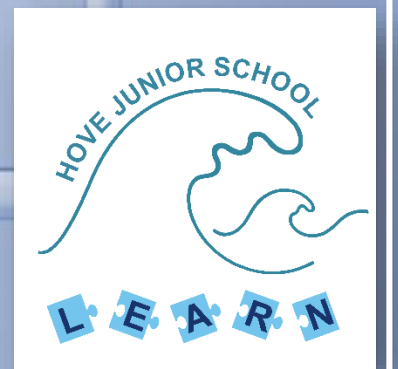




Writing Progression Ladder

WEST HOVE
INFANT SCHOOL
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	Year R (Writing)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Spelling	<p>By the end of Reception:</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters (Writing - ELG) 		<p>By the end of Year 2:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. <ul style="list-style-type: none"> Spell many common exception words 		<p>By the end of Year 4:</p> <ul style="list-style-type: none"> To spell all of the Year 3 and 4 statutory spelling words correctly. To be able to spell some homophones and use prefixes and suffixes. To be able to use a dictionary and thesaurus and proofread their work. 		<p>By the end of Year 6:</p> <ul style="list-style-type: none"> To spell all of the Year 5 and 6 statutory spelling words correctly. To be confident spelling homophones, using prefixes and suffixes and using morphology and etymology. To be confident in using a dictionary and thesaurus and in proofreading their work. 	
		<i>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</i>	Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others	To develop a range of personal strategies for learning new and irregular words.	To develop a range of personal strategies for learning new and irregular words.	To develop a range of personal strategies for learning new and irregular words.	To become confident in using a range of personal strategies for learning new and irregular words.
	Write some or all of their name	Can spell words by identifying the sounds and then writing the sound with letter/s	Spell words containing each of the 40+ phonemes already taught Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	To develop a range of personal strategies for spelling at the point of composition.	To develop a range of personal strategies for spelling at the point of composition.	To gain confidence in using a range of personal strategies for spelling at the point of composition.	To become confident in using a range of personal strategies for spelling at the point of composition.
		<i>Spell the phase 2 'tricky words' and begin to spell phase 3 'tricky' words</i>	Spell most Y1 common exception words	Spell most Y1 and Y2 common exception words	To spell many of the Year 3 and 4 statutory spelling words correctly.	To spell all of the Year 3 and 4 statutory spelling words correctly.	To spell many of the Year 5 and 6 statutory spelling words correctly.	To spell all of the Year 5 and 6 statutory spelling words correctly.
	Use a wider range of vocabulary (Speaking)	Learn new vocabulary (Speaking) Use new vocabulary through the day (Speaking)	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Add prefixes and suffixes using the prefix un- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest	Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)	To use further prefixes and suffixes and understand how to add them. e.g. irrelevant, autograph , incorrect , disobey , superstar , antisocial .	To use further prefixes and suffixes and understand how to add them.	To use further prefixes and suffixes and gain confidence in adding them. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	To use further prefixes and suffixes and be confident in adding them.

		<i>Begin to use phonic based spelling patterns.</i>	Apply simple spelling rules and guidance, as listed in English Appendix 1	Apply spelling rules and guidance, as listed in English Appendix 1			To spell some words with 'silent' letters (for example, knight, psalm, solemn).	To spell some words with 'silent' letters (for example, knight, psalm, solemn).
		<i>Write words and captions dictated by the teacher using the GPCs and 'tricky' words learnt so far</i>	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.	To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
			Spell words with contracted forms	Spell words with contracted forms				
				Spell by learning the possessive apostrophe (singular) e.g. the girl's book	To place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)	To gain confidence in using possessive apostrophes.	To be able to use possessive apostrophes.	To be able to use possessive apostrophes.
			<i>Begin to notice homophones and near-homophones when reading.</i>	Spell by distinguishing between homophones and near-homophones	To spell further homophones correctly, e.g. which and witch.	To spell further homophones.	To continue to distinguish between complex homophones (e.g. affect/effect, practice/practise) and other words which are often confused.	To continue to distinguish between homophones and other words which are often confused.
		<i>Begin to write words with 2 or more syllables</i>	Spell simple compound words (e.g. dustbin, football).	<i>Spell words with multiple syllables.</i>				
		<i>Retell the days of the week</i>	Spell the days of the week	<i>Spell the days of the week from memory.</i>				
	<i>Say the alphabet names in order as part of a song or rhyme</i>	<i>Learn the individual names of the letters. Learn the alphabet order by using the relevant part of the rhyme</i>	Name the letters of the alphabet in order <i>Use letter names when spelling HFW.</i>	<i>Use letter names when spelling words.</i>	To use the first two or three letters of a word to check its spelling in a dictionary.	To use a dictionary to check the spelling of uncommon or more ambitious vocabulary. To use a thesaurus when searching for synonyms.	To use a dictionary to check the spelling of uncommon or more ambitious vocabulary. To gain in confidence using a thesaurus.	To use a dictionary to check the spelling of uncommon or more ambitious vocabulary. To use a thesaurus confidently.
		<i>Know there is a letter name in the alphabet and a letter sound in words and that they are different</i>	Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	<i>Use letter names when spelling words.</i>	To develop a range of strategies for checking and proofreading spellings after writing. To start proofreading for spelling errors.	To develop a range of strategies for checking and proofreading spellings after writing. To gain confidence in proofreading for spelling errors.	To develop a range of strategies for checking and proofreading spellings after writing. To gain confidence in proofreading for spelling errors.	To utilise a range of strategies for checking and proofreading spellings after writing. To confidently proofread for spelling errors.
			Using letter names to distinguish between alternative spellings of the same sound	<i>Use letter names when spelling words.</i>				
Vocabulary	Alphabet, letter, word,	Sound, phoneme, letter name, tricky words, busy bee words, segment, spell, caption, sentence	Split-digraph, common exception words, high frequency words, spelling patterns, plural, singular,	Possessive apostrophe, homophones, contractions	Prefix, homophone, proofreading	Prefix, suffix, homophone, proofreading	Prefix, suffix, homophone, proofreading, morphology, etymology	Prefix, suffix, homophone, proofreading, morphology, etymology

			suffixes, prefixes, contractions					
Handwriting (Please also refer to detailed <i>Handwriting Skills Progression Overview</i>)	By the end of Reception: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed (Writing - ELG) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (Fine Motor- PD – ELG) 		By the end of Year 2: <ul style="list-style-type: none"> Use cursive handwriting. Form 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. 		By the end of Year 4: <ul style="list-style-type: none"> To consistently use a neat, joined handwriting style. 		By the end of Year 6: <ul style="list-style-type: none"> To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. 	
	Write some letters accurately	Can form all 26 lower-case and capital letters correctly <i>Learn that some capital letters are bigger versions of the lower-case letters and some are different. Learn how to form all of the capital letters</i>	Form most lower-case letters correctly	Form lower-case letters of the correct size relative to one another in most of his/her writing	To consistently use a neat, joined handwriting style.	To consistently use a neat, joined handwriting style.	To write legibly, fluently and with increasing speed.	To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
			Form lower-case letters in the correct direction, starting and finishing in the right place	Form lower-case letters of the correct size relative to one another in most of his/her writing				
		Can form lower-case and capital letters correctly	Form capital letters	Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters				
	Write some or all of their name	<i>Be aware of and begin to write leads in and leads out for some letters. Write on the lines</i>	<i>Develop leads in and leads out for some letters. Write on the lines</i>	Start using the diagonal and horizontal strokes needed to join letters in some of his/her writing <i>Use the diagonal and horizontal strokes needed to join letters</i> Understand which letters, when adjacent to one another, are best left un-joined				
		<i>Begin to separate words with spaces. Understand that we need spaces to be able to see when a new word begins and ends and make it possible to read.</i>	Separate words with spaces	Use spacing between words that reflects the size of the letters				
		<i>Learn to form letters correctly, using the precursive script, in the handwriting families</i>	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	<i>Continue to develop a fluent, consistent cursive style.</i>				
	Show a preference for a dominant hand. (Fine Motor – PD) Use a comfortable grip with good control when holding pens and pencils. (Fine Motor – PD)	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Fine Motor – PD) Develop the foundations of a handwriting style, which is	Sit correctly at a table, holding a pencil comfortably and correctly	Consistently and confidently sit correctly at a table, holding a pencil comfortably and correctly.				

		fast, accurate and efficient. (Fine Motor – PD)						
		Form digits 0-9	Form digits 0-9	Consistently correctly form digits 1-9				
Vocabulary	Handwriting, pencil grip, lead in, lead out, on the line, below the line, above the line, tall letter, low letter, tail, handwriting family names eg. Curly caterpillars	Be aware of handwriting families, lower case, digits, ascenders, descenders, lead in, lead out	<i>Continue to develop a fluent, consistent cursive style.</i>					
Composition	<p>By the end of Reception:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others (Writing – Literacy - ELG) 		<p>By the end of Year 2:</p> <ul style="list-style-type: none"> Write a range of fiction and non-fiction texts and poetry. Revisit, evaluate and polish their writing. Publish and share work to celebrate their achievements. 		<p>By the end of Year 4:</p> <ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure. To create more detailed settings, characters and plot. To proofread confidently and amend their own and others' writing. 		<p>By the end of Year 6:</p> <ul style="list-style-type: none"> To use simple devices to structure the writing. In narratives, describe settings, characters and atmosphere. To describe settings, characters and atmosphere. To write effectively for a range of purposes and audiences. 	
	Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher	Write about real events, recording these simply and clearly	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices such as sub-headings).	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining.	In non-narrative writing, to use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
		Articulate their ideas and thoughts in well-formed sentences (Speaking) <i>Compose a full sentence orally</i> <i>Write a sentence that can be read by an adult</i> <i>Begin to write using a 'writer's voice'</i>	Write down one of the sentences that he/she has rehearsed Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional)	Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Write poetry to develop positive attitudes and stamina for writing Write for different purposes to develop positive attitudes and stamina for writing <i>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</i>	To make deliberate, ambitious word choices to add detail. To begin to use dialogue. To begin to create settings, characters and plot in narratives. To begin to organise their writing into paragraphs around a theme.	To use dialogue with increasing accuracy. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme.	To use dialogue to convey a character and advance the action with increasing confidence. To describe settings, characters and atmosphere to consciously engage the reader. To create paragraphs that are usually suitably linked. To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	To integrate dialogue into narratives to convey character and advance the action. In narratives, describe in detail settings, characters and atmosphere to consciously engage the reader. To consistently use paragraphs to organise ideas and build cohesion across and within paragraphs. To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	<i>Rehearse the sentence by saying the sentence and then say a word as you point to each finger</i>	Write sentences by saying aloud what he/she is going to write about, after discussion with the teacher	Consider what he/she is going to write before beginning by planning or saying aloud what he/she is going to write about Consider what he/she is going to write before beginning by writing down ideas and/or key	To begin to use ideas from their own reading and modelled examples to plan their writing. To demonstrate an understanding of purpose and audience.	To use a similar writing style to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To demonstrate an increasing understanding of	To plan and write by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).	

				words, including new vocabulary Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence Discuss what they have written with the teacher or other pupils		purpose and audience.		
		Re-read what they have written to check that it makes sense <i>Where appropriate and with discussion with the teacher, make alternative suggestions as to how to improve what they have written e.g. alternative adjectives</i>	Write sentences by re-reading what he/she has written to check that it makes sense Discuss what he/she has written with the teacher or other pupils	Make simple additions, revisions, and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher	To proofread their own and others' work to check for errors with increasing accuracy, and make improvements. To assess the effectiveness of their own and others' writing and suggest improvements.	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To assess the effectiveness of their own and others' writing and suggest improvements.	To begin to proofread work to precis longer passages by removing unnecessary repetition or irrelevant details. To evaluate and edit by assessing the effectiveness of their own and others' writing.	To proofread work to precis longer passages by removing unnecessary repetition or irrelevant details. To evaluate and edit by assessing the effectiveness of their own and others' writing. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
		<i>Read aloud own writing or teacher can read writing.</i>	Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	Read aloud what he/she has written with appropriate intonation to make the meaning clear.	To read aloud what he/she has written with appropriate intonation to make the meaning clear.	To read aloud what he/she has written with appropriate intonation to make the meaning clear.	To read aloud what he/she has written with appropriate intonation to make the meaning clear.	To read aloud what he/she has written with appropriate intonation to make the meaning clear.
Vocabulary	Sentence, caption, story, words, capital letter, full stop, improve, story language, extend, exciting language, alternative, synonym, writer's voice.	introduction, build-up, problem, dilemma, conclusion, target, self-assessment, edit, assess, peer-assessment, story map, plan	Synonym, antonym, paragraph, additions, revisions, proof reading, information texts, reports	Fiction, non-fiction, settings, characters, plot, narrative, paragraph, purpose, audience, proofread, edit	Fiction, non-fiction, settings, characters, plot, narrative, dialogue, paragraph, purpose, audience, proofread, edit	Heading, bullet point, dialogue, atmosphere, engage, enhance, audience, purpose, proofread, evaluate, edit	Heading, sub-heading bullet point, dialogue, atmosphere, engage, enhance, audience, purpose, proofread, evaluate, edit	
Vocabulary, Grammar & Punctuation	<p>By the end of Reception:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (Speaking – Communication and Language – ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate (Speaking – Communication and Language – ELG) 	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> Develop a wider vocabulary and use ambitious language. Demarcate sentences with capital letters and full stops. <ul style="list-style-type: none"> Use question marks when required. Use present and past tense mostly correctly and consistently. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. 	<p>By the end of Year 4:</p> <ul style="list-style-type: none"> To use an increasing range of sentence structures. To use Standard English verb inflections accurately. <ul style="list-style-type: none"> To expand noun phrases regularly. <ul style="list-style-type: none"> To use fronted adverbials. To maintain an accurate tense. To use the full range of punctuation from previous year groups 	<p>By the end of Year 6:</p> <ul style="list-style-type: none"> To use a range of devices to build cohesion. To select vocabulary and grammatical structures that reflect what the writing requires. To use the range of punctuation taught at KS2 mostly correctly. 				
	Use a wider range of vocabulary (Speaking)	Learn new vocabulary (Speaking)	Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including	Form nouns using suffixes such as -ness, -er and by	To use a or an according to whether the next word begins	To use Standard English verb inflections accurately, e.g. 'we	To recognise vocabulary and structures that are appropriate for formal	To recognise vocabulary and structures that are appropriate for formal

	Use longer sentences of four to six words (Speaking)	Use new vocabulary through the day (Speaking)	<p>the effects of these suffixes on the meaning of the noun</p> <p>Use 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>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p>	<p>compounding e.g. whiteboard, superman</p> <p>Form adjectives using suffixes such as -ful, -less</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g., smoothly, softly, bigger, biggest</p>	<p>with a consonant or a vowel.</p> <p>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>were' rather than 'we was', 'I did' rather than 'I done'.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>speech and writing, including subjunctive forms.</p>	<p>speech and writing, including subjunctive forms.</p> <p>To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p>
		<p><i>Understand how words can combine to make sentences</i></p> <p><i>Begin to use words and clauses using 'and' and some other connectives</i></p>	<p>Understand how words can combine to make sentences</p> <p>Join words and clauses using 'and'</p>	<p>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses</p>	<p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use an increasing range of sentence structures.</p> <p>To use conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</p> <p>To use a wider range of cohesive devices between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.</p>	<p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>
		<p><i>Understand that an adjective describes a noun and gives the reader more information.</i></p> <p><i>Begin to use adjectives in a sentence.</i></p>	<p><i>Use adjectives to modify nouns within the context of a sentence.</i></p>	<p>Use expanded noun phrases for description and specification e.g., the blue butterfly, plain flour, the man in the moon</p>	<p>To use expanded noun phrases for description and specification.</p>	<p>To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</p> <p>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</p>	<p>To use expanded noun phrases to convey complicated information concisely.</p>	<p>To use expanded noun phrases to convey complicated information concisely.</p>
		<p><i>Begin to separate words with spaces.</i></p>	<p>Separate words with spaces</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command</p>			<p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>	<p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>
		<p><i>Present and past tense in speech</i></p>	<p>(taught within phonics and spellings lessons and in writing starters)</p>	<p>Use present and past tense mostly correctly and consistently</p>	<p>To maintain the correct tense (including present perfect tense) throughout a piece of</p>	<p>To maintain an accurate tense throughout a piece of writing.</p>	<p>To maintain an accurate tense throughout a piece of writing.</p>	<p>To use verb tenses consistently and correctly throughout their writing.</p>

					writing.			<p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use passive verbs to affect the presentation of information in a sentence.</p> <p>To use modal verbs or adverbs to indicate degrees of possibility.</p>
	<p>Can form capital letters correctly</p> <p><i>Use capital letters for names and personal pronoun I</i></p> <p><i>Begin to use capital letters at the beginning of sentences and full stops at the end of a sentence</i></p> <p><i>Be aware of question marks and exclamation marks and how they change the sentence</i></p>	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun</p> <p>Begin to punctuate work using question marks and exclamation marks</p>	<p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p><i>Use question marks and exclamation marks appropriately</i></p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To use inverted commas in direct speech.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To use all the necessary punctuation in direct speech mostly accurately.</p> <p>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</p> <p>To use commas after fronted adverbials.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To use using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>To use the range of punctuation taught at KS2 mostly correctly.</p> <p>To use using commas to clarify meaning or avoid ambiguity in writing.</p>	
	<p>Understand the following terminology: letter, capital letter, word, full stop, question mark</p>	<p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p>	<p>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>			<p>To use brackets, dashes or commas to begin to indicate parenthesis.</p>	<p>To use hyphens to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>To use a colon to introduce a list.</p> <p>To punctuate bullet points consistently.</p>	
	<p><i>Be encouraged to verbally use past and present tense correctly.</i></p>	<p><i>Begin to show an awareness of past and present tense.</i></p>	<p>Use 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>Learn how to use the grammar for Year R</p>	<p>Learn how to use the grammar for Year 1 in English Appendix 2</p>	<p>Learn how to use the grammar for Year 2 in English Appendix 2</p>					
	<p><i>Know that some lists are written one word underneath each other.</i></p>	<p>Write lists and captions.</p> <p><i>Begin to use commas to separate adjectives</i></p>	<p><i>Use commas to separate items in a list</i></p>					
	<p><i>Begin to read apostrophes contraction.</i></p>	<p>Begin to read and use apostrophes for contraction.</p>	<p><i>Use apostrophes to mark where letters are missing in spelling and to mark singular</i></p>	<p>To indicate possession by using the possessive apostrophe.</p>	<p>To use apostrophes for singular and plural possession with increasing confidence.</p>	<p>To use apostrophes for singular and plural possession with increasing confidence.</p>	<p>To use apostrophes for singular and plural possession.</p>	

			possession in nouns e.g. the girl's name				
Vocabulary	Letter, word, sentence, phrase, caption, full stop, capital letter, question mark, adjective, conjunction.	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark, nouns, verbs, adjectives, adverbs, conjunctions,	noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma, co-ordinating, subordinating	Nouns, prefix, consonant, vowel, conjunctions, adverbs, prepositions, present perfect, word family, clause, subordinate clause, direct speech, inverted commas	Determiner, pronoun, possessive pronoun adverbial	modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points