

Writing Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and spelling rules	Phonics and spelling rules	Phonics and spelling rules	Phonics and spelling rules	Phonics and spelling rules	Phonics and spelling rules	Phonics and spelling rules
(Age 3-4) 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; write 'm' for mummy. (Reception) Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	To know all letters of the alphabet and the sounds which theymost commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically- plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: • the /d3/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); • the/r/sound spelt	To spell words with the / er/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /r/ sound spelt 'y' in a position other than at the end of words(e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/sound spelt with 'sc' (e.g.	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with—tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in - ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial,

 the factor and the			antenna antenna altertativa	
• the/ŋ/soundspelt	written);	measure, treasure,	science, scene, discipline,	
'n' before 'k' (e.g.	 the/l/or/əl/sound 	pleasure, enclosure)	fascinate, crescent).	
bank, think);	spelt–le(e.g. little,	- II I I II II		
dividing words	middle)orspelt-el	To spell words ending with		
into syllables (e.g.	(e.g. camel, tunnel)	the /cher/ sound spelt with		
rabbit, carrot);	or spelt –al (e.g.	'ture' (e.g. creature,		
 the /tʃ/ sound is 	metal, hospital) or	furniture, picture, nature,		
usually spelt as 'tch'	spelt–il (e.g. fossil,	adventure).		
and exceptions;	nostril);			
 the/v/soundat 	 the /aɪ/ sound spelt 			
the endofwords	-y (e.g. cry, fly, July);			
where the letter 'e'	 adding—estonouns 			
usually needs to	andverbsendingin			
beadded (e.g.	–y where the 'y' is			
have,live);	changed to 'i' before			
 adding -s and -es 	the –es (e.g. flies,			
to words (plural of	tries, carries);			
nounsand the	 adding –ed, –ing, –er 			
third person	and –est to a root			
singular of verbs);	word ending in -y			
 adding the endings 	(e.g. skiing, replied)			
–ing, –ed and –er	and exceptions to the			
to verbs where no	rules;			
change is needed to	 adding theendings 			
the root wood (e.g.	−ing, −ed, −er, −est			
buzzer, jumping);	and -y to words			
 adding–erand–est 	ending in –e with			
toadjectiveswhere	a consonant			
nochangeisneeded	before (including			
to the root word (e.g.	exceptions);			
fresher, grandest);	 adding –ing, –ed, 			
 spelling words with 	-er, -est and -y to			
thevoweldigraphs	wordsofonesyllable			
and trigraphs:	ending in a single			
- 'ai' and 'oi' (e.g. rain,	consonant letter			
wait, train, point, soil);	after asingle vowel			
 'oy' and 'ay' (e.g. 	letter (including			
day, toy, enjoy, annoy);	exceptions);			
- а–е, е–е, і–е, о–е	• the /ɔ:/ sound (or)			
and u–e (e.g. made,	spelt 'a' before 'l'			
theme, ride, woke,	and 'll' (e.g. ball,			
tune);	always);			
- 'ar' (e.g. car, park);	• the $/ \Lambda /$ sound spelt			
- 'ee' (e.g. green, week);	'o' (e.g. other,			
- 'ea' (e.g. sea, dream);	mother, brother);			
- 'ea' (e.g.	• the /i:/ sound spelt			
meant, bread);	-ey: the plural forms			
	of these words are			

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- 'er' stressed sound	madebytheaddition			
(e.g. her, person);	of -s (e.g. donkeys,			
- 'er' unstressedschwa	monkeys);			
sound (e.g. better,	 the /p/ sound spelt 			
under);	'a' after 'w' and			
- 'ir' (e.g. girl,	'qu' (e.g. want,			
first, third);	quantity, squash)			
- 'ur' (e.g. turn, church);	• the/3:/sound			
- 'oo' (e.g. food, soon);	spelt 'or' after 'w'			
- 'oo' (e.g. book, good);	(e.g. word, work,			
- 'oa' (e.g. road,coach);	worm);			
- 'oe' (e.g. toe, goes);	 the /ɔ:/ sound 			
- 'ou' (e.g. loud, sound);	spelt 'ar' after 'w'			
- 'ow' (e.g.	(e.g. warm,			
brown, down);	towards);			
- 'ow' (e.g. own, show);	 the /ʒ/ sound spelt 			
- 'ue' (e.g. true,				
	's' (e.g. television,			
rescue, Tuesday);	usual).			
'ew' (e.g. new, threw);				
- 'ie' (e.g. lie, dried);				
'ie' (e.g. chief, field);				
- 'igh' (e.g. bright, right);				
- 'or' (e.g.				
short, morning);				
- 'ore' (e.g.				
before, shore);				
- 'aw' (e.g. yawn, crawl);				
author, haunt);				
- 'air' (e.g. hair,chair);				
- 'ear' (e.g. beard,				
near, year);				
- 'ear' (e.g. bear,				
pear, wear);				
- 'are' (e.g. bare,				
dare, scared);				
- spelling words ending				
with-y (e.g. funny,				
party, family);				
- spelling new				
consonants 'ph'and				
'wh' (e.g. dolphin,				
alphabet, wheel,				
while);				
- using 'k' for the /k/				
sound (e.g. sketch, kit,				
skin).				

Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
(ELG) To write some irregular common words.	TospellallY1common exception words correctly. Tospelldaysofthe week correctly.	To spell most Y1 and Y2 common exception words correctly.	Tospell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and suffixes	Prefixes and suffixes	Prefixes and suffixes	Prefixes and suffixes	Prefixes and suffixes	Prefixes and suffixes	Prefixes and suffixes
	To use -s and -esto form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes –ing, –ed, –er and – est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix-ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	Tocorrectly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-(e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix-ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in- ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referred, transferring, transferred, reference, referee, preference, transference).
Further spelling conventions	Further spelling conventions	Further spelling conventions	Further spelling conventions	Further spelling conventions	Further spelling conventions	Further spelling conventions
	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book).	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).	To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).

	into phonemes before choosing graphemes to represent those phonemes.	To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct	threelettersofaword to checkitsspellingina dictionary.	Touse their spelling knowledge to use a dictionary more efficiently.	spelling, meaning or both of these in a dictionary.	To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co- own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Touse dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and
Letter Formation, Placement and Positioning	Letter Formation, Placement and Positioning	misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). Letter Formation, Placement and Positioning	Letter Formation, Placement and Positioning	Letter Formation, Placement and Positioning	Letter Formation, Placement and Positioning	antonyms.use a knowledge Letter Formation, Placement and Positioning
(Age 3-4)Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. (Reception)Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Towrite lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding apencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g 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].	Toincrease the speed of their handwriting so that problems with forming letters do not get in the way of writing downwhat they want to say. Tobe clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	Towrite 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; -choosing the writing implement that is best suited for a task.

Use their core muscle						
strength to achieve a good						
posture when sitting at a						
table or sitting on the floor.						
Develop the foundations of						
a handwriting style which is						
fast, accurate and efficient.						
Form lower case and capital						
letters correctly.						
(ELG)Hold a pencil						
effectively in preparation						
for fluent writing – using						
the tripod grip in almost all						
cases.						
Write recognisable letters,						
most of which are correctly						
formed.						
Joining Letters	Joining Letters	Joining Letters	Joining Letters	Joining Letters	Joining Letters	Joining Letters
		To begin to use the	To continue to use the	To confidently use diagonal	To confidently use diagonal	Torecognise when to use an
		diagonal and horizontal	diagonal and horizontal	and horizontal joining	and horizontal joining	unjoined style (e.g. for
		strokesneeded to join	strokes that are needed to	strokes throughout their	strokes throughout their	labelling a diagram or data,
		letters.	join letters and to	independent writing to	independent writing in a	writinganemail address or
			understand whichletters,	increase fluency.	legible, fluent and speedy	for algebra)
•						
			when adjacent to one		way.	and capital letters (e.g. for
			when adjacent to one another, are best left		way.	and capital letters (e.g. for filling in a form).
			another, are best left unjoined.			filling in a form).
Planning, writing and	Planning, writing and	Planning, writing and	another, are best left	Planning, writing and	way. Planning, writing and	filling in a form). Planning, writing and
Editing	Editing	Planning, writing and Editing	another, are best left unjoined. Planning, writing and Editing	Editing	Planning, writing and Editing	filling in a form). Planning, writing and Editing
Editing (Age 3-4)Know many	Editing Tosay out loud what they are	Editing To write narratives about	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from	Editing To compose and rehearse	Planning, writing and Editing Toplan their writing by	filling in a form). Planning, writing and Editing Tonotedown and develop
Editing	Editing	Editing To write narratives about personal experiences and	another, are best left unjoined. Planning, writing and Editing	Editing	Planning, writing and Editing	filling in a form). Planning, writing and Editing
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Editing (Age 3-4)Know many rhymes, be able to talk	Editing Tosay out loud what they are	Editing To write narratives about personal experiences and	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and	Editing To compose and rehearse sentences orally (including	Planning, writing and Editing To plan their writing by identifying the audience for	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and	Editing Tosay out loud what they are going to write about.	Editing To write narratives about personal experiences and those of others (real and	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan	Editing To compose and rehearse sentences orally (including dialogue), progressively	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing,	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Editing Tosay out loud what they are going to write about. To compose a sentence orally	Editing To write narratives about personal experiences and those of others (real and	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended	Editing Tosay out loud what they are going to write about. To compose a sentence orally	Editing To write narratives about personal experiences and those of others (real and fictional).	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan their writing.	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary.
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about	Editing Tosay out loud what they are going to write about. To compose a sentence orally before writing it.	Editing To write narratives about personal experiences and those of others (real and fictional).	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan theirwriting. To proofread their own and	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary. To use further
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new	Editing Tosay out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to	Editing To write narratives about personal experiences and those of others (real and fictional). To write about real events.	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan theirwriting. To proofread their own and others' work to check for	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary. To use further organisational and
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary.	Editing Tosay out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to	Editing To write narratives about personal experiences and those of others (real and fictional). To write about real events.	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan theirwriting. To proofread their own and others' work to check for errors (with increasing	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and	Editing Tosay out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives.	Editing To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry.	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan theirwriting. To proofread their own and others' work to check for errors (with increasing accuracy) and to make	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their	Planning, writing and Editing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide
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Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example,	EditingTosay out loud what they are going to write about.To compose a sentence orally before writing it.To sequence sentences to form short narratives.To discuss what they have written with the teacher or	Editing To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about,	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add	Planning, writing and EditingTo plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.To consider, when planning narratives, how authors have developed characters and	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings,
Editing (Age 3-4)Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping	EditingTosay out loud what they are going to write about.To compose a sentence orally before writing it.To sequence sentences to form short narratives.To discuss what they have written with the teacher or	Editing To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas	another, are best left unjoined. Planning, writing and Editing To begin to use ideas from their own reading and modelled examples to plan theirwriting. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their	Editing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the	Planning, writing and EditingTo plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.To consider, when planning narratives, how authors have developed characters and settings in what pupils have	filling in a form). Planning, writing and Editing Tonotedown and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
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Begin to develop complex	To read their writing aloud	To make simple additions,		and adding nouns/	To consistently link ideas	To propose changes to
stories using small world	clearly enough to be heard by	revisions and corrections to		pronouns for cohesion.	across paragraphs.	vocabulary, grammar and
equipment, like animal	their peers and the teacher.	their own writing by				punctuation to enhance
sets, dolls and dolls	To use adjectives to	evaluating their writing			To proofread their work to	effects and clarify
houses, etc.	describe.	with the teacher and other			assess the effectiveness of	meaning.
(Reception)Learn new		pupils.			their own and others'	
vocabulary.					writing and to make	To recognise how words
Articulate their ideas and		To reread to check that their			necessary corrections and	are related by meaning as
thoughts in well-formed		writing makes sense and that			improvements.	synonyms and antonyms
sentences.		the correct tense is used				and to use this knowledge to
Describe events in some		throughout.				make improvements to thei
detail.		J. J				writing.
Use talk to help work out		Toproofread to check for				5
problems and organise		errors in spelling,				
thinking and activities.		grammar and punctuation				
Explain how things work		(e.g. to check that the ends				
and why they might		of sentences are				
happen.		punctuated correctly).				
Listen to and talk about						
stories to build familiarity						
and understanding						
Retell the story, once they						
have developed a deep						
familiarity with the text;						
some as exact repetition						
and some in their own						
words.						
Use new vocabulary in						
different contexts.						
Write short sentences with						
words with known letter-						
sound correspondences						
using a capital letter and a						
full stop.						
Re-read what they have						
written to check it makes						
sense.						
Develop storylines in their						
pretend play.						
(ELG) Write simple phrases						
and sentences that can be						
read by others.						
Invent, adapt and recount						
narratives and stories with						
peers and teachers.						
Awareness of Audience,	Awareness of Audience,	Awareness of Audience,	Awareness of Audience,	Awareness of Audience,	Awareness of Audience,	Awareness of Audience,
Purpose and Structure	Purpose and Structure	Purpose and Structure	Purpose and Structure	Purpose and Structure	Purpose and Structure	Purpose and Structure

of vocabulary be called corpused of view of obesite when they disgues multar and appropriate wocabulary and using advertex of an increase amount of fiction and non- fiction structure.increasing understanding of bick sciency and advertex of discussing writing smaltar bick sciency and the pays of discussing writing smaltar bick sciency and sciences.increasing understanding of pick science and advertex of bick science and advertex of bick sciences.increasing understanding of pick science and advertex of bick science and advertex of bick sciences.increasing understanding of pick science and advertex of bick science and advertex of bick sciences.increasing understanding of pick science and advertex of bick science and advertex of bick sciences.increasing understanding of pick science and advertex of pick sciences.increasing understanding of pick sciences. <th>(Age 3-4)Use a wider range</th> <th>To usea number of simple</th> <th>Towritefordifferent</th> <th>To demonstrate an</th> <th>To write a range of</th> <th>To consistently produce</th> <th>Towriteeffectivelyfora</th>	(Age 3-4)Use a wider range	To usea number of simple	Towritefordifferent	To demonstrate an	To write a range of	To consistently produce	Towriteeffectivelyfora
Be able to express a point of view and to diverse in to express a point when they disgree with an adult or a finden that which they are planning to bicks. The the expression of the transmission with an adult or a finden and out of the transmission with an adult or a finden and out or finden and out or finden there when they disgree with and out or a finden with an adult or a finden to start a consequence with an adult or a finden and out or finden and out or finden and out or finden with an adult or a finden and out or finden with an adult or a finden there with a propriate there with a pro			purposes with an	increasing understanding of			
of view and to debate when they disgraves and out or affend, using works as well as conversation with an add or of affend, using works as well as classes of motion and appropriate workshow and contruct if or many using adjectives to and adjectives of a narges/mather base with an adjective if to read as a whole classes and their play: There and their play: There and their play: There and their play: There and their play: The start to engagereaters by there and as a whole classes and their play: There and as a whole classes and their play: The start to engagereaters by there and their play: The start to engagereaters by there and their play: The start to engagereaters by the adjectives to angain their with they start to engagereaters by the adjective with appropriate intonation to the adjective with appropriate intonation to adjective with appropriate intonation adjective with appropriate intonati		text types and to make			pieces using a consistent and		- · ·
when they disagree with and utor a finding and utor a finding and utor a finding constant a converties and utor a finding and contruct for and to start to engagerades to discison about 16 (one classion about 16 (one<			amount of fiction and non-			_	
an adult or a friend, using words as well as a wholes. Units a conversation with an adult or a friend, using words as well as a whole there are lapse using adjectives to and continue it for man turns. Use talk to organise threamely and the service and be service and be threamely and the threamely and the threamely and the threamely and the service and be service and be threamely and the threamely and the service and be service and be threamely and the service and be threamely and the service and be threamely and the service and be service and be threamely and the service and be service and be servic							
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Can start a conversation with an adult or free and continue it for man uusin, adjectives uusin, adjectives uusin, adjectives uusin, adjectives uusin, adjectives uusin, adjectives uusin, adjectives uusin, uusin, adjectives uusin, uusin, adjectives uusin, uusin, adjectives uusin, uusin, adjectives uusin, uusin, uus	-		To use new vocabulary		layout actives).		
with a adult or a friend and continue if or a work describe.To start to engagerenders by describe.discussions about if (ner- to-one ada a whole describe.amaratives that are well- structure of warder and well-pace.Iterary language, characters and plotine add with experiences.Iterary language, to be in the pace.Iterary language, characters and plotine and detail.Iterary language, characters and plotine and detail.Iterary language, characters and plotine and detail.Iterary language, characters and plotine add detail.Iterary language, characters and plotine to disting and activities.Iterary language, characters and plotine add detail.Iterary language, characters and plotine add detail.Iterary language, characters and plotine to disting and activities.Iterary language, characters and plotine to disting and activities.Iterary language, characters and plotine to disting and activities.Iterary language, to disting and activities.Iterary language, to disting and activities.Use lat to be parts to add activities, papeling later on the activities, to how thing work out ther worealing a			-		To write a range of		
and continue in formant turins.using adjectives to describe.to-one and as a whole class alm form ther wide class units threeweekes and ther in pro- characters and potint non-fiction.To trace detailed settings, three weekes and ther in pro- or crace detailed settings, three weekes and ther in pro- add detail.To read aloud what week haracters and potint add detail.To describe settings, three weekes and to reade and use detailed settings, three weekes and ther in pro- add atmosphere.To read aloud what week haracters and potint add detail.To read aloud what week haracters and potint add detail.To read aloud what week haracters and potint add detail.To begin to crase settings, three weekes and appropriate into nation to add detail.To begin to crase settings, three weeke class, using to orabulary three weekes in some detail.To begin to crase setting, three weeke class, using to work out the werking appropriate into nation and to add detail.To begin to crase setting, three weeke class, using to add detail.To begin to crase setting, to work out the werking appropriate into nation and to add detail.To begin to crase setting, to add detail.To begin to crase setting, to add detail.To defaunce and weeke to add detail.To defaunce and weeke add detail.To defaunce and weekee to add detail.<		To start to engage readers by	.			addictices and purposes.	
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appropriate. Express their ideas and							
Express their ideas and	-						
	appropriate.						
	Express their ideas and						
teelings about their	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.						
Sentence Construction and	Sentence Construction and	Sentence Construction and	Sentence Construction	Sentence Construction	Sentence Construction	Sentence Construction
Tense	Tense	Tense	and Tense	and Tense	and Tense	and Tense
(Age 3-4) Understand 'why'	To use simple sentence	Touse the present tense and	To try to maintain the	To always maintain an	To use a range of adverbs	To ensure the consistent
questions, like: 'Why do	structures.	thepasttense mostly	correct tense (including the	accurate tense throughout a	and modal verbs to	and correct use of tense
you think the caterpillar		correctly and consistently.	present perfect tense)	piece of writing.	indicate degrees of	throughout all pieces
got so fat?'		To form sentences with	throughout a piece of		possibility, e.g. surely,	of writing, including the
Develop their		different forms: statement,	writing with accurate	ToalwaysuseStandard	perhaps, should, might, etc.	correct subject and verb
communication, but may		question,	subject/verb agreement.	English verb inflections		agreement when using
continue to have problems		exclamation, command.		accurately, e.g. 'we were'	To ensure the consistent	singular andplural.
with irregular tenses and			To use 'a' or 'an' correctly	rather than 'we was' and 'I	and correct use of tense	
plurals, such as 'runned'		Tousesomefeaturesof	throughout a piece of	did' rather than 'I done'.	throughout all pieces of	
for 'ran', 'swimmed' for		written Standard English.	writing.		writing.	
'swam'.						
Use longer sentences of						
four to six words						
(Reception) Use new						
vocabulary throughout the						
day.						
Articulate their ideas and						
thoughts in well-formed						
sentences.						
Connect one idea or action						
to another using a range of						
connectives.						
(ELG)Offer explanations for						
why things might happen,						
making use of recently						
introduced vocabulary from						
stories, non-fiction, rhymes						
and poems when						
appropriate.						
Express their ideas and						
feelings about their						
experiences using full						
sentences, including the						
use of past, present and						
future tenses and making						
use of conjunctions with						
modelling and support						
from the teacher.						

Use of Phrases and	Use of Phrases and	Use of Phrases and	Use of Phrases and	Use of Phrases and	Use of Phrases and	Use of Phrases and
Clauses	Clauses	Clauses	Clauses	Clauses	Clauses	Clauses
(Age 3-4)Use longer	Tousethejoiningword	To using co-ordination	To use subordinate clauses,	To use subordinate clauses,	To use a wide range of	To use the subjunctive form
sentences of four to six	(conjunction) 'and' to link	(or/and/but).	extending the range of	extending the range of	linking words/phrases	in formal writing.
words.	ideas and sentences.		sentences with more than	sentences with more than	between sentences and	0
		To use some subordination	one clause by using a wider	one clause by using a wider	paragraphs to build	To use the perfect form of
(Reception)Articulate their	Tobegintoformsimple	(when/if/ that/because).	range of conjunctions,	range of conjunctions, which	cohesion, includingtime	verbstomark
ideas and thoughts in well-	compound sentences.	(including when, if, because,	are sometimes in varied	adverbials (e.g. later),	relationships of time and
formed sentences.		To use expanded noun	and although.	positions within sentences.	place adverbials (e.g.	cause.
Connect one idea or action		phrases to describe and			nearby) and number(e.g.	
to another using a range of		specify (e.g. the blue	To use a range of	To expand noun phrases	secondly).	To use the passive voice.
connectives.		butterfly).	conjunctions, adverbs and	with the addition of		
		Saccerny).	prepositions to show time,	ambitious modifying	To use relative clauses	To use guestion tags
(ELG)Express their ideas			place and cause.	adjectives and prepositional	beginning with a relative	in informal writing.
and feelings about their			place and eduse.	phrases, e.g. the heroic	pronoun with confidence	in internal writing.
experiences using full				soldier with an unbreakable	(who, which, where, when,	
sentences, including the				spirit.	whose, that and omitted	
use of past, present and				spine.	relative pronouns), e.g.	
future tenses and making				To consistently choose	Professor Scriffle, who was a	
use of conjunctions with				nouns or pronouns	famous inventor, had made	
,					,	
modelling and support from the teacher.				appropriately to aid	a new discovery.	
from the teacher.				cohesion and avoid		
				repetition, e.g. he, she,		
Punctuation	Punctuation	Punctuation	Punctuation	they, it.	Punctuation	Punctuation
Punctuation	Punctuation	Punctuation	Punctuation	they, it. Punctuation	Punctuation	Punctuation
Punctuation	To use capital letters for	To use the full range of	To use the full range of	they, it. Punctuation To use all of the necessary	To use commas consistently	To use the full range of
Punctuation	To use capital letters for names, places, the days of	To use the full range of punctuation taught at key	To use the full range of punctuation from previous	they, it. Punctuation To use all of the necessary punctuation in direct	To use commas consistently toclarify meaning or to avoid	To use the full range of punctuation taught at key
Punctuation	To use capital letters for names, places, the days of the week and the personal	To use the full range of punctuation taught at key stage 1 mostly correctly	To use the full range of punctuation from previous year groups.	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma	To use commas consistently toclarify meaning or to avoid ambiguity.	To use the full range of punctuation taught at key stage 2 correctly, including
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'l'.	To use the full range of punctuation taught at key stage 1 mostly correctly including:	To use the full range of punctuation from previous year groups. To punctuate direct speech	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'l'. To use finger spaces.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops,	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes,
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'l'. To use finger spaces. To use full stops to end	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and	To use the full range of punctuation from previous year groups. To punctuate direct speech	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'l'. To use finger spaces. To use full stops to end sentences.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks;	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. Tobegin to use question	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists;	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'l'. To use finger spaces. To use full stops to end sentences. Tobegin to use question marks and exclamation	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. Tobegin to use question	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possessionand	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Punctuation Use of Terminology	To use capital letters for names, places, the days of the week and the personal pronoun 'l'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. Use of Terminology	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possession and contractions. Use of Terminology	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. Use of Terminology	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes forsingular and plural possession. Use of Terminology	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. Use of Terminology	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Use of Terminology
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. Use of Terminology To recognise and use the	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possessionand contractions. <u>Use of Terminology</u> Torecognise and use the	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. Use of Terminology To recognise and use the	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes forsingular and plural possession. Use of Terminology To recognise and use the	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. Use of Terminology Torecognise and use the	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Use of Terminology To recognise and use the
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	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. Tobegin to use question marks and exclamation marks. Use of Terminology To recognise and use the termsletter, capital letter, word, singular, plural,	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possession and contractions. Use of Terminology Torecognise and use the terms noun, noun phrase, statement, question,	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. Use of Terminology To recognise and use the terms preposition, conjunction, word family,	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. Use of Terminology To recognise and use the terms determiner, pronoun, possessive	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. Use of Terminology Torecognise and use the terms modal verb, relative pronoun, relative clause,	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Use of Terminology To recognise and use the terms subject, object, active, passive, synonym,
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. Tobegin to use question marks and exclamation marks. Use of Terminology To recognise and use the termsletter, capital letter, word, singular, plural, sentence, punctuation, full	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possessionand contractions. Use of Terminology Torecognise and use the terms noun, noun phrase, statement, question, exclamation, command,	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. Use of Terminology To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate	they, it. Punctuation To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. Use of Terminology Torecognise and use the terms determiner,	To use commas consistently toclarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. Use of Terminology Torecognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash,	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Use of Terminology To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen,
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