

St. Joseph's Catholic Primary School and Nursery

Whole School English Progression Document

This document has been developed to ensure that the teaching of English is progressive across each year group at St Joseph's School.

It shows the progression for each Year Group which, in EYFS, is broken down under the headings of:

- Fine motor skills;
- Writing.

In KS1 and KS2, the progression is broken down under the headings of:

- Transcription;
- Handwriting;
- Composition;
- Vocabulary, grammar and punctuation;
- Terminology.

The objectives have been taken directly from the EYFS Statutory Framework, the National Curriculum and, in some cases, Jason Wade Rainbow Grammar.

Foundation 1

Topic Titles:

Cycle 1:

Advent: Sparkle and Shine Lent: Winter Wonderland Pentecost: Animal Safari

Cycle 2:

Advent: Exploring Autumn Lent: Long Ago Pentecost: Big Wide World

Fine Motor Skills	Writing
<p>By Advent 2, children will know how to:</p> <ul style="list-style-type: none"> - Use a fist grip or a fist grip comfortably. - Use a palmar grasp and four-finger grip. 	<p>By Advent 2, children will know how to:</p> <ul style="list-style-type: none"> - Enjoy drawing freely. - Write the initial sound of their name. - Add marks to their drawings which they give meaning to. - Understand that marks can represent letters.
<p>By Lent 2, children will know how to:</p> <ul style="list-style-type: none"> - Pick up tiny objects using a fine pincer grasp. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Begin to show a preference for a dominant hand. 	<p>By Lent 2, children will know how to:</p> <ul style="list-style-type: none"> - Write some of their name. - Use some of their print and letter knowledge in early writing.
<p>By Pentecost 2, children will know how to:</p> <ul style="list-style-type: none"> - Hold a pencil near the point, between their first two fingers and thumb. - Hold a pencil with control. - Use pincers, tweezers and threading equipment with increasing control and confidence. 	<p>By Pentecost 2, children will know how to:</p> <ul style="list-style-type: none"> - Write their name. - Write some letters accurately.

Foundation 2

Topic Titles:

Cycle 1:

Advent: Sparkle and Shine Lent: Winter Wonderland Pentecost: Animal Safari

Cycle 2:

Advent: Exploring Autumn Lent: Long Ago Pentecost: Big Wide World

Fine Motor Skills	Writing
<p>By Advent 2, children will know how to:</p> <ul style="list-style-type: none"> - Use a pincer grasp. 	<p>By Advent 2, children will know how to:</p> <ul style="list-style-type: none"> - Form recognisable letters. - Form some letters accurately. - Spell words by identifying the sounds on a phonic sound mat. - Rehearse their writing orally before writing.
<p>By Lent 2, children will know how to:</p> <ul style="list-style-type: none"> - Show a preference for a dominant hand. - Develop their fine motor skills so that they can use a range of tools competently - these might include pencils, paintbrushes and scissors. - Develop the foundations of a handwriting style which is accurate and efficient. 	<p>By Lent 2, children will know how to:</p> <ul style="list-style-type: none"> - Form some lower-case letters correctly. - Form some capital letters correctly. - Read back their writing.
<p>By Pentecost 2, children will know how to:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing. This will be using the tripod grip in most cases. - Use a range of small tools confidently - these might include pencils, paintbrushes and scissors. - Begin to show accuracy and care when drawing. 	<p>By Pentecost 2, children will know how to:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying all the sounds and then writing the sound with letter(s). - Write simple phrases than can be read by others.

Within each Year Group, there is a balance of fiction and non-fiction text types covered.

Objectives in blue represent those which are a recap of objectives taught in previous year groups.

Objectives in bold represent those taken from the Jason Wade curriculum specifically.

High quality model texts have been chosen for each Writing unit of work. These are designed to engage the children, whilst providing clear and repeated use of the grammar focus so that children can observe how authors use each focus in context. Where possible, both fiction and non-fiction units link to class topics.

This document should be used alongside the schools English Policy, which refers more specifically to the Jason Wade initiatives as well as the Little Wandle progression for KS1 spelling.

English Coverage Checker: The tables below show the coverage of non-fiction and fiction genres across each Year group.

Non-Fiction Genres

	Y1	Y2	Y3	Y4	Y5	Y6
Instructions		✓				
Discussion			✓		✓	
Non-Chronological	✓		✓		✓	
Explanation			✓			✓
Persuasion		✓				✓
Recount	✓			✓		
Auto/biography	✓			✓		✓
Newspaper report		✓		✓		

Fiction Genres

	Y1	Y2	Y3	Y4	Y5	Y6
Adventure/fantasy/mystery	✓		✓✓		✓✓	✓
Traditional/fairy tale (KS1)	✓	✓				
Myths, Legends, Fables		✓				
Character description	✓			✓		
Stories with familiar settings			✓	✓	✓	✓
Poetry		✓				
Play scripts					✓	
Historical (KS2)				✓		✓

Year 1 - Overview

Advent	Lent	Pentecost
1 x fiction: Traditional Tale	1 x fiction Character Description	1 x non-fiction Recount
1 x non-fiction Non-chronological Report	1 x non-fiction Auto/biography	1 x fiction Adventure Narrative

Year 2 - Overview

Advent	Lent	Pentecost
1 x fiction: Myths, Legends, Fables	1 x non-fiction Persuasion	1 x non-fiction Newspaper Report
1 x fiction: Traditional Tales	1 x non-fiction Instructions	1 x fiction Poetry

Year 3 - Overview

Advent	Lent	Pentecost
1 x fiction: Stories with Familiar Settings	1 x fiction Fantasy Narrative	1 x fiction Adventure Narrative
1 x non-fiction Discussion	1 x non-fiction Non-chronological	1 x non-fiction Explanation

Year 4 - Overview

Advent	Lent	Pentecost
1 x non-fiction Biography	1 x non-fiction Recount (Letter)	1 x non-fiction Newspaper Report
1 x fiction Historical Narrative	1 x fiction Stories with Familiar Settings	1 x fiction Character Description

Year 5 - Overview

Advent	Lent	Pentecost
1 x fiction: Stories with Familiar Settings	1 x fiction Adventure Narrative	1 x Fiction Mystery Narrative
1 x non-fiction Discussion	1 x non-fiction Non-chronological Report	1 x fiction Play Scripts

Year 6 - Overview

Advent	Lent	Pentecost
1 x non-fiction: Persuasion	1 x fiction Adventure Narrative	1 x non-fiction Explanations
1 x non - fiction Biographies	1 x fiction Historical Narrative	1 x fiction Setting Description

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Type/Genre Features					

<p>Advent 1 - Traditional Tale *A beginning to introduce the main character and setting *A middle to present a problem. *An end to solve a problem. *A hero and a villain.</p>	<p>Advent 1 - Myths, Legends and Fables *Sentences organised chronologically indicated by time related words. *Divisions in narrative may be marked by sections/paragraphs. *Connections between sentences make reference to characters. *Connections between sentences indicate extra information.</p>	<p>Advent 1 - Stories with Familiar Settings *Time and place are referenced to guide the reader through the text. *Paragraphs. *Cohesion is strengthened through relationships between characters.</p>	<p>Advent 1 - Biography *Clear introduction and conclusion which summaries overall impact. *Links between sentences to navigate the reader. *Paragraphs organised by theme.</p>	<p>Advent 1 - Stories with Familiar Settings *Sequence of plot may be disrupted for effect. *Opening and resolution shape the story. *Structural features of narrative are included. *Paragraphs varied in length and structure.</p>	<p>Advent 1 - Persuasion *Developed introduction and conclusion using all the argument or leaflet layout features. *Paragraphs developed with prioritised information. *View point is transparent for reader. *Emotive language used throughout to engage the reader.</p>
<p>Advent 2 - Non-chronological Report *Ideas in time sequence. *First person (if appropriate). *Past tense.</p>	<p>Advent 2 - Traditional Tale *A beginning to introduce the main character and setting *A build up where something out of the ordinary occurs. *A middle to present a problem. *A resolution. *A happy ending. *A hero and a villain.</p>	<p>Advent 2 - Discussion *Clear introduction. *Points about subject/issue *Organised into paragraphs *Sub-heading used to organize texts.</p>	<p>Advent 2 - Historical Narrative *Link between opening and resolution. *Links between sentences help to navigate the reader from one idea to the next. *Paragraphs organised correctly to build up to key event. *Repetition avoided through using different sentence structures and ellipsis.</p>	<p>Advent 2 - Discussion *Developed introduction and conclusion using all the argument or leaflet layout features. *Paragraphs developed with prioritised information. *View point is transparent for reader. *Emotive language used throughout to engage the reader.</p>	<p>Advent 2 - Biography *Developed introduction and conclusion *Detailed and engaging description of events. *Clear signals to the reader about time, place and personal response.</p>
<p>Lent 1 - Character Description</p>	<p>Lent 1 - Persuasion *Brief introduction and conclusion.</p>	<p>Lent 1 - Fantasy Narrative</p>	<p>Lent 1 - Recount as a Letter</p>	<p>Lent 1 - Adventure Narrative</p>	<p>Lent 1 - Adventure Narrative</p>

<ul style="list-style-type: none"> *Description of appearance. *Description of smell. *Description of sound. 	<ul style="list-style-type: none"> *Written In the present tense. *Main ideas organised in groups. 	<ul style="list-style-type: none"> *Time and place are referenced to guide the reader through the text. *Paragraphs. *Cohesion is strengthened through relationships between characters. 	<ul style="list-style-type: none"> *Clear introduction and conclusion. *Links between sentences to navigate the reader. *Paragraphs organised around key events. *Elaboration to reveal the writer's emotions and responses. 	<ul style="list-style-type: none"> *Sequence of plot may be disrupted for effect. *Opening and resolution shape the story. *Structural features of narrative are included. *Paragraphs varied in length and structure. 	<ul style="list-style-type: none"> *The story is well constructed and raises intrigue. *Dialogue is used to move the action on who heighten empathy for central character. *Deliberate ambiguity is set up in the mind of the reader until later in the text.
<p>Lent 2 - Auto/biography</p> <ul style="list-style-type: none"> *Group ideas together in time sequence. *First or attempted third person. *Past tense. *Focus on the individual/group. 	<p>Lent 2 - Instructions</p> <ul style="list-style-type: none"> *A goal is outlined - a statement about what is to be achieved. *Written in sequenced steps to achieve the goal. *Diagrams and illustrations are used to make the process clearer. 	<p>Lent 2 - Non-chronological Report</p> <ul style="list-style-type: none"> *A clear introduction. *Organised paragraphs. *Subheadings. *Appropriate tense. *A brief conclusion. 	<p>Lent 2 - Setting Description</p> <ul style="list-style-type: none"> *Links between opening and resolution. *Links between paragraphs help to link one idea to the next. *Paragraphs organised correctly to build up to key events. 	<p>Lent 2 - Non-chronological Report</p> <ul style="list-style-type: none"> *Links between sentences to help navigate the reader. *Subheadings to organise information. *Formal and technical language. *Developed introduction and conclusion. 	<p>Lent 2 - Historical Narrative</p> <ul style="list-style-type: none"> *The story is well constructed and raises intrigue. *Dialogue is used to move the action on who heighten empathy for central character. *Deliberate ambiguity is set up in the mind of the reader until later in the text.

<p>Pentecost 1 - Recount</p> <ul style="list-style-type: none"> *First person *Past tense *Focus on the individual/group. 	<p>Pentecost 1 - Newspaper Report</p> <ul style="list-style-type: none"> *Brief introduction and conclusion. *Written in the past tense. *Main ideas organised in groups. *Using sequencing techniques - time related words. *A photo with a caption. 	<p>Pentecost 1 - Adventure Narrative</p> <ul style="list-style-type: none"> *Time and place are referenced to guide the reader through the text. *Paragraphs. *Cohesion is strengthened through relationships between characters. 	<p>Pentecost 1 - Newspaper Report</p> <ul style="list-style-type: none"> *Clear introduction and conclusion. *Links between key ideas in the newspaper. *Who, what, where, when and why information is clear to orientate the reader. *Paragraphs organised correctly into key ideas. *All newspaper layout features included. *Bold eye-catching headline which includes alliteration. 	<p>Pentecost 1 - Mystery Narrative</p> <ul style="list-style-type: none"> *Sequence of plot may be disrupted for effect. *Opening and resolution shape the story. *Structural features of narrative are included. *Paragraphs varied in length and structure. *Pronouns used to hide the doer of the action. 	<p>Pentecost 1 - Explanation</p> <ul style="list-style-type: none"> *Arguments are well constructed that answer the reader's questions. *The writer understands the impact or the emotive language and thinks about the response. *Information is prioritised according to the writer's point of view.
<p>Pentecost 2 - Adventure Narrative</p> <ul style="list-style-type: none"> *A signal to show the beginning or end of narrative e.g. one day... *Attempt third person writing. 	<p>Pentecost 2 - Poetry</p> <ul style="list-style-type: none"> *Talk about own views, the subject matter and possible meanings. *Comment on which words have most effect, noticing alliteration. *Discuss simple poetry patterns 	<p>Pentecost 2 - Explanation</p> <ul style="list-style-type: none"> *Brief introduction and conclusion. *Written In the present tense. *Main ideas organised in groups. 	<p>Pentecost 2 - Character Description</p> <ul style="list-style-type: none"> *Description of thoughts. *Description of movements. *Description of touch/feel. 	<p>Pentecost 2 - Play Script</p> <ul style="list-style-type: none"> *New line for a new speaker. *Brief stage directions. *Dialogue without inverted commas. *To give a brief setting description at the start of each new scene. 	<p>Pentecost 2 - Setting Description</p> <ul style="list-style-type: none"> *The description is well constructed and raises intrigue. *Dialogue is used to move the action on or to heighten empathy for a character. *Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text.

Composition

<p>By Advent 2 *Orally rehearse sentences before writing.</p>	<p>By Advent 1 *Orally rehearse and plan what they are going to write. *Encapsulate thoughts, sentence by sentence.</p>	<p>By Advent 1 *Discuss similar writing to what they are planning to emulate. *Discuss and record their ideas.</p>	<p>By Advent 1 *Build a rich vocabulary. *Build varied sentence structures. *Use organisational devices.</p>	<p>By Advent 1 *Identify audience and purpose of writing. *Note and develop initial ideas, drawing on research to do so. *Consider how authors develop character and setting in their writing. *Select appropriate grammar and vocabulary to enhance meaning.</p>	<p>By Advent 1 *Precise longer passages. *Use a wide range of devices to build cohesion within and across paragraphs. *Use further organisational devices.</p>
<p>By Lent 2 *Read their work out loud, clearly enough to be heard by their peers and adults. *Reread their work to check that it makes sense.</p>	<p>By Advent 2 *Write for different purposes.</p> <p>By Lent 1 *Plan by writing down ideas and/or key words, including new vocabulary.</p>				
<p>By Pentecost 1 *Discuss their writing with peers and/or adults.</p>	<p>By Lent 2 *Reread their work to check that it makes sense. *Reread their work to check that the tense is consistent.</p>	<p>By Lent 2 *Compose and orally rehearse sentences. *Organise paragraphs around a theme. *Create settings, character and plot.</p>	<p>By Lent 2 *Evaluate work and suggest improvements. *Propose changes to grammar and vocabulary, including those which would affect consistency and the correct use of pronouns. *Proofread for spelling and punctuation errors.</p>	<p>By Lent 2 *Integrate dialogue in order to advance action. *Ensure correct subject and verb agreement in singular and plural. *Proofread for spelling and punctuation errors with growing independence.</p>	<p>By Lent 2 *Assess effectiveness of writing and propose changes to enhance effects. *Perform their own compositions with movements. *Create and describe settings, characters and atmosphere.</p>
<p>By Pentecost 2 * Sequence sentences to form short narratives. *Write narratives about personal experiences.</p>	<p>By Pentecost 1 *Evaluate their writing with their peers and/or teacher. *Proofread their work for spelling, grammar and punctuation errors. *Write about real events. *Write narratives about personal experiences and those of others.</p> <p>By Pentecost 2 *Write poetry. *Read their work aloud with intonation.</p>				

Handwriting

<p>By Advent 1 *Sit correctly at a table. *Hold a pencil correctly and comfortable.</p>	<p>By Advent 2 *Use capital letters and digits of the correct size and relationship to lower case letters. *Use lower case letters of the correct size, relative to one another.</p>	<p>By Advent 1 *Use the diagonal and horizontal strokes that are needed to join letters.</p>	<p>By Pentecost 2 *Increase legibility, consistency and quality of handwriting.</p>	<p>By Pentecost 2 *Choose which shape of a letter to use. *Choose the most appropriate writing implement for a task.</p>	<p>By Pentecost 2 *Write legibly, fluently and with increasing speed. *Decide whether or not to join specific letters.</p>
<p>By Advent 2 *Begin to form lower-case letters in the correct direction.</p>					
<p>By Lent 1 *Form capital letters.</p>	<p>By Lent 2 *Use spacing which reflects the size of letters.</p>	<p>By Pentecost 2 *Decide which letters are best left unjoined.</p>			
<p>By Pentecost 1 *Understand and identify letter handwriting families.</p>	<p>By Pentecost 2 *Join some letters with joining strokes.</p>				
<p>By Pentecost 2 *Form lower case letters whose sizes are relative to each other *Start using some joining strokes.</p>					

Spelling

		<p>By Advent 1 *The /ay/ sound spelt ei. *The /ay/ sound spelt ey. *Homophones and near homophones. *The /s/ sound spelt c before e, i and y. *Double consonants.</p>	<p>By Advent 1 *Prefix in-. *Prefix im-. *Prefix il- and ir-. *Prefix sub- and super-. *Prefix inter-. *Prefix anti- & auto-.</p>	<p>By Advent 1 *Words with endings that sound like /shuhs/ spelt with -cious. *Words with endings that sound like /shuhs/ spelt with -tious or -ious. *The sound /i/ spelt y (revision from year 3 & 4). *Words that start with 'con-'.</p>	<p>By Advent 1 *Synonyms 1. *Synonyms 2. *Antonyms. *Word families - com & contra. *Word families - equ, ex & extra. *Word families - gen, geo & graph.</p>
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				<p>*Words ending /shuhn/ spelt -tion. (Year 4 revision).</p> <p>*The /l/ or /əl/ sound spelt -le at the end of words. (Year 3 revision).</p> <p>*Silent letters</p>	
		<p>By Advent 2</p> <p>*The suffix -ly.</p> <p>*The suffix -ly where the root word ends in y.</p> <p>*Adverbs with the suffix -ly where the root word ends in le.</p> <p>*Adverbs with the suffix -ly where the root word ends in ic.</p> <p>*Adverbs with the suffix -ly exceptions and consolidation.</p>	<p>By Advent 2</p> <p>*Adverbs of Manner.</p> <p>*Adverbs of Time</p> <p>*Adverbs of Place</p> <p>*Nouns ending in -ation.</p> <p>*Year 3 & 4 Word List 1.</p> <p>*Year 3 & 4 Word List 2.</p>	<p>By Advent 2</p> <p>*Adjectives ending in -ant into nouns ending in -ance/-ation .</p> <p>*Adjectives ending in -ent into nouns ending in -ence/-ency.</p> <p>*Words ending in -able.</p> <p>*Words ending in -able & -eable.</p> <p>*Words ending in -ible.</p> <p>*Words that end in -ibly.</p>	<p>By Advent 2</p> <p>*Word families - labor & liber.</p> <p>*Word families - loc & log.</p> <p>*Word families - maxi & mini.</p> <p>*Word families - mid & mal.</p> <p>*Word families - mono & du.</p> <p>*Word families - nat & mort.</p>
		<p>By Lent 1</p> <p>*The prefix dis-.</p> <p>*The prefix mis-.</p> <p>*The prefix re-.</p> <p>*Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>*Split digraph i-e with a short & long vowel sound (Year 1 revision).</p>	<p>By Lent 1</p> <p>*Word ending sounds /zhuh/ spelt -sure.</p> <p>*Word ending sounds /cher/ spelt -ture.</p> <p>*Words ending /shuhn/ spelt -sion.</p> <p>*Words ending /shuhn/ spelt -ssion.</p> <p>*Words ending /shuhn/ spelt -tion.</p>	<p>By Lent 1</p> <p>*Words spelt ie.</p> <p>*Words with a long /ee/ sound spelt ie or ei after c (and the exceptions).</p> <p>*Words where c makes an /s/ sound before i, e and y.</p> <p>*Hyphens: To join a prefix ending in a vowel</p>	<p>By Pentecost 1</p> <p>Word families - non & neg.</p> <p>Word families - nov & numer.</p> <p>Word families - omni & para.</p> <p>Word families - per & pre.</p> <p>Word families - post & pro.</p>

		<p>*The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision).</p>	<p>*Words ending /shuhn/ spelt -cian.</p>	<p>to a root word beginning with a vowel. *Words ending -ment. *Words ending -ity.</p>	<p>Word families - re & re</p>
<p>By Lent 2 *The /k/ sound spelt ch. *The /sh/ sound spelt ch. *Words ending with the /g/ & /k/ sound spelt gue and que. *The /s/ sound spelt sc *The /i/ sound spelt y. *The /u/ sound spelt ou.</p>	<p>By Lent 2 *Suffix -ous with no change to the root word. *Suffix -ous with no root word. *Suffix -ous where -our is changed to -or before -ous is added. *Suffix -ous where the word ends in -y become i. *Suffix -ous where root word ends in e. *Suffix -ous - consolidation.</p>	<p>By Lent 2 *Adding suffixes beginning with vowel letters to words ending in -fer. *Words with endings which sound like /shuhl/ after a vowel spelt -cial. *Words with endings which sound like /shuhl/ after a consonant spelt -tial. *Words beginning acc-. *Words beginning occ-. *Words ending in -ant</p>			
<p>By Pentecost 1 *Words containing the letter string ough. *Days of the week & seasons. *Months of the Year *Time & Place *Cross curricular. *Direction, Dimension & Amount.</p>	<p>By Pentecost 1 *Possessive apostrophe with plural words. *The suffix -ary. *Words spelt -ar. *Words spelt -er. *Word families - uni, bi, tri & quad. *Word families - pent, hex, oct, & dec.</p>	<p>By Pentecost 1 *Words containing the letter string ough. *Words ending in -ate. *Words ending in -ture (inc year 4 content). *Words ending in -age. *Words ending in -ary. *Suffix -ly (inc year 3 content) .</p>			

		<p>By Pentecost 2 *The vowel digraph ea and trigraph ear. *Word family - sol. *Word families - dec, cent, milli & micro. *Conjunctions *Prepositions *Long /ee/ sound spelt y at the end of words.</p>	<p>By Pentecost 2 *Word families - acro, acu/accu & aero. *Word families - anni/annu, aqu & Astro. *Word families - bi & bio. *Word families - cert, chrono & circ. *Word families - co & corp. *Word families - demo, dent & dia.</p>	<p>By Pentecost 2 *Prefix -inter. *Double consonant. *Year 5 & 6 Word List 1. *Year 5 & 6 Word List 2. *Modal verbs. *Word families - dis & dur</p>	<p>*Word families - ver & verb. *Word families - aud, vid & vac. Children will also know how to: *Use a thesaurus</p>
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Grammar and Punctuation

<p>By Advent 1 *Use finger spaces to separate words.</p>	<p>By Advent 1 * Use full stops for the ends of sentences. *Use capital letters for the beginning of sentences, exclamation marks and question marks. *Use coordination including the conjunctions or, and, but</p>	<p>By Advent 1 *Use precise nouns. *Use expanded noun phrases.</p>	<p>By Advent 1 *Choose nouns and pronouns for clarity. *Capital letters for a range of proper nouns.</p>	<p>By Advent 1 *Use expanded noun phrases, including some expansion after the noun to convey complicated information concisely. *Use the perfect form of verbs to show time and cause.</p>	<p>By Advent 1 *Use colons to introduce lists. *Use colons for coordination.</p>
<p>By Advent 2 *Use full stops at the ends of sentences.</p>	<p>By Advent 2 * Use the present and past tenses correctly and consistently, including the progressive form. *Use expanded noun phrases where the expansion takes place after the noun.</p>	<p>By Advent 2 *Use ordinal determiners.</p>	<p>By Advent 2 *Use possessive apostrophes in plural nouns. *Use precise verbs and verb synonyms.</p>	<p>By Advent 2 *Use a range of linking adverbs. *Use commas to aid clarity.</p>	<p>By Advent 2 *Use passive voice to effect the presentation of information in a sentence. *Use bullet points consistently.</p>

<p>Letter, word, punctuation, full stop, capital letter, question mark, exclamation mark, singular, plural, sentence.</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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