# HORNCASTLE PRIMARY SCHOOL
## Subject Progression – Writing

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| **Overall Purpose & Aims of English** | English has a pre-eminent place in education and society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literacy heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. Pupils should be taught to control their speaking and writing consciously and to use Standard English. Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. |
| **Writing Purpose and Aims** | It is essential that teaching develops pupils' competence in the two dimensions for writing: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. |
| **EYFS** | From birth, the development of fine and gross motor skills is crucial to enable a child to become a confident writer. From an early age, children learn gross motor skills to be able to control their bodies from the centre outwards and from the top downwards. They will learn to hold up their head and build up the trunk to enable walking. Soon afterwards, children learn arm and finger control and will begin exploring with their hands, eventually learning how to make the fine motor movements to write. Children will then strengthen their fine motor skills to manipulate writing equipment appropriately. This will include building up grip strength, pinch strength and eye to hand coordination. <br><br> During Foundation Stage, children will be provided with opportunities to develop both their gross and fine motor skills. They will develop their co-ordination, control and movement through moving and handling activities, which involve the use of a range of equipment. This will be through a combination of adult-led activities and child-initiated play. <br> Talking is the first stepping stone in a child becoming a writer. Building up vocabulary through role play, nursery rhymes and a wide range of story books enables a child to be exposed to a variety of language, which will help a child to build up their imagination and then begin to understand what they want to write. This will then enable a child to have to confidence to begin to write it down. <br> Writing comes as a gradual process. It begins with the mark-making process. Children can make marks in a variety of ways, whether that be making menus or writing their own shopping lists during child-initiated role play, or writing in more formal adult-led activities, including writing labels on a picture or writing a version of a familiar story. Children will also have access to a variety of funky fingers experiences, including using paint, playdough and junk modelling during child-initiated play. Children will then progress to making letter shapes, with children beginning to learn and recognise phonemes through a phonics scheme. These writing skills will then be scaffolded during adult-led activities to enable the children to understand how use the phonemes they have learnt to build words, and then build up sentences, therefore becoming confident writers. <br><br> By the end of EYFS, most children will be able to: <br> - Develop their own narratives and explanations by connecting ideas or events <br> - Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <br> - Use their phonic knowledge to write words in ways which match their spoken sounds <br> - Write some irregular common words <br><br> The table below outlines the most relevant Early Years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage to match the programme of study for writing. <br> The most relevant Early Years outcomes for writing are taken from the following areas of learning: <br> - Communication and Language <br> - Physical Development <br> - Literacy <br> - Expressive Arts and Design |

| | Writing: Transcription Spelling | | Writing: Transcription Handwriting | Writing: Composition | | Writing: Vocabulary, Grammar and Punctuation | | |
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| | Phonics and Spelling Rules | Common Exception Words | Letter Formation, Placement and Positioning | Planning, Writing and Editing | Awareness of Audience, Purpose and Structure | Sentence Construction and Tense | Use of Phrases and Clauses | Use of Terminology |
| **EYFS** | **40-60 Months Literacy - Writing** <br>• To continue a rhyming string. <br>• To hear and say the initial sound in words. <br>• To segment the sounds in simple words and blend them together. <br>• To link sounds to letters, naming and sounding the letters of the alphabet. <br><br>**ELG Literacy - Writing** <br>• To use their phonic knowledge to write words in ways which match their spoken sounds. | **ELG Literacy - Writing** <br>• To write some irregular common words. | **30-50 Months Physical Development – Moving and Handling** <br>• To draw lines and circles using gross motor movements. <br>• To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. <br>• To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. <br>• To hold a pencil near point between first two fingers and thumb, and use it with good control. <br>• To copy some letters, e.g. letters from their name. <br>**Literacy - Writing** <br>• To sometimes give meaning to marks as they draw and paint. <br>**Expressive Arts and Design – Exploring and Using Media and Materials** <br>• To realise tools can be used for a purpose. <br><br>**40-60 Months Physical Development – Moving and Handling** <br>• To show a preference for a dominant hand. <br>• To begin to use anticlockwise movement and retrace vertical lines. <br>• To begin to form recognisable letters. <br>• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <br>**Literacy - Writing** <br>• To give meaning to marks they make as they draw, write and paint. <br>• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | **30-50 Months Communication and Language – Speaking** <br>• To speak to retell a simple past event in correct order. For example, "I went down slide." <br>• To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <br>• To use talk in pretending that objects stand for something else in play. For example, "This box is my castle." <br>**Expressive Arts and Design – Being Imaginative** <br>• To engage in imaginative role play based on own first-hand experiences. <br>• To build stories around toys, e.g. farm animals needing rescue from an armchair "cliff." <br>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <br><br>**40-60 Months Communication and Language – Speaking** <br>• To link statements and stick to a main theme or intention. <br>• To use talk to organise, sequence and clarify thinking, ideas, feelings and events. <br>• To introduce a storyline or narrative into their play. <br>**Literacy - Writing** <br>• To write own name and other things such as labels. captions. <br>• To attempt to write short sentences in meaningful contexts. <br>**Expressive Arts and Design – Being Imaginative** <br>• To play cooperatively as part of a group to develop and act out a narrative. <br><br>**ELG Communication and Language – Speaking** <br>• To develop their own narratives and explanations by connecting ideas or events. <br>**Literacy - Writing** <br>• To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | **30-50 Months Communication and Language – Speaking** <br>• To use vocabulary focused on objects and people that are of particular importance to them. <br>• To build up vocabulary that reflects the breadth of their experiences. <br><br>**40-60 Months Communication and Language – Speaking** <br>• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <br>• To use language to imagine and recreate roles and experiences in play situations. <br><br>**ELG Communication and Language – Speaking** <br>• To express themselves effectively, showing awareness of listeners' needs. | **30-50 Months Communication and Language - Understanding** <br>• To begin to understand 'why' and 'how' questions. <br>**Communication and Language – Speaking** <br>• To question why things happen and give explanations and ask questions, e.g. who, what, when, how. <br>• To use a range of tenses in speech. For example, play, playing, will play, played. <br><br>**ELG Communication and Language – Speaking** <br>• To answer 'how' and 'why' questions about their experiences and in response to stories or events. <br>• To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | **30-50 Months Communication and Language – Speaking** <br>• To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'. | **30-50 Months Communication and Language – Understanding** <br>• To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. |

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| **Text Types** | **Fiction** | All children are exposed to a wide range of genre through lessons across the curriculum, focussed reading lessons and story time.<br><br>Once children are secure in their phonic ability and are able to decode accurately, we use The Power of Reading approach to teach the skills of reading and of writing fiction. Class teachers are required to choose 6 texts a year to work on. Within that there needs to be a picture book, a poetry unit and 4 other texts that link to the class projects wherever possible. These are mapped and tracked to ensure a wide range of genre coverage across each Key Stage/Phase. The approach merges many different teaching styles and strategies including: The classroom literacy environment, the role of reading aloud, book-talk, reading journals, role play and drama, readers' theatre, use of visual images and mapping. This immersion in a text leads to better outcomes for our children.<br><br>The necessity to teach specific genres in each year group was removed in 2014 | | | | | |
| | **Non-Fiction** | All children are exposed to a wide range of text types through lessons across the curriculum, focussed reading lessons and story time.<br><br>We approach the teaching of non-fiction genres by using a whole school approach. All classes from Year 3-6 teach the same text type at the same time. One children have completed our Phonics programme, they are taught using this approach too  We use SPAG is a driver to develop writing that is appropriate to the text type  The teaching of SPAG is an explicit teaching sequence of the writing session that leads to practice and application in context – resulting in sustained outcomes, in writing. Class teachers provide over learning for children, provide opportunities for and stress the importance of children to practice these skills. Children are active engaged in the text and through teacher modelling and the use of a WAGOLL they learn, understand and use the features of the different text types. The practice and application in context lead to increased stamina and improved outcomes for our children<br><br>The necessity to teach specific text types in each year group was removed in 2014 | | | | | |

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| | | **All Year groups: handwriting should fit with the school's handwriting policy** | | | |
| **Transcription:** | **Transcription:** | Sit correctly and hold a pencil comfortably and correctly.<br>Begin to form lower-case letters in the correct direction, starting and finishing in the correct place.<br>Form capital letters.<br>Form digits 0-9.<br>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | Pupils should be taught to:<br>form lower-case letters of the correct size relative to one another<br>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined<br>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters<br>use spacing between words that reflects the size of the letters. | **These objectives will be introduced in Year 3, and consolidated in Year 4**<br><br>Pupils should be taught to:<br><br>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined<br><br>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **These objectives will be introduced in Year 5, and consolidated in Year 6**<br><br>Pupils should be taught to:<br>Write legibly, fluently and with increasing speed by:<br>•choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters<br>•choosing the writing implement that is best suited for a task. |
| | **Transcription: Spelling** | Spell words containing 40+ learned phonemes.<br>Spell common exception words (the, said, one, two<br>Spell the days of the week.<br>Name letters of the alphabet in order.<br>Use letter names to describe alternative spellings of the same sound, e.g. 'ai' not 'ay'.<br>Add prefixes and suffixes, learning the rule for adding -s and -es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).<br>Use the prefix un-.<br>Use suffixes where no change to the spelling of the root word is needed:<br> -ing, -ed, -er, -est<br>For example: helping, helped, helper, eating, quicker, quickest.<br>Use simple spellings rules and guidance. (English Appendix 1)<br>Write simple sentences dictated by the teacher that include GPCs and Common Exception Words. | Spell by segmenting words into phonemes and represent them with the graphemes, spelling many correctly.<br>Learn some new ways to represent phonemes, including a few common homophones.<br>Spell common exception words correctly.<br>Spell more contraction words (can't, don't).<br>Add suffixes to spell longer words (-ment, -ly, -ness, -ful and -less).<br>Use the possessive apostrophe. (singular) (for example, the girl's book)<br>Distinguish between homophones and near-homophones.<br>Use simple spellings rules and guidance. (English Appendix 1)<br>Write simple sentences dictated by the teacher that include GPCs and Common Exception Words and punctuation taught so far. | **In Year 3 the following objectives should be introduced, to be further consolidated in Year 4:**<br>Use prefixes and suffixes and understand how to add them. (English Appendix 1)<br>Spell further homophones.<br>Spell correctly often misspelt words. (English Appendix 1)<br>Place the plural possessive apostrophe in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).<br>Use the first two or three letters of a word to check its spelling in a dictionary.<br>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **These objectives will be introduced in Year 5 and consolidated in Year 6:**<br>Pupils should be taught to:<br>Use further prefixes and suffixes and understand the guidance for adding them<br>Spell some words with 'silent' letters [for example, knight, psalm, solemn]<br>Continue to distinguish between homophones and other words which are often confused<br>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1<br>Use dictionaries to check the spelling and meaning of words<br>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary<br>Use a thesaurus. |

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| **Composition** | | Write sentences by:<br><br>saying out loud what they are going to write about<br><br>composing a sentence orally before writing it<br><br>sequencing sentences to form short narratives<br><br>re-reading what they have written to check that it makes sense<br><br>discuss what they have written with the teacher or other pupils<br><br>read aloud their writing clearly enough to be heard by their peers and the teacher.<br><br>write for a range of purposes | Pupils should be taught to:<br><br>Develop positive attitudes towards and stamina for writing by:<br>•writing narratives about personal experiences and those of others (real and fictional)<br>•writing about real events<br>•writing poetry<br>•writing for different purposes<br><br>Consider what they are going to write before beginning by:<br>•planning or saying out loud what they are going to write about<br>•writing down ideas and/or key words, including new vocabulary<br>•encapsulating what they want to say, sentence by sentence<br><br>Make simple additions, revisions and corrections to their own writing by:<br>•evaluating their writing with the teacher and other pupils<br>•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<br>•proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]<br><br>Read aloud what they have written with appropriate intonation to make the meaning clear. | **These objectives will be introduced in Year 3, and consolidated in Year 4**<br>Pupils should be taught to plan their writing by:<br>•discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>•discussing and recording ideas<br><br><br>Draft and write by:<br>•composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)<br>•organising paragraphs around a theme<br>• in narratives, creating settings, characters and plot<br>•in non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br><br><br>Evaluate and edit by:<br>•assessing the effectiveness of their own and others' writing and suggesting improvements<br>•proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br><br>Proof-read for spelling and punctuation errors<br><br><br>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | **These objectives will be introduced in Year 5, and consolidated in Year 6**<br>Pupils should be taught to:<br>Plan their writing by:<br>•identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>•noting and developing initial ideas, drawing on reading and research where necessary<br>•in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed<br><br>Draft and write by:<br>•selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>•in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<br>•précising longer passages<br>•using a wide range of devices to build cohesion within and across paragraphs<br>•using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]<br><br>Evaluate and edit by:<br>•assessing the effectiveness of their own and others' writing<br>•proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>•ensuring the consistent and correct use of tense throughout a piece of writing<br>•ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<br><br>Proof-read for spelling and punctuation errors<br><br>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| **Vocabulary, grammar and** | | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:<br> leaving spaces between words<br><br> joining words and joining clauses using 'and'<br><br>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark<br><br>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'<br><br>learning the grammar for year 1 in English Appendix 2<br><br>use the grammatical terminology in English Appendix 2 in discussing their writing. | Pupils should be taught to:<br><br>Develop their understanding of the concepts set out in English Appendix 2 by:<br>•learning 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)<br><br>Learn how to use:<br>•sentences with different forms: statement, question, exclamation, command<br>•expanded noun phrases to describe and specify [for example, the blue butterfly]<br>the present and past tenses correctly and consistently including the progressive form<br>•subordination (using when, if, that, or because) and co-ordination (using or, and, or but)<br>•the grammar for year 2 in English Appendix 2<br>•some features of written Standard English<br><br>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. | Pupils should be taught to:<br><br>Develop their understanding of the concepts set out in English Appendix 2 by:<br>•extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br>•using the present perfect form of verbs in contrast to the past tense<br>•choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>•using conjunctions, adverbs and prepositions to express time and cause<br>•using fronted adverbials<br>•learning the grammar for years 3 and 4 in English Appendix 2<br><br>Indicate grammatical and other features by:<br>•using commas after fronted adverbials<br>•indicating possession by using the possessive apostrophe with plural nouns<br>•using and punctuating direct speech<br><br>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | Pupils should be taught to:<br><br>Develop their understanding of the concepts set out in English Appendix 2 by:<br>•recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br>•using passive verbs to affect the presentation of information in a sentence<br>•using the perfect form of verbs to mark relationships of time and cause<br>•using expanded noun phrases to convey complicated information concisely<br>•using modal verbs or adverbs to indicate degrees of possibility<br>•using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br>•learning the grammar for years 5 and 6 in English Appendix 2<br><br>Indicate grammatical and other features by:<br>•using commas to clarify meaning or avoid ambiguity in writing<br>•using hyphens to avoid ambiguity<br>•using brackets, dashes or commas to indicate parenthesis<br>•using semi-colons, colons or dashes to mark boundaries between independent clauses □ using a colon to introduce a list<br>•punctuating bullet points consistently<br>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |

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| **SPAG (from English Appendix 2)** | **Word** | Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun<br><br>**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br><br>How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat] | Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman]<br><br>Formation of **adjectives** using **suffixes** such as –ful, –less<br><br>(A fuller list of suffixes can be found on **page 46** in the year 2 spelling section in English Appendix 1)<br><br>Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs** | Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–]<br><br>Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box]<br><br>**Word families** based on common **words,** showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | The grammatical difference between **plural** and **possessive** –s<br><br>Standard English forms for **verb inflections** instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]<br><br>**Verb prefixes** [for example, dis–, de–, mis–, over– and re–] | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]<br><br>How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| | **Sentence** | How **words** can combine to make **sentences**<br><br>Joining **words** and joining **clauses** using and | **Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but)<br><br>Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon]<br><br>**How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command | Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)<br><br>**Fronted adverbials** [for example, Later that day, I heard the bad news.] | **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br><br>Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must] | Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].<br><br>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech] |
| | **Text** | Sequencing **sentences** to form short narratives | Correct choice and consistent use of **present tense** and **past tense** throughout writing<br><br>Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting] | Introduction to paragraphs as a way to group related material<br><br>Headings and sub-headings to aid presentation<br><br>Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play] | Use of paragraphs to organise ideas around a theme<br><br>Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition | Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]<br><br>Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis**<br><br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| | **Punctuation** | Separation of **words** with spaces<br><br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**<br><br>Capital letters for names and for the personal **pronoun** 'I' | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**<br><br>Commas to separate items in a list<br><br>**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] | Introduction to inverted commas to **punctuate** direct speech | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]<br><br>**Apostrophes** to mark **plural** possession [for example, the girl's name, the girls' names]<br><br>Use of commas after **fronted adverbials** | Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning or avoid ambiguity | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up]<br><br>Use of the colon to introduce a list and use of semi-colons within lists<br><br>**Punctuation** of bullet points to list information<br><br>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |
| | **Terminology for pupils** | letter, capital letter<br><br>word, singular, plural<br><br>sentence<br><br>punctuation, full stop, question mark, exclamation mark | noun, noun phrase<br><br>statement, question, exclamation, command<br><br>compound, suffix<br><br>adjective, adverb, verb<br><br>tense (past, present)<br><br>apostrophe, comma | preposition, conjunction<br><br>word family, prefix<br><br>clause, subordinate clause<br><br>direct speech<br><br>consonant, consonant letter vowel, vowel letter<br><br>inverted commas (or 'speech marks') | determiner<br><br>pronoun, possessive pronoun<br><br>adverbial | modal verb, relative pronoun<br><br>relative clause<br><br>parenthesis, bracket, dash<br><br>cohesion, ambiguity | subject, object<br><br>active, passive<br><br>synonym, antonym<br><br>ellipsis, hyphen, colon, semi-colon, bullet points |