




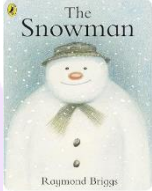


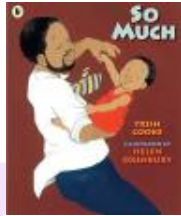

English: Progression of Skills and Knowledge

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

SEATON
ACADEMY

Nursery 3-4 years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing:	Draws freely. Use large muscle movements to wave flags, streamers, paint and make marks.	Begins to understand that print and marks have meaning.	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Write some letters accurately.	Write some or all of their name. Shows a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.
Little Wandle Foundation for Phonics: <i>Tuning into Sounds</i> <i>Rhyme Time</i>	<p style="text-align: center;"><i>See Foundations for Phonics: Progression Planning and Overview</i></p> <p style="text-align: center;">In these sessions, our nursery children will develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> -spot and suggest rhyme -count or clap syllables in a word -recognise words with the same initial sound 					

SEATON ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Tree Focus Story:	 <p>Write own 'wild things' narrative</p> <p>Labels, captions, oral re-telling</p>	 <p>The Snowman Whole School Writing Root</p>	 <p>Own version of 'overcoming' tales</p> <p>Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>	 <p>Advice leaflets</p> <p>Labels and captions, advice, retellings, writing in role, narrative, letter</p>	 <p>Own 'So Much' narrative poem</p> <p>Past tense sentences, writing in role, performance poetry</p>	 <p>Simple explanation</p> <p>Signage, letters of advice, lists, labelled diagrams</p>
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

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

			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- <i>Handwriting</i>	<p>To sit comfortably at the table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting family and practice these in writing.</p>	<p>To sit comfortably at the table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting family and practice these in writing.</p>	<p>To sit comfortably at the table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting family and practice these in writing.</p>	<p>To sit comfortably at the table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting family and practice these in writing.</p>	<p>To sit comfortably at the table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting family and practice these in writing.</p>	<p>To sit comfortably at the table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting family and practice these in writing.</p>
Vocabulary, Grammar and Punctuation	<p>To separate words with spaces.</p> <p>Combine words to make sentences.</p> <p>Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Begin to join words and clauses using <i>and</i>.</p> <p>Use capital letters for names and for the personal pronoun I.</p>	<p>To consistently separate words with spaces.</p> <p>Combine words to make sentences.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Joining words and clauses using <i>and</i>.</p> <p>Use capital letters for names and for the personal pronoun I.</p> <p>Regular plural noun</p>	<p>To separate words with spaces.</p> <p>Combine words to make sentences.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Joining words and clauses using <i>and</i>.</p> <p>Use capital letters for names and for the personal pronoun I.</p> <p>Use capital letters for</p>	<p>To separate words with spaces.</p> <p>Combine words to make sentences.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Joining words and clauses using <i>and</i>.</p> <p>Use capital letters for names and for the personal pronoun I.</p> <p>Suffixes that can be</p>	<p>To separate words with spaces.</p> <p>Combine words to make sentences.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Joining words and clauses using <i>and</i>.</p> <p>How the prefix un— changes the meaning of verbs and adjectives.</p>	<p>To separate words with spaces.</p> <p>Combine words to make sentences.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Joining words and clauses using <i>and</i>.</p>



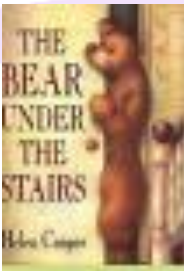








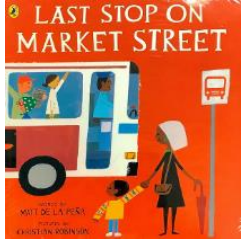
suffixes –s or –es.
Suffixes that can be added to verbs where no change is needed in the spelling of root words.

days of the week.

added to verbs where no change is needed in the spelling of root words.
How the prefix un– changes the meaning of verbs and adjectives.



SEATON
ACADEMY

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Focus Story:	 <p>Outcomes: Character descriptions, wanted posters, letters, narrative retellings, speech bubbles Main Outcome: Sequel</p>	 <p>Outcomes: Missing posters, fact-files, lists, postcards, wanted posters, information report, short retellings Main Outcomes: Persuasive letter</p>	 <p>Outcomes: Personal reflections, letters, narrative retellings, own version narratives Main Outcomes: Non-chronological report</p>	 <p>Outcomes: Letters, interviews, lists, instructions Main Outcomes: Rhyming poem</p>	 <p>Outcomes: Dragon guides, letters, encyclopaedia entries, explanations, lists, descriptions Main Outcomes: Narrative</p>	 <p>Outcomes: Persuasive posters, instructions, setting description, captions, postcards, diary entries Main Outcomes: A Walk in... Guidebook</p>
	 <p>Outcomes: captions, information, character descriptions, comparisons Main Outcomes: non-chronological leaflet</p>	 <p>The Snowman Whole School Writing Root</p>	 <p>Outcomes: Letters of advice, thought bubbles in role, short news reports, retellings, information posters Main Outcomes: Own narrative</p>	 <p>Outcomes: Labels, memory poems, interviews, captions, postcards Main Outcomes: Sequel story Purposes: Describe, reflect, entertain, inform</p>	 <p>Outcomes: Labels, diary entries, instructions, postcards, logs, dialogue, fantasy setting description Main Outcomes: Fantasy narrative</p>	 <p>Outcomes: Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter Main Outcomes: Own version narrative</p>

<p>Composition:</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing for different purposes.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing for different purposes.</p> <p>Writing poetry.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing for different purposes.</p> <p>Writing about real events.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation.</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing for different purposes.</p> <p>Writing poetry.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation.</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing for different purposes.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation.</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing for different purposes.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>
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		<p>punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		<p>Proof-reading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		<p>Proof-reading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p>Transcription- <i>Spelling</i></p>	<p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply simple spelling rules and guidance, in line with Little Wandle progression and as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Write from memory simple</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning to spell common exception words.</p> <p>Learning the possessive apostrophe (singular).</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply simple spelling rules and guidance, in line with Little Wandle progression and as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Learning to spell common exception words.</p> <p>Learning the possessive apostrophe (singular).</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply simple spelling rules and guidance, in line with Little Wandle progression and as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</p>

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

	<p>Expanded noun phrases for description and specification.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>question, exclamation, command.</p> <p>The present and past tenses correctly and consistently, including the progressive form.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas in a list.</p>	<p>question, exclamation, command.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Expanded noun phrases for description and specification.</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Expanded noun phrases for description and specification.</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p>	<p>or, and, but).</p> <p>Expanded noun phrases for description and specification.</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p>
<p>Grammatical Terminology:</p>	<p>Pupils are taught to use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><i>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</i></p>					

