

Writing Progression: EYFS to KS3

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Composition							
Write simple sentences which can be read by themselves and others.	<p>Sequences sentences to form short narratives.</p> <p>Re-reads what they have written to check that it makes sense.</p> <p>Says out loud what they are going to write about.</p> <p>Composes a sentence orally before writing it.</p> <p>Discusses what they have written with the teacher or other pupils.</p> <p>Reads aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Plans or says out loud what they are going to write about.</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</p> <p>Proof-reads to check for errors in spelling, grammar and punctuation.</p> <p>Encapsulates what they want to say, sentence by sentence.</p> <p>Writes down ideas and/or key words, including new vocabulary.</p> <p>Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Reads aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – e.g. one sentence paragraphs or ideas loosely organised.</p> <p>In non-narrative material uses simple organisational devices – eg headings and sub headings.</p> <p>Proof reads for spelling and punctuation errors.</p> <p>Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Discusses and records ideas</p> <p>Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p> <p>In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.</p> <p>Assesses the effectiveness of their own and others' writing and suggests improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Organises paragraphs around a theme: paragraphs/ sections help to organise content.</p> <p>In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).</p> <p>Proof-reads for errors in spelling and punctuation.</p> <p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Discusses and records ideas.</p> <p>Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.</p> <p>Assesses the effectiveness of their own and others' writing and suggests improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.</p>	<p>Identifies the audience for and purpose of the writing.</p> <p>Selects the appropriate form and uses other similar writing as a model for their own writing.</p> <p>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-reads for errors in spelling and punctuation.</p> <p>Makes notes and develops initial ideas, drawing on reading and research where necessary.</p> <p>When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.</p> <p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-reads effectively for spelling and punctuation errors.</p> <p>Makes notes and develops initial ideas, drawing on reading and research where necessary</p> <p>When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.</p> <p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>identifies the audience for and purpose of, the writing.</p> <ul style="list-style-type: none"> - Plans writing by developing initial ideas, drawing on reading and research if needed. - Writes clearly and appropriately for the audience and purpose. - Writes using a variety of sentence lengths, structures and subjects and select the most appropriate type for the task. - Uses a wide range of devices to build cohesion within paragraphs. - Uses expanded phrases and clauses to add detail and precision. - Can make changes to vocabulary and punctuation to enhance effects and clarify meaning. - Can establish and maintain a straightforward viewpoint. - Sequences ideas with direction and control. - Uses figurative language to develop descriptions

Writing Progression: EYFS to KS3

			<p>Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.</p>		<p>A reasonably wide vocabulary is often chosen for effect.</p> <p>Attempts to précis longer passages.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assesses the effectiveness of their own, and others' writing.</p> <p>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</p>	<p>Uses an ambitious vocabulary, generally appropriate to purpose and audience.</p> <p>Integrates dialogue to convey character and advance the action.</p> <p>Can shape and précis longer passages to adapt material appropriately for selected form.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p> <p>Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).</p> <p>Assesses the effectiveness of their own and others' writing.</p> <p>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register</p>	
--	--	--	--	--	--	---	--

Vocabulary and Punctuation

<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p>	<p>Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Understands how words can combine to make sentences.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Limited use of inverted commas to punctuate direct speech.</p> <p>Attempts to use paragraphs as a way to group related materials.</p> <p>Makes some use of the present perfect form of</p>	<p>Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</p>	<p>Uses commas to clarify meaning or avoid ambiguity.</p> <p>Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p>	<p>Uses the colon to introduce a list and uses semi-colons within lists.</p> <p>Punctuates bullet points when listing information.</p> <p>Use of layout devices (e.g. headings, sub-headings,</p>	<p>Moves between levels of formality through selecting vocabulary precisely.</p> <p>Understands the different situations for using Standard and other varieties of English.</p>
---	--	--	---	--	---	---	---

Writing Progression: EYFS to KS3

<p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Separates words with spaces.</p> <p>Joins words and clauses using 'and.'</p> <p>Uses capital letters for names and for the personal pronoun 'I'.</p> <p>Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p>	<p>Some use of the suffixes –er, –est in adjectives.</p> <p>Uses suffix –ly to turn adjectives into adverbs.</p> <p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Uses commas to separate items in a list.</p> <p>Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).</p> <p>Shows understanding of formation of adjectives using suffixes such as –ful, –less.</p> <p>Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p>Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</p> <p>Uses apostrophes to mark where letters are missing in spelling.</p> <p>Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).</p>	<p>verbs instead of the simple past – eg “He has gone out to play”. In contrast with “He went out to play”.</p> <p>Express time, place and cause using conjunctions. Eg when, before, after, while, because.</p> <p>Uses the forms “a” or “an” according to whether the next word begins with a consonant or vowel. Eg a rock, an open box.</p> <p>Shows and awareness of headings and sub headings to aid presentation.</p> <p>Expresses time, place and cause using adverbs. Eg then, next, soon, therefore.</p> <p>Expresses time, place and cause using prepositions eg during, after, in, because of.</p> <p>Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto.</p> <p>Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble.</p>	<p>Uses paragraphs to organise ideas around a theme.</p> <p>Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses fronted adverbials (eg 'Later that day, I heard the bad news')</p> <p>Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p> <p>Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Understands the grammatical difference between plural and possessive –s</p> <p>Uses commas after fronted adverbials</p> <p>Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p>	<p>Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Understands how to convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify).</p> <p>Uses brackets, dashes or commas to indicate parenthesis.</p> <p>Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Knowledge of verb prefixes (e.g. dis–, de–, mis–, over– and re–).</p>	<p>columns, bullets, or tables, to structure text).</p> <p>Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').</p> <p>Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/request; go in/enter).</p> <p>Uses the colon to introduce a list and uses semi-colons within lists</p> <p>Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').</p> <p>Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.</p> <p>Use a wide range of clause structures, varying their position within the sentence.</p> <p>Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>	<p>- Selects the appropriate vocabulary to change and enhance meaning.</p> <p>- Applies the full range of punctuation taught at key stage 2 including brackets, colons, semi-colons and dashes.</p> <p>- Uses the subjunctive form when writing in a formal style.</p> <p>- Understands the use of the passive to affect the presentation of information in a sentence.</p>
--	--	---	---	--	---	---	---

Writing Progression: EYFS to KS3

Transcription – Spelling

<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Names the letters of the alphabet in order.</p> <p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Spells the days of the week.</p> <p>Spells common exception words.</p> <p>Uses letter names to distinguish between alternative spellings of the same sound.</p> <p>Understands that words are divided into 'beats' or syllables.</p> <p>Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Distinguishes between homophones and near-homophones.</p> <p>Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).</p> <p>Uses the prefix un–</p>	<p>Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learns to spell common exception words.</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Learns to spell more words with contracted forms.</p> <p>Spells by learning the possessive apostrophe (singular).</p> <p>Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Applies spelling rules and guidance, as listed in English Appendix 1.</p>	<p>Uses prefixes and suffixes to understand how to add them.</p> <p>Spells further homophones. Identifies commonly misspelt words and attempts to correct them.</p> <p>Understands how to place the apostrophe in words with regular plurals eg girls' boys'.</p> <p>Uses the first two or three letters in a word to check its spelling in a dictionary.</p> <p>Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.</p>	<p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Uses further prefixes and suffixes and understands how to add them</p> <p>Spells further homophones. Identifies commonly misspelt words and corrects them.</p> <p>Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Uses further prefixes and suffixes and understands the guidelines for adding them.</p> <p>Spells some words with 'silent' letters, e.g. knight, psalm, solemn.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.</p> <p>Uses dictionaries to check the spelling and meaning of words.</p> <p>Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Uses dictionaries to check the spelling and meaning of words.</p> <p>Uses further prefixes and suffixes and understands the guidelines for adding them.</p> <p>Spells some words with 'silent' letters, e.g. knight, psalm, solemn.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1</p> <p>Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Uses a thesaurus.</p>	<p>Can spell words with complex suffix formations (especially, responsible, probably).</p> <p>- Knows the spelling of some words needs to be learnt specifically.</p> <p>- Uses a variety of strategies for spelling that can be applied to previously unseen words.</p> <p>- Can spell high frequency words with unstressed vowels (definitely, interesting, business)</p> <p>- Uses prefixes and suffixes accurately.</p>
--	---	---	--	--	---	--	--

Transcription – Handwriting

Writing Progression: EYFS to KS3

<p>Uses some clearly identifiable letters.</p>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Forms capital letters.</p> <p>Form digits 0-9.</p> <p>Sits correctly at a table, holding a pencil comfortably and correctly.</p>	<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Uses spacing between words that reflects the size of the letters.</p> <p>Forms lower-case letters of the correct size relative to one another.</p> <p>Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</p>	<p>Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined.</p> <p>Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.</p> <p>Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p> <p>Decides, as part of their personal style, whether or not to join specific letters.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p> <p>Decides, as part of their personal style, whether or not to join specific letters.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</p>	
--	--	---	---	--	--	--	--

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be **introduced** first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be **revisited** in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice.

<p>Words</p>		<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p>	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<ul style="list-style-type: none"> •
---------------------	--	--	---	---	--	--	---	---

Writing Progression: EYFS to KS3

		How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]				
Sentence		How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	•
Text		Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using 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]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	•

Writing Progression: EYFS to KS3

Punctuation		<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	•
Terminology for Pupils		<p>letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	•
Adaptations for writing	<ul style="list-style-type: none"> • Use resources such as pencil grips, writing slopes and thick pencils to secure the basics of pen grip and letter formation • For learners not secure with phonics, sound mats should be readily available. • Use picture and word banks of key vocabulary • Always model writing, then shared writing and then independent writing. • When modelling, use actions for these basic skills (such as through kung-fu punctuation). • Orally rehearse sentences, counting the words on your fingers, and encourage learners to do the same. • Model your thinking process, including using phonics to segment words or referring to the working wall for ideas. 							