

Transcription

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Child Speak Target: <i>I add some prefixes and suffixes.</i> Use some prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Use some prefixes and suffixes, understand the guidance for adding them and use them correctly in their writing.	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling.	Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.	Pupils can almost always spell words with prefixes and suffixes out associated changes in spelling.
Child Speak Target: <i>I can spell some words that include silent letters.</i> Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. GD objective: Beginning to spell some words with 'silent' letters [for example: knight, psalm, solemn] and use them in context in their work.	Spells some common ps, psy and gn words correctly: e.g. psalm, gnaw.	Spells most common ps, psy, gn silent n words correctly: e.g. as left and government, environment.	Spells nearly all ps, psy, gn silent n words correctly.
Child Speak Target: <i>I know some words sound the same but are spelled differently.</i> Beginning to distinguish between homophones and other words which are often confused. GD objective: Beginning to distinguish between homophones and other words which are often confused, including them in their writing independently.	Distinguishes and correctly spells some confusing pairs: e.g. led/lead, farther/father, aloud/allowed, new/knew, herd/heard, steal/steel, past/passed, weather/whether, whose/who's.	Distinguishes and correctly spells most confusing pairs: e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.	Distinguishes and correctly spells most confusing pairs: e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.
Child Speak Target: <i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i> Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. GD objective: Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of	With support, pupil is able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Pupil is usually able to draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. using known spelling of ordinary to help spell extraordinary, ordinarily.	Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has a range of successful strategies for learning and recalling spelling of anomalous words.

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a range of words needs to be learnt specifically, as listed in English Appendix 1, using them in their writing.			
Child Speak Target: <i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i> Beginning to use dictionaries to check the spelling and meaning of words. ↳ GD objective: Beginning to use dictionaries to check the spelling and meaning of words independently.	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter, then read and understand the definition.	Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition.	Pupil can almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition.
Child Speak Target: <i>I use the first three letters of a word to quickly find it in a dictionary.</i> Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first three letters of a word to check spelling, meaning or both of these in a dictionary accurately.	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter, then read and understand the definition.	Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition.	Pupil can almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition.
Child Speak Target: <i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i> Beginning to use a thesaurus. ↳ GD objective: Beginning to use a thesaurus to find the most effective synonym.	Pupil can, with support, sometimes use a thesaurus to introduce varied and precise vocabulary.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary: e.g. after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary.

Handwriting

Child Speak Target: <i>I make sure others can read my handwriting.</i> Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters across sustained pieces of writing.	With support, pupil can make choices over letter shapes and joins to ensure fluency and legibility.	Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation.	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.
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Child Speak Target: <i>I often choose the writing tool that is best suited for a task.</i> Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task, explaining their choices.	With support, pupil can select the appropriate writing instrument: e.g. a pen for formal writing, a pencil for note-taking.	Pupil can usually select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing.	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.
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Composition			
Child Speak Target: <i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i> Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.	With support, pupil can identify the intended audience and purpose for writing and select from a range of writing models offered.	Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing.
Child Speak Target: <i>I plan my writing by making notes and then develop my initial ideas.</i> Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by beginning to independently note and creatively develop initial ideas, drawing on reading and research where necessary.	Pupil can, with support, sometimes think aloud and record their ideas, sometimes drawing on independent reading and research.	Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. use a spidergram planning model to organise and develop related ideas drawn from reading and research.	Pupil can almost always think aloud and record their ideas, sometimes drawing on independent reading and research.

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Child Speak Target: <i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i> Plan their writing by beginning to consider how authors have developed characters and settings. ↳ GD objective: Plan their writing by beginning to analysing how authors have developed characters and settings creatively.	With support, pupil can draw on what they have learned about how authors develop characters and settings to help them create their own.	Pupil can usually draw on what they have learned about how authors develop characters and settings to help them create their own: e.g. planning two or three main characters who are clearly distinguishable from each other and placing them in a setting modelled on a favourite story or pupil's own locality.	Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own.
Child Speak Target: <i>I draft and write by selecting grammar and vocabulary to enhance my work.</i> Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write by beginning to select the most effective grammar and vocabulary, understanding how such choices can change and enhance meaning, justifying their choices.	Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.
Child Speak Target: <i>I review my work to add description to develop settings and characters.</i> Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.	Pupil can, with support, describe settings, characters and atmosphere and is beginning to experiment with integrating dialogue to convey character and advance the action.	Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on: e.g. 'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'	Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction.
Child Speak Target: <i>I can précis a passage to create a sentence with the same meaning.</i> Draft and write by beginning to précis longer passages. ↳ GD objective: Independently draft and write by beginning to précis longer passages without losing the meaning of the text.	Pupil can, with support, précis longer passages.	Pupil can usually précis longer passages: e.g. identify key points from the passage and reformulate them coherently in their own words.	Pupil can almost always précis longer passages.

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Child Speak Target: <i>I am beginning to use details across my texts to help link paragraphs together into a full text.</i> Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by beginning to more independently use a range of devices to build cohesion within and across paragraphs.	Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence	Pupil can usually produce internally coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.
Child Speak Target: <i>I use headings and bullet points to structure my writing.</i> Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. ↳ GD objective: Draft and write by beginning to use some organisational and presentational devices with greater independence to structure text and to guide the reader [for example: headings, and bullet points] independently.	Pupil can, with support, sometimes use further organisational and presentational devices, to structure text and to guide the reader: e.g. use headings and subheadings, organise ideas so related points are grouped, signal openings and closings.	Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.	Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.
Child Speak Target: <i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i> Evaluate and edit by beginning to assess the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by beginning to assess and explain the effectiveness of their own and others' writing.	Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous teaching.	Pupil can usually work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.	Pupil can almost always work alone and with a partner to evaluate writing against agreed success criteria identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately and confidently to the writer.
Child Speak Target: <i>I edit my texts to improve their content.</i> Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to vocabulary, grammar and punctuation to enhance writing.	Pupil can, with support, select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.	Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.	Pupil can almost always select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.
Child Speak Target: <i>I use the correct tense throughout a piece of writing.</i> Evaluate and edit by beginning to use the correct tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by beginning to use the correct tense throughout sustained pieces of writing in different styles.	Pupil can, with support, sometimes write using tense consistently and correctly throughout.	Pupil can write using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.	Pupil can almost always write using tense consistently and correctly throughout.

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Child Speak Target: <i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i> Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by beginning to ensure the more independent use of the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	Pupil can, with support, understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing: e.g. we were (not we was). Pupil can, with support, identify examples of informal speech patterns and structures in their own writing and amend to reflect standard English usage where appropriate.	Pupil understands that common group nouns take the singular verb form: e.g. the football team is happy to be playing against Dullford; the government has decided to change exams Pupil demonstrates this knowledge across a wide range of independent writing. Pupil can usually identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.	Pupil understands that common group nouns take the singular verb form and can edit own and others' work to amend this. Pupil can almost always identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.
Child Speak Target: <i>I can read through my work to correct some spelling and punctuation mistakes.</i> Beginning to proof-read for spelling and punctuation errors. GD objective: Beginning to proof-read for spelling and punctuation errors independently.	Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.
Child Speak Target: <i>I read aloud my own work so the meaning is clear to the listeners.</i> Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. GD objective: Confidently perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	Pupil can, with support, perform their own compositions, beginning to use appropriate intonation, volume, and movement so that meaning is clear.	Pupil can perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.	Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary Grammar Punctuation

Child Speak Target: <i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i> Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. GD objective: Deepen their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility in a range of contexts.	With support, pupil is beginning to use modal verbs or adverbs to indicate degrees of possibility.	Pupil can usually use modal verbs or adverbs to indicate degrees of possibility: e.g. there might be ... it could be ... we may be ... sometimes... possibly... occasionally.	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility.
Child Speak Target: <i>I use brackets, dashes or commas to create an explanation section in a sentence.</i> Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. ↳ GD objective: Indicate grammatical and other features by always using brackets, dashes or commas to indicate parenthesis when required.	With support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas accurately to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'. Pupil demonstrates this knowledge across a range of independent writing.
Child Speak Target: <i>I can talk about my work using the learning from my Year 5 grammar list.</i> Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. GD objective: Independently use and understand the full range grammatical terminology in English Appendix 2 Year 5 accurately, confidently and appropriately in discussing their writing and reading.	Pupil can sometimes make comments on what they have written.	Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'	Pupil can make several relevant points in discussion with teacher about what they have written.

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Child Speak Target: <i>I begin sentence clauses with who, which, where, when, whose, that or with.</i> Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	With support, pupil is beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.	Pupil can almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Child Speak Target: <i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i> Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] GD objective: Use and apply grammatical terminology for Year 5 converting nouns or adjectives into verbs confidently using a wider range of suffixes [for example: -ate; -ise; -ify]	Pupil can, with support, sometimes convert nouns or adjectives into verbs.	Pupil can usually convert nouns or adjectives into verbs: e.g. hyphen into hyphenate; terrific into terrify; random into randomise.	Pupil can almost always convert nouns or adjectives into verbs.
Child Speak Target: <i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i> Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. GD objective: Use and apply grammatical terminology for Year 5 understanding and confidently applying verb prefixes [for example: dis-, de-, mis-, over, and re-].	Pupil can, with support, use prefixes to generate new verbs.	Pupil can use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine.	Pupil can almost always use prefixes to generate new verbs.
Child Speak Target: <i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i> Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly.	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number.

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[for example, secondly] or tense choices [for example, he had seen her before]. GD objective: Use and apply grammatical terminology for Year 5 understanding linking ideas across paragraphs, confidently using a range of adverbials of time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].			
Child Speak Target: <i>I use commas to structure my sentences and clarify the meaning of a text.</i> Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. GD objective: Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.	With support, pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil is not always sure whether brackets, dashes or commas are the most appropriate in each case and tends to make the same choice every time. Pupil is not yet consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. may be unable to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas accurately to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'. Pupil demonstrates this knowledge across a range of independent writing.
Child Speak Target: <i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i> Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. GD objective: Use and apply grammatical terminology for Year 5 understanding devices to build cohesion within paragraphs independently.	Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence.	Pupil can usually produce internally coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.