R12 [M] Distinguish fact, opinion, claim, reason and evidence R13 [I/P] Infer viewpoint, mood and tone R14 [P] Evaluate relevance and sufficiency of evidence	Move from inference to evaluating claims, evidence, viewpoint and theme.	P3 purpose, fact/opinion and supported inference
T4		3 Authorial Craft and Multimodal Interpretation		5 R15 [P] Explain how selected authorial choices shape meaning R16 [R] Interpret functional texts and required actions R17 [M] Integrate prose and visual information R18 [I] Check conditions, restrictions, exceptions and assumptions R19 [M] Summarise a short text around main idea and essentials	Explain selected authorial choices and integrate prose, visual and functional evidence.	Purpose, text features and concise main-idea summaries
T4		4 Paraphrase and Cross-source Synthesis		5 R20 [I/P] Paraphrase without changing meaning R21 [P] Compare and synthesise across sources R22 [P] Write a concise summary within a stated limit R10 [M] Infer theme or message with evidence R18 [M] Check conditions, restrictions, exceptions and assumptions	Paraphrase accurately and synthesise essential information within a limit.	Main ideas, evidence relevance and multimodal information
T4		5 Paragraph Cohesion and Descriptive Control		5 W01 [R] Write complete meaningful sentences W02 [R] Write connected sentences about one topic W03 [R] Plan and develop one focused paragraph W04 [M] Revise a paragraph for unity, order and cohesion W05 [R] Write a description using selected precise details	Revise a coherent paragraph for unity, order, cohesion and precise description.	P3 focused paragraph and systematic revision
T4		6 Recount, Explanation and Narrative Structure		5 W06 [R] Write a chronological personal recount W07 [R] Write a simple procedure or explanation W08 [M] Develop a narrative with beginning, development and resolution W09 [I/P] Develop character, setting and decisive moments W10 [P] Control pacing, viewpoint and plot coherence	Control narrative development, pacing and viewpoint while retaining genre organisation.	P3 recount, procedure and narrative sequence

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T4	7	Situational Writing and Complete Stimulus Use	5	W11 [R] Write short messages, notes and invitations W12 [R] Write informal emails for a familiar audience W13 [I] Adapt register and format to purpose and audience W14 [I/P] Adapt all stimulus information accurately W15 [R] Plan, draft, revise, edit and publish	Adapt register, format and all stimulus information to purpose and audience.	P3 informal email, messages and writing process
T4	8	Editing, Timed Writing and Listening Foundations	5	W16 [P] Edit grammar, spelling and punctuation systematically W17 [P] Write under controlled time conditions W13 [M] Adapt register and format to purpose and audience LS01 [R] Follow multi-step oral instructions LS02 [R] Identify main idea, details and sequence in spoken texts	Edit and write under controlled time while processing structured spoken information.	Full-year grammar, writing and listening
T4	9	Listening, Oral Reading and Organised Speaking	5	LS03 [I/P] Take concise notes while listening LS04 [P] Infer speaker purpose, attitude and implied meaning LS05 [R] Read aloud accurately and fluently LS06 [R] Describe and recount using complete connected sentences LS07 [R] Give an organised stimulus-based response	Take notes, infer speaker meaning and deliver an organised spoken response.	P3 listening sequence, fluency and connected speaking
T4	10	P4 Integrated Mastery and P5 Readiness	5	LS08 [R] Respond directly to follow-up questions and build on ideas LS09 [I/P] Support an opinion and acknowledge another viewpoint W16 [M] Edit grammar, spelling and punctuation systematically V26 [P] Use active and passive voice according to focus R19 [R] Summarise a short text around main idea and essentials	Demonstrate integrated interaction, editing, voice choice and concise synthesis.	All P4 knowledge remains available for targeted reassessment

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P4 Stage	Recommended Final Mastery
T1W01		1	1 P3 Retrieval: Core Nouns and Text Entry	1 N01		R	Recognise and use common nouns	People, places, animals, objects and familiar ideas	PP/W	Retrieve the core noun system rapidly in longer P4 sentences and short texts.	P3 noun number, naming and countability	R	P1
T1W01		1	1 P3 Retrieval: Core Nouns and Text Entry	2 N02		R	Recognise and use proper nouns	Capitalise names and specific places/events	PP/W	Retrieve the core noun system rapidly in longer P4 sentences and short texts.	P3 noun number, naming and countability	R	P2
T1W01		1	1 P3 Retrieval: Core Nouns and Text Entry	3 N03		R	Use singular and regular plural nouns	-s and -es in taught words	PP/W	Retrieve the core noun system rapidly in longer P4 sentences and short texts.	P3 noun number, naming and countability	R	P2
T1W01		1	1 P3 Retrieval: Core Nouns and Text Entry	4 N04		R	Use selected irregular plural nouns	High-frequency forms; expand bank by grade	PP/W	Retrieve the core noun system rapidly in longer P4 sentences and short texts.	P3 noun number, naming and countability	R	P3
T1W01		1	1 P3 Retrieval: Core Nouns and Text Entry	5 N05		R	Distinguish countable and uncountable nouns	Use with suitable determiners and quantifiers	PP/W	Retrieve the core noun system rapidly in longer P4 sentences and short texts.	P3 noun number, naming and countability	R	P3
T1W02		1	2 Noun Meaning, Possession and Expanded Groups	1 N06		R	Use collective nouns in context	Agreement taught separately under SVA	PP/W	Use abstract meaning, possession, measures and expanded noun groups precisely.	P3 collective/abstract nouns, possession and noun groups	R	P3
T1W02		1	2 Noun Meaning, Possession and Expanded Groups	2 N07		M	Recognise and use abstract nouns	Meaningful contexts; no classification-only testing	PP/W	Use abstract meaning, possession, measures and expanded noun groups precisely.	P3 collective/abstract nouns, possession and noun groups	M	P4
T1W02		1	2 Noun Meaning, Possession and Expanded Groups	3 N08		R	Form singular and plural possessive nouns	Separate possession from contractions	PP/W	Use abstract meaning, possession, measures and expanded noun groups precisely.	P3 collective/abstract nouns, possession and noun groups	R	P3
T1W02		1	2 Noun Meaning, Possession and Expanded Groups	4 N09		R	Use partitives and measure expressions	a piece of, a bottle of, a loaf of; countability support	PP/W	Use abstract meaning, possession, measures and expanded noun groups precisely.	P3 collective/abstract nouns, possession and noun groups	R	P3
T1W02		1	2 Noun Meaning, Possession and Expanded Groups	5 N10		I/P	Build precise expanded noun groups	Determiner + modifiers + head noun + qualifying phrase	W/PP	Use abstract meaning, possession, measures and expanded noun groups precisely.	P3 collective/abstract nouns, possession and noun groups	I/P	P5
T1W03		1	3 Articles and Established Reference	1 D01		R	Use a and an by initial sound	Not letter-name rules	PP/W	Control basic and specific reference across connected sentences.	P3 articles, demonstratives and possessive determiners	R	P1
T1W03		1	3 Articles and Established Reference	2 D02		M	Use the for specific, known or previously mentioned reference	Include unique/shared-reference cases gradually	PP/W	Control basic and specific reference across connected sentences.	P3 articles, demonstratives and possessive determiners	M	P4
T1W03		1	3 Articles and Established Reference	3 D03		R	Use demonstrative determiners this, that, these and those	Near/far and singular/plural	PP/W	Control basic and specific reference across connected sentences.	P3 articles, demonstratives and possessive determiners	R	P2
T1W03		1	3 Articles and Established Reference	4 D04		R	Use possessive determiners my, your, his, her, its, our, their	Keep terminology consistent with possessive adjectives	PP/W	Control basic and specific reference across connected sentences.	P3 articles, demonstratives and possessive determiners	R	P2
T1W03		1	3 Articles and Established Reference	5 D05		R	Use some and any appropriately	Statements, questions and negatives in familiar contexts	PP/W	Control basic and specific reference across connected sentences.	P3 articles, demonstratives and possessive determiners	R	P3
T1W04		1	4 Quantification, Distribution and Article Choice	1 D06		R	Use many, much, a few and a little	Match countability and intended amount	PP/W	Select precise quantity and article forms, including less/fewer and zero article.	Countability, amount and known/new reference	R	P3
T1W04		1	4 Quantification, Distribution and Article Choice	2 D07		I	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W	Select precise quantity and article forms, including less/fewer and zero article.	Countability, amount and known/new reference	I/M	P4
T1W04		1	4 Quantification, Distribution and Article Choice	3 D08		I/P	Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W	Select precise quantity and article forms, including less/fewer and zero article.	Countability, amount and known/new reference	I/P	P5
T1W04		1	4 Quantification, Distribution and Article Choice	4 D09		P	Distinguish fewer/less and number/amount	Use in accessible count/non-count contexts	PP/W	Select precise quantity and article forms, including less/fewer and zero article.	Countability, amount and known/new reference	P	P5
T1W04		1	4 Quantification, Distribution and Article Choice	5 D10		P	Control general, specific and zero-article reference	Whole-text application; avoid advanced article exceptions	Cloze/Edit	Select precise quantity and article forms, including less/fewer and zero article.	Countability, amount and known/new reference	P	P6
T1W05		1	5 Personal, Possessive and Reflexive Pronouns	1 PR01		R	Use personal subject pronouns	I, you, he, she, it, we, they	PP/W	Maintain accurate pronoun form and reference in multi-sentence contexts.	P3 personal, possessive, demonstrative and reflexive forms	R	P1
T1W05		1	5 Personal, Possessive and Reflexive Pronouns	2 PR02		R	Use personal object pronouns	me, you, him, her, it, us, them	PP/W	Maintain accurate pronoun form and reference in multi-sentence contexts.	P3 personal, possessive, demonstrative and reflexive forms	R	P2
T1W05		1	5 Personal, Possessive and Reflexive Pronouns	3 PR03		R	Use possessive pronouns	mine, yours, his, hers, ours, theirs	PP/W	Maintain accurate pronoun form and reference in multi-sentence contexts.	P3 personal, possessive, demonstrative and reflexive forms	R	P3
T1W05		1	5 Personal, Possessive and Reflexive Pronouns	4 PR04		R	Use demonstrative pronouns	this, that, these, those used without a following noun	PP/W	Maintain accurate pronoun form and reference in multi-sentence contexts.	P3 personal, possessive, demonstrative and reflexive forms	R	P3
T1W05		1	5 Personal, Possessive and Reflexive Pronouns	5 PR05		R	Use reflexive pronouns accurately	Required reflexive use; avoid unnecessary myself/himself	PP/W	Maintain accurate pronoun form and reference in multi-sentence contexts.	P3 personal, possessive, demonstrative and reflexive forms	R	P3
T1W06		1	6 Indefinite, Interrogative and Relative Pronouns	1 PR06		M	Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W	Control less-familiar pronoun types and agreement in longer sentences.	P3 pronoun agreement and question/relative structures	M	P4
T1W06		1	6 Indefinite, Interrogative and Relative Pronouns	2 PR07		M	Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W	Control less-familiar pronoun types and agreement in longer sentences.	P3 pronoun agreement and question/relative structures	M	P4
T1W06		1	6 Indefinite, Interrogative and Relative Pronouns	3 PR08		I	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W	Control less-familiar pronoun types and agreement in longer sentences.	P3 pronoun agreement and question/relative structures	I/M	P4
T1W06		1	6 Indefinite, Interrogative and Relative Pronouns	4 PR09		I	Use reciprocal pronouns	each other; one another as extension	PP/W	Control less-familiar pronoun types and agreement in longer sentences.	P3 pronoun agreement and question/relative structures	I/M	P4
T1W06		1	6 Indefinite, Interrogative and Relative Pronouns	5 PR10		M	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit	Control less-familiar pronoun types and agreement in longer sentences.	P3 pronoun agreement and question/relative structures	M	P4
T1W07		1	7 Reference across Sentences	1 PR11		I/P	Resolve ambiguous pronoun reference across sentences	Replace or repeat a noun only where clarity requires it	Edit/W	Resolve ambiguous reference and track referents across a short text.	Pronoun-antecedent agreement and distributive I/P reference	I/P	P5
T1W07		1	7 Reference across Sentences	2 PR12		P	Track personal, demonstrative and lexical reference across a text	Whole-passage cohesion, not isolated form selection	Cloze/Edit	Resolve ambiguous reference and track referents across a short text.	Pronoun-antecedent agreement and distributive P reference	P	P6
T1W07		1	7 Reference across Sentences	3 PR08		M	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W	Resolve ambiguous reference and track referents across a short text.	Pronoun-antecedent agreement and distributive I/M reference	I/M	P4
T1W07		1	7 Reference across Sentences	4 PR09		M	Use reciprocal pronouns	each other; one another as extension	PP/W	Resolve ambiguous reference and track referents across a short text.	Pronoun-antecedent agreement and distributive I/M reference	I/M	P4
T1W07		1	7 Reference across Sentences	5 D07		M	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W	Resolve ambiguous reference and track referents across a short text.	Pronoun-antecedent agreement and distributive I/M reference	I/M	P4
T1W08		1	8 Main, Linking and Stative Verbs	1 V01		R	Recognise and use action verbs	Physical and mental actions in meaningful sentences	PP/W	Distinguish action, linking, possession and state meanings in context.	P3 main/linking verb system	R	P1
T1W08		1	8 Main, Linking and Stative Verbs	2 V02		R	Use be as a main/linking verb	am, is, are; later was, were	PP/W	Distinguish action, linking, possession and state meanings in context.	P3 main/linking verb system	R	P2
T1W08		1	8 Main, Linking and Stative Verbs	3 V03		R	Use have as a main verb	have/has; later had	PP/W	Distinguish action, linking, possession and state meanings in context.	P3 main/linking verb system	R	P2
T1W08		1	8 Main, Linking and Stative Verbs	4 V04		R	Recognise linking verbs and complements	be, look, feel, seem, sound, smell, taste + complement	PP/W	Distinguish action, linking, possession and state meanings in context.	P3 main/linking verb system	R	P3
T1W08		1	8 Main, Linking and Stative Verbs	5 V05		M	Use common stative verbs appropriately	know, believe, understand, want, need, belong, prefer; normally non-continuous	PP/Edit	Distinguish action, linking, possession and state meanings in context.	P3 main/linking verb system	M	P4
T1W09		1	9 Verb Forms and Present-time Meaning	1 V06		R	Use base and third-person singular forms	Includes spelling changes and simple-present agreement	PP/W	Control finite verb forms and participles in present and past constructions.	P3 base, third-person, past and participle forms	R	P2
T1W09		1	9 Verb Forms and Present-time Meaning	2 V07		R	Use regular past-tense forms	-ed spelling and high-frequency pronunciation awareness	PP/W	Control finite verb forms and participles in present and past constructions.	P3 base, third-person, past and participle forms	R	P2
T1W09		1	9 Verb Forms and Present-time Meaning	3 V08		R	Use common irregular past forms	Expand controlled bank progressively	PP/W	Control finite verb forms and participles in present and past constructions.	P3 base, third-person, past and participle forms	R	P3
T1W09		1	9 Verb Forms and Present-time Meaning	4 V09		M	Use present and past participle forms	-ing and -ed/-en forms used in taught constructions	PP/W	Control finite verb forms and participles in present and past constructions.	P3 base, third-person, past and participle forms	M	P4
T1W09		1	9 Verb Forms and Present-time Meaning	5 V10		R	Use simple present for habits, facts, states and routines	Contrast with present continuous	PP/W	Control finite verb forms and participles in present and past constructions.	P3 base, third-person, past and participle forms	R	P2
T1W10		1	10 Past, Continuous and Future Foundations	1 V11		R	Use simple past for completed past events	Use time markers and irregular forms	PP/W	Retrieve core tense/aspect choices and introduce arranged-future meaning.	P3 simple/continuous past-present and future forms	R	P2
T1W10		1	10 Past, Continuous and Future Foundations	2 V12		R	Use present continuous for actions in progress	Include now/around now; exclude most stative uses	PP/W	Retrieve core tense/aspect choices and introduce arranged-future meaning.	P3 simple/continuous past-present and future forms	R	P2
T1W10		1	10 Past, Continuous and Future Foundations	3 V13		R	Use past continuous for background or interrupted action	Initially at a stated past time	PP/W	Retrieve core tense/aspect choices and introduce arranged-future meaning.	P3 simple/continuous past-present and future forms	R	P3
T1W10		1	10 Past, Continuous and Future Foundations	4 V14		R	Use will and be going to for future meaning	Prediction/decision versus plan/intention	PP/W	Retrieve core tense/aspect choices and introduce arranged-future meaning.	P3 simple/continuous past-present and future forms	R	P3
T1W10		1	10 Past, Continuous and Future Foundations	5 V15		I	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W	Retrieve core tense/aspect choices and introduce arranged-future meaning.	P3 simple/continuous past-present and future forms	I/M	P4
T2W01		2	1 Present Perfect and Past-time Contrast	1 V16		I	Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W	Relate perfect forms to time reference and distinguish them from finished past events.	Have auxiliary, participles and clear time markers	I/M	P4
T2W01		2	1 Present Perfect and Past-time Contrast	2 V17		I/P	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze	Relate perfect forms to time reference and distinguish them from finished past events.	Have auxiliary, participles and clear time markers	I/P	P5
T2W01		2	1 Present Perfect and Past-time Contrast	3 V18		P	Use past perfect to clarify an earlier past event	Only when sequence is otherwise unclear	PP/W	Relate perfect forms to time reference and distinguish them from finished past events.	Have auxiliary, participles and clear time markers	P	P5
T2W01		2	1 Present Perfect and Past-time Contrast	4 V19		R	Use be, do and have as auxiliary verbs	Questions, negatives, continuous and perfect constructions	PP/Edit	Relate perfect forms to time reference and distinguish them from finished past events.	Have auxiliary, participles and clear time markers	R	P3
T2W01		2	1 Present Perfect and Past-time Contrast	5 V20		R	Use modal verbs for core meanings	Ability, permission, possibility, advice, obligation and prohibition	PP/W	Relate perfect forms to time reference and distinguish them from finished past events.	Have auxiliary, participles and clear time markers	R	P3
T2W02		2	2 Modality and Non-finite Verb Patterns	1 V21		I/P	Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze	Use infinitive and gerund patterns while distinguishing finite from non-finite forms.	Modal meanings and common verb complements	I/P	P5
T2W02		2	2 Modality and Non-finite Verb Patterns	2 V22		I	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W	Use infinitive and gerund patterns while distinguishing finite from non-finite forms.	Modal meanings and common verb complements	I/M	P4
T2W02		2	2 Modality and Non-finite Verb Patterns	3 V23		I/P	Use common verb + gerund patterns	enjoy/finish/avoid/keep + -ing; controlled lexical set	PP/W	Use infinitive and gerund patterns while distinguishing finite from non-finite forms.	Modal meanings and common verb complements	I/P	P5
T2W02		2	2 Modality and Non-finite Verb Patterns	4 V24		P	Use object + to-infinitive patterns	ask/tell/want/allow + object + to-infinitive in guided contexts	PP/W	Use infinitive and gerund patterns while distinguishing finite from non-finite forms.	Modal meanings and common verb complements	P	P5
T2W02		2	2 Modality and Non-finite Verb Patterns	5 V25		P	Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform	Use infinitive and gerund patterns while distinguishing finite from non-finite forms.	Modal meanings and common verb complements	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 P4 Stage	Recommended Final Mastery
T2W03		2	3 Voice, Reporting and Text-level Consistency	1 V26	I/P		Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Choose active/passive focus, report speech and sustain coherent verb choices.	Auxiliaries, tense/aspect, agreement and sentence focus	P	P5
T2W03		2	3 Voice, Reporting and Text-level Consistency	2 V27	I/P		Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform	Choose active/passive focus, report speech and sustain coherent verb choices.	Auxiliaries, tense/aspect, agreement and sentence focus	I/P	P5
T2W03		2	3 Voice, Reporting and Text-level Consistency	3 V28	P		Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit	Choose active/passive focus, report speech and sustain coherent verb choices.	Auxiliaries, tense/aspect, agreement and sentence focus	P	P6
T2W03		2	3 Voice, Reporting and Text-level Consistency	4 V15	M		Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W	Choose active/passive focus, report speech and sustain coherent verb choices.	Auxiliaries, tense/aspect, agreement and sentence focus	I/M	P4
T2W03		2	3 Voice, Reporting and Text-level Consistency	5 SVA03	M		Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit	Choose active/passive focus, report speech and sustain coherent verb choices.	Auxiliaries, tense/aspect, agreement and sentence focus	I/M	P4
T2W04		2	4 Verb-system Mastery and Agreement Entry	1 V22	M		Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W	Master high-value verb patterns and extend agreement beyond obvious subjects.	Full P4 verb-form sequence to date	I/M	P4
T2W04		2	4 Verb-system Mastery and Agreement Entry	2 V16	M		Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W	Master high-value verb patterns and extend agreement beyond obvious subjects.	Full P4 verb-form sequence to date	I/M	P4
T2W04		2	4 Verb-system Mastery and Agreement Entry	3 SVA01	R		Match singular/plural subjects with be and common verbs	Familiar noun/pronoun subjects	PP/W	Master high-value verb patterns and extend agreement beyond obvious subjects.	Full P4 verb-form sequence to date	R	P2
T2W04		2	4 Verb-system Mastery and Agreement Entry	4 SVA02	R		Maintain agreement with compound subjects	and versus or/nor patterns taught in stages	PP/Edit	Master high-value verb patterns and extend agreement beyond obvious subjects.	Full P4 verb-form sequence to date	R	P3
T2W04		2	4 Verb-system Mastery and Agreement Entry	5 SVA03	I		Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit	Master high-value verb patterns and extend agreement beyond obvious subjects.	Full P4 verb-form sequence to date	I/M	P4
T2W05		2	5 Agreement and Modifier Foundations	1 SVA04	I/P		Find the complete subject across intervening phrases	Ignore distracting nearby nouns	PP/Edit	Locate complete subjects and attach modifiers accurately.	P3 agreement, noun groups and comparison	I/P	P5
T2W05		2	5 Agreement and Modifier Foundations	2 SVA05	P		Maintain agreement in correlative structures	either...or, neither...nor, not only...but also	PP/Edit	Locate complete subjects and attach modifiers accurately.	P3 agreement, noun groups and comparison	P	P5
T2W05		2	5 Agreement and Modifier Foundations	3 AA01	R		Use adjectives before nouns	Familiar descriptive language	PP/W	Locate complete subjects and attach modifiers accurately.	P3 agreement, noun groups and comparison	R	P1
T2W05		2	5 Agreement and Modifier Foundations	4 AA02	R		Use adjectives after linking verbs	Subject complement patterns	PP/W	Locate complete subjects and attach modifiers accurately.	P3 agreement, noun groups and comparison	R	P3
T2W05		2	5 Agreement and Modifier Foundations	5 AA03	R		Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W	Locate complete subjects and attach modifiers accurately.	P3 agreement, noun groups and comparison	R	P3
T2W06		2	6 Comparison, Degree and Adjective Order	1 AA04	I		Use as...as comparison patterns	Positive and negative comparison	PP/W	Control comparison, degree and natural adjective order in expanded descriptions.	P3 adjectives, adverbs and linking verbs	I/M	P4
T2W06		2	6 Comparison, Degree and Adjective Order	2 AA05	R		Use adverbs of manner, time, place and frequency	Position taught through meaningful sentence patterns	PP/W	Control comparison, degree and natural adjective order in expanded descriptions.	P3 adjectives, adverbs and linking verbs	R	P3
T2W06		2	6 Comparison, Degree and Adjective Order	3 AA06	I		Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W	Control comparison, degree and natural adjective order in expanded descriptions.	P3 adjectives, adverbs and linking verbs	I/M	P4
T2W06		2	6 Comparison, Degree and Adjective Order	4 AA07	R		Distinguish adjective and adverb forms	Include common irregular forms such as good/well	PP/Edit	Control comparison, degree and natural adjective order in expanded descriptions.	P3 adjectives, adverbs and linking verbs	R	P3
T2W06		2	6 Comparison, Degree and Adjective Order	5 AA08	I		Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W	Control comparison, degree and natural adjective order in expanded descriptions.	P3 adjectives, adverbs and linking verbs	I/M	P4
T2W07		2	7 Participial Adjectives and Modifier Precision	1 AA09	I		Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit	Place modifiers precisely and distinguish participial adjective meanings.	Comparison, degree and noun-phrase order	I/M	P4
T2W07		2	7 Participial Adjectives and Modifier Precision	2 AA10	P		Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W	Place modifiers precisely and distinguish participial adjective meanings.	Comparison, degree and noun-phrase order	P	P5
T2W07		2	7 Participial Adjectives and Modifier Precision	3 AA04	M		Use as...as comparison patterns	Positive and negative comparison	PP/W	Place modifiers precisely and distinguish participial adjective meanings.	Comparison, degree and noun-phrase order	I/M	P4
T2W07		2	7 Participial Adjectives and Modifier Precision	4 AA06	M		Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W	Place modifiers precisely and distinguish participial adjective meanings.	Comparison, degree and noun-phrase order	I/M	P4
T2W07		2	7 Participial Adjectives and Modifier Precision	5 AA08	M		Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W	Place modifiers precisely and distinguish participial adjective meanings.	Comparison, degree and noun-phrase order	I/M	P4
T2W08		2	8 Prepositions and Participial-adjective Mastery	1 AA09	M		Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit	Express concrete and multiword relationships without misplaced modifiers.	P3 prepositions and modifier placement	I/M	P4
T2W08		2	8 Prepositions and Participial-adjective Mastery	2 P01	R		Use basic prepositions of place	in, on, under, behind, beside/next to	PP/W	Express concrete and multiword relationships without misplaced modifiers.	P3 prepositions and modifier placement	R	P1
T2W08		2	8 Prepositions and Participial-adjective Mastery	3 P02	R		Use prepositions of time	at, on, in; before, after, during by stage	PP/W	Express concrete and multiword relationships without misplaced modifiers.	P3 prepositions and modifier placement	R	P2
T2W08		2	8 Prepositions and Participial-adjective Mastery	4 P03	R		Use prepositions of movement and direction	to, from, into, out of, across, through, along	PP/W	Express concrete and multiword relationships without misplaced modifiers.	P3 prepositions and modifier placement	R	P3
T2W08		2	8 Prepositions and Participial-adjective Mastery	5 P04	I		Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W	Express concrete and multiword relationships without misplaced modifiers.	P3 prepositions and modifier placement	I/M	P4
T2W09		2	9 Dependent Prepositions and Abstract Relationships	1 P05	P		Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze	Use prepositional collocations and relationships across connected ideas.	Basic prepositions and coordinators	P	P5
T2W09		2	9 Dependent Prepositions and Abstract Relationships	2 P06	P		Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit	Use prepositional collocations and relationships across connected ideas.	Basic prepositions and coordinators	P	P6
T2W09		2	9 Dependent Prepositions and Abstract Relationships	3 P04	M		Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W	Use prepositional collocations and relationships across connected ideas.	Basic prepositions and coordinators	I/M	P4
T2W09		2	9 Dependent Prepositions and Abstract Relationships	4 C01	R		Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W	Use prepositional collocations and relationships across connected ideas.	Basic prepositions and coordinators	R	P1
T2W09		2	9 Dependent Prepositions and Abstract Relationships	5 C02	R		Use because and so for reason and result	Avoid because...so doubling	PP/W	Use prepositional collocations and relationships across connected ideas.	Basic prepositions and coordinators	R	P2
T2W10		2	10 Core Subordination and Clause Entry	1 C03	R		Use time conjunctions	when, before, after, while, until and as by stage	PP/W	Build clauses showing time, condition, contrast, purpose and result.	P3 guided complex sentences	R	P3
T2W10		2	10 Core Subordination and Clause Entry	2 C04	R		Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W	Build clauses showing time, condition, contrast, purpose and result.	P3 guided complex sentences	R	P3
T2W10		2	10 Core Subordination and Clause Entry	3 C05	I		Use although/though and other contrast links	Avoid although...but doubling	PP/W	Build clauses showing time, condition, contrast, purpose and result.	P3 guided complex sentences	I/M	P4
T2W10		2	10 Core Subordination and Clause Entry	4 C06	I/P		Use purpose and result clauses	so that, in order to, so...that in controlled contexts	PP/W	Build clauses showing time, condition, contrast, purpose and result.	P3 guided complex sentences	I/P	P5
T2W10		2	10 Core Subordination and Clause Entry	5 C07	I		Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W	Build clauses showing time, condition, contrast, purpose and result.	P3 guided complex sentences	I/M	P4
T3W01		3	1 Conditional, Correlative and Transitional Links	1 C08	P		Use correlative conjunctions accurately	both...and, either...or, neither...nor, not only...but also	PP/Edit	Connect ideas through accurate condition, contrast and paragraph transitions.	Coordinating and subordinating clause patterns	P	P5
T3W01		3	1 Conditional, Correlative and Transitional Links	2 C09	P		Use zero and first conditional patterns	Truths and realistic future possibilities	PP/W	Connect ideas through accurate condition, contrast and paragraph transitions.	Coordinating and subordinating clause patterns	P	P5
T3W01		3	1 Conditional, Correlative and Transitional Links	3 C10	P		Use controlled second conditional patterns	Use controlled hypothetical contexts with strong scaffolding; do not require nuanced mixed conditionals.	PP/W	Connect ideas through accurate condition, contrast and paragraph transitions.	Coordinating and subordinating clause patterns	P	P6
T3W01		3	1 Conditional, Correlative and Transitional Links	4 C11	I/P		Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit	Connect ideas through accurate condition, contrast and paragraph transitions.	Coordinating and subordinating clause patterns	I/P	P5
T3W01		3	1 Conditional, Correlative and Transitional Links	5 C05	M		Use although/though and other contrast links	Avoid although...but doubling	PP/W	Connect ideas through accurate condition, contrast and paragraph transitions.	Coordinating and subordinating clause patterns	I/M	P4
T3W02		3	2 Relative Clauses and Complex-sentence Mastery	1 C07	M		Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W	Integrate relative information into complete, controlled complex sentences.	P3 relative pronouns, clauses and sentence types	I/M	P4
T3W02		3	2 Relative Clauses and Complex-sentence Mastery	2 SS01	R		Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W	Integrate relative information into complete, controlled complex sentences.	P3 relative pronouns, clauses and sentence types	R	P2
T3W02		3	2 Relative Clauses and Complex-sentence Mastery	3 SS02	R		Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W	Integrate relative information into complete, controlled complex sentences.	P3 relative pronouns, clauses and sentence types	R	P3
T3W02		3	2 Relative Clauses and Complex-sentence Mastery	4 SS03	R		Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W	Integrate relative information into complete, controlled complex sentences.	P3 relative pronouns, clauses and sentence types	R	P3
T3W02		3	2 Relative Clauses and Complex-sentence Mastery	5 SS04	M		Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W	Integrate relative information into complete, controlled complex sentences.	P3 relative pronouns, clauses and sentence types	M	P4
T3W03		3	3 Sentence Boundaries and Transformation	1 SS05	M		Identify and correct fragments	Include dependent-clause fragments gradually	Edit	Repair sentence-boundary errors and combine or transform ideas without changing meaning.	Fragments, compound/complex sentences and capitals	M	P4
T3W03		3	3 Sentence Boundaries and Transformation	2 SS06	I		Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit	Repair sentence-boundary errors and combine or transform ideas without changing meaning.	Fragments, compound/complex sentences and capitals	I/M	P4
T3W03		3	3 Sentence Boundaries and Transformation	3 SS07	I/P		Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit	Repair sentence-boundary errors and combine or transform ideas without changing meaning.	Fragments, compound/complex sentences and capitals	I/P	P5
T3W03		3	3 Sentence Boundaries and Transformation	4 SS08	P		Preserve meaning in sentence synthesis and transformation	No omitted, added or contradicted essential meaning	Transform	Repair sentence-boundary errors and combine or transform ideas without changing meaning.	Fragments, compound/complex sentences and capitals	P	P6
T3W03		3	3 Sentence Boundaries and Transformation	5 PU01	R		Use capitals at sentence starts and for proper names	Add titles/places/events gradually	PP/W	Repair sentence-boundary errors and combine or transform ideas without changing meaning.	Fragments, compound/complex sentences and capitals	R	P1
T3W04		3	4 Core Punctuation and Direct Speech	1 PU02	R		Use full stops, question marks and exclamation marks	Match sentence purpose; avoid decorative overuse	PP/W	Punctuate increasingly complex sentences and direct speech accurately.	P3 end marks, commas, apostrophes and speech	R	P2
T3W04		3	4 Core Punctuation and Direct Speech	2 PU03	R		Use commas in lists	Include items and short phrases	PP/W	Punctuate increasingly complex sentences and direct speech accurately.	P3 end marks, commas, apostrophes and speech	R	P2
T3W04		3	4 Core Punctuation and Direct Speech	3 PU04	R		Use apostrophes in contractions	Distinguish from possession	PP/W	Punctuate increasingly complex sentences and direct speech accurately.	P3 end marks, commas, apostrophes and speech	R	P2
T3W04		3	4 Core Punctuation and Direct Speech	4 PU05	R		Use apostrophes for singular and plural possession	Coordinate with possessive noun progression	PP/W	Punctuate increasingly complex sentences and direct speech accurately.	P3 end marks, commas, apostrophes and speech	R	P3
T3W04		3	4 Core Punctuation and Direct Speech	5 PU06	M		Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W	Punctuate increasingly complex sentences and direct speech accurately.	P3 end marks, commas, apostrophes and speech	M	P4
T3W05		3	5 Advanced Punctuation and Sentence-boundary Mastery	1 PU07	I		Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W	Use introductory commas, colons and parenthetical punctuation while eliminating run-ons.	Sentence boundaries and information hierarchy	I/M	P4
T3W05		3	5 Advanced Punctuation and Sentence-boundary Mastery	2 PU08	I/P		Use colons for lists and explanations	Taught purposes only	PP/W	Use introductory commas, colons and parenthetical punctuation while eliminating run-ons.	Sentence boundaries and information hierarchy	I/P	P5

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T3W05		3	5 Advanced Punctuation and Sentence-boundary Mastery	3	PU09	P	Use brackets and dashes for parenthetical information	Restricted upper-primary application; not equal-weight trivia	PP/Edit	Use introductory commas, colons and parenthetical punctuation while eliminating run-ons.	Sentence boundaries and information hierarchy	P	P6
T3W05		3	5 Advanced Punctuation and Sentence-boundary Mastery	4	SS06	M	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit	Use introductory commas, colons and parenthetical punctuation while eliminating run-ons.	Sentence boundaries and information hierarchy	I/M	P4
T3W05		3	5 Advanced Punctuation and Sentence-boundary Mastery	5	PU07	M	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W	Use introductory commas, colons and parenthetical punctuation while eliminating run-ons.	Sentence boundaries and information hierarchy	I/M	P4
T3W06		3	6 Foundational Decoding Retrieval	1	VW01	R	Know alphabet sequence and letter-sound correspondences	Upper/lowercase and core consonant sounds	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar P4 vocabulary.	P1–P3 phonics embedded in authentic reading	R	P1
T3W06		3	6 Foundational Decoding Retrieval	2	VW02	R	Blend and segment CVC words with short vowels	Reading and spelling evidence	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar P4 vocabulary.	P1–P3 phonics embedded in authentic reading	R	P1
T3W06		3	6 Foundational Decoding Retrieval	3	VW03	R	Decode common digraphs and consonant blends	Controlled progression across lower primary	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar P4 vocabulary.	P1–P3 phonics embedded in authentic reading	R	P2
T3W06		3	6 Foundational Decoding Retrieval	4	VW04	R	Decode common long-vowel and vowel-team patterns	Include alternative spellings without false universal rules	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar P4 vocabulary.	P1–P3 phonics embedded in authentic reading	R	P2
T3W06		3	6 Foundational Decoding Retrieval	5	VW05	R	Decode r-controlled vowels and common diphthongs	Controlled word banks and connected text	PP/L/O	Apply foundational sound-spelling knowledge automatically to unfamiliar P4 vocabulary.	P1–P3 phonics embedded in authentic reading	R	P2
T3W07		3	7 Multisyllabic Decoding and Morphology	1	VW06	R	Decode multisyllabic words using syllables and familiar chunks	Increase word length and morphological transparency gradually	PP/L/O	Use syllables, inflections and derivational patterns to decode and build words.	P3 multisyllabic words, affixes and spelling changes	R	P3
T3W07		3	7 Multisyllabic Decoding and Morphology	2	VW07	R	Apply inflectional endings accurately	Plural, third-person, -ed and -ing spelling changes by stage	PP/W	Use syllables, inflections and derivational patterns to decode and build words.	P3 multisyllabic words, affixes and spelling changes	R	P2
T3W07		3	7 Multisyllabic Decoding and Morphology	3	VW08	R	Identify base words, prefixes and suffixes	Meaning and word-class effects; mapped affix bank	PP/W	Use syllables, inflections and derivational patterns to decode and build words.	P3 multisyllabic words, affixes and spelling changes	R	P3
T3W07		3	7 Multisyllabic Decoding and Morphology	4	VW09	M	Apply suffix spelling changes	Drop final e, change y to i, double final consonant in taught words	PP/W	Use syllables, inflections and derivational patterns to decode and build words.	P3 multisyllabic words, affixes and spelling changes	M	P4
T3W07		3	7 Multisyllabic Decoding and Morphology	5	VW10	I	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Use syllables, inflections and derivational patterns to decode and build words.	P3 multisyllabic words, affixes and spelling changes	I/M	P4
T3W08		3	8 Context, Meaning Relationships and Collocation	1	VW11	R	Use definition, example and contrast context clues	Same-sentence before cross-sentence evidence	PP	Infer precise meaning across sentences and select natural word combinations	P3 context clues, polysemy and shades of meaning	R	P3
T3W08		3	8 Context, Meaning Relationships and Collocation	2	VW12	M	Infer meaning using cause-effect and cross-sentence clues	Confirm with whole-text meaning	PP	Infer precise meaning across sentences and select natural word combinations	P3 context clues, polysemy and shades of meaning	M	P4
T3W08		3	8 Context, Meaning Relationships and Collocation	3	VW13	R	Distinguish synonyms, antonyms and shades of meaning	Strength, connotation and suitability develop by grade	PP/W	Infer precise meaning across sentences and select natural word combinations	P3 context clues, polysemy and shades of meaning	R	P3
T3W08		3	8 Context, Meaning Relationships and Collocation	4	VW14	R	Interpret homophones and multiple-meaning words in context	Do not assess by spelling alone	PP/W	Infer precise meaning across sentences and select natural word combinations	P3 context clues, polysemy and shades of meaning	R	P3
T3W08		3	8 Context, Meaning Relationships and Collocation	5	VW15	R	Use natural collocations and fixed expressions	From thematic chunks to grammatical/lexical collocations	PP/W	Infer precise meaning across sentences and select natural word combinations	P3 context clues, polysemy and shades of meaning	R	P2
T3W09		3	9 Figurative Meaning, Register and Dictionary Depth	1	VW16	I/P	Interpret common idioms, phrasal verbs and figurative expressions	Age-appropriate and contextualised	PP/W	Interpret figurative language and use dictionary information about pronunciation, collocation and register.	P3 dictionary entries, idioms and audience awareness	I/P	P5
T3W09		3	9 Figurative Meaning, Register and Dictionary Depth	2	VW17	P	Choose vocabulary for audience, purpose and register	Formal/informal and tone-sensitive word choice	PP/W/Edit	Interpret figurative language and use dictionary information about pronunciation, collocation and register.	P3 dictionary entries, idioms and audience awareness	P	P5
T3W09		3	9 Figurative Meaning, Register and Dictionary Depth	3	VW18	R	Use alphabetical order and guide words	Locate entries accurately	PP	Interpret figurative language and use dictionary information about pronunciation, collocation and register.	P3 dictionary entries, idioms and audience awareness	R	P2
T3W09		3	9 Figurative Meaning, Register and Dictionary Depth	4	VW19	R	Interpret a learner-dictionary entry	Meaning, word class, inflection and example usage	PP	Interpret figurative language and use dictionary information about pronunciation, collocation and register.	P3 dictionary entries, idioms and audience awareness	R	P3
T3W09		3	9 Figurative Meaning, Register and Dictionary Depth	5	VW20	I/P	Use dictionary information on pronunciation, collocation and register	Reference skill, not dictionary-abbreviation trivia	PP	Interpret figurative language and use dictionary information about pronunciation, collocation and register.	P3 dictionary entries, idioms and audience awareness	I/P	P5
T3W10		3	10 Vocabulary Mastery and Text Organisation	1	VW10	M	Build word families across parts of speech	Noun, verb, adjective and adverb forms	PP/W	Apply morphological knowledge and recognise how a text is organised	Word families, details, sequence and main idea	I/M	P4
T3W10		3	10 Vocabulary Mastery and Text Organisation	2	R01	R	Retrieve explicitly stated details	Who, what, where, when, why/how as supported by text	PP	Apply morphological knowledge and recognise how a text is organised	Word families, details, sequence and main idea	R	P2
T3W10		3	10 Vocabulary Mastery and Text Organisation	3	R02	R	Sequence events or procedural steps	Increase number, distance and competing details by grade	PP	Apply morphological knowledge and recognise how a text is organised	Word families, details, sequence and main idea	R	P2
T3W10		3	10 Vocabulary Mastery and Text Organisation	4	R03	R	Identify paragraph main idea and supporting details	Progress to whole-text central idea	PP	Apply morphological knowledge and recognise how a text is organised	Word families, details, sequence and main idea	R	P3
T3W10		3	10 Vocabulary Mastery and Text Organisation	5	R04	M	Recognise text organisation	Sequence, description, cause-effect, compare-contrast, problem-solution	PP	Apply morphological knowledge and recognise how a text is organised	Word families, details, sequence and main idea	M	P4
T4W01		4	1 Relationships and Character Inference	1	R05	R	Explain cause and effect using evidence	Distinguish causation from sequence	PP/W	Compare relationships and infer character development with relevant evidence.	P3 cause-effect, comparison and motives	R	P3
T4W01		4	1 Relationships and Character Inference	2	R06	M	Compare and contrast using fair criteria	Use evidence from both sources when applicable	PP/W	Compare relationships and infer character development with relevant evidence.	P3 cause-effect, comparison and motives	M	P4
T4W01		4	1 Relationships and Character Inference	3	R07	R	Make and revise evidence-based predictions	Separate prediction from unsupported guess	PP/W	Compare relationships and infer character development with relevant evidence.	P3 cause-effect, comparison and motives	R	P2
T4W01		4	1 Relationships and Character Inference	4	R08	R	Infer feelings and simple motives from clues	Actions, dialogue, thoughts and description	PP/W	Compare relationships and infer character development with relevant evidence.	P3 cause-effect, comparison and motives	R	P3
T4W01		4	1 Relationships and Character Inference	5	R09	M	Infer traits, relationships and character change	Combine clues across a text	PP/W	Compare relationships and infer character development with relevant evidence.	P3 cause-effect, comparison and motives	M	P4
T4W02		4	2 Theme, Purpose and Evidence Evaluation	1	R10	I	Infer theme or message with evidence	Distinguish theme from topic, slogan and plot summary	PP/W	Move from inference to evaluating claims, evidence, viewpoint and theme.	P3 purpose, fact/opinion and supported inference	I/M	P4
T4W02		4	2 Theme, Purpose and Evidence Evaluation	2	R11	R	Identify purpose and intended audience	Inform, instruct, entertain, persuade; secondary purpose later	PP/W	Move from inference to evaluating claims, evidence, viewpoint and theme.	P3 purpose, fact/opinion and supported inference	R	P3
T4W02		4	2 Theme, Purpose and Evidence Evaluation	3	R12	M	Distinguish fact, opinion, claim, reason and evidence	Introduce categories progressively	PP/W	Move from inference to evaluating claims, evidence, viewpoint and theme.	P3 purpose, fact/opinion and supported inference	M	P4
T4W02		4	2 Theme, Purpose and Evidence Evaluation	4	R13	I/P	Infer viewpoint, mood and tone	Use precise word/presentation evidence	PP/W	Move from inference to evaluating claims, evidence, viewpoint and theme.	P3 purpose, fact/opinion and supported inference	I/P	P5
T4W02		4	2 Theme, Purpose and Evidence Evaluation	5	R14	P	Evaluate relevance and sufficiency of evidence	Preserve reasonable uncertainty; avoid adult rhetorical theory	PP/W	Move from inference to evaluating claims, evidence, viewpoint and theme.	P3 purpose, fact/opinion and supported inference	P	P5
T4W03		4	3 Authorial Craft and Multimodal Interpretation	1	R15	P	Explain how selected authorial choices shape meaning	Imagery, contrast, repetition, dialogue, pacing and sentence choice	PP/W	Explain selected authorial choices and integrate prose, visual and functional evidence.	Purpose, text features and concise main-idea summaries	P	P6
T4W03		4	3 Authorial Craft and Multimodal Interpretation	2	R16	R	Interpret functional texts and required actions	Notices, schedules, menus, forms, instructions and advertisements	PP	Explain selected authorial choices and integrate prose, visual and functional evidence.	Purpose, text features and concise main-idea summaries	R	P2
T4W03		4	3 Authorial Craft and Multimodal Interpretation	3	R17	M	Integrate prose and visual information	Captions, diagrams, tables, maps, charts and timelines	PP/W	Explain selected authorial choices and integrate prose, visual and functional evidence.	Purpose, text features and concise main-idea summaries	M	P4
T4W03		4	3 Authorial Craft and Multimodal Interpretation	4	R18	I	Check conditions, restrictions, exceptions and assumptions	Choose an action satisfying every stated condition	PP/W	Explain selected authorial choices and integrate prose, visual and functional evidence.	Purpose, text features and concise main-idea summaries	I/M	P4
T4W03		4	3 Authorial Craft and Multimodal Interpretation	5	R19	M	Summarise a short text around main idea and essentials	Guided one/two-sentence summary before formal word limits	W	Explain selected authorial choices and integrate prose, visual and functional evidence.	Purpose, text features and concise main-idea summaries	M	P4
T4W04		4	4 Paraphrase and Cross-source Synthesis	1	R20	I/P	Paraphrase without changing meaning	Change wording/structure while preserving degree and logic	W	Paraphrase accurately and synthesise essential information within a limit.	Main ideas, evidence relevance and multimodal information	I/P	P5
T4W04		4	4 Paraphrase and Cross-source Synthesis	2	R21	P	Compare and synthesise across sources	Preserve source distinctions and avoid unsupported conclusions	W/PP	Paraphrase accurately and synthesise essential information within a limit.	Main ideas, evidence relevance and multimodal information	P	P5
T4W04		4	4 Paraphrase and Cross-source Synthesis	3	R22	P	Write a concise summary within a stated limit	Mainly original wording; complete meaning	W	Paraphrase accurately and synthesise essential information within a limit.	Main ideas, evidence relevance and multimodal information	P	P6
T4W04		4	4 Paraphrase and Cross-source Synthesis	4	R10	M	Infer theme or message with evidence	Distinguish theme from topic, slogan and plot summary	PP/W	Paraphrase accurately and synthesise essential information within a limit.	Main ideas, evidence relevance and multimodal information	I/M	P4
T4W04		4	4 Paraphrase and Cross-source Synthesis	5	R18	M	Check conditions, restrictions, exceptions and assumptions	Choose an action satisfying every stated condition	PP/W	Paraphrase accurately and synthesise essential information within a limit.	Main ideas, evidence relevance and multimodal information	I/M	P4
T4W05		4	5 Paragraph Cohesion and Descriptive Control	1	W01	R	Write complete meaningful sentences	Capitals, spacing, word order and end punctuation	W	Revise a coherent paragraph for unity, order, cohesion and precise description.	P3 focused paragraph and systematic revision	R	P2
T4W05		4	5 Paragraph Cohesion and Descriptive Control	2	W02	R	Write connected sentences about one topic	Pronoun and tense consistency with basic connectors	W	Revise a coherent paragraph for unity, order, cohesion and precise description.	P3 focused paragraph and systematic revision	R	P3
T4W05		4	5 Paragraph Cohesion and Descriptive Control	3	W03	R	Plan and develop one focused paragraph	Topic/opening sentence and relevant supporting details	W	Revise a coherent paragraph for unity, order, cohesion and precise description.	P3 focused paragraph and systematic revision	R	P3
T4W05		4	5 Paragraph Cohesion and Descriptive Control	4	W04	M	Revise a paragraph for unity, order and cohesion	Remove irrelevant/repeated content before surface editing	W/Edit	Revise a coherent paragraph for unity, order, cohesion and precise description.	P3 focused paragraph and systematic revision	M	P4
T4W05		4	5 Paragraph Cohesion and Descriptive Control	5	W05	R	Write a description using selected precise details	Avoid mechanical adjective/sensory lists	W	Revise a coherent paragraph for unity, order, cohesion and precise description.	P3 focused paragraph and systematic revision	R	P3
T4W06		4	6 Recount, Explanation and Narrative Structure	1	W06	R	Write a chronological personal recount	Opening context, significant events and reflection	W	Control narrative development, pacing and viewpoint while retaining genre organisation.	P3 recount, procedure and narrative sequence	R	P3
T4W06		4	6 Recount, Explanation and Narrative Structure	2	W07	R	Write a simple procedure or explanation	Logical steps/causes and suitable connectors	W	Control narrative development, pacing and viewpoint while retaining genre organisation.	P3 recount, procedure and narrative sequence	R	P3
T4W06		4	6 Recount, Explanation and Narrative Structure	3	W08	M	Develop a narrative with beginning, development and resolution	Cause-consequence before decorative craft	W	Control narrative development, pacing and viewpoint while retaining genre organisation.	P3 recount, procedure and narrative sequence	M	P4
T4W06		4	6 Recount, Explanation and Narrative Structure	4	W09	I/P	Develop character, setting and decisive moments	Purposeful action, thought, dialogue, description and reflection	W	Control narrative development, pacing and viewpoint while retaining genre organisation.	P3 recount, procedure and narrative sequence	I/P	P5
T4W06		4	6 Recount, Explanation and Narrative Structure	5	W10	P	Control pacing, viewpoint and plot coherence	Expand decisive scenes; compress transitions/background	W	Control narrative development, pacing and viewpoint while retaining genre organisation.	P3 recount, procedure and narrative sequence	P	P6
T4W07		4	7 Situational Writing and Complete Stimulus Use	1	W11	R	Write short messages, notes and invitations	Audience, purpose, required information and suitable closing	W	Adapt register, format and all stimulus information to purpose and audience.	P3 informal email, messages and writing process	R	P2
T4W07		4	7 Situational Writing and Complete Stimulus Use	2	W12	R	Write informal emails for a familiar audience	Complete content and friendly, clear tone	W	Adapt register, format and all stimulus information to purpose and audience.	P3 informal email, messages and writing process	R	P3

Week ID	Term	Week	Weekly Focus	KP #	Master KP ID	Stage	Atomic Knowledge Point	Scope / Boundary	Evidence Mode	Weekly Outcome	Prior Learning Retrieved	Master P4 Stage	Recommended Final Mastery
T4W07		4	7 Situational Writing and Complete Stimulus Use	3 W13		I	Adapt register and format to purpose and audience	Informal/guided formal email, letter, notice or report	W	Adapt register, format and all stimulus information to purpose and audience.	P3 informal email, messages and writing process	I/M	P5
T4W07		4	7 Situational Writing and Complete Stimulus Use	4 W14		I/P	Adapt all stimulus information accurately	No omission, contradiction, exaggeration or irrelevant invention	W	Adapt register, format and all stimulus information to purpose and audience.	P3 informal email, messages and writing process	I/P	P5
T4W07		4	7 Situational Writing and Complete Stimulus Use	5 W15		R	Plan, draft, revise, edit and publish	Keep content revision distinct from proofreading	W/Edit	Adapt register, format and all stimulus information to purpose and audience.	P3 informal email, messages and writing process	R	P2
T4W08		4	8 Editing, Timed Writing and Listening Foundations	1 W16		P	Edit grammar, spelling and punctuation systematically	Use a repeatable sequence and error labels	W/Edit	Edit and write under controlled time while processing structured spoken information.	Full-year grammar, writing and listening	M	P4
T4W08		4	8 Editing, Timed Writing and Listening Foundations	2 W17		P	Write under controlled time conditions	Allocate time to task analysis, plan, draft and check	W	Edit and write under controlled time while processing structured spoken information.	Full-year grammar, writing and listening	P	P6
T4W08		4	8 Editing, Timed Writing and Listening Foundations	3 W13		M	Adapt register and format to purpose and audience	Informal/guided formal email, letter, notice or report	W	Edit and write under controlled time while processing structured spoken information.	Full-year grammar, writing and listening	I/M	P5
T4W08		4	8 Editing, Timed Writing and Listening Foundations	4 LS01		R	Follow multi-step oral instructions	One/two steps before longer sequences	L/OBS	Edit and write under controlled time while processing structured spoken information.	Full-year grammar, writing and listening	R	P1
T4W08		4	8 Editing, Timed Writing and Listening Foundations	5 LS02		R	Identify main idea, details and sequence in spoken texts	Increase length, distractors and implied meaning gradually	L	Edit and write under controlled time while processing structured spoken information.	Full-year grammar, writing and listening	R	P2
T4W09		4	9 Listening, Oral Reading and Organised Speaking	1 LS03		I/P	Take concise notes while listening	Keywords and organisers; not full transcription	L/W	Take notes, infer speaker meaning and deliver an organised spoken response.	P3 listening sequence, fluency and connected speaking	I/P	P5
T4W09		4	9 Listening, Oral Reading and Organised Speaking	2 LS04		P	Infer speaker purpose, attitude and implied meaning	Use wording, emphasis and context	L/W	Take notes, infer speaker meaning and deliver an organised spoken response.	P3 listening sequence, fluency and connected speaking	P	P5
T4W09		4	9 Listening, Oral Reading and Organised Speaking	3 LS05		R	Read aloud accurately and fluently	Accuracy, phrasing, pace, volume and expression; never paper-only	O/OBS	Take notes, infer speaker meaning and deliver an organised spoken response.	P3 listening sequence, fluency and connected speaking	R	P2
T4W09		4	9 Listening, Oral Reading and Organised Speaking	4 LS06		R	Describe and recount using complete connected sentences	Relevant details and logical sequence	O/OBS	Take notes, infer speaker meaning and deliver an organised spoken response.	P3 listening sequence, fluency and connected speaking	R	P2
T4W09		4	9 Listening, Oral Reading and Organised Speaking	5 LS07		R	Give an organised stimulus-based response	Opening, developed details/reasons and closing	O/OBS	Take notes, infer speaker meaning and deliver an organised spoken response.	P3 listening sequence, fluency and connected speaking	R	P3
T4W10		4	10 P4 Integrated Mastery and P5 Readiness	1 LS08		R	Respond directly to follow-up questions and build on ideas	Clarify, extend and avoid memorised mismatch	O/OBS	Demonstrate integrated interaction, editing, voice choice and concise synthesis.	All P4 knowledge remains available for targeted R reassessment		P3
T4W10		4	10 P4 Integrated Mastery and P5 Readiness	2 LS09		I/P	Support an opinion and acknowledge another viewpoint	Reasons, examples and respectful agreement/disagreement	O/OBS	Demonstrate integrated interaction, editing, voice choice and concise synthesis.	All P4 knowledge remains available for targeted I/P reassessment		P5
T4W10		4	10 P4 Integrated Mastery and P5 Readiness	3 W16		M	Edit grammar, spelling and punctuation systematically	Use a repeatable sequence and error labels	W/Edit	Demonstrate integrated interaction, editing, voice choice and concise synthesis.	All P4 knowledge remains available for targeted M reassessment		P4
T4W10		4	10 P4 Integrated Mastery and P5 Readiness	4 V26		P	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform	Demonstrate integrated interaction, editing, voice choice and concise synthesis.	All P4 knowledge remains available for targeted P reassessment		P5
T4W10		4	10 P4 Integrated Mastery and P5 Readiness	5 R19		R	Summarise a short text around main idea and essentials	Guided one/two-sentence summary before formal word limits	W	Demonstrate integrated interaction, editing, voice choice and concise synthesis.	All P4 knowledge remains available for targeted M reassessment		P4

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	M	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	I/P	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	M	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	I	Use enough, too much and too many	Meaning of sufficiency and excess	PP/W
T1W04	D08	I/P	Use each, every, either and neither	Meaning, noun number and agreement are linked but scored separately	PP/W
T1W04	D09	P	Distinguish fewer/less and number/amount	Use in accessible count/non-count contexts	PP/W
T1W04	D10	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	M	Use common indefinite pronouns	someone, anyone, everyone, nobody, something, each	PP/W
T1W06	PR07	M	Use interrogative forms accurately	who, whom, whose, what, which in questions; age-appropriate whom	PP/W
T1W06	PR08	I	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W
T1W06	PR09	I	Use reciprocal pronouns	each other; one another as extension	PP/W
T1W06	PR10	M	Maintain pronoun-antecedent agreement	Person, number and clear reference	PP/Edit
T1W07	PR11	I/P	Resolve ambiguous pronoun reference across sentences	Replace or repeat a noun only where clarity requires it	Edit/W
T1W07	PR12	P	Track personal, demonstrative and lexical reference across a text	Whole-passage cohesion, not isolated form selection	Cloze/Edit
T1W07	PR08	M	Use relative pronouns in clauses	who, which, that before whose/whom	PP/W
T1W07	PR09	M	Use reciprocal pronouns	each other; one another as extension	PP/W
T1W07	D07	M	Use enough, too much and too many	Meaning of sufficiency and excess	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	M	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	M	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	I	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W
T2W01	V16	I	Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W
T2W01	V17	I/P	Distinguish present perfect from simple past	Definite past time versus present relevance	PP/Cloze
T2W01	V18	P	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	I/P	Distinguish strength and certainty of modals	may/might/could/should/must/have to in context	PP/Cloze
T2W02	V22	I	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W
T2W02	V23	I/P	Use common verb + gerund patterns	enjoy/finish/avoid/keep + -ing; controlled lexical set	PP/W
T2W02	V24	P	Use object + to-infinitive patterns	ask/tell/want/allow + object + to-infinitive in guided contexts	PP/W
T2W02	V25	P	Distinguish finite and non-finite forms in application	Teacher/Error Bank category; do not require heavy parsing	Edit/Transform
T2W03	V26	I/P	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform
T2W03	V27	I/P	Report statements, questions, requests and instructions	Preserve speaker, listener, time and intended meaning	PP/Transform
T2W03	V28	P	Maintain tense and verb-pattern consistency across a text	Allow justified shifts; whole-passage editing	Cloze/Edit
T2W03	V15	M	Use present continuous for arranged future events	Tightly contextualised and contrasted with now	PP/W
T2W03	SVA03	M	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit
T2W04	V22	M	Use common verb + to-infinitive patterns	want/need/hope/plan/decide to; controlled lexical set	PP/W
T2W04	V16	M	Use present perfect for experience, recent completion and continuation	Avoid definite completed-past markers	PP/W
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
T2W04	SVA03	I	Maintain agreement with collective nouns and indefinite pronouns	Meaning and conventional agreement in target variety	PP/Edit
T2W05	SVA04	I/P	Find the complete subject across intervening phrases	Ignore distracting nearby nouns	PP/Edit
T2W05	SVA05	P	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
T2W05	AA03	R	Use comparative and superlative adjectives	-er/-est, more/most and selected irregulars by stage	PP/W
T2W06	AA04	I	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	I	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
T2W06	AA08	I	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W
T2W07	AA09	I	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit
T2W07	AA10	P	Place modifiers close to what they describe	Prevent ambiguity in sentences	Edit/W
T2W07	AA04	M	Use as...as comparison patterns	Positive and negative comparison	PP/W
T2W07	AA06	M	Use adverbs of degree and too/enough structures	Meaning and position; avoid overgeneralisation	PP/W
T2W07	AA08	M	Use natural adjective order in guided noun phrases	No memorisation of a long terminology sequence	PP/W
T2W08	AA09	M	Distinguish participial adjectives	Common -ed/-ing contrasts such as bored/boring	PP/Edit
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	I	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W
T2W09	P05	P	Use dependent prepositions and common collocations	verb-, adjective- and noun-preposition combinations	PP/Cloze
T2W09	P06	P	Use prepositions for abstract relationships in whole texts	Cause, means, topic, relationship; register-sensitive choices	Cloze/Edit
T2W09	P04	M	Use multiword prepositions	in front of, because of, instead of, according to in accessible contexts	PP/W
T2W09	C01	R	Use and, but and or to connect words and ideas	Addition, contrast and choice	PP/W
T2W09	C02	R	Use because and so for reason and result	Avoid because...so doubling	PP/W
T2W10	C03	R	Use time conjunctions	when, before, after, while, until and as by stage	PP/W
T2W10	C04	R	Use if and unless for condition	Straightforward conditions before formal conditional patterns	PP/W
T2W10	C05	I	Use although/though and other contrast links	Avoid although...but doubling	PP/W
T2W10	C06	I/P	Use purpose and result clauses	so that, in order to, so...that in controlled contexts	PP/W
T2W10	C07	I	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W
T3W01	C08	P	Use correlative conjunctions accurately	both...and, either...or, neither...nor, not only...but also	PP/Edit
T3W01	C09	P	Use zero and first conditional patterns	Truths and realistic future possibilities	PP/W
T3W01	C10	P	Use controlled second conditional patterns	Use controlled hypothetical contexts with strong scaffolding; do not require nuanced mixed conditionals.	PP/W
T3W01	C11	I/P	Use transitions across sentences and paragraphs	Meaning-driven, not mechanical insertion	W/Edit
T3W01	C05	M	Use although/though and other contrast links	Avoid although...but doubling	PP/W
T3W02	C07	M	Use relative clauses to add essential information	Progress from who/which/that to whose/whom where useful	PP/W
T3W02	SS01	R	Recognise and construct complete simple sentences	Clear subject and predicate; meaningful word order	PP/W

Week	Grammar KP ID	Stage	Assessable Grammar Target	Scope / Boundary	Mode
T3W02	SS02	R	Construct questions and negative statements	Be/do/modal patterns and suitable word order	PP/W
T3W02	SS03	R	Construct compound sentences	Balanced complete ideas and accurate connector choice	PP/W
T3W02	SS04	M	Construct guided complex sentences	One clear main idea plus reason/time/condition/contrast information	PP/W
T3W03	SS05	M	Identify and correct fragments	Include dependent-clause fragments gradually	Edit
T3W03	SS06	I	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit
T3W03	SS07	I/P	Vary sentence openings and combine ideas economically	Avoid unnecessary repetition and awkward over-combination	W/Edit
T3W03	SS08	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
T3W04	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	M	Punctuate direct speech	Quotation marks, reporting clauses and speaker changes by stage	PP/W
T3W05	PU07	I	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W
T3W05	PU08	I/P	Use colons for lists and explanations	Taught purposes only	PP/W
T3W05	PU09	P	Use brackets and dashes for parenthetical information	Restricted upper-primary application; not equal-weight trivia	PP/Edit
T3W05	SS06	M	Identify and correct run-ons and comma splices	Do not treat every long sentence as a run-on	Edit
T3W05	PU07	M	Use commas after suitable introductory elements	Time/place phrases and introductory clauses in controlled contexts	PP/W
T4W10	V26	P	Use active and passive voice according to focus	Common tenses; avoid unnatural passive transformations	PP/Transform

System	Required P4 components	Planned sequence
Verb system	Main/action/stative/linking; auxiliaries/modals; finite/non-finite; infinitive/gerund; simple/continuous/perfect; active/passive; reporting; consistency	T1W8–T2W4, applied again T4W10
Vocabulary depth	Multisyllabic decoding → morphology → cross-sentence context → figurative meaning/register → dictionary depth	T3W6–T3W10 with use in reading/writing
Reading depth	Organisation → relationships/character → theme/evidence/craft → multimodal synthesis/paraphrase/summary	T3W10–T4W4
Writing depth	Paragraph cohesion → narrative control → situational register/stimulus → editing/timed writing	T4W5–T4W10

Master P4 KP ID	Strand	Substrand	Required P4 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	M		1 T1W02 [M]	Covered	PASS
N08	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N09	Grammar	Nouns	R		1 T1W02 [R]	Covered	PASS
N10	Grammar	Nouns	I/P		1 T1W02 [I/P]	Covered	PASS
D01	Grammar	Determiners & Quantifiers	R		1 T1W03 [R]	Covered	PASS
D02	Grammar	Determiners & Quantifiers	M		1 T1W03 [M]	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	I/M		2 T1W04 [I], T1W07 [M]	Covered	PASS
D08	Grammar	Determiners & Quantifiers	I/P		1 T1W04 [I/P]	Covered	PASS
D09	Grammar	Determiners & Quantifiers	P		1 T1W04 [P]	Covered	PASS
D10	Grammar	Determiners & Quantifiers	P		1 T1W04 [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	M		1 T1W06 [M]	Covered	PASS
PR07	Grammar	Pronouns	M		1 T1W06 [M]	Covered	PASS
PR08	Grammar	Pronouns	I/M		2 T1W06 [I], T1W07 [M]	Covered	PASS
PR09	Grammar	Pronouns	I/M		2 T1W06 [I], T1W07 [M]	Covered	PASS
PR10	Grammar	Pronouns	M		1 T1W06 [M]	Covered	PASS
PR11	Grammar	Pronouns	I/P		1 T1W07 [I/P]	Covered	PASS
PR12	Grammar	Pronouns	P		1 T1W07 [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	M		1 T1W08 [M]	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	M		1 T1W09 [M]	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	I/M		2 T1W10 [I], T2W03 [M]	Covered	PASS
V16	Grammar	Verbs	I/M		2 T2W01 [I], T2W04 [M]	Covered	PASS
V17	Grammar	Verbs	I/P		1 T2W01 [I/P]	Covered	PASS
V18	Grammar	Verbs	P		1 T2W01 [P]	Covered	PASS
V19	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V20	Grammar	Verbs	R		1 T2W01 [R]	Covered	PASS
V21	Grammar	Verbs	I/P		1 T2W02 [I/P]	Covered	PASS

Master P4 KP ID	Strand	Substrand	Required P4 Stage	Placements	Weeks / Stages	Coverage	Status
V22	Grammar	Verbs	I/M		2 T2W02 [I], T2W04 [M]	Covered	PASS
V23	Grammar	Verbs	I/P		1 T2W02 [I/P]	Covered	PASS
V24	Grammar	Verbs	P		1 T2W02 [P]	Covered	PASS
V25	Grammar	Verbs	P		1 T2W02 [P]	Covered	PASS
V26	Grammar	Verbs	P		2 T2W03 [I/P], T4W10 [P]	Covered	PASS
V27	Grammar	Verbs	I/P		1 T2W03 [I/P]	Covered	PASS
V28	Grammar	Verbs	P		1 T2W03 [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	I/M		2 T2W03 [M], T2W04 [I]	Covered	PASS
SVA04	Grammar	Subject-Verb Agreement	I/P		1 T2W05 [I/P]	Covered	PASS
SVA05	Grammar	Subject-Verb Agreement	P		1 T2W05 [P]	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 T2W05 [R]	Covered	PASS
AA04	Grammar	Adjectives & Adverbs	I/M		2 T2W06 [I], T2W07 [M]	Covered	PASS
AA05	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA06	Grammar	Adjectives & Adverbs	I/M		2 T2W06 [I], T2W07 [M]	Covered	PASS
AA07	Grammar	Adjectives & Adverbs	R		1 T2W06 [R]	Covered	PASS
AA08	Grammar	Adjectives & Adverbs	I/M		2 T2W06 [I], T2W07 [M]	Covered	PASS
AA09	Grammar	Adjectives & Adverbs	I/M		2 T2W07 [I], T2W08 [M]	Covered	PASS
AA10	Grammar	Adjectives & Adverbs	P		1 T2W07 [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	I/M		2 T2W08 [I], T2W09 [M]	Covered	PASS
P05	Grammar	Prepositions	P		1 T2W09 [P]	Covered	PASS
P06	Grammar	Prepositions	P		1 T2W09 [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 T2W10 [R]	Covered	PASS
C04	Grammar	Conjunctions & Clauses	R		1 T2W10 [R]	Covered	PASS
C05	Grammar	Conjunctions & Clauses	I/M		2 T2W10 [I], T3W01 [M]	Covered	PASS
C06	Grammar	Conjunctions & Clauses	I/P		1 T2W10 [I/P]	Covered	PASS
C07	Grammar	Conjunctions & Clauses	I/M		2 T2W10 [I], T3W02 [M]	Covered	PASS
C08	Grammar	Conjunctions & Clauses	P		1 T3W01 [P]	Covered	PASS
C09	Grammar	Conjunctions & Clauses	P		1 T3W01 [P]	Covered	PASS
C10	Grammar	Conjunctions & Clauses	P		1 T3W01 [P]	Covered	PASS
C11	Grammar	Conjunctions & Clauses	I/P		1 T3W01 [I/P]	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	M		1 T3W02 [M]	Covered	PASS
SS05	Grammar	Sentence Structure	M		1 T3W03 [M]	Covered	PASS
SS06	Grammar	Sentence Structure	I/M		2 T3W03 [I], T3W05 [M]	Covered	PASS
SS07	Grammar	Sentence Structure	I/P		1 T3W03 [I/P]	Covered	PASS
SS08	Grammar	Sentence Structure	P		1 T3W03 [P]	Covered	PASS
PU01	Grammar	Punctuation	R		1 T3W03 [R]	Covered	PASS
PU02	Grammar	Punctuation	R		1 T3W04 [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
PU06	Grammar	Punctuation	M		1 T3W04 [M]	Covered	PASS

Master P4 KP ID	Strand	Substrand	Required P4 Stage	Placements	Weeks / Stages	Coverage	Status
PU07	Grammar	Punctuation	I/M		2 T3W05 [I], T3W05 [M]	Covered	PASS
PU08	Grammar	Punctuation	I/P		1 T3W05 [I/P]	Covered	PASS
PU09	Grammar	Punctuation	P		1 T3W05 [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	M		1 T3W07 [M]	Covered	PASS
VW10	Vocabulary & Word Study	Spelling & Morphology	I/M		2 T3W07 [I], T3W10 [M]	Covered	PASS
VW11	Vocabulary & Word Study	Meaning	R		1 T3W08 [R]	Covered	PASS
VW12	Vocabulary & Word Study	Meaning	M		1 T3W08 [M]	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	I/P		1 T3W09 [I/P]	Covered	PASS
VW17	Vocabulary & Word Study	Register	P		1 T3W09 [P]	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	I/P		1 T3W09 [I/P]	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	M		1 T3W10 [M]	Covered	PASS
R05	Reading & Viewing	Relationships	R		1 T4W01 [R]	Covered	PASS
R06	Reading & Viewing	Relationships	M		1 T4W01 [M]	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	M		1 T4W01 [M]	Covered	PASS
R10	Reading & Viewing	Inference	I/M		2 T4W02 [I], T4W04 [M]	Covered	PASS
R11	Reading & Viewing	Purpose & Evaluation	R		1 T4W02 [R]	Covered	PASS
R12	Reading & Viewing	Purpose & Evaluation	M		1 T4W02 [M]	Covered	PASS
R13	Reading & Viewing	Purpose & Evaluation	I/P		1 T4W02 [I/P]	Covered	PASS
R14	Reading & Viewing	Purpose & Evaluation	P		1 T4W02 [P]	Covered	PASS
R15	Reading & Viewing	Craft	P		1 T4W03 [P]	Covered	PASS
R16	Reading & Viewing	Functional & Multimodal	R		1 T4W03 [R]	Covered	PASS
R17	Reading & Viewing	Functional & Multimodal	M		1 T4W03 [M]	Covered	PASS
R18	Reading & Viewing	Functional & Multimodal	I/M		2 T4W03 [I], T4W04 [M]	Covered	PASS
R19	Reading & Viewing	Synthesis	M		2 T4W03 [M], T4W10 [R]	Covered	PASS
R20	Reading & Viewing	Synthesis	I/P		1 T4W04 [I/P]	Covered	PASS
R21	Reading & Viewing	Synthesis	P		1 T4W04 [P]	Covered	PASS
R22	Reading & Viewing	Synthesis	P		1 T4W04 [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	M		1 T4W05 [M]	Covered	PASS
W05	Writing	Genres	R		1 T4W05 [R]	Covered	PASS
W06	Writing	Genres	R		1 T4W06 [R]	Covered	PASS
W07	Writing	Genres	R		1 T4W06 [R]	Covered	PASS
W08	Writing	Narrative	M		1 T4W06 [M]	Covered	PASS

Master P4 KP ID	Strand	Substrand	Required P4 Stage	Placements	Weeks / Stages	Coverage	Status
W09	Writing	Narrative	I/P		1 T4W06 [I/P]	Covered	PASS
W10	Writing	Narrative	P		1 T4W06 [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	I/M		2 T4W07 [I], T4W08 [M]	Covered	PASS
W14	Writing	Situational Writing	I/P		1 T4W07 [I/P]	Covered	PASS
W15	Writing	Writing Process	R		1 T4W07 [R]	Covered	PASS
W16	Writing	Writing Process	M		2 T4W08 [P], T4W10 [M]	Covered	PASS
W17	Writing	Writing Process	P		1 T4W08 [P]	Covered	PASS
LS01	Listening & Speaking	Listening	R		1 T4W08 [R]	Covered	PASS
LS02	Listening & Speaking	Listening	R		1 T4W08 [R]	Covered	PASS
LS03	Listening & Speaking	Listening	I/P		1 T4W09 [I/P]	Covered	PASS
LS04	Listening & Speaking	Listening	P		1 T4W09 [P]	Covered	PASS
LS05	Listening & Speaking	Oral Reading	R		1 T4W09 [R]	Covered	PASS
LS06	Listening & Speaking	Speaking	R		1 T4W09 [R]	Covered	PASS
LS07	Listening & Speaking	Speaking	R		1 T4W09 [R]	Covered	PASS
LS08	Listening & Speaking	Interaction	R		1 T4W10 [R]	Covered	PASS
LS09	Listening & Speaking	Interaction	I/P		1 T4W10 [I/P]	Covered	PASS

Structural and progression checks				
Check	Expected	Actual	Result	Note
Number of weeks		40	40 PASS	Four terms × 10 weeks
KP count per week	3–5	5–5	PASS	Every week
Atomic placements		200	200 PASS	Capacity deliberately fully used
Master P4 IDs cove		177	177 PASS	All P4 matrix rows
Stage closure failure		0	0 PASS	I/M gets introduction and mastery
System depth audit		3	3 PASS	Verb, vocabulary and reading systems
Review IDs	Atomic only	Atomic only	PASS	No composite placeholders

P4 Knowledge Point Allocation Rules

Code	Meaning	P4 application
I	Introduce	Explicit modelling of a new P4 construct.
P	Practise	Guided transfer across longer and less familiar contexts.
M	Master	Independent application in a fresh P4 task.
R	Retrieve	P1–P3 learning applied with greater span and complexity.
I/P	Introduce and practise	Bounded extension prepared for later mastery.

Rule	Requirement	Reason
1	Every week contains 3–5 atomic assessable KPs.	Maintains diagnostic clarity.
2	All 177 P4 Master Matrix entries must be represented.	Protects completeness.
3	Every I/M target has separate introduction and mastery evidence.	Protects progression.
4	Verb learning must include tense/aspect, auxiliaries/modals, non-finite patterns, voice and reporting.	Completes the essential P4 verb system.
5	Repeated knowledge increases language range, text span, independence or error complexity.	Ensures genuine spiral depth.
6	Vocabulary advances through morphology, distributed context, figurative meaning and register.	Builds lexical depth.
7	Reading advances through organisation, inference, evaluation, craft and synthesis.	Builds age-appropriate comprehension depth.
8	Writing advances from paragraph cohesion to narrative, situational and timed control.	Builds sustained performance.
9	P5-only subtleties are not claimed as P4 mastery.	Preserves grade boundary.