

Progression in Writing at Our Lady of the Assumption Catholic Primary School

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & whole word spelling children should:	autumn	<p>spell RWI set 2 words</p> <p>name the letters of the alphabet in order</p> <p>spell common exception words: the, a, do, to, I, you, be, he, me, she, we, no, go so</p> <p>spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p>	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell all Y1 common exception words</p> <p>spell the days of the week</p> <p>segment spoken words into phonemes and represent these by graphemes taught, spelling many correctly</p>	<p>spell further homophones taught in line with Spelling Shed</p> <p>spell words that are often misspelt taught in line with Spelling Shed (Challenge Words) (Appendix 1)</p>	<p>spell further homophones taught in line with Spelling Shed</p> <p>spell words that are often misspelt taught in line with Spelling Shed (Challenge Words) (Appendix 1)</p>	<p>Spell words taught in line with Spelling Shed</p>	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge words)</p>
	spring	<p>Spelling RWI set 3 words</p> <p>Begin to spell the days of the week</p> <p>spell common exception words: said, says, they, pull, full, they, are, was, were</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>learn 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>learn to spell common exception words</p> <p>segment spoken words into phonemes and represent these by graphemes taught, spelling many correctly</p>	<p>spell further homophones taught in line with Spelling Shed</p> <p>spell words that are often misspelt taught in line with Spelling Shed (Challenge Words) (Appendix 1)</p>	<p>spell further homophones taught in line with Spelling Shed</p> <p>spell words that are often misspelt taught in line with Spelling Shed (Challenge Words) (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge words)</p>	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge words)</p>
	Summer	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell all Y1 common exception words</p> <p>spell the days of the week</p>	<p>distinguish between homophones and near-homophones</p> <p>segment spoken words into phonemes and represent these by graphemes taught, spelling many correctly</p>	<p>spell further homophones taught in line with Spelling Shed</p> <p>spell words that are often misspelt taught in line with Spelling Shed (Challenge Words) (Appendix 1)</p>	<p>spell further homophones taught in line with Spelling Shed</p> <p>spell words that are often misspelt taught in line with Spelling Shed (Challenge Words) (Appendix 1)</p>	<p>continue to distinguish between homophones and other words which are often confused taught in line with Spelling Shed</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge words)</p>	<p>use further prefixes and suffixes and understand the guidance for adding them taught in line with Spelling Shed</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge words)</p>
Other word building spelling children should:	autumn	<p>Begin use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Begin to use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>	<p>learn to spell more words with contracted forms</p> <p>apply spelling rules and guidelines taught from Appendix 1</p> <p>show awareness of silent letters in spelling e.g. knight, write</p>	<p>use further prefixes and suffixes and understand how to add them taught in line with Spelling Shed</p>	<p>use further prefixes and suffixes and understand how to add them taught in line with Spelling Shed</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge words)</p>	<p>use further prefixes and suffixes and understand the guidance for adding them taught in line with Spelling Shed</p>

	spring	use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use –ing, –ed, –er and –est where no change is needed in the spelling of root words	use –le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines taught from Appendix 1	use the first 2 or 3 letters of a word to check its spelling in a dictionary use further prefixes and suffixes and understand how to add them taught in line with Spelling Shed	use further prefixes and suffixes and understand how to add them taught in line with Spelling Shed	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	Summer	use the un- prefix to change meaning of adjectives/adverbs apply simple spelling rules and guidance from Appendix 1	learning the possessive apostrophe (singular) add suffixes to spell longer words, including –ment, –ness, –ful, –less, apply spelling rules and guidelines taught from Appendix 1	use further prefixes and suffixes and understand how to add them taught in line with Spelling Shed	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use further prefixes and suffixes and understand how to add them taught in line with Spelling Shed		
Transcription children should:		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting children should:	autumn	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 Produce recognisable letters and words to convey meaning another person can read writing with some mediation	form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.	Join lower case letters with consistent size and spacing	increase the legibility, consistency and quality of their handwriting begin to write fluently using correct joins, ascenders and descenders	Maintain legibility, consistency and quality of their handwriting, with increased writing speed write fluently using correct joins, ascenders and descenders	Maintain legibility, consistency and quality of their handwriting, when writing speed
	spring	understand which letters belong to which handwriting ‘families’ and to practise these	Use the diagonal and horizontal strokes needed to join letters	increase the legibility, consistency and quality of their handwriting	increase the legibility, consistency and quality of their handwriting	Maintain legibility, consistency and quality of their handwriting, with increased writing speed	Maintain legibility, consistency and quality of their handwriting, when writing speed
	Summer		Begin to join lower case letters with consistent size and spacing	increase the legibility, consistency and quality of their handwriting	increase the legibility, consistency and quality of their handwriting write fluently using correct joins, ascenders and descenders	Use legible joined handwriting when writing at speed	Maintain legibility, consistency and quality of their handwriting, when writing speed Be able to adapt handwriting for a range of tasks and purposes
Planning Writing children should:		say out loud what they are going to write about compose a sentence orally before writing it	plan or say out loud what they are going to write about	discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	discus and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise paragraphs around a theme	note and develop initial ideas, drawing on reading and research where necessary	note and develop initial ideas, drawing on reading and research where necessary

Drafting Writing children should:	autumn	Compose a single clause sentence. Join phrases using 'and'	write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence	in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action use further organisational and presentational devices to structure text and to guide the reader e.g. persuasion	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages use a wide range of devices to build cohesion within and across paragraphs e.g. bullet points and underlining
	spring	Compose a sequence of 3 sentences.		Begin organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action use further organisational and presentational devices to structure text and to guide the reader e.g bullet points	in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action use a wide range of devices to build cohesion within and across paragraphs e.g. bullet points and underlining
	Summer	sequence sentences to form short narratives		in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action use a wide range of devices to build cohesion within and across paragraphs e.g bullet points precising longer passages	use a wide range of devices to build cohesion within and across paragraphs e.g. bullet points and underlining use further organisational and presentational devices to structure text and to guide the reader
Editing Writing children should:	autumn	re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense	Begin to assess the effectiveness of their own and others' writing and suggest improvements in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, beginning to distinguish between the language of speech and writing and choosing the appropriate register
	spring	re-read what they have written to check that it makes sense and start to make corrections (purple pen)	Begin to proofread to check for errors in spelling, grammar and punctuation re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently	assess the effectiveness of their own and others' writing and suggest improvements begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns		ensure correct subject and verb agreement when using singular and plural, beginning to distinguish between the language of speech and writing and choosing the appropriate register	ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

	Summer	re-read what they have written to check that it makes sense and start to make corrections and improvements (purple pen)	proofread to check for errors in spelling, grammar and punctuation re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the past and present progressive	propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns		ensure the consistent and correct use of tense throughout a piece of writing	proofread for spelling and punctuation errors
Performing Writing children should:		read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary children should:	autumn			extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		use a thesaurus use expanded noun phrases to convey complicated information concisely	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility
	spring	Use familiar adjectives to compose expanded noun phrases e.g. the red apple, the bad wolf	Begin to use adverbs (time) use expanded Begin to use noun phrases to describe and specify		choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use modal verbs or adverbs to indicate degrees of possibility	
	Summer	Incorporate noun phrases into sentences.	Begin to use adverbs (time and manner) use noun phrases to describe and specify		extend the range of sentences with more than one clause by using a wider range of conjunctions, including although, since, as before		
Grammar children should:	autumn	leave spaces between words . Use some subordinating conjunctions in multi-clause sentences (because) Write different forms of sentences – statement sentences, question sentences. Identify nouns, verbs and adjectives in sentences Use the present and past tense correctly – simple past and simple present.	<ul style="list-style-type: none"> Write sentences that are grammatically correct (single-clause) (year 1) Use coordinating conjunctions in multi-clause sentences (and, but) Use some subordinating conjunctions in multi-clause sentences (because) Write different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentences (year 2) Use expanded noun phrases for description and specification (adjectives) (year 2) Identify nouns, verbs, adjectives and adverbs in sentences (year 2) Begin to use adverbs (time and manner) (year 2) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Use headings and sub-headings to aid presentation	Use coordinating conjunctions in multi-clause sentences (and, but, or) (year 2) Use some subordinating conjunctions in multi-clause sentences (because, when, if) (year 2) Write different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentences (year 2) Use expanded noun phrases for description and specification (adjectives) (year 2) Identify nouns, verbs, adjectives and adverbs in sentences (year 2) Begin to use adverbs (time and manner) (year 2) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Use headings and sub-headings to aid presentation	Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2 + so, while, until) (year 3) Use adverbs or prepositions to express time, place and cause (including prepositional and adverbial phrases) (year 3) Explain the difference between a phrase and a clause (year 3) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Use the present perfect form of verbs instead of the simple past. Use paragraphs to organise ideas around a theme Use a range of expanded noun phrases (modifying adjectives, nouns) Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition	Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 + <i>although, since, as, before</i>) *year 4 – vary the position Use paragraphs to organise ideas around a theme (year 4) Use a range of expanded noun phrases (modifying adjectives, nouns and preposition phrases) (year 4) Use fronted adverbials punctuated with a comma (time, manner and place) (year 4) Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2) Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition (year 4)	Use modal verbs or adverbs to indicate degrees of possibility (year 5) Use verb tenses consistently and correctly throughout writing. Use a wider range of cohesive devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases, repetition of a word or phrase, grammatical connections e.g. ellipsis Use the perfect form of verbs to mark relationships of time and cause Choose and use structures typical of informal speech and writing, and formal speech and writing

						<p>Use the present perfect form of verbs instead of the simple past (year 4)</p> <p>Identify and use a range of determiners in sentences (year 4)</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices</p>	
	spring		<p>Use coordinating conjunctions in multi-clause sentences (and, but, or)</p> <p>Use some subordinating conjunctions in multi-clause sentences (because, when, if)</p> <p>Write different forms of sentences – statement sentences, question sentences, command sentences</p> <p>Use expanded noun phrases for description and specification (adjectives)</p> <p>Identify nouns, verbs, adjectives and adverbs in sentences</p> <p>Begin to use adverbs (time)</p> <p>Use the present and past tense correctly and consistently – simple past and simple present.</p>	<p>Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2 + while)</p> <p>Use adverbs or prepositions to express time, place and cause</p> <p>Write different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentences (year 2)</p> <p>Identify nouns, verbs, adjectives and adverbs in sentences (year 2)</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)</p> <p>Use headings and sub-headings to aid presentation</p> <p>Begin to use paragraphs to organise ideas around a theme</p>	<p>Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 +, since, as,)</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Use a range of expanded noun phrases (modifying adjectives, nouns and preposition phrases)</p> <p>Use fronted adverbials punctuated with a comma (time, manner)</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)</p> <p>Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition</p> <p>Use the present perfect form of verbs instead of the simple past</p>	<p>Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 + although, since, as, before) *year 4) – vary the position</p> <p>Use relative clauses beginning with who, which, where,</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Use the present perfect form of verbs instead of the simple past (year 4)</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Choose and use structures typical of informal speech and writing, and formal speech and writing</p> <p>Use a range of cohesive devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases, repetition of a word or phrase, grammatical connections e.g. ellipsis</p> <p>Use expanded noun phrases to convey complicated information concisely</p>
	Summer		<p>Use coordinating conjunctions in multi-clause sentences (and, but, or)</p> <p>Use some subordinating conjunctions in multi-clause sentences (because, when, if)</p> <p>Write different forms of sentences – statement sentences, question sentences, exclamation sentences, command sentences</p> <p>Use expanded noun phrases for description and specification (adjectives)</p> <p>Identify nouns, verbs, adjectives and adverbs in sentences</p> <p>Begin to use adverbs (time and manner)</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form.</p>	<p>Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2 + so, while, until)</p> <p>Use adverbs or prepositions to express time, place and cause (including prepositional and adverbial phrases)</p> <p>Explain the difference between a phrase and a clause</p> <p>Identify nouns, verbs, adjectives and adverbs in sentences (year 2)</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)</p> <p>Begin to use the present perfect form of verbs instead of the simple past.</p> <p>Use headings and sub-headings to aid presentation</p> <p>Begin to use paragraphs to organise ideas around a theme</p> <p>Identify and use a range of determiners in sentences</p>	<p>Extend the range of multi-clause sentences by using a wider range of conjunctions and subordinate clauses (Y2, Y3 + although, since, as, before)</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Use a range of expanded noun phrases (modifying adjectives, nouns and preposition phrases)</p> <p>Use fronted adverbials punctuated with a comma (time, manner and place)</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)</p> <p>Choose nouns or pronouns appropriately within and across sentences for clarity and cohesion, and to avoid repetition</p> <p>Use the present perfect form of verbs instead of the simple past</p> <p>Identify and use a range of determiners in sentences</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use the present and past tense correctly and consistently, including the past and present progressive form. (year 2)</p> <p>Build cohesion within a paragraph using cohesive devices (adverbials, pronouns, prepositional phrases, conjunctions)</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Begin to use the perfect form of verbs to mark relationships of time and cause</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Explain and use the subjunctive form</p> <p>Choose and use structures typical of informal speech and writing, and formal speech and writing</p> <p>Use a wider range of cohesive devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases, repetition of a word or phrase, grammatical connections e.g. ellipsis</p> <p>Use expanded noun phrases to convey complicated information concisely</p>
Punctuation children should:	autumn	punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question	Use capital letters, full stops and question marks to demarcate sentences (year 2)	Use apostrophes for singular possession (year 3)	Use apostrophes for plural possession (year 4)	Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech

		use a capital letter for names of people and the personal pronoun 'I'		<p>Begin to use exclamation marks when required (year 2)</p> <p>Use commas to separate items in a list (year 2)</p> <p>Use apostrophes for contracted forms (year 2)</p> <p>Use apostrophes for singular possession</p>	<p>Use inverted commas to punctuate direct speech – a back and forth conversation. (year 3)</p>	<p>Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4)</p> <p>Use comma after a subordinate clause at the start of a sentence.</p>	<p>and back and forth conversation) (year 4)</p> <p>Use comma after a subordinate (year 5)</p> <p>Use commas to clarify meaning or avoid ambiguity, (mark phrases and clauses) (year 5)</p> <p>Use brackets, dashes or commas to indicate parenthesis (year 5)</p> <p>Use a colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p>
	spring	<p>Begin to punctuate sentences with a question mark or exclamation mark</p> <p>begin to use a capital letter for names of the days of the</p>	<p>marks use sentence demarcation CL . ?</p> <p>Exclamation marks and commas in a list</p> <p>Apostrophes for contracted form and for possession</p>	<p>Use apostrophes for singular possession</p> <p>Use inverted commas to punctuate direct speech – a single piece of speech.</p>	<p>Use apostrophes for singular possession (year 3)</p> <p>Use inverted commas and start/end punctuation to indicate direct speech (single speech and back and forth conversation)</p>	<p>Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4)</p> <p>Use comma after a subordinate</p> <p>Use commas to clarify meaning or avoid ambiguity, (mark phrases and clauses)</p> <p>Use commas to indicate parenthesis</p>	<p>Use semi-colons and dashes to mark the boundary between independent clauses</p> <p>Use a colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity</p>
	Summer	<p>punctuate sentences using capital letters, full stops, question marks or exclamation marks</p> <p>use a capital letter for names of the days of the</p>		<p>Use apostrophes for singular possession</p> <p>Use inverted commas to punctuate direct speech – a back and forth conversation.</p>	<p>Use apostrophes for plural possession</p> <p>Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation)</p>	<p>Use inverted commas, start/end punctuation, new speaker new line and comma after reporting clause to indicate direct speech (single speech and back and forth conversation) (year 4)</p> <p>Use comma after a subordinate</p> <p>Use commas to clarify meaning or avoid ambiguity, (mark phrases and clauses)</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use a colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity</p>
Grammatical Terminology children should:		<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>adjective</p> <p>verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p>adverb</p> <p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate</p> <p>clause</p> <p>direct</p> <p>speech</p> <p>consonant</p> <p>consonant</p> <p>letter</p> <p>vowel</p> <p>vowel</p> <p>letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun</p> <p>possessive</p> <p>pronoun</p> <p>adverbial</p>	<p>modal</p> <p>verb</p> <p>relative</p> <p>pronoun</p> <p>relative</p> <p>clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>	<p>subject</p> <p>object</p> <p>active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>