



# Grammar and Punctuation Policy

Adopted by GB – November 2015

Signed:.....

## Grammar and Punctuation Policy

### Introduction

Grammar helps us to organise and make sense of what we are trying to say and children learn this as an integral part of learning to speak from an early age. Sentences give structure to help words make sense. Understanding the concept of a sentence and how to manipulate different sentence types is a key factor in ensuring children's progress in writing. Punctuation clarifies the meaning of texts.

### Aim of policy

The policy aims to:

- To ensure the direct and accurate teaching of grammatical features.
- To ensure consistency and cohesion of teaching and learning across the school.
- To ensure progression of skills and identification of next steps.
- To establish expectations to improve children's writing skills.
- To ensure consistent use of terminology.
- To introduce grammatical constructions and terminology in a context that is relevant to the learning.
- To ensure the children understand the concept of sentences and punctuation and how to manipulate to ensure progress in writing.
- To ensure that the children understand the function of what they are learning.
- To develop the children's confidence and competence in their use of language.
- To encourage a positive attitude to writing and develop a fascination with and curiosity about the skills involved.
- To challenge the children's learning and skills.

### The learning process

It is important that grammar is taught in context and that children have the time to talk about their choices.

Children should: **LEARN PRACTISE APPLY REVISE**

### **The skills should be taught through:**

- Sentence and word play activities.
- Speaking and listening activities.
- Interactive challenges.
- Exploration of examples in texts (shared reading) – consider the way writers use grammar and punctuation to impact on readers.
- Closed activities.
- Shared writing and modelling of skills.
- Focussed learning in small groups.
- Opportunities to apply skills actively and independently.
- Frequent opportunities to review learning and skills.
- Opportunities to explain their choices and the impact on the reader.

### **Ongoing practice**

Consideration should be given to using a wide range of resources to suit the learner's need and to additional interventions to support the learning. The learning environment should support the learning further.

- The learning should be differentiated.
- Teachers should promote cross curricular learning and application.
- Children should be encouraged to self and peer assess.
- Learning should be at a good pace to ensure progress.
- Marking and feedback should acknowledge successful strategies used and identify next steps.

### **Overview of progression**

- Children learn the concept of a sentence.
- Children learn how to use different sentence types to structure and connect ideas in a range of ways.
- Children learn how to add detail by using specific nouns, effective verbs and develop noun, adjectival and adverbial phrases.
- Children learn how to manipulate sentences, linking and expanding ideas in sentences using clauses and changing word order.
- Children learn to link sentences within and across paragraphs.
- Children learn to make choices to create effects.

**NB This policy should be used in conjunction with the Hillyfield assessment grid for writing**

### Progression in grammar and punctuation

Year group	<b><u>Grammatical knowledge and skills</u></b> (Grammatical awareness, sentence construction and punctuation) <b>Children's objectives:</b>
<b>Reception</b>	
<b>Reception</b>	To write own name
<b>Reception</b>	To use a capital letter for the start of their own name
<b>Reception</b>	To begin to form simple sentences
<b>Reception</b>	To use correct letter formation
<b>Reception</b>	To know that words are ordered left to write and need to be read that way to make sense
<b>Reception</b>	To expect written text to make sense and check for sense if it does not
<b>Reception</b>	To use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories
<b>Year 1</b>	
<b>Year 1</b>	To separate words with spaces
<b>Year 1</b>	To write first and last name with capital letters
<b>Year 1</b>	To use capital letters for personal pronoun 'I'
<b>Year 1</b>	To use capital letters for the first word in a sentence
<b>Year 1</b>	To understand other common uses of capitalisation – personal titles (Mr, Miss), headings, book titles, emphasis
<b>Year 1</b>	To understand and use full stops accurately to end a sentence
<b>Year 1</b>	To begin to use the term 'sentence' to identify sentences in text and understand that a line of writing is not necessarily the same as a sentence
<b>Year 1</b>	To sequence sentences to form a short narrative
<b>Year 1</b>	To add question marks to questions
<b>Year 1</b>	To recognise full stops and capital letters when reading and name them correctly
<b>Year 1</b>	To read aloud with pace and expression appropriate to the grammar eg pausing stops, raising voice for questions
<b>Year 1</b>	To re-read their own writing and check whether it makes sense
<b>Year 1</b>	To use 'and' and 'because' to join 2 simple sentences
<b>Year 2</b>	
<b>Year 2</b>	To use capitalisation for other purposes – personal titles (Mr, Miss), headings, book titles, emphasis
<b>Year 2</b>	To write in clear sentences understanding and using full stops and capital letters consistently and accurately
<b>Year 2</b>	To understand and use commas for lists
<b>Year 2</b>	To identify and write a statement
<b>Year 2</b>	To understand and use exclamation marks to denote strong emotion and write a command
<b>Year 2</b>	To understand and use question marks to write questions
<b>Year 2</b>	To turn statements into questions, learning a range of 'wh' words used to open questions eg what, where, when, who

<b>Year 2</b>	To compare a variety of questions in texts eg asking for help, asking the time
<b>Year 2</b>	To identify speech marks in reading, understanding their purpose and use the term correctly
<b>Year 2</b>	To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks)
<b>Year 2</b>	To understand and use the term noun
<b>Year 2</b>	To understand and use simple noun phrases for description
<b>Year 2</b>	To understand and use the term verb and understand the function – noticing that sentences cannot make sense without them (collect and classify verbs from reading)
<b>Year 2</b>	To understand and use the term verb tense (past and present)
<b>Year 2</b>	To use standard forms of verbs in speaking and writing eg. see/saw, go/went
<b>Year 2</b>	To use the past tense consistently for narration
<b>Year 2</b>	To understand and use the term adjective – identify in reading, explore effect, collect and classify
<b>Year 2</b>	To understand the need for grammatical agreement, matching verbs to nouns/pronouns eg I am; the children are
<b>Year 2</b>	To use simple gender forms correctly eg his/her
<b>Year 2</b>	To understand and use simple clauses
<b>Year 2</b>	To understand and use a greater range of connectives to join sentences - and, because, or, but, when, if, that, because
<b>Year 2</b>	To understand and use simple time connectives eg first, next, then
<b>Year 2</b>	To use a variety of simple organisational device eg arrows, lines, boxes to indicate sequences and relationships
<b>Year 2</b>	To investigate and recognise a range of other ways of presenting texts eg speech bubbles, enlarged, bold, italics, captions, headings and sub headings
<b>Year 3</b>	
<b>Year 3</b>	To write in clear sentences understanding and using full stops and capital letters consistently and accurately
<b>Year 3</b>	To understand and use commas in lists
<b>Year 3</b>	To understand and use the term ‘comma’ appropriately and to understand the function of commas through: <ul style="list-style-type: none"> <li>• Noticing where commas occur in reading</li> <li>• Discussing their functions in marking grammatical boundaries</li> </ul>
<b>Year 3</b>	To understand and use question marks and be able to write questions
<b>Year 3</b>	To understand and use exclamation marks to denote strong emotion and be able to write exclamations/commands
<b>Year 3</b>	To turn statements into questions, learning a range of ‘wh’ words used to open questions eg what, where, when, who
<b>Year 3</b>	To begin to understand and use apostrophes for contracted forms
<b>Year 3</b>	To begin to understand and use possessive apostrophes

<b>Year 3</b>	To use and understand the term 'speech marks' To punctuate direct speech using speech marks and use conventions which mark boundaries between spoken words and rest of sentence
<b>Year 3</b>	To understand and use the term noun
<b>Year 3</b>	To understand and use noun phrases for description
<b>Year 3</b>	To use the term 'adjective' appropriately and understand the function in sentences through: <ul style="list-style-type: none"> <li>• Identifying adjectives in shared reading</li> <li>• Discussing and defining what they have in common ie words that qualify nouns</li> <li>• Exploring effect of changing adjectives</li> <li>• Collecting and classifying adjectives</li> <li>• Experimenting for impact</li> </ul>
<b>Year 3</b>	To understand and use the term verb and understand the function – noticing that sentences cannot make sense without them (collect and classify verbs from reading)
<b>Year 3</b>	To understand the difference between verbs in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person eg I/we do, you do, he/she does, they do Discuss purposes and relate to different texts eg 1 <sup>st</sup> person for a diary; 2 <sup>nd</sup> person for instructions; 3 <sup>rd</sup> person for narrative
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To understand and use the term 'tense' in relation to verbs</li> <li>• To know that tense refers to time</li> <li>• To know that one test of whether a word is a verb is whether or not its tense can be changed</li> <li>• To compare sentences from different texts eg narrative in past tense, explanations in present tense</li> <li>• To use past and present tense consistently</li> </ul>
<b>Year 3</b>	To understand and use the term adverb and explore examples
<b>Year 3</b>	To understand and use the term adverbial
<b>Year 3</b>	To understand and use simple clauses
<b>Year 3</b>	To understand and use a subordinate clause
<b>Year 3</b>	To understand and use different words to start sentences eg when, if...
<b>Year 3</b>	To understand and use the term pronoun appropriately and to understand the function of pronouns in sentences through: <ul style="list-style-type: none"> <li>• Noticing in speech and reading how they stand for nouns</li> <li>• Substituting pronouns for common and proper nouns in own writing</li> <li>• Distinguishing personal pronouns eg I, you, him, it and possessive pronouns eg my, yours, hers</li> <li>• Understand how pronouns are used to mark gender eg he, she</li> </ul>
<b>Year 3</b>	To ensure grammatical agreement in speech and writing of pronouns and verbs eg I am, we are

<b>Year 3</b>	<ul style="list-style-type: none"> <li>To understand and use the term connective and conjunction</li> <li>To understand how sentences can be joined in more complex ways through using a widening range of connectives/conjunctions and use in own writing eg if, so, while, though, since, when</li> <li>To understand and use time sequences eg first, then after, meanwhile</li> </ul>
<b>Year 3</b>	To understand and use prepositions - spatial
<b>Year 3</b>	To understand and use determiners
<b>Year 3</b>	To understand pluralisation through: <ul style="list-style-type: none"> <li>Recognising the singular and plural forms in shared reading</li> <li>Transforming sentences from singular to plural and vice versa noting words that have to change and those that do not</li> <li>Understanding collective nouns</li> <li>Noticing which nouns can be pluralised and those that cannot eg trousers</li> </ul>
<b>Year 3</b>	To experiment with deleting words in sentences to see which are essential to meaning and which are not
<b>Year 4</b>	
<b>Year 4</b>	To use commas after fronted adverbials eg Occasionally, she comes to my house...; With tears trickling down his face,... (sentence starters) To use and understand fronted adverbials eg Suddenly, ...
<b>Year 4</b>	To use commas to mark grammatical boundaries within sentences
<b>Year 4</b>	To punctuate direct speech using commas and speech marks
<b>Year 4</b>	To use apostrophes to mark possession through: <ul style="list-style-type: none"> <li>Identifying possessive apostrophes in reading and to whom or what they refer</li> <li>Understanding the rules for apostrophising singular nouns eg the man's hat; for plural nouns ending in 's' eg The doctors' surgery and for irregular plural nouns eg children's playground</li> <li>Distinguishing between uses of the apostrophe for contraction and possession</li> <li>Begin to use the apostrophe appropriately in their own writing</li> </ul>
<b>Year 4</b>	To identify semi colons and respond to them appropriately in reading
<b>Year 4</b>	To identify colons and respond to them appropriately
<b>Year 4</b>	To identify hyphens and respond to them appropriately in reading
<b>Year 4</b>	To use commas, connectives and full stops to join and separate clauses and effectively in their own writing
<b>Year 4</b>	To use connectives to structure an argument eg 'if...then'; 'on the other hand...'; 'so...'
<b>Year 4</b>	To understand and use subordinate clauses

<b>Year 4</b>	To show relationships of time, reason and cause through subordination and connectives: when, if, because, although, then
<b>Year 4</b>	To understand and extend knowledge and understanding of adverbs through: <ul style="list-style-type: none"> <li>• Identifying common adverbs with ly suffix and discuss impact on meaning of sentence</li> <li>• Noticing where they occur in sentences and are used to qualify the meaning of verbs</li> <li>• Collect and classify examples eg for speed – swiftly, rapidly, rapidly</li> <li>• Explore and use adverbs with consideration of impact</li> </ul>
<b>Year 4</b>	To understand and use the term adverbial
<b>Year 4</b>	To understand and use the term noun consistently
<b>Year 4</b>	To understand and use the term pronoun appropriately and to understand the function of pronouns in sentences through: <ul style="list-style-type: none"> <li>• Noticing in speech and reading how they stand for nouns</li> <li>• Substituting pronouns for common and proper nouns in own writing</li> <li>• Distinguishing personal pronouns eg I, you, him, it and possessive pronouns eg my, yours, hers</li> <li>• Understand how pronouns are used to mark gender eg he, she</li> <li>• Distinguish the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person of forms of pronouns eg I, me, we; you; she, her, them</li> <li>• Investigate the contexts and purposes for using pronouns in different persons</li> </ul>
<b>Year 4</b>	To understand and use prepositions
<b>Year 4</b>	To understand and use determiners
<b>Year 4</b>	To use the term ‘adjective’ appropriately and understand the function in sentences through: <ul style="list-style-type: none"> <li>• Identifying adjectives in shared reading</li> <li>• Discussing and defining what they have in common ie words that qualify nouns</li> <li>• Exploring effect of changing adjectives</li> <li>• Collecting and classifying adjectives</li> <li>• Experimenting for impact</li> </ul>
<b>Year 4</b>	To understand and use the term verb and understand the function – noticing that sentences cannot make sense without them (collect and classify verbs from reading)
<b>Year 4</b>	To understand the difference between verbs in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person eg I/we do, you do, he/she does, they do Discuss purposes and relate to different texts eg 1 <sup>st</sup> person for a diary; 2 <sup>nd</sup> person for instructions; 3 <sup>rd</sup> person for narrative
<b>Year 4</b>	To understand and use the term ‘tense’ in relation to verbs: <ul style="list-style-type: none"> <li>• To know that tense refers to time</li> <li>• To know that one test of whether a word is a verb is whether or not its tense can be changed</li> <li>• To compare sentences from different texts eg narrative in</li> </ul>



	<p>past tense, explanations in present tense</p> <ul style="list-style-type: none"> <li>To develop an awareness of how tense relates to purpose and structure of text</li> </ul>
<b>Year 4</b>	To identify the use of powerful verbs eg 'hobbled' instead of 'went'
<b>Year 4</b>	<p>To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> <li>Constructing adverbial phrases</li> <li>Examining comparative and superlative adjectives</li> <li>Comparing adjectives on a scale of intensity (eg hot, warm, tepid, lukewarm, chilly, cold)</li> <li>Relating them to the suffixes which indicate degrees of intensity (eg -ish, -er, -est)</li> <li>Relating them to adverbs which indicate degrees of intensity (eg very, quite, more, most) and through investigating words which can be intensified and those which cannot</li> </ul>
<b>Year 4</b>	To re-order simple sentences and notice the changes which are required in word order and verb forms and discuss effect of changes
<b>Year 4</b>	<p>To construct sentences in different ways, while retaining meaning through:</p> <ul style="list-style-type: none"> <li>Combining two or more sentences</li> <li>Re-ordering them</li> <li>Deleting or substituting words</li> </ul>
<b>Year 4</b>	To understand the significance of word order eg some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones
<b>Year 4</b>	To ensure grammatical agreement in speech and in writing pronouns and verbs eg I am, we are
<b>Year 4</b>	<p>To understand the basic conventions of standard English:</p> <ul style="list-style-type: none"> <li>Agreement between noun and verbs</li> <li>Consistency of tense and subject</li> <li>Avoidance of double negatives</li> <li>Avoidance of non-standard dialect words</li> </ul>
<b>Year 5</b>	
<b>Year 5</b>	To understand the need for punctuation as an aid to the reader eg commas to mark grammatical boundaries; a colon to signal eg a list
<b>Year 5</b>	To use punctuation effectively to sign post meaning in longer and more complex sentences
<b>Year 5</b>	To use commas to clarify meaning
<b>Year 5</b>	To punctuate direct speech using commas and speech marks

Year 5	From reading, to understand how dialogue is set out eg on separate lines for alternate speakers in narrative
Year 5	To be aware of the differences between spoken and written language, including: <ul style="list-style-type: none"> <li>• The need for writing to make sense away from the immediate context</li> <li>• The use of punctuation to replace intonation, pauses, gestures</li> <li>• The use of complete sentences</li> </ul>
Year 5	To understand and use brackets
Year 5	To understand and use bullet points
Year 5	To understand and use semi colons
Year 5	To understand and use colons
Year 5	To understand and use dashes
Year 5	To understand and use ellipsis
Year 5	To understand the difference between <b>direct and reported speech</b> (e.g. She said, “ I am going” and She said she was going) e.g. through: <ul style="list-style-type: none"> <li>• Finding and comparing examples from reading.</li> <li>• Discussing contexts and reasons for using particular forms and their effects.</li> <li>• Transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.</li> </ul>
Year 5	To use a range of sentence openers
Year 5	To add phrases to make sentences more precise and detailed
Year 5	To investigate <b>clauses</b> through: <ul style="list-style-type: none"> <li>• Identifying the main clause in a long sentence.</li> <li>• Investigating sentences which contain more than one clause</li> <li>• Understand how clauses are connected (e.g. by combining 3 short sentences into 1).</li> </ul>
Year 5	To understand and use connectives to link clauses within sentences and to link sentences in longer texts
Year 5	To understand and use relative clauses
Year 5	To use and understand conditionals (if, then, might, could, would)
Year 5	To adapt sentence construction to different text types, purposes and readers.
Year 5	To use and understand expanded <b>noun phrases</b> .
Year 5	To investigate word order by examining how far the order of words in sentences can be changed: <ul style="list-style-type: none"> <li>• Which words are essential to meaning</li> <li>• Which can be deleted without damaging the basic meaning</li> <li>• Which words or groups of words can be moved into a different order</li> <li>• Identify and understand semantic cohesion</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and understand grammatical cohesion</li> </ul>
<b>Year 5</b>	To use affixes to convert word classes
<b>Year 5</b>	To use affixes to change meanings
<b>Year 5</b>	To understand and use modal verbs (might, should, will, must)
<b>Year 5</b>	To understand and use adverbs(perhaps, surely)
<b>Year 5</b>	To understand and use adverbs for cohesion
<b>Year 5</b>	To understand and use the relative pronoun (who, whom, whose, which, that)
<b>Year 5</b>	To ensure that when using a pronoun it is clear to what or whom they refer
<b>Year 5</b>	To understand and use determiners
<b>Year 5</b>	To understand and use synonyms
<b>Year 5</b>	Understand and use the term “ <b>preposition</b> ” appropriately and to understand the function of prepositions in sentences through: <ul style="list-style-type: none"> <li>Searching for, identifying and classifying a range of prepositions</li> <li>Experimenting with substituting different prepositions and their effect on meaning.</li> </ul>
<b>Year 5</b>	To extend knowledge, understanding and use of <b>verbs</b> , focussing on: <ul style="list-style-type: none"> <li>Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will</li> <li>Forms: active, interrogative, imperative</li> <li>Person: 1st, 2nd, 3rd.</li> <li>Identify and classify examples from reading.</li> <li>Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning.</li> </ul>
<b>Year 5</b>	Identify the imperative form in instructional writing and the past tense in recounts. To use this awareness when writing for these purposes
<b>Year 5</b>	To explore ambiguities that arise from sentence contractions eg through signs and headlines
<b>Year 5</b>	To adapt sentence construction, tone and vocabulary to different text types, purposes and audiences
<b>Year 5</b>	To discuss, proof read and edit their own writing for clarity and correctness eg by creating more complex sentences, using a range of connectives, simplifying clumsy constructions
<b>Year 5</b>	To understand the basic conventions of standard English and consider when and why standard English is used: <ul style="list-style-type: none"> <li>Agreement between nouns and verbs</li> <li>Consistency of tense and subject</li> <li>Avoidance of double negatives</li> <li>Avoidance of non-standard dialect words</li> </ul>
<b>Year 6</b>	
<b>Year 6</b>	To understand and use hyphens
<b>Year 6</b>	To understand and use semi colons

Year 6	To understand and use colons
Year 6	To understand and use dashes
Year 6	To understand when to use 'me' or 'I'
Year 6	<p>Understand and use the terms “<b>active</b>” and “<b>passive</b>” when referring to <b>verbs</b>, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> <li>• Transforming a sentence from active to passive and vice-versa.</li> <li>• To note and discuss how changes from active to passive affect the word order and sense of a sentence.</li> <li>• To investigate further the use of active and passive verbs.</li> <li>• To know how sentences can be re-ordered by changing from one to the other.</li> <li>• To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator.</li> </ul>
Year 6	To understand the term impersonal voice and be able to write in this style
Year 6	To understand the features of informal sentences
Year 6	<p>Understand the features of formal language, including the subjunctive through:</p> <ul style="list-style-type: none"> <li>• Collecting and analysing examples, discussing when and why they are used</li> <li>• Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary</li> <li>• Collecting typical words and expressions, e.g. “Those wishing to ...”, “hereby ...”, “forms may be obtained ....”</li> </ul>
Year 6	<p>To revise the language conventions and grammatical features of the different types of text such as:</p> <ul style="list-style-type: none"> <li>• Narrative (e.g. stories and novels)</li> <li>• Recounts (e.g. anecdotes, accounts of observations, experiences)</li> <li>• Instructional texts (e.g. instructions and directions)</li> <li>• Reports (e.g. factual writing, description)</li> <li>• Explanatory texts (how and why)</li> <li>• Persuasive texts (e.g. opinions and promotional literature)</li> <li>• Discursive texts (eg. balanced arguments)</li> </ul>
Year 6	<p>To investigate <b>connecting words and phrases</b>:</p> <ul style="list-style-type: none"> <li>• Collect examples from reading and thesauruses.</li> <li>• Study how points are typically connected in different kinds of text.</li> <li>• Classify useful examples for different kinds of text – for example, by position (besides, nearby, by); sequence (firstly, secondly); logic (therefore, so, consequently).</li> <li>• Identify <b>connectives</b> which have multiple purposes (e.g. on, under, besides).</li> </ul>
Year 6	<p>Identify, understand and form <b>complex sentences</b> through:</p> <ul style="list-style-type: none"> <li>• Using different connecting devices.</li> <li>• Reading back complex sentences for clarity of meaning,</li> </ul>

	<p>and adjusting as necessary.</p> <ul style="list-style-type: none"> <li>• Evaluating which links work best.</li> <li>• Identifying main clauses.</li> <li>• Using appropriate punctuation.</li> </ul>
<b>Year 6</b>	To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.
<b>Year 6</b>	To use subordinate clauses to write complex sentences
<b>Year 6</b>	To revise work contracting sentences: <ul style="list-style-type: none"> <li>• Summary</li> <li>• Note-making</li> <li>• Editing</li> </ul>
<b>Year 6</b>	To identify the subject in sentences
<b>Year 6</b>	To identify the object in sentences
<b>Year 6</b>	To identify and understand formal and informal vocabulary
<b>Year 6</b>	To conduct detailed language investigations through interviews, research and reading eg of proverbs, language change over time, dialect, study of headlines
<b>Year 6</b>	To become aware of <b>conditionals</b> through: <ul style="list-style-type: none"> <li>• Using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition.</li> <li>• Using these forms to construct sentences which express e.g. possibilities, hypotheses.</li> <li>• Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future).</li> </ul>