

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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### Glen Hills Primary School Progression Map – Writing



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spelling</b>	<p><b>Development Matters</b></p> <p><b>30-50 Months</b> Sometimes give meaning to marks as they draw and paint.</p> <p><b>40-60+ Months</b> Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sounds in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some</p>	<p>Revision of EYFS word including all letters of the alphabet and the sounds which they commonly represent, consonant digraphs which have been taught and the sounds which they represent, vowel digraphs which have been taught and the sounds which they represent, the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds and words with adjacent consonants.</p> <p>See phonics progression map.</p>	<p>Children who did not pass the phonics screening are involved in RWI intervention.</p> <p>Revision of GPCs from Year 1 incorporated into Rising Stars Spelling scheme.</p> <p>See phonics progression map.</p>	<p>Phonic knowledge should still underpin spelling after Key Stage 1.</p> <p>Revision of learning from Year 1 and 2 incorporated into Rising Stars Spelling scheme, paying special attention to the rules for adding suffixes.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The /i/ sound spelt y elsewhere than at the end of words. The /u/ sound spelt ou. More prefixes, e.g. un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-,</p>	<p>Phonic knowledge should still underpin spelling after Key Stage 1.</p> <p>Revision of learning from Year 1, 2 and 3 incorporated into Rising Stars Spelling scheme, paying special attention to the rules for adding suffixes.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. More prefixes e.g. un-, dis-, mis-, in-, im-, ir- and re-.</p> <p>Words with endings sounding like /zə/ or /tʃə/ spelt -sure, -ture or sometimes - (t)cher.</p>	<p>Revision of learning from previous years incorporated into Rising Stars Spelling scheme, paying special attention to Year 4 suffixes.</p> <p>Words containing the letter string - ough.</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious. Ending which sound like /ʃəl/ spelt -cial or -tial. Words ending in -ant, -ance/-ancy, -</p>	<p>Revision of learning from previous years incorporated into Rising Stars Spelling scheme.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer. Use of the hyphen. Words with the /i:/ sound spelt ei after c. Words with 'silent' letters (i.e. letters whose presence cannot be</p>

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	<p>sounds correctly and in sequence.</p> <p><b>Early Learning Goal</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>			<p>anti-, auto-. The suffixes –ally and –ation. The suffix –ly.</p> <p>Endings which sound like /ʒən/ spelt –sion. Endings which sound like /ʃən/ spelt –tion and –sion. Words with the /eɪ/ sound spelt ei, eigh or ey. Words from the Year 3/4 list.</p>	<p>The suffix –ous. Endings which sound like /ʃən/ spelt –tion, –sion, –ssion, –cian. Words with the /k/ sound spelt ch (Greek in origin). Words with the /ʃ/ sound spelt ch (mostly French in origin). Words with the /s/ sound spelt sc (Latin in origin). Words with –gue and –que endings. Possessive apostrophe with plural words. Homophones and near-homophones. Words from the Year 3/4 list.</p>	<p>ent, –ence/–ency. Words ending in –able and –ible. Words ending in –ably and –ibly. Adding suffixes beginning with vowel letters to words ending in –fer. Use of the hyphen, Words with the /i:/ sound spelt ei after c. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word). Converting nouns and adjectives into verbs. Possessive apostrophe with plural words. Homophones and other words that are often confused. Words from the Year 5/6 list.</p>	<p>predicted from the pronunciation of the word). Possessive apostrophe with plural words. Homophones and other words that are often confused. Words from the Year 5/6 list.</p>

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Text Structure		<p>Consolidate EYFS list</p> <p>Introduce:</p> <p><u>Fiction</u>  <b>Planning Tools:</b>  <i>Story map / story mountain</i>  <b>Plan opening around:</b>            character(s), setting, time of day and type of weather  <b>Understanding –</b>            beginning / middle / end to a story  <b>Understanding 5 parts to a story:</b>  <b>Opening</b>  <i>Once upon a time...</i>  <b>Build-up</b>  <i>One day...</i>  <b>Problem / Dilemma</b>  <i>Suddenly... / Unfortunately...</i>  <b>Resolution</b>  <i>Fortunately...</i>  <b>Ending</b>  <i>Finally...</i></p> <p><u>Poetry</u>            To use rhymes and</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p><u>Fiction</u>  <b>Secure use of planning tools:</b>  <i>Story map / story mountain / story grid / 'boxing-up' grid</i>  <b>Plan opening around:</b>            character(s), setting, time of day and type of weather  <b>Understanding 5 parts to a story with more complex vocabulary:</b>  <b>Opening</b>  <i>e.g. In a land far away...</i>  <i>One cold but bright morning...</i>  <b>Build-up</b>  <i>e.g. Later that day...</i>  <b>Problem / Dilemma</b>  <i>e.g. To his amazement...</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p><u>Fiction</u>  <b>Secure use of planning tools:</b>  <i>Story map / story mountain / story grid / 'boxing-up' grid</i>  <b>Plan opening around:</b>  <i>character(s), setting, time of day and type of weather</i>  <b>Paragraphs</b>            To organise ideas into each story part  <b>Extended vocabulary to introduce 5 story parts:</b>  <b>Introduction</b>  <i>should include detailed description of setting or characters</i>  <b>Build-up</b> <i>build in some suspense towards the</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p><u>Fiction</u>  <b>Secure use of planning tools:</b>  <i>Story map / story mountain / story grid / 'boxing-up' grid</i>  <b>Plan opening using:</b>            Description / action  <b>Paragraphs</b>            To organise each part of the story            To indicate a change in place or jump in time  <b>Build in suspense writing to introduce to dilemma</b>  <b>Develop 5 story parts:</b>  <b>Introduction</b>  <b>Build-up</b>  <b>Problem / Dilemma</b>  <b>Resolution</b>  <b>Ending</b>            Clear distinction</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p><u>Fiction</u>  <b>Secure independent use of planning tools:</b>  <i>Story mountain / grid / flow diagram</i>  <b>Plan opening using:</b>            Description / action / dialogue  <b>Paragraphs</b>            Vary connectives within paragraphs to build cohesion into a paragraph            Use change of place, time and action to link ideas across paragraphs  <b>Use 5 part story structure</b>            Writing could start at any of the 5 points            This may include flashbacks  <b>Introduction</b>            should include action / description – character or</p>	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure            Include suspense, cliff hangers, flashbacks / forwards, time slips            Start story at any point of the 5 part structure            Maintain plot consistently working from plan  <b>Paragraphs</b> secure use of linking ideas within and across paragraphs            Secure development of characterisation</p> <p><u>Non-Fiction</u>  <b>Secure planning across non-fiction genres and application</b>            Use a variety of text layouts</p>

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		<p>patterned stories as models for their own writing. To use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text. To compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.</p>	<p><b>Resolution</b> <i>e.g. As soon as...</i> <b>Ending</b> <i>e.g. Luckily... Fortunately...</i> (Ending should be a section rather than one final sentence <i>e.g. suggest how the main character is feeling in the final situation.</i>)</p> <p><b>Non-Fiction</b> <b>Introduce:</b> <b>Secure use of planning tools:</b> <i>Text map / washing line / 'boxing-up' grid</i> <b>Structure:</b> <b>Introduction</b> <i>Heading</i> <i>Hook to engage reader</i> <i>Factual statement / definition</i> <i>Opening question</i> <b>Middle section</b> <i>Group related ideas / facts into sections</i> <i>Sub headings to introduce</i></p>	<p><i>problem or dilemma</i> <b>Problem / Dilemma</b> <i>include detail of actions / dialogue</i> <b>Resolution</b> <i>should link with the problem</i> <b>Ending</b> <i>clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning</i></p> <p><b>Non-Fiction</b> <b>Introduce:</b> <b>Secure use of planning tools:</b> <i>e.g. Text map / washing line / 'boxing-up' grid / story grid</i> <b>Paragraphs</b> to organise ideas around a theme <b>Structure:</b> <b>Introduction</b> <i>Develop hook to introduce and tempt reader in</i></p>	<p>between resolution and ending Ending should include reflection on events or the characters</p> <p><b>Non-Fiction</b> <b>Secure use of planning tools:</b> <i>Text map / washing line / 'boxing-up' grid</i> <b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions Use of bullet points and diagrams <b>Structure:</b> <b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b> could include personal opinion, response,</p>	<p>setting / dialogue <b>Build-up</b> develop suspense techniques <b>Problem / Dilemma</b> may be more than one problem to be resolved <b>Resolution</b> clear links with dilemma <b>Ending</b> characters could reflect on events, any changes or lessons, look forward to the future, ask a question</p> <p><b>Non-Fiction</b> <b>Introduce:</b> <b>Independent planning</b> across all genres and application <b>Secure use of range of layouts suitable to text</b> <b>Structure:</b> <b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b> <b>Secure use of paragraphs</b> Use a variety of</p>	<p>appropriate to purpose Use a range of techniques to involve reader – comments, questions, observations, rhetorical questions Express balances coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type to engage the reader Linking ideas across paragraphs using a wider range of <b>cohesive devices:</b> Semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of</p>

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			<p><i>sentences / sections</i>  <i>Use of lists – what is needed / list of steps to be taken</i>  <i>Bullet points for facts</i>  <i>Diagrams</i>  <b>Ending</b>  <i>Make final comment to reader</i>  <i>Extra tips! / Did you know? facts / True or False?</i></p> <p><b>Poetry</b>            To use simple poetry structures and to substitute own ideas, write new lines.            To use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; illustrate with caption; to write own poems from initial jottings and words.            To use humorous</p>	<p><i>e.g. Who...? What...? Where...? Why...? When...? How...?</i>  <b>Middle Section(s)</b>            Group related ideas / facts into paragraphs            Sub headings to introduce sections / paragraphs            Topic sentences to introduce paragraphs            Lists of steps to be taken            Bullet points for facts            Flow diagrams  <b>Develop ending</b>            Personal response            Extra information / reminders e.g. <i>Information boxes / five facts / wow comment</i></p> <p><b>Poetry</b>            To collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with</p>	<p>extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Poetry</b>            To write poems based on personal or imagined experience, linked to poems read.            List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs.            To write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes.            To write poems, experimenting with different styles and structures, discuss</p>	<p>ways to open texts, draw reader in and make the purpose clear            Link ideas within and across paragraphs using a full range of connectives and signposts            Use rhetorical questions to draw reader in            Express own opinions clearly            Consistently maintain viewpoint            Summary clear at the end to appeal directly to the reader</p> <p><b>Poetry</b>            To convey feelings, reflections or moods in a poem through the careful choice of words and phrases.            To use the structures of poems to write extensions based on these, e.g. additional verses,</p>	<p>adverbials such as <i>on the other hand</i> or <i>as a consequence</i>) and elision            Layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text</p> <p><b>Poetry</b>            To write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually.            To write a sequence of poems linked by theme or form, e.g. a haiku calendar.</p>

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			verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc, derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect.	words, use repetitive phrases; write imaginative comparisons. To invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. To write new or extended verses for performance based on models of performance and oral poetry read, e.g. rhythms, repetition. To write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms.	if and why different forms are more suitable than others. To produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganizing words and lines, experimenting with figurative language.	or substituting own words and ideas. To use performance poems as models to write and produce poetry in polished forms through revising, redrafting and presentation.	
<b>Sentence Construction</b>		To compose a simple sentence. To join 2 subjects with a coordinating conjunction. To join 2 predicates with a coordinating conjunction.	To join 2 main clauses with a coordinating conjunction. To begin a sentence with a fronted adverbial (an adverb or adverbial phrase)	To join 3 predicates with a comma and a coordinating conjunction. To separate a fronted adverbial with a comma. To begin a	To join 3 main clauses with a comma and a coordinating conjunction. To begin a sentence with a linking adverb, separating with a	To join 2 main clauses with a semi colon. To coordinate using 2 different coordinating conjunctions. To zoom in using 3 'when' or 'where'	To coordinate 4 predicates in a double see-saw pattern. To use a linking adverb after a semi-colon. To use a linking adverb in the

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		To use direct speech in a sentence.	of time (when), place (where) or manner (how). To punctuate direct speech with inverted commas (speech marks). To use an adverbial clause after a main clause. To start a sentence with an adverbial clause.	sentence with a linking adverb, separating with a comma. To understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction. To separate an adverbial clause with a comma when it starts a sentence. To understand a non-finite clause as a type of subordinate clause that starts with a verb. To use an –ing non-finite clause after a main clause, separating with a comma. To start a sentence with an –ing non-finite clause, separating with a comma.	comma. To begin a sentence with 2 fronted adverbials. To capitalise direct speech and close with a comma, questions mark or exclamation mark, when at the start of a sentence. To use a parenthetic –ing non-finite clause, separating it with commas. To describe a noun phrase with an appositive, separating with commas.	fronted adverbials. To zoom out using 3 ‘when’ or ‘where’ fronted adverbials. To capitalise direct speech, separate from the sentence with a comma, and close with a full stop, question mark or exclamation mark, when at the end of a sentence. To insert a reporting clause into longer speech. To use a parenthetic adverbial clause, separating with commas. To begin a sentence with 2 adverbial clauses. To use an –ed non-finite clause, separating with commas. To coordinate 2 –ing non-finite clauses. To understand a relative clause as a type of	middle or at the end of a sentence. To use indirect (reported) speech. To use the subjunctive mood with the subordinating conjunctions ‘if’ and ‘as if’. To begin a sentence with 3 adverbial clauses. To begin a non-finite clause, with a noun or a noun phrase. To coordinate 3 –ing non-finite clauses. To coordinate 4 non-finite clauses in a double see-saw pattern. To omit a relative pronoun (who, that or which) at the start of an essential relative clause. To distinguish between essential (not separated by commas) and non-essential

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						subordinate clause that starts with a relative pronoun. To describe a noun phrase with a relative clause, separating with commas. To coordinate 2 relative clauses. To coordinate 2 appositives, separating with commas.	(separated by commas) relative clauses. To coordinate 3 relative clauses. To coordinate 3 appositives in a sentence, separating with commas. To combine an appositive with a relative clause. To combine an appositive with a non-finite clause.
<b>Word structure / Language</b>		To understand a determiner as a single word that introduces a noun (an introducing word). To know and use the following determiners (articles): a, an, the. To understand an adjective as a single word that describes a noun. To use an adjective before a noun (to create an expanded noun	To know and use numerical determiners. To use 2 adjectives before a noun (to create a noun phrase). To use comparative and superlative adjectives, adding the suffixes –er and –est. To use adjectives that describe shape. To use adjectives that describe character.	To know and use ordinal determiners. To use adjectives that describe sound. To use adjectives that describe touch. To use precise nouns. tree > oak flower > daisy insect > moth To understand a pronoun as a single word that replaces a noun or noun phrase. To know and use	To understand a determiner as a single word that makes a noun more precise. To know and use the following possessive determiners: my, your, his, her, its, our, their. To use adjectives that describe taste and smell. To join 2 nouns or noun phrases with a preposition to create an expanded noun	To know and use the following demonstrative determiners: that, these, this, those. To use adjectives that describe age. To use adjectives that describe materials. To avoid pleonasm when using adjectives. To understand an abstract noun as concept, idea of emotion. To know and use the following	To know and use a range of quantifying determiners. To use adjective phrases. To use adjectives that describe origin. To understand an object of a clause as a noun or noun phrase that is the recipient of the action and typically follows the verb. To know and use a range of indefinite pronouns.



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		<p>phrase).</p> <p>To use adjectives that describe colour.</p> <p>To use adjectives that describe size.</p> <p>To understand a noun as a single word that names a person, place or thing.</p> <p>To distinguish between singular and plural nouns, adding –s and –es suffixes to form plural nouns.</p> <p>To use a determiner before a noun.</p> <p>To understand a verb as a single word that describes an action.</p> <p>To use the suffixes –s and –es to write verbs in the 3<sup>rd</sup> person present tense.</p> <p>To use the –ed suffix to write verbs in the simple past tense.</p> <p>To understand a</p>	<p>To understand a noun phrase as a group of words that describe a person, place or thing.</p> <p>To understand <i>to be</i> and <i>to have</i> as verbs.</p> <p>To use the past and present progressive tense to form actions in progress, using the form: <i>to be + present participle (an –ing verb)</i>.</p> <p>To use the past and present tense consistently.</p> <p>To use imperative verbs to form commands.</p> <p>To know and use the following prepositions: above, across, against, along, around, below, into, from, onto, past, through, to.</p> <p>To understand an adverb as a single word that describes how a</p>	<p>the following subjective pronouns (function as subjects) and objective pronouns (function as objects):</p> <p>Subjective: I, you, he, she, it, we, they</p> <p>Objective: me, you, him, her, it, us, them.</p> <p>To use the present perfect tense, using the form: <i>to have + past participle (usually an –ed verb)</i>.</p> <p>To understand a clause as a structure that contains a single verb or verb phrase.</p> <p>To understand a main clause as a clause that may function independently as a sentence.</p> <p>To understand a subordinate clause as a clause that does not function independently as a</p>	<p>phrase (a double noun phrase).</p> <p>To create collective noun phrases by joining 2 nouns or noun phrases with the preposition <i>of</i>.</p> <p>To know and use the following possessive pronouns: mine, yours, his, hers, its, ours, theirs.</p> <p>To balance the use of pronouns and nouns to avoid ambiguity and repetition.</p> <p>To know and use common irregular past tense verb forms.</p> <p>To use standard verb forms.</p> <p>To use precise verbs to create shades of meaning.</p> <p>To understand a preposition as a single word that joins two nouns or noun phrases.</p> <p>To know and use the following prepositions:</p>	<p>relative pronouns: that, when, where, which, who, whose.</p> <p>To know and use the following modal verbs: can, could, may, might, must, shall, should, will, would.</p> <p>To know and use the following linking adverbs: besides, furthermore, in conclusion, in fact, likewise, similarly, still.</p> <p>To use prepositions to compose adverbial phrases of manner.</p> <p>To avoid pleonasm when using adverbs.</p> <p>To know and use the following subordinating conjunctions: now that, so that, whatever, whenever, whereas, wherever, whoever.</p>	<p>To distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action).</p> <p>To form passive verbs, using the form: <i>to be + past participle (usually an –ed verb)</i>.</p> <p>To use phrasal verbs (verb + preposition or adverb) in informal writing, but not in formal writing.</p> <p>To use the subjunctive mood in formal writing.</p> <p>To know and use the following linking adverbs: above all, consequently, in contrast, instead, nevertheless, nonetheless, otherwise, subsequently.</p> <p>To know and use</p>

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		<p>preposition as a single word that describes time (a when word) or place (a where word).</p> <p>To know and use the following prepositions: after, at, before, behind, beside, between, down, in, inside, near, off, on, outside, up, with.</p> <p>To use prepositions to compose adverbial phrases of time and place.</p> <p>To understand a conjunction as a single word that joins (a joining word).</p> <p>To know and use the following coordinating conjunctions: and, but.</p> <p>To coordinate 2 nouns using the conjunction <i>and</i>.</p>	<p>verb happens.</p> <p>To use the -ly suffix to write adverbs of manner (how adverbs).</p> <p>To know and use the following coordinating conjunctions: or, so.</p> <p>To know and use the following subordinating conjunctions: because, if, when.</p>	<p>sentence.</p> <p>To know and use a range of reporting verbs.</p> <p>To understand a preposition as a single word that starts an adverbial phrase.</p> <p>To know and use the following prepositions: among, beneath, beyond, by, during, for, like, throughout, until.</p> <p>To understand an adverb as a single word that describes how, when or where a verb happens.</p> <p>To know and use adverbs of time (when) and place (where).</p> <p>To know and use the following linking adverbs: next, now, soon, then.</p> <p>To understand an adverbial phrase as a group of words that describes</p>	<p>about, adjacent, despite, except, of, opposite, since, toward, upon, within, without.</p> <p>To know and use the following linking adverbs: also, finally, for example, however, meanwhile, therefore.</p> <p>To coordinate 2 or 3 adverbial phrases.</p> <p>To know and use the following coordinating conjunctions: yet.</p> <p>To know and use the following subordinating conjunctions: as soon as, by the time, even though, once, unless, until.</p>		<p>the following subordinating conjunctions: as if, as long as, as much as, if only, in case, provided that, since.</p>

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				<p>how, when or where a verb happens.</p> <p>To use <i>like</i> and <i>as</i> to create similes.</p> <p>To understand a coordinating conjunction as a single word that joins two equal sentence elements.</p> <p>To understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause.</p> <p>To know and use the following subordinating conjunctions: after, although, before, as, just as, while.</p>			
<b>Punctuation</b>		<p>To start a sentence with a capital letter.</p> <p>To complete a sentence with a full stop.</p> <p>To complete a sentence with an exclamation mark.</p> <p>To complete a question with a question mark.</p>	<p>To capitalise proper nouns (places).</p> <p>To use a comma between 2 adjectives.</p> <p>To use commas in a list of nouns or noun phrases.</p> <p>To show omission with an apostrophe.</p>	<p>To use an apostrophe to marks plural possession.</p>	<p>To capitalise proper nouns (things).</p>	<p>To use ellipses to show incompleteness.</p> <p>To use commas, brackets and dashes for parenthesis.</p> <p>To use a colon to introduce and bullet points to demarcate a list.</p>	<p>To use a hyphen to avoid ambiguity.</p> <p>To use semi-colons in a complex list.</p> <p>To use a colon to illustrate or expand.</p>

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		To capitalise proper nouns (people).	To use an apostrophe to mark singular possession.				
Vocabulary		Adjective Capital letter Exclamation mark Full stop Introducing word Joining word Noun Plural Question mark Sentence Singular Verb When word Where word Word	Adjective Adverb Apostrophe Comma Command Inverted comma Noun Noun phrase Past tense Present tense Proper noun Sentence Singular Speech Speech mark Suffix Tense Verb Word	Adjective Adverb Adverbial clause Adverbial phrase Apostrophe Clause Comma Coordinating conjunction Fronted adverbial Linking adverb Main clause Non-finite clause Noun Noun phrase Plural Predicate Preposition Present tense Pronoun Sentence Subordinate clause Subordinating conjunction Tense Verb Word	Adjective Adverb Appositive Comma Coordinating conjunction Determiner Direct speech Exclamation mark Fronted adverbial Linking adverb Main clause Non-finite clause Noun Noun phrase Past tense verb Possessive pronoun Preposition Proper noun Question mark Sentence Subordinating conjunction Verb Word	Adjective Adverbial clause Adverbial phrase Appositive Bracket Bullet point Colon Comma Coordinating conjunction Dash Determiner Direct speech Ellipsis Exclamation mark Fronted adverbial Full stop Linking adverb Main clause Modal verb Non-finite clause Noun Noun phrase Parenthesis Preposition Question mark Relative clause Relative pronoun Semi colon Sentence Speech	Active voice Adjective Adverb Adverbial clause Ambiguity Appositive Clause Colon Comma Determiner Hyphen Indirect speech Linking adverb Non-finite clause Noun Noun phrase Object Passive verb Passive voice Predicate Preposition Pronoun Relative clause Relative pronoun Semi colon Subject Subordinating conjunction Verb

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						Subordinate clause Subordinating conjunction	