



*Forever Learning: Limitless potential for every child*

## Writing Progression of Skills

Subject: Writing		Leader: Rachael Francis		
Area Aspect Element	EYFS (Development matters & Birth to 5)	<u>KS1</u>		<u>KS2</u>
	Stage 1 of VSI Writing Journey		Stage 2 of VSI Writing Journey	Stage 3 of VSI Writing Journey
	Nursery <b>Dev M</b> , Birth - 5 -R4, R5	Rec <b>Dev M</b> , Birth - 5 -R6 <b>ELG</b>	Year 1	Year 2

<p><b>Phonics and Spelling Rules</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>Write some/ all of name</li> <li>Write some letters accurately.</li> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li> <li>Distinguishes between the different marks they make</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>Sometimes gives meaning to their drawings and paintings.</li> <li>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>Includes mark making and early writing in their play.</li> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</li> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>Know letters of the alphabet and the sounds which they commonly represent.</li> <li>Recognise consonant/ vowel digraphs which have been taught and the sounds which they represent.</li> <li>Recognise words with adjacent consonants.</li> <li>Accurately spell most words containing the 40+ taught phonemes and GPCs.</li> <li>Spell some words in a phonically plausible way.</li> <li>Apply Y1 spelling rules and guidance*, /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</li> <li>Dividing words into syllables (rabbit)</li> <li>The /tʃ/ sound is usually spelt as 'tch' and exceptions;</li> <li>The /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>Adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>Adding the endings -ing, -ed and -er to verbs (no change is needed to the root word)</li> <li>Adding -er and -est to adjectives (no change is needed to the root word)</li> <li>Spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> <li>'ai', 'oi', 'oy', 'ay', a-e, e-e, i-e, o-e, u-e, 'ar', 'ee', 'ea', 'ea', 'er' stressed sound ( her, person), 'ir', 'ur', 'oo', 'oa', 'oe', 'ou', 'ow', 'ow', 'ue', 'ew', 'ie', 'ie' (chief, field), 'igh', 'or', 'ore', 'aw', 'au', 'air', 'ear', 'ear', 'are' (e.g. bare, dare);</li> </ul> </li> <li>Spelling words ending with 'y'; (funny)</li> <li>Spelling new consonants 'ph' and 'wh' (dolphin, wheel )</li> <li>Using 'k' for the /k/ sound (sketch)</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).</li> <li>To apply further Y2 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>The /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>The /r/ sound spelt 'wr' (e.g. write,);</li> <li>The /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>The /aɪ/ sound spelt -y (e.g. cry, fly, July)</li> </ul> </li> <li>Adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>Adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>The /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>The /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li> <li>The /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li> <li>The /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li> <li>The /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li> <li>The /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li> <li>The /z/ sound spelt 's' (e.g. television, usual).</li> </ul>	<ul style="list-style-type: none"> <li>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</li> <li>/ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</li> <li>/k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</li> <li>/ʃh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</li> <li>/u/ sound (short)spelt with 'ou' (e.g. young, touch, double, trouble, country).</li> <li>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</li> <li>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</li> <li>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</li> </ul>
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<p><b>Common Exception Words</b></p>		<ul style="list-style-type: none"> <li>• To write some irregular common words</li> </ul>	<ul style="list-style-type: none"> <li>• To spell all Y1 common exception words correctly.</li> <li>• To spell days of the week correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell most Y1 and Y2 common exception words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell many of the Y3 and Y4 statutory spelling words correctly.</li> </ul>
<p><b>Prefixes and Suffixes</b></p>			<ul style="list-style-type: none"> <li>• To use -s and -es to form regular plurals correctly.</li> <li>• To use the prefix 'un-' accurately.</li> <li>• To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</li> </ul>	<ul style="list-style-type: none"> <li>• To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</li> <li>• To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</li> <li>• To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</li> <li>• To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)</li> </ul>
<p><b>Further Spelling Conventions</b></p>			<ul style="list-style-type: none"> <li>• To spell simple compound words (e.g. dustbin, football).</li> <li>• To read words that they have spelt.</li> <li>• To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</li> <li>• To learn the possessive singular apostrophe (e.g. the girl's book).</li> <li>• To write, from memory, simple sentences dictated by the teacher that include words using the GPCs,</li> </ul>	<ul style="list-style-type: none"> <li>• To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</li> </ul>

				<p>common exception words and punctuation taught so far.</p> <ul style="list-style-type: none"> <li>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multisyllabic words.</li> <li>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</li> </ul>	<ul style="list-style-type: none"> <li>To use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Shows a preference for a dominant hand.</li> <li>Write some letters accurately</li> <li>May be beginning to show preference for dominant hand and/or leg/foot.</li> <li>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</li> <li>Holds mark-making tools with thumb and all fingers.</li> <li>Creates lines and circles pivoting from the shoulder and elbow</li> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> <li>Begins to make letter-type shapes to represent the initial sound of</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>Form lower case and capital letters correctly.</li> <li>Writes recognisable letters in sequence, such as in their own name</li> <li>Shows a preference for a dominant hand</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> <li>Begins to form recognisable letters independently</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Hold a pencil effectively in preparation for fluent</li> </ul>	<ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. <ul style="list-style-type: none"> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> </ul> </li> <li>To form digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>To form lower case letters of the correct size, relative to one another.</li> <li>To use spacing between words that reflects the size of the letters.</li> <li>To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>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.</li> </ul>

	<p>their name and other familiar words</p>	<p>writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>			
<p><b>Planning, Writing and Editing</b></p>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>• Sometimes gives meaning to their drawings and paintings.</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>• Includes mark making and early writing in their play.</li> <li>• Imitates adults' writing by making continuous lines of shapes and</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Develop storylines in their pretend play.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Invent, adapt and recount narratives and stories with</li> </ul>	<ul style="list-style-type: none"> <li>• To say out loud what they are going to write about.</li> <li>• To compose a sentence orally before writing it.</li> <li>• To sequence sentences to form short narratives.</li> <li>• To discuss what they have written with the teacher or other pupils.</li> <li>• To reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>• To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• To use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• To write narratives about personal experiences and those of others (real and fictional).</li> <li>• To write about real events. To write simple poetry.</li> <li>• To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• To encapsulate what they want to say, sentence by sentence.</li> <li>• To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>• To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• To compose and rehearse sentences orally (including dialogue).</li> </ul>

	<p>symbols (early writing) from left to right.</p> <ul style="list-style-type: none"> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</li> </ul>	<p>peers and teachers</p>			
<p><b>Awareness of audience.</b></p> <p><b>Purpose and Structure</b></p>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses a variety of questions (e.g. what, where, who)</li> <li>• Uses longer sentences (e.g. Mummy gonna work)</li> <li>• Beginning to use word endings (e.g. going, cats)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</li> </ul>	<ul style="list-style-type: none"> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently</li> </ul>	<ul style="list-style-type: none"> <li>• To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• To start to engage readers by using adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>• To read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>• To make deliberate ambitious word choices to add detail.</li> </ul>

		<p>introduced vocabulary</p> <ul style="list-style-type: none"> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>● 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.</li> </ul>			<ul style="list-style-type: none"> <li>● To begin to create settings, characters and plot in narratives.</li> </ul>
<p><b>Sentence Construction and Tense</b></p>	<ul style="list-style-type: none"> <li>● Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>● Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>● Use longer sentences of four to six words</li> <li>● Uses longer sentences (e.g. Mummy gonna work)</li> <li>● Beginning to use word endings (e.g. going, cats)</li> <li>● Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>● Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>● Able to use language in recalling past experiences</li> <li>● Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> </ul>	<ul style="list-style-type: none"> <li>● Use new vocabulary throughout the day.</li> <li>● Articulate their ideas and thoughts in well-formed sentences.</li> <li>● Connect one idea or action to another using a range of connectives</li> <li>● Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● To use simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>● To use the present tense and the past tense mostly correctly and consistently. <ul style="list-style-type: none"> <li>▪ To form sentences with different forms: statement, question, exclamation, command.</li> </ul> </li> <li>● To use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>● To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>● To use 'a' or 'an' correctly throughout a piece of writing.</li> </ul>

<b>Use of Phrases and Clauses</b>	<ul style="list-style-type: none"> <li>• Use longer sentences of four to six words</li> <li>• Uses longer sentences (e.g. Mummy gonna work)</li> <li>• Beginning to use word endings (e.g. going, cats)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>• To begin to form simple compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• To using co-ordination (or/and/but).</li> <li>• To use some subordination (when/if/ that/because).</li> <li>• To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>
<b>Punctuation</b>			<ul style="list-style-type: none"> <li>• To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>• To use finger spaces.</li> <li>• To use full stops to end sentences.</li> <li>• To begin to use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the full range of punctuation from previous year groups.</li> <li>• To punctuate direct speech accurately, including the use of inverted commas.</li> </ul>
<b>Use of Terminology</b>			<ul style="list-style-type: none"> <li>• To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</li> </ul>