



Early Years and Key Stage 1 Writing progression



	<u>EYFS</u> <u>Three and Four-Year Olds</u> <u>Reception</u> <u>Early Learning Goals</u>	<u>Year 1</u> <u>Provision and Expectations</u>	<u>Year 2</u> <u>Provision and Expectations</u>
<u>Transcription</u>			
<u>Spelling</u>	<p>To 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.</p> <p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To use a comfortable grip with good control when holding pens and pencils to form and write some letters accurately.</p> <p>To show a preference for a dominant hand.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>To develop small motor skills to use a pencil competently, safely and confidently.</p>	<p>To spell all Year 1 common exception words correctly (Appendix 1) and write from memory simple sentences dictated by the teacher (words including the GPC's and common exception words taught).</p> <p>To name the letters of the alphabet in the correct and use letter names to decide between alternative spellings of the same sound.</p> <p>To spell days of the week correctly.</p> <p>To use the correct spelling for most of the high frequency words and apply the prefixes and suffixes that have been taught.</p> <p>To sit correctly at a table and hold a pencil comfortably and correctly.</p> <p>To write lower case letters, capital letters and the digits 0-9 in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>To spell most Year 1 and Year 2 common exception words (Appendix 1) correctly including high frequency, single and monosyllabic words.</p> <p>To write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught.</p> <p>To spell mostly accurately by segmenting spoken words into phonemes and by representing these phonemes by graphemes.</p> <p>To learn new ways of spelling phonemes for which one or more spellings are already known. This including some common homophones (e.g., bare/bear, blue/ blew, night/knight).</p> <p>To apply spelling rules and guidelines in their writing.</p> <p>To recognise and distinguish between homophones and near-homophones.</p> <p>To spell more words with contracted forms e.g. can't I'll, didn't.</p> <p>Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly (nouns and adjectives)</p> <p>To turn adjectives into adverbs using suffixes -ly, -est, -er.</p> <p>To have the correct posture when sitting at a table and hold a pencil comfortably and correctly.</p> <p>To form lower-case letters, capital letters and the digits 0-9 in the correct direction, starting and finishing in the correct place (Capital and lower-</p>



<u>Handwriting</u>	<p>To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To form lower case and capital letters correctly.</p> <p>To write some irregular common words e.g., the, was said.</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters (Some words are spelt correctly, and others are phonetically plausible.)</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>To write recognisable letters, most of which are correctly formed.</p>	<p>Understand and practice which letters belong to which handwriting ‘families’ for example letters that are formed in similar ways.</p> <p>To use (finger) spaces between words.</p>	<p>case letters are the correct size, orientation and relationship to one another).</p> <p>To leave (finger) spaces between words reflecting the size of the letters.</p> <p>Joining letters- To begin to use the diagonal and horizontal strokes needed to join letters.</p>
<u>Composition</u>			
<u>Audience, Purpose and Structure</u>	<p>Use a wider range of vocabulary- To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>To start a conversation with an adult or a friend and continue it for many turns.) To use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>To understand that writing has to make sense to the reader.</p> <p>To choose the appropriate form for audience and purpose.</p> <p>To use simple features of narratives to make relevant choices about the subject matter and make appropriate vocabulary choices.</p>	<p>To write for different purposes (narrative, recounts, non-chronological reports, poetry) with an awareness of the correct form and organisational structure in fiction and non-fiction e.g., verses, headings, subheadings, conjunctions to sequence.</p> <p>To use new vocabulary from their reading and discussions (one- to-one and as a whole class) as well as building on knowledge from their wider experiences.</p>

	<p>To describe events in some detail and develop social phrases.</p> <p>To learn new vocabulary and use this new vocabulary throughout the day and in different contexts.</p> <p>To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>To participate in small group, class and one-to-one discussion, offering their own ideas and using recently introduced vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To begin to engage readers by using adjectives to describe.</p>	<p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To use clear, logical structures (related sentences are grouped together) in different genres of writing.</p>
<p><u>Planning, writing and editing.</u></p>	<p>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p> <p>To write some or all of their name and write some letters accurately.</p> <p>To 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.</p>	<p>To develop an understanding of genre by saying out loud what they are going to write about.</p> <p>Think aloud, sequence ideas and check the meaning is clear by composing a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives and re-read what has been written to check that it makes sense.</p> <p>To read their work and begin to make independent changes to correct errors.</p>	<p>To write about real events, personal experiences and those of others (real and fictional) including simple poetry and different genres/purposes.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary to help support their writing.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout (consistent use of past and present tense).</p>

	<p>To begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>To learn new vocabulary and articulate their ideas and thoughts in well-formed sentences- describing events in some detail and in different contexts.</p> <p>To develop storylines in their pretend play</p> <p>To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>To listen to and talk about and retell stories to build familiarity and understanding. This includes exact repetition and some in their own.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To re-read what they have written to check it makes sense.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>To write recognisable letters, most of which are correctly formed and to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>To write simple phrases and sentences that can be read by others</p> <p>To invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>To discuss what has been written with the teacher or other pupils by reading their writing aloud clearly enough to be heard.</p>	<p>To proofread to check for errors in spelling, grammar and punctuation (e.g., to check that the ends of sentences are punctuated correctly and to check that verbs used to indicate time are used correctly and consistently – continuous form.</p>
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<u>Vocabulary, grammar, and punctuation</u>	<p>To express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>To understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran.'</p> <p>Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use simple sentences structures and finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To understand how regular plural noun suffixes are made by adding -s or -es as well as understanding the impact on the noun once these have been added.</p> <p>To know that suffixes can be added to verbs where no change is needed in the spelling of root words (e.g helping, helper, helped)</p> <p>To add the prefix un- to change the meaning of verbs and adjectives.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form and use a variety of sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To use some co-ordinating conjunctions (or/and/but).</p> <p>To use some subordinating conjunctions (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g., the blue butterfly.)</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks, exclamation marks, commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>To use apostrophes to mark where letters are missing and use apostrophes to mark singular possession.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is listening, he was dancing)</p> <p>Understand how compound words are made for example, whiteboard, superman]</p> <p>To understand the formation of adjectives using suffixes such as -ful, -less.</p>
<u>Terminology for pupils</u>	Rhyme, fiction, non-fiction, letter, capital letter, sound, word, full stop.	letter, capital letter, word, noun, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, and comma.
<u>Grammar overview</u>		Noun phrases.	Expanded noun phrases.
		Subordinating conjunctions (B).	Subordinating conjunctions (WITB).
		Co-ordinating conjunctions (BOA).	Co-ordinating conjunctions (BOA).

<u>Grammar overview punctuation</u>	Aa.	Past and present tense.	Past simple, past progressive, present simple, present progressive.
		Sentence types: Sentence types: Statement, Question.	Sentence types: Sentence types: Statement, Question, Command, Exclamation.
		Aa.!?.	Aa.!?.
			Inverted commas.
			Commas to separate a list.
			Apostrophe for omission and possession.

 <h2 style="text-align: center;">Key Stage 2 Writing progression</h2> 				
	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Transcription</u>				
<u>Spelling</u>	<p>To spell common polysyllabic words, including compound words and most of the Year 3/4 common exception words correctly.</p> <p>To know the rules for adding further prefixes and suffixes e.g., mis, dis, bi, re and add them correctly to root words.</p> <p>To correctly use the article 'a' or 'an' depending on whether the next word begins with a consonant or a vowel.</p> <p>To understand the grammatical difference between the plural and possessive -s.</p> <p>To understand how word families work and how words are related in form and</p>	<p>To spell common polysyllabic words, including compound and all of the Year 3/4 common exception words correctly.</p> <p>To correctly spell most words with a range of prefixes including in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non.</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous,</p>	<p>To spell most polysyllabic words including the Year 5/6 common exception words correctly.</p> <p>Use further prefixes and suffixes and understand the rules for adding them to nouns or adjectives.</p> <p>To convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). Verb prefixes (e.g. dis-, de-, mis-, over- and re).</p> <p>To spell some words with 'silent' letters, e.g. knight, psalm, solemn.</p> <p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p>	<p>To spell all of the Year 5/6 common exception words correctly.</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</p> <p>To use their knowledge of adjectives to spell a range of nouns including innocence, referring, decency.</p> <p>To spell a range of complex homophones and near homophones including nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p>

	<p>meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>To spell more complex homophones e.g., break and brake, male and mail and misspelt words correctly.</p> <p>To use a dictionary correctly (using the first two or three letters of a word) to clarify unknown spellings.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.</p> <p>To use a thesaurus with some support.</p>	<p>mysterious, rigorous, famous, advantageous).</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p> <p>To be able to use a thesaurus more confidently to find synonyms.</p>	<p>To use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>To use a thesaurus confidently to improve vocabulary choices using more appropriate synonyms (occasional errors in ambitious word choices).</p>	<p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To understand difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request)</p> <p>To use a thesaurus confidently to improve vocabulary choice and understand how words are related by meaning as synonyms and antonyms.</p>
<u>Handwriting</u>	<p>To 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.</p> <p>To use a legible joined handwriting style which demonstrates a consistency in letter formation.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To use a legible joined handwriting style which demonstrates a consistency in letter formation.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and quick manner.</p> <p>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for completing a form).</p> <p>To use a consistent and legible personal handwriting style and can adapt handwriting to match a particular purpose.</p>
<u>Composition</u>				
<u>Audience, Purpose, and Structure</u>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to the genre they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices).</p> <p>To understand that writing has a specific purpose. To know that the reader needs to have a clear picture of what the writer is trying to convey.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation, and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p>	<p>To write effectively for a range of purposes and audiences selecting the appropriate structure and confidently controlling the structure of sentences.</p> <p>To draw independently on what they have read as models for their own writing.</p> <p>To distinguish between the language of speech and writing and choose the appropriate level of formality.</p>

	<p>To make deliberate ambitious word choices to add detail.</p> <p>To build a clear picture for the reader of settings, character and plot.</p> <p>To identify paragraphs as a group of sentences around the same theme.</p> <p>To use paragraphs as a way to group related material together in both fiction and non-fiction</p>	<p>To write a range of narratives that are well- structured and logically organised using headings and clear outline plans.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To use paragraphs confidently as a way to group related material together in both fiction and non-fiction</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To use dialogue to convey a character and to advance the action.</p> <p>To identify and use a range of appropriate organisation and presentational features to structure texts and guide the reader.</p> <p>To perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>Paragraphs are arranged logically and ideas link between them.</p>	<p>To select grammatical structures that reflect the genre and formality of the writing (e.g., using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>To organise ideas into well-developed, linked paragraphs using a wide range of cohesive devices.</p>
<u>Planning, writing and editing.</u>	<p>Plans and edits their writing by discussing similar models in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work (blue pen) to check for errors (with increasing accuracy) and to make improvements including developing accuracy with spelling and punctuation.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing (blue and purple pen), correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To develop initial ideas in narrative writing, consider how authors have developed characters and settings to select appropriate grammar and vocabulary. To understanding how such choices can change and enhance meaning</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (blue and purple pen).</p>

	<p>To begin to organise and edit their writing (purple pen) into paragraphs around a theme to group related material.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>		<p>To proofread work to summarise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs using a range of adverbs and building cohesion.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing (blue and purple pen) and to make necessary corrections and improvements.</p>	<p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing to enhance clarity and effect.</p> <p>To select the appropriate form for writing and to be able to precise longer passages.</p> <p>To ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>
<u>Vocabulary, grammar, and punctuation</u>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions e.g., when, before, after, while, so, because.</p> <p>To use a range of adverbs e.g., then, next, soon, therefore and prepositions</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To make changes to grammar and vocabulary to improve consistency, e.g., the accurate use of pronouns in sentences.</p> <p>To always use Standard English verb inflections accurately, e.g., 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g., surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout different pieces of writing.</p> <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g., later), place adverbials (e.g., nearby) and number (e.g., secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Recognise vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive forms (such as If I were or were they to come) in some very formal writing and speech.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such</p>

	<p>e.g., before, after, during, in and because of to express time, place and cause.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>To begin to correctly use punctuation for direct speech (inverted commas).</p>	<p>To use a range of conjunctions, adverbs, and prepositions to show time, place and cause.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately using inverted commas.</p> <p>To use fronted adverbials and punctuate these correctly using a comma.</p> <p>To indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>To use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict science teacher with frizzy hair)</p>	<p>To use commas to clarify meaning and avoid ambiguity in writing.</p> <p>To use brackets, dashes, or commas to indicate parenthesis.</p> <p>To use expanded noun phrases to convey complicated information concisely.</p>	<p>punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>To punctuate bullet points consistently.</p> <p>To use a colon to introduce a list.</p> <p>To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]</p> <p>To identify and use figurative language – similes, metaphors, personification.</p>
<u>Terminology for pupils</u>	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	determiner (articles e.g., the, a, an, demonstratives e.g., this, those, possessives e.g. my, your, quantifiers e.g. some, every), pronoun, possessive pronoun, adverbial.	modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	subject, object, active, passive, synonym, antonym, ellipsis, parenthesis, hyphen, colon, semi-colon, bullet points, cohesion, cohesive devices.
<u>Grammar overview</u>	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)
	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)

Grammar overview <u>punctuation.</u>	Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect.	Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect.	Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect.	Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect.
	Sentence types: Sentence types: Statement, Question, Command, Exclamation.	Sentence types: Sentence types: Statement, Question, Command, Exclamation.	Sentence types: Sentence types: Statement, Question, Command, Exclamation.	Sentence types: Sentence types: Statement, Question, Command, Exclamation.
	Adverbs.	Adverbs (TRaMP).	Adverbs (TRaMP).	Adverbs (TRaMP).
			Relative clauses and relative pronouns	Relative clauses and relative pronouns
			Modal verbs	Modal verbs
				Subjunctive form
	Aa.!?	Aa.!?	Aa.!?	Aa.!?
	Inverted commas	Inverted commas	Inverted commas	Inverted commas
	Commas to separate a list.	Commas to separate a list.	Commas to separate a list.	Commas to separate a list.
	Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.
	Commas for fronted adverbials.	Commas for fronted adverbials.	Commas for fronted adverbials.	Commas for fronted adverbials.
			Commas for clarity	Commas for clarity
			Parentheses-dashes, brackets, commas.	Parentheses-dashes, brackets, commas.
			Hyphens.	Hyphens.
				Adding greater detail- dashes colons, linking semi-colons

