



Writing texts overview 2021 – 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Oh! I do like to be beside the seaside		Paws, Claws and Whiskers		What a Wonderful World	
	Whole School Book Week - Diary Entry – Traction Man (HfL) <ul style="list-style-type: none"> Back on Track Focused English Plans 	<ul style="list-style-type: none"> Stories with predictable phrasing – Farmer Duck (HfL) Whole School Book Week – Explanation - Rosie Revere the Engineer 	<ul style="list-style-type: none"> Traditional tales (FT)– Little red riding hood Instructions – How to wash a woolly mammoth – Michelle Robinson (HfL) 	<ul style="list-style-type: none"> Topic writing Poetry - Calligrams/Shape poems Take One Book Whole School Book Week – Persuasion – Weslandia 	<ul style="list-style-type: none"> Stories reflecting own experiences. – The Last Noo Noo (HfL) Poetry – vocabulary building 	<ul style="list-style-type: none"> Non-chronological report Bats (HfL) Labels, Lists, Captions – Plenty of Love to go Around (HfL) Poetry Week – Firefly by Jacqueline Woodson, Two of a Kind by Nikki Grimes and Maya Angelou’s Life Doesn’t Frighten Me
Year 2	Great Fire of London		Into the Unknown		Street Detectives	
	Whole School Book Week - Diary Entry – Traction Man (HfL) <ul style="list-style-type: none"> Back on Track Focused English Plans 	<ul style="list-style-type: none"> Traditional Tales – Fairy Tales – Rapunzel Poems – Calligrams – write own based on single words Whole School Book Week – Explanation - Rosie Revere the Engineer 	<ul style="list-style-type: none"> Stories with Recurring literary language Report – Find Out! Sharks Vocabulary building – read, write and perform free verse 	<ul style="list-style-type: none"> Love That Book – The Last Stop on Market Street Poems – Calligrams – Shape Poems Whole School Book Week – Persuasion – Weslandia 	<ul style="list-style-type: none"> Traditional Tales – myths – write a creation myth based on ones read e.g. how the zebra got his stripes. (Tinga Tales) Instructions – How to wash a woolly mammoth – Michelle Robinson (HfL) Vocabulary building – read, write and perform free verse 	<ul style="list-style-type: none"> Explanations – A Monsters Owners Guide Poetry Week Firefly by Jacqueline Woodson, Two of a Kind by Nikki Grimes and Maya Angelou’s Life Doesn’t Frighten Me

Year 3	Dig Deep and Discover		All Creatures Great and Small		Ancient Egypt	
	Whole School Book Week - Diary Entry – Traction Man (HfL) <ul style="list-style-type: none"> Back on Track Focused English Plans 	<ul style="list-style-type: none"> Traditional Tales – Fables – <i>War and Peas</i> by Michael Foreman Instructions – giving instructions Poem – Limericks Whole School Book Week – Explanation - Rosie Revere the Engineer	<ul style="list-style-type: none"> Adventure Stories Recount - <i>The True Story of the Three Little Pigs</i> - Jon Scieszka Poems – Haiku, tanka and kennings 	<ul style="list-style-type: none"> Report - <i>A range of non-fiction texts based on pirates.</i> (HfL) Vocabulary building – read write and perform free verse Whole School Book Week – Persuasion – Weslandia	<ul style="list-style-type: none"> Traditional Tales – fairy tales (alternative versions) <i>Ulf and the Finger Eater</i> – Dick King Smith Persuasion – persuasive letter writing – could be linked to topic 	<ul style="list-style-type: none"> Writing and performing a play – <i>The Adventures of the Dish and The Spoon</i> – Mini Grey (HfL) Poetry Week – High Waving Heather by Emily Bronte, Zennor by Anne Ridler and Amy Lowell's Middy and Afternoon!
Year 4	Ancient Greece		Around the World in 80 Days		Ruling Romans	
	Whole School Book Week - Diary Entry – Traction Man (HfL) <ul style="list-style-type: none"> Back on Track Focused English Plans 	<ul style="list-style-type: none"> Poetry Vocabulary Building Whole School Book Week – Explanation - Rosie Revere the Engineer 	<ul style="list-style-type: none"> Story settings – <i>Atlas of Adventures</i> (HfL) Poetry - riddles Report – <i>Pirates</i> (HfL) 	<ul style="list-style-type: none"> Persuasion - <i>The Day I Swapped My Dad for Two Goldfish</i> by Neil Gaiman (HfL) Poetry – narrative Whole School Book Week – Persuasion – Weslandia	<ul style="list-style-type: none"> Explanation - <i>Charlie Small Gorilla City</i> Stories with a theme Roman Myths – HfL Plan 	<ul style="list-style-type: none"> Writing and performing a play – <i>The Adventures of the Dish and The Spoon</i> – Mini Grey (HfL) Poetry Week – High Waving Heather by Emily Bronte, Zennor by Anne Ridler and Amy Lowell's Middy and Afternoon!



Year 5	Hola Mexico		Traders and Raiders		Frozen Planet	
	Whole School Book Week - Diary Entry – Traction Man (HfL) <ul style="list-style-type: none"> Back on Track Focused English Plans 	<ul style="list-style-type: none"> Traditional Tales – Legends Poetry – Cinquain – Where the Poppies Grow Whole School Book Week – Explanation - Rosie Revere the Engineer	<ul style="list-style-type: none"> Suspense and Mystery – Boy in the Tower Explanation – Topic Related Vocabulary Building 	<ul style="list-style-type: none"> Instructions Poetry – spoken word poetry/rap Whole School Book Week – Persuasion – Weslandia	<ul style="list-style-type: none"> Persuasion – Shackleton’s Journey Vocabulary building – read write and perform free verse 	<ul style="list-style-type: none"> Discussion Fiction from our Literary Heritage - Macbeth Poetry Week One Vote by Aimee Nezhukumatathil, Resurrection by Sally Wen Mao and Amanda Gorman’s inauguration poem The Hill We Climb

Year 6	Darwin’s Delights		Stargazers		A Child at War	
	Whole School Book Week - Diary Entry – Traction Man (HfL) <ul style="list-style-type: none"> Back on Track Focused English Plans 	<ul style="list-style-type: none"> Report - Spiderwick (HfL) Explanation - How to be a world explorer (HfL) – 2 Weeks Poetry – free verse Whole School Book Week – Explanation - Rosie Revere the Engineer	<ul style="list-style-type: none"> Narrative workshop – The Nowhere Emporium (HfL/LS) Recount - Hidden Figures - Margot Lee Shetterly Poetry – vocabulary building 	<ul style="list-style-type: none"> Debating skills - Take one poet – poetry appreciation. Whole School Book Week – Persuasion – Weslandia	<ul style="list-style-type: none"> Study skills Narrative workshop Persuasion - Children of the King – Sonya Hartnett (HfL) 	<ul style="list-style-type: none"> Poetry – monologues – Range of monologues from; Hamlet, Tempest, Romeo, and Juliet etc. Discussion Poetry Week One Vote by Aimee Nezhukumatathil, Resurrection by Sally Wen Mao and Amanda Gorman’s inauguration poem The Hill We Climb



Writing Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan		<ul style="list-style-type: none"> • Use ideas from reading in a narrative • Say out loud what they are going to write about • Say a sentence before writing it 	<ul style="list-style-type: none"> • Use shared text as a model for writing • Plan or say out loud what they are going to write about, including writing based on personal experiences • Write down ideas and or key words including new vocabulary • Encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Plan or say out loud what they are going to write about, including writing based on personal experiences • Write down ideas and/or key words, technical vocabulary and phrases • Compose and rehearse sentences orally including dialogue, developing vocabulary and sentence structure choices. 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss ideas for writing, beginning to make personal choices when planning • Write down ideas, and/or key words, technical vocabulary and phrases • Rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices 	<ul style="list-style-type: none"> • Use other similar writing as models for their own • In writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • Identify the audience for and the purpose of the writing • Begin to use a variety of approaches to support effective planning • Note and develop initial ideas, drawing on reading and research where necessary • Rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text 	<ul style="list-style-type: none"> • Use other similar writing as models for their own • In writing narratives, consider how authors have developed characters, settings and atmosphere • In texts they have read, listened to or seen performed • Identify the audience for and the purpose of their writing and select the appropriate form when planning • Use a variety of approaches to support effective planning, • Note and develop initial ideas, drawing on reading and research where necessary • Rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text

<p>Draft and Write</p>	<ul style="list-style-type: none"> • 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. • Write some or all their name. • Write some letters accurately. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Write recognisable letters, most of which are correctly formed. • Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • Sequence sentences to form short narratives • Use and continue a repeating pattern from a model • Include some story language and patterns following models • Re-tell/imitate familiar stories • Act out stories and portray characters and their motives • Recount real events • Use the language of texts read as models for their own writing • Sequence sentences to form simple non-fiction text types • Assemble information on a subject from their own experiences • Begin to convey information and ideas in simple non-narrative forms • Listen to and discuss a wide range of rhymes and poems learning to recite some by heart • Use words that sequence events • Make some choices of appropriate vocabulary 	<ul style="list-style-type: none"> • Write own narratives with a sequence of events • Include story language and patterns • Re-tell/imitate/adapt familiar stories with events in sequence include some dialogue • Explore characters' feelings and situations in stories using role play and oral rehearsal • Describe characters and setting • Write about real events • Write for different purposes • Establish the basic purpose of a text, using some relevant features • Assemble information on a subject • Convey information and ideas in simple non-narrative forms • Listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some • Write poetry • Use complete sentences grouped together to tell the 	<ul style="list-style-type: none"> • Begin to develop the events in narrative sequence • Begin to include language that is more likely to be found in written texts rather than spoken language • Include dialogue within story writing and begin to use this to reveal detail about character • Use some detail in the description of setting and characters feelings or motives • Write in variety of genres and forms including writing for real purposes and audiences • Begin to select and use forms and vocabulary appropriate to the purpose/reader • Assemble information on a subject and turn notes into sentences • Include the use of devices to organise writing • Prepare a range of different forms of poetry to read aloud and perform • Write poetry using the features of 	<ul style="list-style-type: none"> • Draft and write narratives, developing the detail across the sequences of events • Include language that is more likely found in written texts compared to spoken language • Begin to develop mood and atmosphere, including through dialogue between characters • Describe characters both physically and through their actions and speech • Include setting descriptions across a text • Write in a variety of genre and forms using appropriate features for audience and purpose • Organise or categorise information based on notes from several sources • In non-narrative material, use simple organisational devices • Prepare a range of different forms of poetry to read aloud and perform 	<ul style="list-style-type: none"> • Experiment with form in narrative writing • Adapt writing to distinguish between the language of speech and that of written texts. • Maintain an appropriate balance between dialogue and narrative. • Develop some aspects of characterisation through what characters say and do beginning to integrate this within a text. • Begin to weave in setting descriptions with characterisation and action • Write in a range of genres and forms: taking account of different audiences and purposes • Organise information gained from notes made from reading into own writing. • Begin to precis longer paragraphs from reading • Use a range of organisational and presentational devices to structure text and guide the reader 	<ul style="list-style-type: none"> • Use a variety of narrative structures • Adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal), the subjunctive mood for very formal texts; the use of technical language; the use of the second person for a less formal, chatty style • Blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator • Include aspects of characterisation, including what characters say and do, integrating this within a text • Weave in setting descriptions with characterisation / action • Write in a range of genres and forms taking account of different audiences and purposes and using features confidently e.g.
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			<p>different parts of the story, linking these with conjunctions.</p> <ul style="list-style-type: none"> Choose appropriate words and phrases to describe Begin to select words for effect from a range provided Begin to vary sentence openings Include some details in both narrative and non-fiction writing 	<p>poetic forms studied</p> <ul style="list-style-type: none"> Include a structured sequence of events using a range of conjunctions and adverbs Begin to use figurative language Select words for effect from a range provided Begin to use a variety of sentence structures Ensure relevant details are included in both narrative and non-fiction writing. Begin to use paragraphs to group related materials 	<ul style="list-style-type: none"> Write poetry using features of poetic forms studied Sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials. Include descriptive detail and figurative language to make writing vivid. Choose words and phrases for effect Begin to explore the effect of different sentence structures Begin to consider the reader when adding detail in both narrative and non-fiction writing Use paragraphs to organise ideas around a theme in non-fiction writing Use adverbials to connect one paragraph to another Begin to use paragraphs to indicate changes in setting/character/time within a narrative. 	<ul style="list-style-type: none"> Prepare poems to read aloud and perform by heart Learn a wider range of poetry by heart Experiment with writing poetry using different forms. Organise ideas into a logical sequence according to the genre/form using a range of adverbials and conjunctions. Use expressive and figurative language to create mood and atmosphere Begin to make choices about vocabulary, word order and punctuation for effect Begin to consciously control sentence structures in their writing Engage reader and sustain interest in both narrative and non-fiction Begin to develop points of view and authorial voice Begin to structure main ideas across the text using paragraphs purposefully Use devices to build cohesion within a paragraph. 	<ul style="list-style-type: none"> Organise information gained from notes made from reading into own writing précis longer paragraphs from reading Build on previous year groups' use of organisational and presentational devices to structure text and guide the reader Prepare poems to read aloud and perform Learn a wider range of poetry by heart Write poetry using different forms Make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions Use expressive and figurative language to create mood and atmosphere Select suitable punctuation and precise vocabulary when writing. Consciously control sentence structures in writing, making deliberate choices about sentence length, sentence complexity and
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						<ul style="list-style-type: none">• Link ideas across paragraphs using adverbials of time, place, number• Begin to use paragraphing to deliberately pace the writing.	<p>punctuation for effect.</p> <ul style="list-style-type: none">• Maintain interest for the reader in a variety of ways in both narrative and non-fiction writing• Develop points of view and authorial voice• Structure main ideas across the text by using paragraphs purposefully, e.g. make some links using cohesive devices within/across paragraphs• Use paragraphing to deliberately pace the writing
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Evaluate and Edit	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Re-read what they have written to check for sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Proof-read for errors in spelling, grammar, and punctuation Re-read to check their writing makes sense and tenses are consistent Evaluate their writing with the teacher and other pupils Read aloud what they have written with appropriate intonation to make meaning clear 	<ul style="list-style-type: none"> Proof-read for spelling, grammar, and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent and that pronouns are accurate Begin to evaluate and edit the effectiveness of their own and other's writing and suggest improvements Begin to propose changes to vocabulary, punctuation, spelling and grammar Read aloud their own writing to a group/whole class using the appropriate intonation and controlling the tone/volume so meaning is clear. 	<ul style="list-style-type: none"> Proof-read for spelling, grammar, and punctuation errors Re-read to check that their writing makes sense, tenses are consistent, pronouns used accurately Evaluate and edit the effectiveness of their own and other's writing and suggest improvements. Propose changes to vocabulary, punctuation, spelling and grammar. Read aloud their own writing to a group/whole class using the appropriate intonation and control of the tone and volume so the meaning is clear. 	<ul style="list-style-type: none"> Proof-read for spelling, grammar, and punctuation errors Re-read to check that their writing makes sense, tenses are consistent, pronouns used accurately Propose changes to vocabulary, grammar and punctuation to enhance the effect and clarify meaning Perform from their own compositions, using appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> Proof-read for spelling, grammar, and punctuation errors Re-read to check that their writing makes sense, that tenses are consistent Use pronouns accurately, with correct subject and verb agreement when using singular and plural Evaluate and edit, assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Handwriting	<ul style="list-style-type: none"> Form lower-case and capital letters correctly 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortable and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Form lower-case letters of the correct orientation and size relative to one another Start writing at the middle or top of the letters and leave the end ready to join later 	<ul style="list-style-type: none"> Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined 	<ul style="list-style-type: none"> Secure the use of the diagonal and horizontal strokes that are needed to join letter and understand which letter, when adjacent are best left un-joined 	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose the writing implement that is best suited for the task Choose which shape of a letter to use when given choices 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task choose which shape of a letter to use when given choices



		<ul style="list-style-type: none"> Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' Make distinctions between ascenders and descenders and other 'between the line' letters Distinguish between similar looking letters 	<ul style="list-style-type: none"> Write capital letters and digits correct size, orientation and relationships to one another and lower case letters Start using some of the diagonal and horizontal strokes needed to join letters and understand with letters, when adjacent to one another are best left un-joined Use spacing between words that reflect the size of the letters 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of handwriting. 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of handwriting 	and deciding whether or not to join specific letters	and decide whether or not to join specific letters e.g. using un-joined script for captions, diagram labels, headings in non-fiction slogans in posters, filling in a form, in algebra
Transcription		<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teachers that include words using GPC's, common exception words and punctuation Spell by segmenting spoken words into phonemes and representing these by graphemes including plausible attempts Use letter names to distinguish between alternative spellings of the same sound Spell most words relating to the year one curriculum 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation Segment spoken words into phonemes and represent these graphemes, spelling mainly correctly Learn new ways of spelling phonemes for which one or more spellings are already known Spell most words relating to year 1 correctly. Apply spelling rules 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Use the first two or three letters to check spelling in a dictionary Spell most words from previous year groups and $\frac{3}{4}$ correctly after independent proof-reading. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher including punctuation Use the first two or three letters of a word to check spelling in a dictionary. Spell most words relating to statements from previous year groups and yr3/4 correctly after independent proof-reading. 	<ul style="list-style-type: none"> Use the first three/four letters of a word to check spelling/meaning in a dictionary Use a thesaurus to select precise and effective vocabulary Spell most words relating to previous and yr5/6 curriculum lists correctly after independent proof-reading. 	<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary Use a thesaurus to select precise and effective vocabulary Spell most words relating to the statements from previous year groups and year 5/6 correctly, after independent proof-reading



		<p>statements correctly</p> <ul style="list-style-type: none">• Name the letters of the alphabet in order• Spell the days of the week• Use the spelling rule for adding S or IAS as the plural marker for nouns on the third person singular marker for verbs• Use the prefix -un• Using -ing -ed -er -est where no change is needed• Spell common exception words correctly	<ul style="list-style-type: none">• Spell some words with contracted forms• Learn some common homophones and near homophones• Add suffixes to spell words correctly• Spell common exception words				
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Punctuation and Grammar – Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word structure		<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words How the prefix un– changes the meaning of verbs and adjectives 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes Verb prefixes 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms
Sentence structure		<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions or prepositions 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
Text Structure	<ul style="list-style-type: none"> Write left to right and top to bottom 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Devices to build cohesion within a Linking ideas across paragraphs using adverbials of time and number or tense choices 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis Layout devices



Punctuation	<ul style="list-style-type: none"> • Spaces between words • Using a capital letter and full stop. 	<ul style="list-style-type: none"> • Use spaces between words • Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use capital letters for names and personal pronouns. 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use commas to separate items in a list • Apostrophes for missing letter and singular possession. 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate speech. 	<ul style="list-style-type: none"> • 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!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity
Terminology for pupils	<ul style="list-style-type: none"> • Finger spaces • Capital Letter • Full stop 	<ul style="list-style-type: none"> • Capital letter • Punctuation • Full stop • Question mark • Exclamation mark • Word • Sentence • Singular • Plural 	<ul style="list-style-type: none"> • noun, • noun phrase • statement, • question • exclamation • command • compound • suffix • adjective • adverb • verb • tense (past, present) • apostrophe • comma 	<ul style="list-style-type: none"> • Reposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant, • consonant letter • vowel, • vowel letter • inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> • Determiner • Pronoun • possessive pronoun • adverbial 	<ul style="list-style-type: none"> • modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity 	<ul style="list-style-type: none"> • Subject • object • active • passive • Synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points