



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising Three						
			Notice some print, such	Enjoy drawing freely.	Add some marks to their	Makes marks on their
Writing:			as the first letter of their		drawings, which they	picture to represent their
			name.	Develop manipulation	give meaning to.	name.
				and control.		
			Identify their own names			
			for self-registration/	Explore different		
			cloakroom peg.	materials and tools.		

SEATON SEATON ACADEMY

Autumn 2 Sr	ery /	Spring 1	Spring 2	Summer 1	Summer 2	
	ears					
ely. Begins to understand Us	[Use some of their print	Use some of their print	Write some letters	Write some or all of their	
that print and marks ar	ng:	and letter knowledge in	and letter knowledge in	accurately.	name.	
_		their early writing.	their early writing.			
ts to wave flags,					Shows a preference for a	
, paint and make					dominant hand.	
	r					
					Use a comfortable grip	
					with good control when holding pens and pencils.	
					Holding pens and pencis.	
		<u>l</u>				
	Wandle					
See Fou	dation for	Foundations for Phonics: Pro	gression Planning and Overv	iew		
	ics:					
In these sessions, our r		•	• •	eness, so they can:		
-spot and suggest rhyme						
-count or clap syllables in a word						
	ne i ime	-recognise words with	the same initial sound			
In these sessions, our r	ng into Sounds ne Time	·	ggest rhyme Ilables in a word	eness, so they can:		

SEATON SEATON ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Tree Focus Story:	WHERE THE WILD THINGS ARE STORY AND RETURES BY MALRICE SCHOOL	Snowman Roymond Briggs	Magic Paintbrush, See Wy John Street	Time Second	SO MUCH TRIPLE COORSESSES CONTROLLED COORSES	IZZY Gizmo
	Write own 'wild things' narrative	The Snowman Whole School Writing Root	Own version of 'overcoming' tales	Advice leaflets	Own 'So Much' narrative poem	Simple explanation
	Labels, captions, oral retelling	ROOL	Thought bubbles, labels, oral re-telling, writing in role, thank you letters	Labels and captions, advice, retellings, writing in role, narrative, letter	Past tense sentences, writing in role, performance poetry	Signage, letters of advice, lists, labelled diagrams
Drawing Club Adventures from Story:	We're Going on a Bear Hunt	Room on the Broom	The Colour Monster	Farmer Duck	The Tiger Who Came to Tea	The Night Pirates
Drawing Club Adventures from Tales:	The Three Little Pigs	The Gingerbread Man	Jack and the Beanstalk	The Magic Porridge Pot	Goldilocks and the Three Bears	Three Billy Goats Gruff
Drawing Club Adventures from Cartoons:	Mr Benn	Willo the Wisp	Roadrunner	Trap Door	The Magic Roundabout	Banana Man
Writing:	Write some or all of their name. Use some of their print and letter knowledge in their early writing. Write some letters accurately.	Write some letters accurately. Spell CVC words by identifying the phonemes and then writing them using the corresponding grapheme.	Spell words by identifying the phonemes and then writing them using the corresponding grapheme.	Write short phrases and sentences with words with known grapheme-phoneme correspondence using a capital letter and full stop. Re-read what they have written to check it makes sense.	Form lower-case and capital letters correctly. Spell words by identifying the phoneme and then writing the phoneme with the grapheme.	Write recognizable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.
Little Wandle Progression:	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4	Phase 4

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Focus Story: Writing Outcomes:	Cave	I WANT MY HAT BACK	Alexis Denote BEEGU	DINOSAURS and of the tubbala. We that I framework	PIG PUG	DADAJI'S PAINTERUSH
	Outcomes: Labels, captions, informal letters Main Outcome: Narrative retelling	Outcomes: Questions, speech bubbles, letters, lists Main Outcomes: Narrative sequel	Outcomes: Descriptions, commands, letters, poetry, dictionaries, senses descriptions, non-fiction reports Main Outcomes: Narrative	Outcomes: Letters, instructions, posters, retellings Main Outcomes: Information booklet	Outcomes: Character comparisons, shared poems, fact sheets, letters in role, narrative Main Outcomes: How to guide	Outcomes: Labels and captions, character comparisons, thoughts and speech bubbles, letters, leaflets Main Outcomes: Own narratives
	ASTRO CIRL	Snowman Roymond Briggs	OCTORUS THANKS OF THE STATE OF	The SEASAW TRANSPORTERS.	PEBBLE PEBBLE NESTY MESON DAME, EAVES	ULAY IS A MUCKAHO
	Outcomes: Writing in role, commands, letters Main Outcome: Fact-files	The Snowman Whole School Writing Root	Outcomes: Posters, letters, labels, recounts, writing in role, scripts Main Outcomes: Fact- files	Outcomes: Writing in role, advice notes, missing posters, diary entries, letters Main Outcomes: Own narrative	Outcomes: Labels, thank you notes, speech bubbles, advice postcards, instructions. Main Outcomes: Own version friendship / gifting narrative	Outcomes: Instructions, writing in role, adverts Main Outcomes: Poetry
Composition:	Say out loud what they are going to write about.	Say out loud what they are going to write about.	Say out loud what they are going to write about.	Say out loud what they are going to write about.	Say out loud what they are going to write about.	Say out loud what they are going to write about.
	Compose a sentence orally before writing it.	Compose a sentence orally before writing it.	Compose a sentence orally before writing it.	Compose a sentence orally before writing it.	Compose a sentence orally before writing it.	Compose a sentence orally before writing it.
	To sequence sentences to form short narratives.	To sequence sentences to form short narratives.	To sequence sentences to form short narratives.	To sequence sentences to form short narratives.	To sequence sentences to form short narratives.	To sequence sentences to form short narratives.
	Re-read what they have	Re-read what they have	Re-read what they have	Re-read what they have		Re-read what they have

	written to check that it makes sense.	written to check that it makes sense.	written to check that it makes sense.	written to check that it makes sense.	Re-read what they have written to check that it makes sense.	written to check that it makes sense.
	Discuss what they have written with the teacher or other pupils.	Discuss what they have written with the teacher or other pupils.	Discuss what they have written with the teacher or other pupils.	Discuss what they have written with the teacher or other pupils.	Discuss what they have written with the teacher or other pupils.	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.	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing clearly enough to be heard by their peers and the teacher.
Transcription- Spelling	To spell and use words containing each of the 40+ phonemes already taught. Name letters of the alphabet	To spell and use words containing each of the 40+ phonemes already taught.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common	To spell words containing each of the 40+ phonemes already taught.	To spell words containing each of the 40+ phonemes already taught.	To spell words containing each of the 40+ phonemes already taught.
	in order. To write a range of common exception words taught to	To write a range of common exception words taught to date.	exception words taught so far To write a range of	To write a range of common exception words.	Use letter names to distinguish between alternative spellings of the same sound.	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.
	date.	Using the spelling rule for adding –s or –es as the plural marker for nouns	common exception. Using the spelling rule	Spell the days of the week.	Use the prefix -un.	Apply simple spelling rules and guidance, in
		and the third person singular marker for verbs. 'Using –ing, –ed, –er and	for adding —s or —es as the plural marker for nouns and the third person singular marker for verbs.	Name the letters of the alphabet in order. Use the prefix -un.	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.	line with Little Wandle progression and as listed in the National Curriculum Appendix 1.
		est where no change is needed in the spelling of root words.	Using –ing, –ed, –er and –est where no change is needed in the spelling of	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.	Apply simple spelling rules and guidance, in line with Little Wandle progression and as listed in the National	
			Spell the days of the week.	Apply simple spelling rules and guidance, in line with Little Wandle progression and as listed	Curriculum Appendix 1.	
		A(.)	Name the letters of the alphabet in order.	in the National Curriculum Appendix 1.		

			Apply simple spelling rules and guidance, in line with Little Wandle progression and as listed in the National Curriculum Appendix 1.	Use letter names to distinguish between alternative spellings of the same sound.		
Transcription- Handwriting	To sit comfortably at the table, holding a pencil comfortably and correctly. Begin to form lower-case	To sit comfortably at the table, holding a pencil comfortably and correctly.	To sit comfortably at the table, holding a pencil comfortably and correctly.	To sit comfortably at the table, holding a pencil comfortably and correctly.	To sit comfortably at the table, holding a pencil comfortably and correctly.	To sit comfortably at the table, holding a pencil comfortably and correctly.
	letters in the correct direction, starting and finishing in the right place. Form capital letters.	Form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters in the correct direction, starting and finishing in the right place.
	Understand which letters belong to which handwriting family and practice these in writing.	Form capital letters. Understand which letters belong to which handwriting family and practice these in writing.	Form capital letters. Understand which letters belong to which handwriting family and practice these in writing.	Form capital letters. Understand which letters belong to which handwriting family and practice these in writing.	Form capital letters. Understand which letters belong to which handwriting family and practice these in	Form capital letters. Understand which letters belong to which handwriting family and practice these in writing.
Vocabulary, Grammar and Punctuation	To separate words with spaces.	To consistently separate words with spaces.	To separate words with spaces.	To separate words with spaces.	writing. To separate words with spaces.	To separate words with spaces.
	Combine words to make sentences.	Combine words to make sentences.	Combine words to make sentences.	Combine words to make sentences.	Combine words to make sentences.	Combine words to make sentences.
	Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	Begin to join words and clauses using <i>and</i> .	Joining words and clauses using and.	Joining words and clauses using and.	Joining words and clauses using <i>and</i> .	Joining words and clauses using and.	Joining words and clauses using and.
	Use capital letters for names and for the personal pronoun I.	Use capital letters for names and for the personal pronoun I.	Use capital letters for names and for the personal pronoun I.	Use capital letters for names and for the personal pronoun I.	How the prefix un—changes the meaning of verbs and adjectives.	
		Regular plural noun	Use capital letters for	Suffixes that can be	·	

suffixes –s or –es.	days of the week.	added to verbs where	
		no change is needed in	
Suffixes that can be		the spelling of root	
added to verbs where no		words.	
change is needed in the			
spelling of root words.		How the prefix un-	
		changes the meaning of	
		verbs and adjectives.	

SEATON SEADEMY

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Focus Story:	GOLDILOCKS & the Three Bears Lauren Child You & Me Anthony Browne Goldilocks & Just the One Bear	Journey home	THE BEAR UNDER THE STAIRS	Pussy-cal	pragon machine	LONDON
	Outcomes: Character	Outcomes: Missing	Outcomes: Personal	Outcomes: Letters,	Outcomes: Dragon	Outcomes: Persuasive
	descriptions, wanted	posters, fact-files, lists,	reflections, letters,	interviews, lists,	guides, letters,	posters, instructions,
	posters, letters, narrative retellings, speech bubbles	postcards, wanted posters, information	narrative retellings, own version narratives	instructions Main Outcomes: Rhyming	encyclopaedia entries, explanations, lists,	setting description, captions, postcards, diary
	Main Outcome: Sequel	report, short retellings	Main Outcomes: Non-	poem	descriptions	entries
		Main Outcomes: Persuasive letter	chronological report		Main Outcomes: Narrative	Main Outcomes: A Walk in Guidebook
	WOLVES	Snowman Roymond Briggs	Bear Mills E) Das	Grandad's Camper		LAST STOP ON MARKET STREET
	Outcomes: captions, information, character descriptions, comparisons	The Snowman Whole School Writing Root	Outcomes: Letters of advice, thought bubbles in role, short news reports, retellings, information	Outcomes: Labels, memory poems, interviews, captions, postcards	Outcomes: Labels, diary entries, instructions, postcards, logs, dialogue, fantasy setting	Outcomes: Metaphor poetry, simple character descriptions, interview questions, senses poetry,
	Main Outcomes: non-		posters	Main Outcomes: Sequel	description	advert, advice slips, letter
	chronological leaflet		Main Outcomes: Own	story	Main Outcomes: Fantasy	Main Outcomes: Own
		A 🔿	narrative	Purposes: Describe, reflect, entertain, inform	narrative	version narrative

C	D	Davidan nasiii	Davidan nasiti	Davidan markii	Davidan masiri	Davidan maski tiri t
Composition:	Develop positive attitudes	Develop positive	Develop positive attitudes	Develop positive	Develop positive	Develop positive attitudes
	towards and stamina for	attitudes towards and	towards and stamina for	attitudes towards and	attitudes towards and	towards and stamina for
	writing by:	stamina for writing by:	writing by:	stamina for writing by:	stamina for writing by:	writing by:
	Writing narratives about	Writing narratives about	Writing narratives about	Writing narratives about	Writing narratives about	Writing narratives about
	personal experiences and	personal experiences and	personal experiences and	personal experiences and	personal experiences and	personal experiences and
	those of others (real and	those of others (real and	those of others (real and	those of others (real and	those of others (real and	those of others (real and
	fictional).	fictional).	fictional).	fictional).	fictional).	fictional).
	Writing about real	Writing for different	Writing for different	Writing for different	Writing for different	Writing about real
	events.	purposes.	purposes.	purposes.	purposes.	events.
		F F	F F	F P 2222.	F P	
	Writing for different	Writing poetry.	Writing about real events.	Writing poetry.	Consider what they are	Writing for different
	purposes.				going to write before	purposes.
		Consider what they are	Consider what they are	Consider what they are	beginning by:	
	Consider what they are	going to write before	going to write before	going to write before	L A.	Consider what they are
	going to write before	beginning by:	beginning by:	beginning by:	Planning or saying out	going to write before
	beginning by:				loud what they are going	beginning by:
		Writing down ideas	Encapsulating what they	Planning or saying out	to write about.	
	Planning or saying out	and/or key words,	want to say, sentence by	loud what they are going	\\/.:\t:	Planning or saying out
	loud what they are going	including new	sentence.	to write about.	Writing down ideas	loud what they are going
	to write about.	vocabulary.	Danilia - ta ali a data ta ta aire	NA/witing a discountial and	and/or key words,	to write about.
	Writing down ideas	Enconculating what they	Reading to check that their	Writing down ideas	including new	Writing down ideas
	Writing down ideas and/or key words,	Encapsulating what they	writing makes sense and that verbs to indicate time	and/or key words,	vocabulary.	Writing down ideas and/or key words,
	including new vocabulary.	want to say, sentence by sentence.	are used correctly and	including new vocabulary.	Evaluating their writing	including new
	including new vocabulary.	sentence.	consistently, including	vocabulary.	with the teacher and	vocabulary.
	Encapsulating what they	Evaluating their writing	verbs in the continuous	Encapsulating what they	other pupils.	vocabulary.
	want to say, sentence by	with the teacher and	form.	want to say, sentence by	otrici papiis.	Encapsulating what they
	sentence.	other pupils.	TOTHI.	sentence.	Reading to check that	want to say, sentence by
	SSITTERIOC.	Saler papilor	Proof-reading to check for	33.16611361	their writing makes sense	sentence.
	Evaluating their writing	Reading to check that	errors in spelling, grammar	Evaluating their writing	and that verbs to	
	with the teacher and	their writing makes sense	and punctuation.	with the teacher and	indicate time are used	Evaluating their writing
	other pupils.	and that verbs to		other pupils.	correctly and	with the teacher and
		indicate time are used			consistently, including	other pupils.
		correctly and		Reading to check that	verbs in the continuous	
		consistently, including		their writing makes sense	form.	Reading to check that
		verbs in the continuous		and that verbs to		their writing makes sense
		form.		indicate time are used	Proof-reading to check	and that verbs to indicate
				correctly and	for errors in spelling,	time are used correctly
		Proof-reading to check		consistently, including	grammar and	and consistently,
		for errors in spelling,		verbs in the continuous	punctuation.	including verbs in the
		grammar and		form.		continuous form.

		punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.		Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.		Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.
Transcription-	Learning new ways of	Add suffixes to spell	Segmenting spoken words	Segmenting spoken	Learning to spell	Segmenting spoken
Spelling	spelling phonemes for	longer words, including –	into phonemes and	words into phonemes	common exception	words into phonemes
	which one or more	ment, -ness, -ful, -less,	representing these by	and representing these	words.	and representing these
	spellings are already	−ly.	graphemes, spelling many	by graphemes, spelling		by graphemes, spelling
	known, and learn some		correctly.	many correctly.	Learning the possessive	many correctly.
	words with each spelling,	Apply simple spelling			apostrophe (singular).	
	including a few common	rules and guidance, in	Learning new ways of	Learning to spell	A 1 1 CC: 1 11	Learning to spell
	homophones.	line with Little Wandle	spelling phonemes for	common exception	Add suffixes to spell	common exception
	Learning to small common	progression and as listed	which one or more	words.	longer words, including –	words.
	Learning to spell common	in English Appendix 1.	spellings are already known, and learn some	Loarning the necessive	ment, –ness, –ful, –less,	Learning to shall mare
	exception words.	Write from memory	words with each spelling,	Learning the possessive apostrophe (singular).	−ly.	Learning to spell more words with contracted
	Write from memory	simple sentences	including a few common	apostropne (singular).	Write from memory	forms.
	simple sentences dictated	dictated by the teacher	homophones.	Add suffixes to spell	simple sentences	TOTTIS.
	by the teacher that	that include words using	Homophones.	longer words, including –	dictated by the teacher	Add suffixes to spell
	include words using the	the GPCs, common	Learning to spell common	ment, –ness, –ful, –less,	that include words using	longer words, including –
	GPCs, common exception	exception words and	exception words.	-ly.	the GPCs, common	ment, –ness, –ful, –less, –
	words and punctuation	punctuation taught so far		7	exception words and	ly.
	taught so far		Learning to spell more	Apply simple spelling	punctuation taught so	,
			words with contracted	rules and guidance, in	far.	Apply simple spelling
			forms.	line with Little Wandle		rules and guidance, in
				progression and as listed		line with Little Wandle
			Distinguishing between	in English Appendix 1.		progression and as listed
			homophones and near-			in English Appendix 1.
			homophones.	Write from memory		
			A 1 1 CC: 1 11 11	simple sentences		Write from memory
			Add suffixes to spell longer	dictated by the teacher		simple sentences
			words, including –ment, –	that include words using		dictated by the teacher
			ness, –ful, –less, –ly.	the GPCs, common		that include words using the GPCs, common
			Write from memory simple	exception words and punctuation taught so far		exception words and
			write from memory simple	punctuation taught so far		exception words and

			sentences dictated by the			punctuation taught so
			teacher that include words			far.
			using the GPCs, common			
			exception words and			
			punctuation taught so far.			
		A	parietation taught 30 fur.			
Transcription-	Form lower-case letters	Form lower-case letters	Form lower-case letters of	Form lower-case letters	Form lower-case letters	Form lower-case letters
Handwriting	of the correct size	of the correct size	the correct size relative to	of the correct size	of the correct size	of the correct size
	relative to one another.	relative to one another.	one another.	relative to one another.	relative to one another.	relative to one another.
	Start using some of the	Start using some of the	Start using some of the	Start using some of the	Start using some of the	Start using some of the
	diagonal and horizontal	diagonal and horizontal	diagonal and horizontal	diagonal and horizontal	diagonal and horizontal	diagonal and horizontal
	strokes needed to join	strokes needed to join	strokes needed to join	strokes needed to join	strokes needed to join	strokes needed to join
	letters and understand	letters and understand	letters and understand	letters and understand	letters and understand	letters and understand
	which letters, when	which letters, when	which letters, when	which letters, when	which letters, when	which letters, when
	adjacent to one another,	adjacent to one another,	adjacent to one another,	adjacent to one another,	adjacent to one another,	adjacent to one another,
	are best left unjoined.	are best left unjoined.	are best left unjoined.	are best left unjoined.	are best left unjoined.	are best left unjoined.
	Write capital letters and	Write capital letters and	Write capital letters and	Write capital letters and	Write capital letters and	Write capital letters and
	digits of the correct size,	digits of the correct size,	digits of the correct size,	digits of the correct size,	digits of the correct size,	digits of the correct size,
	orientation and	orientation and	orientation and	orientation and	orientation and	orientation and
	relationship to one	relationship to one	relationship to one	relationship to one	relationship to one	relationship to one
	another and to lower	another and to lower	another and to lower case	another and to lower	another and to lower	another and to lower
	case letters.	case letters.	letters.	case letters.	case letters.	case letters.
	Use spacing between	Use spacing between	Use spacing between	Use spacing between	Use spacing between	Use spacing between
	words that reflects the	words that reflects the	words that reflects the size	words that reflects the	words that reflects the	words that reflects the
	size of the letters.	size of the letters.	of the letters.	size of the letters.	size of the letters.	size of the letters.
Vocabulary,	Regular plural noun	Learn how to use:	Continue to use:	Learn how to:	Learn how to:	Continue to:
Grammar and	suffixes –s or –es.*					
Punctuation		Subordination (using	Subordination (using	Form adjectives using	Form nouns using	Form nouns using
	Capital letters for names	when, if, that, because)	when, if, that, because)	suffixes such as -ful, -	suffixes such as –ness, –	suffixes such as –ness, –
	and for the personal	and co-ordination (using	and co-ordination (using	less.	er and by compounding.	er and by compounding.
	pronoun I.*	or, and, but).	or, and, but).	Continue to use:	Continue to use:	Form adjectives using
	Learn how to use:	Expanded noun phrases	Expanded noun phrases	Continue to use.	Continue to use.	suffixes such as -ful, -
	Learn now to use.	for description and	for description and	Subordination (using	Subordination (using	less.
	Subordination (using	specification.	specification.	when, if, that, because)	when, if, that, because)	1655.
	when, if, that, because)	Specification.	Specification.	and co-ordination (using	and co-ordination (using	Subordination (using
	and co-ordination (using	Sentences with different	Sentences with different	or, and, but).	or, and, but).	when, if, that, because)
	or, and, but).	forms: statement,	forms: statement,	or, and, buty.	or, and, buty.	and co-ordination (using
	or, and, but.	Torinis. statement,	Torrito. Statement,			and co oraniation (using

		question, exclamation,	question, exclamation,	Expanded noun phrases	Expanded noun phrases	or, and, but).
	Expanded noun phrases	command.	command.	for description and	for description and	
	for description and			specification.	specification.	Expanded noun phrases
	specification.	The present and past	Use of capital letters, full			for description and
		tenses correctly and	stops, question marks and	Sentences with different	Sentences with different	specification.
	Correct choice and	consistently, including	exclamation marks to	forms: statement,	forms: statement,	
	consistent use of present	the progressive form.	demarcate sentences.	question, exclamation,	question, exclamation,	Sentences with different
	tense and past tense			command.	command.	forms: statement,
	throughout writing.	Use of capital letters, full				question, exclamation,
		stops, question marks		Correct choice and	Use of capital letters, full	command.
	Use of the progressive	and exclamation marks		consistent use of present	stops, question marks	
	form of verbs in the	to demarcate sentences.		tense and past tense	and exclamation marks	Use the present and past
	present and past tense to			throughout writing.	to demarcate sentences.	tenses correctly and
	mark actions in progress.	Use commas in a list.				consistently, including
				Use of the progressive	Commas to separate	the progressive form.
	Use of capital letters, full			form of verbs in the	items in a list.	
	stops, question marks			present and past tense		Use of the progressive
	and exclamation marks to			to mark actions in		form of verbs in the
	demarcate sentences.			progress.		present and past tense to
						mark actions in progress.
	Apostrophes to mark			Use of capital letters, full		
	where letters are missing			stops, question marks		Use of capital letters, full
	in spelling and to mark			and exclamation marks		stops, question marks
	singular possession in			to demarcate sentences.		and exclamation marks to
	nouns.					demarcate sentences.
				Commas to separate		
				items in a list.		Use commas to separate
						items in a list.
				Apostrophes to mark		
				where letters are missing		Apostrophes to mark
				in spelling and to mark		where letters are missing
				singular possession in		in spelling and to mark
				nouns.		singular possession in
						nouns
						Use of the suffixes –er, –
						est in adjectives and the
						use of –ly in Standard
						English to turn adjectives
						into adverbs.
Grammatical	Pupils are taught to use and	d understand the grammatic	al terminology in English Appe	endix 2 in discussing their wri	ting.	
Terminology:						
	noun, noun phrase stateme	nt, question, exclamation, co	ommand compound, suffix adj	ective, adverb, verb tense (po	ast, present) apostrophe, con	nma



SEATON SEATON ACADEMY