



# Pyrford C of E School Writing Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing: Spoken Language</b>								
<b>Spoken Language</b>	<p>Listen and respond to a simple instruction.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Understand simple instructions like "give to nanny" or "stop".</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>To be able to engage in story times. To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books. Describe events in some detail.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>With support begin to listen and respond appropriately to adults and their peers.</p> <p>Begin to ask relevant questions.</p> <p>Begin to build their vocabulary Begin to articulate with simple justifications of answers, arguments and opinions, with support.</p> <p>Begin to give simple descriptions, explanations and narratives for different purposes, with support including for expressing feelings.</p> <p>Begin to develop the ability to maintain attention and participate in collaborative conversations, with support to stay on topic and initiate and respond to comments.</p> <p>Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and questioning.</p> <p>Begin to speak audibly and fluently with an increasing command of Standard English, with modelled support.</p> <p>Begin to participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Listen and respond appropriately to adults and their peers with a little support.</p> <p>Begin to ask relevant questions to extend their understanding and knowledge.</p> <p>Use strategies to build their vocabulary.</p> <p>Begin to articulate with simple justifications of answers, arguments and opinions with structured support.</p> <p>Begin to give descriptions, explanations and narratives for different purposes, with support including for expressing feelings.</p> <p>Develop the ability to maintain attention and participate in collaborative conversations, with support where needed to stay on topic and initiate and respond to comments.</p> <p>Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and questioning.</p> <p>With modelled support, speak audibly and fluently with an increasing command of Standard English.</p> <p>Readily participate in</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Consolidate with support, the asking of relevant questions to extend their understanding and knowledge.</p> <p>With support use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions with structured support.</p> <p>Give more detailed descriptions, explanations and narratives for different purposes, with support including for expressing feelings.</p> <p>Maintain attention and participate in collaborative conversations, with support where needed to stay on topic and initiate and respond to comments.</p> <p>Use spoken language more confidently to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and questioning.</p> <p>Speak audibly and fluently with an increasing command of Standard English (With modelled support, where needed).</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, with structured support for arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, with resources including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, with structured support for arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, with resources including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, with structured support for arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p>

		<p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p><b>ELG:</b> <i>Listening, Attention and Understanding-</i> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><i>Speaking-</i> participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>Begin to gain, maintain and monitor the interest of the listener, with modelled support.</p> <p>Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Begin to select and use appropriate registers for effective communication with modelled support.</p>	<p>discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener, with modelled support.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others, with support.</p> <p>Select and use appropriate registers for effective communication with modelled support.</p>	<p>Actively participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener, with modelled support where needed.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others, with support where needed.</p> <p>Select and use appropriate registers for effective communication with modelled support where needed.</p>	<p>the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>
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## Writing: Composition

<p><b>Composition and planning</b></p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>To be able to segment and write words.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>To begin to be aware of sentence structure (capital letters, finger spaces and full stops)</p> <p>Begin to be able to recall and write some CVC words.</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p> <p>To be able to segment and Spell words when writing independently.</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story maps.</p> <p>To begin to be able to write some short captions, labels, and sentences with adult support.</p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p> <p>To begin to be able to talk about connectives in sentence writing.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Begin to say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Planning with support using 'S Plan' structure/ picture prompts.</p>	<p>Confidently plan or say out loud what they are going to write about.</p> <p>Begin to note component ideas of a piece of writing.</p> <p>Planning with support using 'S Plan' structure.</p>	<p>Begin to discuss and record ideas independently</p> <p>Planning for independent writing using 'S Plan' structure.</p>	<p>Confidently discuss and record ideas independently.</p> <p>Planning for independent writing using 'S Plan' structure.</p>	<p>Identify 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 writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed.</p> <p>Continue to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Planning for independent writing using 'S Plan' structure, adding additional information/vocabulary where possible.</p>	<p>Identify 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 writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed.</p> <p>Confidently note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Planning for independent writing using 'S Plan' structure, adding additional information/vocabulary where possible.</p>
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		<p>To be able to write sentences using adjectives, nouns and connectives.</p> <p>To be able to consistently use capital letters, finger spaces and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>To be able to introduce narratives in their own writing and story maps.</p> <p><u>ELG:</u></p> <p>Writing- Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>						
Drafting		<p>To orally rehearse their sentences before writing them down.</p>	<p>Begin to sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Confidently write down ideas and/or key words, including new vocabulary.</p> <p>Sequence short sentences to form narratives and non-narratives that are cohesive.</p> <p>Confidently encapsulate what they want to say, sentence by sentence</p>	<p>Begin to organise paragraphs around a theme.</p> <p>Begin to create settings, characters and plot in narratives.</p> <p>Begin to use taught organisational devices for purpose in non-narrative material.</p> <p>Begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p>	<p>Continue to organise paragraphs around a theme.</p> <p>Continue to create settings, characters and plot in narratives.</p> <p>Continue to use taught organisational devices for purpose in non-narrative material.</p> <p>Confidently compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, begin to describe settings, characters and atmosphere.</p> <p>Begin to integrate dialogue to convey character and advance the action.</p> <p>Begin to summarise longer passages.</p> <p>Begin to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Begin to use further</p>	<p>Confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance Meaning.</p> <p>In narratives, confidently describe settings, characters and atmosphere.</p> <p>Confidently use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Confidently use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Exercise an assured and conscious control over levels of formality</p>

							organisational and presentational devices to structure text and to guide the reader,	(through manipulating grammar and vocabulary).  Integrate dialogue in narratives to convey character, description and advance the action.  Write effectively for a range of purposes and audiences, (selecting the appropriate form and drawing independently on what they have read as models for their own writing, e.g., literary language, characterisation, structure).
Editing		Re-read what they have written to check that it makes sense.	Discuss what they have written with the teacher or other pupils.	<p>Begin to evaluate their writing with the teacher and other pupils.</p> <p>Re-reading 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>Make simple additions, revisions and corrections.</p> <p>Begin to proofread to check for errors in spelling, grammar and punctuation based on what has been previously taught Y1-Y2.</p>	<p>With adult support/peer support begin to assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>With the support of adults/peers begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1- Y3.</p>	<p>Begin to assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1- Y4.</p>	<p>Continue to assess the effectiveness of their own and others' writing.</p> <p>Continue to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Begin to ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Begin to ensure 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>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1- Y5.</p>	<p>Confidently assess the effectiveness of their own and others' writing.</p> <p>Confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Confidently ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Begin to ensure 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>Confidently proofread for spelling and punctuation errors based on what has been previously taught Y1- Y6.</p>
Paragraphing			Clearly sequenced sentences [as introduction to paragraphs].	Write under headings [as introduction to paragraphs].	<p>Group ideas into paragraphs around a theme.</p> <p>Write under headings &amp; subheadings.</p>	Use connectives to link paragraphs. Organise paragraphs around a theme.	<p>Consistently organise into paragraphs. Link ideas across paragraphs.</p> <p>using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	<p>Wide range of devices to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>

<p><b>Writing: Transcripting</b></p>	<p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through:</p> <ul style="list-style-type: none"> <li>- Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</li> <li>- Use of Clips, Clasps, zips, buttons and Screwing Jars</li> <li>- Finger Puppets</li> <li>-Building with small Lego and small Construction.</li> <li>-Sort small bits and pieces using tweezers.</li> <li>-Nuts and Bolts</li> <li>-Pasta Lacing</li> <li>-Peg Boards and Pin Boards</li> <li>-Pipettes in the Water</li> <li>-Jugs in water</li> <li>-Play-dough</li> <li>-Tearing Paper</li> <li>-Threading the Lace</li> <li>-Funky finger activities</li> <li>-Air writing in phonics</li> </ul> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form the digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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		<p><b>ELG</b></p> <p><i>Fine Motor Skills</i>- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>						
Performing Writing			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 intonation and controlling the tone and volume to help to clarify the meaning.	Confidently read their own writing aloud, to a group or the whole class, using appropriate pace, 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.	Fluently and expressively perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Context for Writing				<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write simple poetry.</p> <p>Write for different purposes.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Begin to consider and use features of different genres within fiction, nonfiction and poetry.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use features of specific genres within fiction, nonfiction and poetry.</p>	<p>Identify 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 writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Identify 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 writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>

## Writing: Vocabulary, Grammar and Punctuation

Grammar	(Link to spoken language objectives)	(Link to spoken language objectives)	<p>To combine words to make sentences, including using 'and' (joining words and clauses).</p> <p>Sequence sentences to form short narratives.</p> <p>Separation of words with Spaces.</p> <p>Sentence demarcation (C. ! ?).</p> <p>Capital letters for names and pronoun 'I', names, places) Begin to use features of standard</p>	<p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Expand noun phrases for description and specification.</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but).</p>	<p>Begin to use fronted adverbials, learn to use comma afterwards.</p> <p>Extend sentences (more than one clause) using conjunctions when, if because although.</p> <p>Chose nouns and pronouns for clarity and cohesion (avoiding repetition).</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Standard English verb</p>	<p>Confidently use fronted adverbials, consolidate using comma afterwards.</p> <p>Consolidate extending sentences (more than one clause) using conjunctions when, if because although.</p> <p>Appropriate choice of nouns and pronouns for clarity and cohesion (avoiding repetition).</p> <p>Consistently use the present perfect form of verbs in contrast to the past tense.</p>	<p>Write effectively for a range of purposes and audiences.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>Begin to use a range of devices to build cohesion across paragraphs.</p> <p>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture.</p> <p>Integrate dialogue in narratives to advance the action, using correctly</p>
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			English.	<p>Some features of written Standard English.</p> <p>Sentence demarcation Commas in lists.</p> <p>Apostrophes for omission and singular possession.</p>	<p>inflections (did/done, was/were, of/have, me and ... v ... and I) Use the correct form of 'a' or 'an'.</p> <p>Begin to use preposition to order (time – at, in, on; e.g. at night-time), of place (at, in, on; e.g. in the woods) and cause (for, due to, on account of).</p> <p>Continue to use apostrophes for singular possession.</p> <p>Extend noun phrases, with adverbs of cause (because, as a result), time (while, then) and place (worldwide, everywhere).</p> <p>Begin to use and punctuate direct speech - use inverted commas to punctuate speech. Begin to use; new line, each line starts with a capital, end with a - , ! or ?</p>	<p>Standard English verb Inflections, consolidate Y3 plus who/whom.</p> <p>Use preposition to order (time – at, in, on; e.g. at night-time), of place (at, in, on; e.g. in the woods) and cause (for, due to, on account of).</p> <p>Use the possessive apostrophe for plural nouns Difference between plural and possessive –s.</p> <p>Continue to extend noun phrases, with adverbs of cause (nevertheless, furthermore), time (still, yet) and place (here, there).</p> <p>Punctuate direct speech - use inverted commas to punctuate speech, new line, each line starts with a capital, end with a - , ! or ?</p>	<p>place, pronouns, synonyms) across paragraphs.</p> <p>Use adverbs to add detail, qualification and precision.</p> <p>Use modal verbs to add detail, qualification and precision.</p> <p>Use preposition phrases to add detail, qualification and precision.</p> <p>Use expanded noun phrases to add qualification and precision.</p> <p>Use relative clauses, sometimes omitting the relative pronoun.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use verb tenses mostly consistently and correctly throughout their writing.</p> <p>Use the full range of punctuation taught so far - mostly correctly.</p> <p>Use commas for clarity mostly correctly.</p> <p>Use some punctuation for parenthesis (brackets, commas and dashes).</p> <p>Begin to create atmosphere, and integrate dialogue to convey character and advance the action.</p>	<p>punctuated speech.</p> <p>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>Select vocabulary and grammatical structures that reflect what the writing requires (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>Use a wider range of devices to build cohesion.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists.</p>
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Grammar terminology			letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, fronted adverbial phrase, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	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
Punctuation		Be aware of capital letters and full stops in their writing.	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	<p>Continue to apply punctuation taught in KS1.</p> <p>Use and punctuate direct speech (i.e. Inverted commas).</p>	<p>Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Using hyphens to avoid ambiguity.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p>