



Early Years and Foundation Literacy Specific - Composition - Nursery	Nursery	Early Years and Foundation Literacy Specific - Composition - Nursery	Reception
<p>Mark making and emergent handwriting</p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • 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. • Write some or all of their name. 	<ul style="list-style-type: none"> • Focus teach activities to learn how to access the art and writing area. Children are given a range of tasks to try. • Weekly opportunities to write during story time sessions. • Access to writing and art area during child initiated time. • Focus teach activities to learn how to access the art and writing area. • Weekly opportunities to write during story time sessions. • Children are encouraged to write name at every available opportunity. • Focus teach activities to learn how to access the art and writing area. • Weekly opportunities to write during story time sessions. • Children are encouraged to write name at every available opportunity. • Opportunities for writing during child-initiated sessions. • Weekly opportunity to write about core text. • Daily opportunities to practise name writing, focus teaching for letters in name. RWI letter formation used sayings used. Initial letters taught first. • Daily opportunities to practise name writing, focus teaching for letters in name. RWI letter formation used sayings used. Initial letters taught first. • RWI letter writing in summer term. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Write some letters <i>accurately</i>. • Form lower-case and capital letters correctly. • Write recognisable letters, most of which are correctly formed. <p>Spelling</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Composition</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Daily handwriting lesson, using scheme linked to RWI to practice forming letters correctly. • Use FRED fingers during RWI to identify the sounds in unknown words and then use handwriting rhymes to write the sounds with letters. • Independently write the taught letter/sound during daily RWI lessons - and be able to remember the handwriting rhymes linked to that letter and other known letters/sounds. • Use FRED fingers during RWI to identify the sounds in unknown words and then use handwriting rhymes to write the sounds with letters. • Daily RWI lessons - an individual letter/sound taught each day with explanation of handwriting rhyme to aid the children to form the letter correctly. • During daily RWI literacy lessons, short sentences are written by orally rehearsing the sentence first, identifying how many words are in each sentence. Then words are written using FRED fingers to identify the sounds/letters. Encouragement to remember a capital letter and full stop using RWI signs/actions. • During daily RWI lessons, children are encouraged to reread what they have written to check they have included all the words in the sentence. They are then asked to tick or fix their sentence to check it is correct and makes sense. • During daily RWI literacy lessons, sentences are written by orally rehearsing the sentence first, identifying how many words are in each sentence. Then words are written using FRED fingers to identify the sounds/letters. Using a capital letter and full stop consistently. • Encouragement to reread the sentence to make sure it makes sense and it can be read by others.



Year One - National Curriculum Composition Progression	Key Stage One - Year 1 - William Reynolds Primary Composition Progression	Year Two - National Curriculum Composition Progression	Key Stage One - Year 2 - William Reynolds Primary Composition Progression
<p>Handwriting</p> <ul style="list-style-type: none"> • Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these <p>Writing - Composition Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • <u>Begin to form lower-case and capital letters in the correct direction, starting and finishing in the right place</u> • <u>Form digits 0-9</u> • Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and practise these: <i>c, o, a, d, g, q, e</i> <p>Composition: Planning, drafting, evaluating, proof reading and editing.</p> <ul style="list-style-type: none"> • <u>Say out loud what they are going to write about then compose a sentence orally before writing it so that it makes sense</u> • Sequence sentences to form short narratives • <u>Re-read their writing to check that it makes sense</u> • <u>Discuss what they have written with the teacher or other pupils</u> • Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Handwriting</p> <ul style="list-style-type: none"> • Pupils should be taught to: • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters <p>Writing - composition</p> <ul style="list-style-type: none"> • Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading 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>Handwriting</p> <ul style="list-style-type: none"> • <u>Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another</u> • <u>Form digits 0-9</u> • <u>Use spacing between words that reflects the size of the letters</u> • Begin to use some diagonal and horizontal strokes to join letters • Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>Composition: Planning, drafting, evaluating, proof reading and editing.</p> <ul style="list-style-type: none"> • <u>Write for different purposes including: narratives about personal experiences and those of others (real and fictional); recounts of real events and poetry</u> • Plan or say out loud what they are going to write about and encapsulate what they want to say, sentence by sentence • Write down ideas and/or key words, including new vocabulary • <u>Re-read writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</u> • Evaluate their writing with the teacher and other pupils to proof-read to check for errors in spelling and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear



Writing - vocabulary, grammar and punctuation

- Pupils should be taught to:
- develop their understanding of the concepts set out in [English appendix 2](#) from the English Programme of study by:
- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

- learning the grammar for year 1 in [English appendix 2](#) from the English Programme of Study.
- use the grammatical terminology in English [English appendix 2](#) from the English Programme of Study in discussing their writing

Grammar, Vocabulary and Punctuation

- Combine words to make sentences that make sense
- Join words and clauses using and
- Leave spaces between words
- Begin to use capital letters and full stops to mark sentences.
- Begin to use question marks
- Begin to use exclamation marks
- Use capital letters for proper nouns (people, places, days of the week) and the personal pronoun I

Children can discuss writing and grammar using the correct terminology and that of previous year groups.

Reception: phoneme, grapheme, digraph
Year 1 Pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

- Pupils should be taught to:
- develop their understanding of the concepts set out in [English appendix 2](#) of the English Programme of Study by:
- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#) of the English Programme of Study, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

- the grammar for year 2 in The English Programme of Study [English appendix 2](#)
- some features of written Standard English
- use and understand the grammatical terminology in The English Programme of Study [English appendix 2](#) in discussing their writing

Grammar, Vocabulary and Punctuation

- Write statements, questions, exclamations and commands with capital letters and ending with a full stop, ? or !
- Write expanded noun phrases to describe and specify: the blue butterfly
- Use past and present tenses correctly and consistently including the progressive: She was drumming. He is shouting.
- Create sentences with co-ordination, using the conjunctions or, and, but and so
- Create sentences with a subordinate clause, using the conjunctions when, if, that or because
- Capital letters and full stops to mark sentences
- Capital letters for proper nouns
- Questions marks
- Exclamation marks
- Commas to separate items in a list
- Use apostrophes for contractions: don't, can't etc.
- Use apostrophes for singular possession in nouns

Children can discuss writing and grammar using the correct terminology and that of previous year groups.

Reception: phoneme, grapheme, digraph
Year 1 Pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2 Pupils: **noun**, noun phrase, statement, question, command, compound sentence, suffix, prefix, **adjective**, **adverb**, **verb** tense - past and present, apostrophe and comma



Lower Key Stage Two - National Curriculum Composition Progression	Lower Key Stage Two - Year 3 - William Reynolds Primary Composition Progression	Lower Key Stage Two - Year 4 - William Reynolds Primary Composition Progression
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Composition Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 of the Programme of Study organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Handwriting</p> <ul style="list-style-type: none"> <u>Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes to join letters when appropriate.</u> <p>Composition: planning, drafting, evaluating, proof reading and editing</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write and learn from its structure and vocabulary <u>Compose and rehearse sentences orally (including dialogue) and progressively build a rich vocabulary.</u> Assess the effectiveness of their own writing and suggest improvements. <u>Propose changes to grammar or vocabulary to improve consistency. E.g.: capitalisation and correct homophones</u> <u>Writing is proof-read for spelling and punctuation errors.</u> <p>Composition: structure and organisation</p> <ul style="list-style-type: none"> <u>Organise paragraphs around a theme.</u> Use organisational devices such as headers and sub-Headings in non-narrative writing. <u>Create settings, characters and plots in narrative</u> Choose the correct tense throughout their writing including the progressive 	<p>Handwriting Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent, are left unjoined. Increase legibility, consistency and quality of handwriting.</p> <p>Composition: planning, drafting, evaluating, proof reading and editing</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write and learn from its structure, vocabulary and grammar. <u>Compose and rehearse sentences orally (including dialogue) and progressively build a rich vocabulary.</u> Assess the effectiveness of their own and others writing and suggest improvements. <u>Propose changes to grammar or vocabulary to improve consistency. e.g: capitalisation, correct homophones, pronouns.</u> <u>Writing is proof-read for spelling and punctuation errors and use the first two or three letters of a word to check its meaning or spelling in a dictionary.</u> Read aloud their own writing, to a group using appropriate intonation, controlling tone and volume. <p>Composition: structure and organisation</p> <ul style="list-style-type: none"> <u>Organise paragraphs around a theme.</u> Use organisational devices such as Headers and sub-headings in non-narrative writing. <u>Create settings, characters and plots in narrative</u> <u>Choose the correct tense throughout their writing including the progressive</u>



Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) of the programme of study by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech

form of verbs: she was running; he was shouting.

- Use direct speech

Grammar and Vocabulary

- Write statements, questions or exclamatory sentences with capital letters in the proper place ending with a full stop, ? or !.
- Create compound sentences using and, but, or, and so.
- Create sentences with a subordinate clause, using the conjunctions: when, if, because and although.
- Use the present, perfect form of verbs (has been, have written)
- Use conjunctions, adverbs and prepositions express time and cause.
E.g:
When they arrived,
They will be here soon,
On Tuesday,

Punctuation

- Capital letters and full stops to mark sentences.
- Capital letters for proper nouns.
- Questions marks.
- Exclamation marks.
- Commas to separate items in a list
- Punctuate direct speech with inverted commas "I'm coming" called Jim.
- Use possessive apostrophes.
- Use apostrophes for contractions: don't, can't etc

form of verbs: she was running; he was shouting

- Use and punctuate direct speech accurately.

Grammar and Vocabulary

- Compose sentences with more than one clause, including the conjunctions: when, if, because and although.
- Use the present, perfect form of verbs (has started, have written)
- Vary the choice of nouns, to avoid repetition.
- Use pronouns for clarity, cohesion and to avoid repetition.
- Use 'a' and 'an' correctly as a determiner. An orange. A pineapple. Identify vowels to be able to do this.
- Use conjunctions, adverbs and prepositions express time and cause.
E.g:
When they arrived,
Because they were late,
They will be here soon,
On Tuesday,
- Use fronted adverbials

Punctuation

- Capital letters and full stops to mark sentences.
- Capital letters for proper nouns.
- Questions marks.
- Exclamation marks
- Commas to separate items in a list
- Use a comma after fronted adverbials
- Punctuate direct speech with inverted commas and other punctuation within the inverted commas. "I'm coming, called Jim.
- Use possessive apostrophes including with plural nouns. The teachers' carpark.
- Use apostrophes for contractions: don't, can't etc



- use and understand the grammatical terminology in [English appendix 2](#) of the English Programme of Study accurately and appropriately when discussing their writing and reading

Children can discuss writing and grammar using the correct terminology and that of previous year groups.

Year 2 Pupils: noun, noun phrase, statement, question, command, compound sentence, suffix, prefix, adjective, adverb, verb tense - past and present, apostrophe and comma

Year 3 Pupils: preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (speech marks), consonant letter and vowel letters and word families

Children can discuss writing and grammar using the correct terminology and that of previous year groups.

Year 2 Pupils: noun, noun phrase, statement, question, command, compound sentence, suffix, prefix, adjective, adverb, verb tense - past and present, apostrophe and comma

Year 3 Pupils: preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (speech marks), consonant letter and vowel letters and word families

Year 4 Pupils: determiner, pronoun, possessive pronoun and adverbial



Upper Key Stage Two - National Curriculum Composition Progression	Upper Key Stage Two - Year 5 - William Reynolds Primary Composition Progression	Upper Key Stage Two - Year 6 - William Reynolds Primary Composition Progression
<p>Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> write 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 <p>Writing - Composition</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof read for spelling and punctuation errors 	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> <u>Write legibly and fluently with increasing speed, choosing which letter shape to use and whether or not to join specific letters.</u> <p>Composition: Planning, drafting, evaluating, proof reading and editing.</p> <ul style="list-style-type: none"> Plan writing, taking into account the audience and purpose of the writing and using similar writing as models for their own. Noting down, and developing initial ideas after and whilst reading and researching the subject. Précis (summarise) longer passages while making notes. When planning to write narratives, consider who other authors have developed characters and settings in books pupils have read, listened to or seen performed. Select and record appropriate grammatical phrases and vocabulary, and understand how these can enhance the meaning of the writing. <u>Assess the effectiveness of their own writing, then use a thesaurus to propose changes to writing and a dictionary to edit spellings and check appropriateness.</u> Read aloud their own writing, to a group using appropriate intonation, controlling tone and volume. <p>Composition, Structure and Organisation</p> <ul style="list-style-type: none"> <u>Use a range of devices to build cohesion within paragraphs and across paragraphs. Conjunctions, deliberate repetition, fronted adverbials, pronouns,</u> Using further organisational and presentational devices to structure text and guide a reader - headings, subheadings or underlining. Ensure the correct and consistent use of tense throughout a piece of writing. <u>When writing narratives, describe settings, characters and atmosphere.</u> Integrate dialogue to convey character and advance action. Speech for purpose which incorporates actions and events that add meaning to the story or show character. 	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> <u>Write legibly and fluently with increasing speed, choosing which letter shape to use and whether or not to join specific letters.</u> <p>Composition: Planning, drafting, evaluating, proof reading and editing.</p> <ul style="list-style-type: none"> Plan writing, taking into account the audience and purpose of the writing and using similar writing as models for their own. Noting down, and developing initial ideas after and whilst reading and researching the subject. Précis (summarise) longer passages while making notes. When planning to write narratives, consider who other authors have developed characters and settings in books pupils have read, listened to or seen performed. Select and record appropriate grammatical phrases and vocabulary, and understand how these can enhance the meaning of the writing. <u>Assess the effectiveness of their own and other's writing then use a thesaurus to propose changes to writing and a dictionary to edit spellings and check appropriateness.</u> Read aloud their own writing, to a group using appropriate intonation, controlling tone and volume. <p>Composition, Structure and Organisation</p> <ul style="list-style-type: none"> <u>Use a range of devices to build cohesion within and across paragraphs. Conjunctions, deliberate repetition, adverbials, pronouns, synonyms, linking phrases or motifs between paragraphs.</u> Using further organisational and presentational devices to structure text and guide a reader - headings, subheadings, bullet points. <u>Ensure the correct and consistent use of tense throughout a piece of writing.</u> <u>When writing narratives, describe settings, characters and atmosphere.</u> <u>Integrate dialogue to convey character and advance action. Speech for purpose which incorporates actions and events that add meaning to the story or show character.</u> Use a range of sentence and clause structures.



- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) of the English Programme of Study by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in [English appendix 2](#) of the English Programme of Study.
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Grammar and Vocabulary

- Correct subject and verb agreement. *The birds were singing. The bird was singing.*
- Choose formal or informal language to suit the text type. *Go in - enter/find out - discover.*
- To use the perfect form of verbs to mark relationships between time and cause. *Understanding the affect that using have/has, has on the sentence. E.g: "They have tied him up." Compared to, "They tied him up."*
- Use expanded noun phrases and prepositional phrases.
- Use modal verbs and adverbs to indicate degrees of possibility.
- Use relative clauses beginning with relative pronouns such as: who, which, where, when or whose.
- Write sentences with subordinate conjunctions, varying the position of the subordinate clause. *Because it was raining, we went indoors to play cards. We went indoors (because it was raining) to play cards. We went indoors to play cards because it was raining.*

Punctuation

A range of punctuation from KS2 national curriculum:

- Use a comma after fronted adverbials
- Punctuate direct speech with inverted commas and other punctuation within the inverted commas. *"I'm coming," called Jim.*
- Use possessive apostrophes including with plural nouns
- Use apostrophes for contractions
- Colons to introduce a list.
- Commas to separate items in a list.
- Commas for clarity
- Brackets, dashes or commas to indicate parenthesis

Grammar and Vocabulary

- Correct subject and verb agreement. *The birds were singing. The bird was singing.*
- Choose formal or informal language to suit the text type. *Go in - enter/find out - discover.*
- Recognise and use formal speech and structures including subjunctive form.**
- Use passive voice to affect the presentation of information in a sentence.**
- To use the perfect form of verbs to mark relationships between time and cause. *Understanding the affect that using have/has, has on the sentence. E.g: "They have tied him up." compared to, "They tied him up."*
- Use expanded noun phrases and prepositional phrases.
- Use modal verbs and adverbs to indicate degrees of possibility.
- Use relative clauses beginning with relative pronouns such as: who, which, where, when or whose.
- Write sentences with subordinate conjunctions, varying the position of the subordinate clause. *Because it was raining, we went indoors to play cards. We went indoors (because it was raining) to play cards. We went indoors to play cards because it was raining*

A range of punctuation from KS2 national curriculum:

- Use a comma after fronted adverbials
- Punctuate direct speech with inverted commas and other punctuation within the inverted commas. *"I'm coming," called Jim.*
- Use possessive apostrophes including with plural nouns
- Use apostrophes for contractions
- Commas for clarity**
- Brackets, dashes or commas to indicate parenthesis
- Semi-colons, colons or dashes to mark independent clauses**
- Colons to introduce a list
- Semi colons in a list.**
- Bullet points**
- Hyphens to avoid ambiguity.**



<ul style="list-style-type: none">use and understand the grammatical terminology in English appendix 2 English Programme of Study accurately and appropriately in discussing their writing and reading	<p><u>Children can discuss writing and grammar using the correct terminology and that of previous year groups.</u></p> <p>Year 2 Pupils: noun, noun phrase, statement, question, command, compound sentence, suffix, prefix, adjective, adverb, verb tense - past and present, apostrophe and comma</p> <p>Year 3 Pupils: preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (speech marks), consonant letter and vowel letters and word families</p> <p>Year 4 Pupils: determiner, pronoun, possessive pronoun and adverbial</p> <p>Year 5 Pupils: modal verb, relative pronoun, relative clause, parenthesis, bracket and dash</p>	<p><u>Children can discuss writing and grammar using the correct terminology and that of previous year groups.</u></p> <p>Year 2 Pupils: noun, noun phrase, statement, question, command, compound sentence, suffix, prefix, adjective, adverb, verb tense - past and present, apostrophe and comma</p> <p>Year 3 Pupils: preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (speech marks), consonant letter and vowel letters and word families</p> <p>Year 4 Pupils: determiner, pronoun, possessive pronoun and adverbial</p> <p>Year 5 Pupils: modal verb, relative pronoun, relative clause, parenthesis, bracket and dash</p> <p>Year 6 Pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	---	--