

## Woolaston Primary School Spelling and Grammar Progression Map

Year	End of Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Group	Expectation			, ,			
R	·Read their own	* Learn initial	* Continue to	* Learn the sound			
	writing	sounds using RWI	practice initial	made by digraphs	made by digraphs	made by digraphs	made by digraphs
	<ul> <li>Form lower and</li> </ul>	set 1 cards	sounds using RWI	sh, ch, th, nk, ng	00, ee	ow, ay, ck	igh, ou, oy
	upper case letters	* Learn the	set 1 cards	* Blend sounds to	* spell ccvc words	* spell ccvc words	* spell ccvc words
	correctly	correct formation	* Blend sounds to	read cvc words and	using digraphs	and words	and words
	<ul> <li>Write captions,</li> </ul>	of initial sounds	read cvc words	ccvc words	* sound out with	containing digraphs	containing digraphs
	labels and simple	taught through	* Begin to blend	* Spell cvc words	digraphs to read	taught	taught
	sentences	overwriting tasks	sounds to spell	* Learn common	them	* Read sentences	* Read sentences
	·Confidently spell	* Read familiar	* Begin to learn	exception words	*spell ccvc words	with phonically	with phonically
	using phase 4	stories and those	common exception	* Read sentences	and words	decodable words	decodable words
	graphemes and	with a repetitive	words	with phonically	containing digraphs	and common	and common
	phonemes	pattern eg The	* Read simple	decodable words	taught	exception words	exception words
	<ul> <li>Use story language</li> </ul>	Gruffalo,	sentences	and common	* Read sentences	* Read books with	* Read books with
	in oral re-telling		consisting of cvc	exception words	with phonically	phonically	phonically
	·Show awareness in		words, a and the	* Read books with	decodable words	decodable words	decodable words
	their writing of full		* continue to	phonically	and common	and common	and common
	stops and capital		reinforce letter	decodable words	exception words	exception words	exception words
	letters		formation through	and common	* Read books with	* retell stories	* retell stories
	<ul> <li>Use finger spaces</li> </ul>		letter practice	exception words	phonically	using pictures and	using pictures and
			* retell stories	* reorder words in	decodable words	simple sentences	simple sentences
			verbally using	jumbled sentences	and common	* write short	* write short
			pictures to support	* write simple	exception words	sentences using a	sentences using a
				captions and labels	* write short	word card and RWI	word card and RWI
					sentences using a	sound card	sound card
					word card and RWI	* make simple	* make simple
					sound card	predictions about	predictions about

					* Begin to make simple predictions about what will happen next in a story	what will happen next in a story	what will happen next in a story
У1	Regularly orally rehearse sentences before writing  Use a capital letter for the names of people, places and things and I  Demarcate most sentences using a capital letter and full stop  Join words and sentences using 'and' e.g. to list in a sentence  Begin to use because to join ideas  Identify proper nouns  Write sequences of link sentences  Generally, use the present and past tense correctly  Begin to use a	*discuss word meanings *recognise and join in with predictable phrases *predict what might happen on the basis of what has been read so far *learn to appreciate rhymes and poems, and to recite some by heart *discuss the significance of the title and events * Continue to practice set 2 RWI sounds * Read and spell words using set 2 RWI sounds * Write sentences dictated by the	*discuss word meanings *recognise and join in with predictable phrases *predict what might happen on the basis of what has been read so far *learn to appreciate rhymes and poems, and to recite some by heart*discuss the significance of the title and events * Continue to practice set 2 RWI sounds * Read and spell words using set 2 RWI sounds * Write sentences dictated by the teacher using	*discuss word meanings, linking new meanings to those already known *make inferences on the basis of what is being said and done * read words using -ing and -er * spell using -ing, - ed, where no change is needed in the spelling of root words * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds * read words of more than one syllable that	*discuss word meanings, linking new meanings to those already known *make inferences on the basis of what is being said and done *read words of more than one syllable that contain taught sounds *read common exception words * spell common exception words from memory * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds	*check that the text makes sense to them as they read, and correct inaccurate reading *explain clearly their understanding of what is read to them *read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * spell common exception words from memory * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds	*check that the text makes sense to them as they read, and correct inaccurate reading *explain clearly their understanding of what is read to them * Learn RWI set 3 sounds * Decode words using RWI set 3 sounds * spell using RWI set 3 sounds * spell using the prefix un- * spell common exception words from memory * spell the days of the week *beginning to punctuate
	question and exclamation mark	teacher using common exception words and words	common exception words and words	contain taught	*form capital letters correctly	* spell using RWI set 3 sounds	sentences using an exclamation mark

	· Carranaa danta	analt vaina ast 2	analt vaina aat 2	*read common	* learn letter	*haainnina ta	*****
	<ul> <li>Sequence sentences</li> <li>to form short</li> </ul>	spelt using set 2 sounds.	spelt using set 2			*beginning to	**sequence sentences to form
	•			exception words	names	punctuate	•
	narratives	* Begin to use a	* Begin to use a	*understand which	*sequence	sentences using a	short narratives
	·Add -er, -est, -ing, -	capital letter at	capital letter at	family letters	sentences to form	question mark	* join clauses using
	ed	the start of a	the start of a	belong to	short narratives	*sequence	'and'
	<ul><li>Proof-read/edit</li></ul>	sentence and a full	sentence and a full	*sequence	* join clauses using	sentences to form	
		stop at the end.	stop at the end.	sentences to form	'and'	short narratives	
		*read common	* read words	short narratives		* join clauses using	
		exception words	containing taught -	* join clauses using		'and'	
		*form letters	s,-es,	'and'			
		correctly	*using the spelling	* punctuate			
		*write sentences	rule for adding -s	sentences using a			
		by saying out loud	or -es as the plural	capital letter and a			
		what they are	marker for nouns	full stop			
		going to write	and the third	'			
		about	person singular				
		* use finger spaces	marker for verbs				
			*read common				
			exception words				
			*understand which				
			family letters				
			belong to				
			*join words using				
			'and'				
			*write sentences				
			by composing orally				
			before writing it				
			*begin to				
			punctuate				
			sentences using a				
			capital letter and a				
			full stop				
У2	* Write for a range	* read aloud books	* read aloud books	* read words	*read most words	* read most words	* read words
	of purpose and	closely matched to	closely matched to	containing common	quickly and	quickly and	quickly and
	audience (personal	their improving	their improving	suffixes	accurately, without	accurately, without	accurately, without

experiences and high quality texts) · Use full stops and capital letters consistently ·Use sentences with different forms ·Use expanded noun phrases Use co-ordination ·Use sentences with different forms: questions/commands ·Use question/exclamation marks accurately ·Use a variety of simple pronouns ·Use the progressive from of verbs Use subordination ·Use present and past tense Use simple, compound and complex sentences ·Use apostrophes for contractions and singular possession Maintain stamina Use standard written English

phonic knowledge, sounding out unfamiliar words accurately. automatically and without undue hesitation \* make inferences on the basis of what is being said and done \* Continue to learn RWI set 3 sounds \* Decode words using RWI set 3 sounds to read \* Spell words using RWI set 3 sounds \* spell common exception words \* form lower-case letters of the correct size relative to one another \*write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters \* plan by writing down ideas and/or key words,

phonic knowledge, sounding out unfamiliar words accurately. automatically and without undue hesitation \* read words containing common suffixes \* make inferences on the basis of what is being said and done \* spell common exception words \*learn to spell words with contracted forms \* form lower-case letters of the correct size relative to one another \*write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters \* plan by writing down ideas and/or key words,

\*continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear \* make inferences on the basis of what is being said and done \* answer and ask questions \* spell common exception words \*learn the possessive apostrophe \*distinguish between homophones and near-homophones \*add suffixes to spell longer words ment, -ness \*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one

overt sounding and blending, when they have been frequently encountered \* answer and ask auestions \*distinguish between homophones and near-homophones \*add suffixes to spell longer words ful \* 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 \* plan by writing down ideas and/or key words, \* encapsulating what they want to say, sentence by sentence \* proofread to check for errors in spelling, grammar and punctuation

overt sounding and blending, when they have been frequently encountered \*add suffixes to spell longer words less, -ly \* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adiacent to one another, are best left unjoined \* plan by writing down ideas and/or key words. \* proofread to check for errors in spelling, grammar and punctuation \*read aloud what they have written with appropriate intonation to make the meaning clear \*use the present and past tenses correctly and consistently,

sounding and blending \*add suffixes to spell longer words including -ment, ness, -ful, -less, -ly \* 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 unioined \* plan by writing down ideas and/or key words, \* proofread to check for errors in spelling, grammar and punctuation \*read aloud what they have written with appropriate intonation to make the meaning clear \*use the present and past tenses correctly and consistently, including the progressive form

		* proofread to check for errors in spelling, grammar and punctuation * use full stops, capital letters, exclamation marks, question marks * introduce the term adjectives and use adjectives for description * use expanded noun phrases to describe and specify	* proofread to check for errors in spelling, grammar and punctuation * use commas for lists * introduce the term adjectives and use adjectives for description * use expanded noun phrases to describe and specify	another, are best left unjoined * plan by writing down ideas and/or key words, * encapsulating what they want to say, sentence by sentence * proofread to check for errors in spelling, grammar and punctuation *use apostrophes for the contracted form and possession *use the present and past tenses correctly and consistently, including the progressive form * use subordination (using when, if, that, or because) and co-ordination (using or, and, or	*use apostrophes for the contracted form and possession *use the present and past tenses correctly and consistently, including the progressive form * use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	including the progressive form * use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	* use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
	144 :1 :11			but)	<u> </u>	<u> </u>	<u> </u>
УЗ	<ul><li>Write with accurate use of all expected punctuation</li><li>Use a or an correctly</li></ul>	* discuss words and phrases that capture the reader's interest and imagination	* discuss words and phrases that capture the reader's interest and imagination	*identify the main ideas drawn from 1 paragraph and summarise these * identify how language,	*use dictionaries to check the meaning of words that they have read	*use dictionaries to check the meaning of words that they have read	*use dictionaries to check the meaning of words that they have read

·Use noun phrases to clarify/add detail ·Use a range of coordinatina conjunctions ·Use difference sentence forms Demarcate direct speech ·Use nouns and pronouns ·Use a range of adverbs. conjunctions and prepositions (time, place and cause) ·Use the present perfect from of verbs ·Use a range of coordinating and subordinating conjunctions ·Use simple and progressive tenses ·Use the present perfect from of verbs ·Use paragraphs to group related ideas ·Use nouns and pronouns to aid cohesion ·Form nouns using a range of prefixes

\*identify the main ideas drawn from 1 paragraph and summarise these \* recap adding the suffix - ly to an adjective to form an adverb \* adding -ly when the root word end in y - happy happily \*adding -ly when the root word ends in -le \* adding -ly when the root word ends in -ic \* spelling using tion if the root words ends in t or \* spelling using sion if the word ends in d or se \* adding -ssion if the root word ends in ss or mit \*use the first 2 or 3 letters of a word to check its spelling in a dictionary \*use the diagonal and horizontal

\*identify the main ideas drawn from 1 paragraph and summarise these \* identify how language, structure, and presentation contribute to meaning \* retrieve and record information from non-fiction \* possessive apostrophe with plural words \* spell homophones \*use the first 2 or 3 letters of a word to check its spelling in a dictionary \*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 \*express time and place using conjunctions,

structure, and \*identify the main ideas drawn from presentation more than 1 contribute to meaning paragraph and summarise these \* retrieve and record information \* retrieve and from non-fiction record information \* add the suffix from non-fiction ous \* adding suffixes \*adding ous to -our in, im or il to words words to mean not \* adding -ous to \*adding -ir if a words with an I root word begins with r sound including exception words \* adding the prefix \*use the diagonal -un to root words and horizontal for negative strokes that are meaning \* adding the prefix needed to join letters and -dis to root words understand which for negative letters, when meaning \*adding the prefix adjacent to one another, are best -mis to root words left unjoined for negative \*Introduce meaning paragraphs as a \*increase the legibility, way to group related material consistency and quality of their \*use inverted handwriting commas for direct speech \*Introduce \* extend the range paragraphs as a of sentences with way to group more than one related material

\*identify the main ideas drawn from more than 1 paragraph and summarise these \*spell words where s is sc - science, scene, discipline \*spell words where the 'ai' sounds is ei. eigh or ey - they, weight, vein \* the i sound spelt y elsewhere than at the end of words eg gypsy, Egypt \*spell ou words as in young, country, \* spelling using ture and sure eq creature, measure \*increase the legibility, consistency and quality of their handwriting \* use headings and sub-headings to aid presentation \*introduce the present perfect form of verbs in contrast to the past tense

\*identify the main ideas drawn from more than 1 paragraph and summarise these \* spell words with the k sounds spelt ch - chemist, chorus, scheme \* spell words where sh wounds is ch - chef. machine. chalet, brochure \*Spell -que and que words - league, antique \*add the prefix super meaning above \* add the prefix anti meaning against \* add the prefix meaning self or auto \*increase the legibility, consistency and quality of their handwriting \* use headings and sub-headings to aid presentation \*introduce the present perfect

	•Word families showing how words are related in form and meaning	strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *express time and place using conjunctions, adverbs or prepositions *introduce inverted commas for direct speech *join a range of sentences with more than one clause by using range of conjunctions such as when, before, after, while, so, because	adverbs or prepositions *introduce inverted commas for direct speech *join sentences with more than one clause by using range of conjunctions such as when, before, after, while, so, because	clause by using range of conjunctions such as when, before, after, while, so, because	*use inverted commas for direct speech extend the range of sentences with more than one clause by using range of conjunctions such as when, before, after, while, so, because	*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: if, although	form of verbs in contrast to the past tense *extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
У4	<ul> <li>Write with accurate use of all expected punctuation</li> <li>Use possessive pronouns</li> <li>Use noun phrases expanded using modifying adjectives,</li> </ul>	*identify the main ideas drawn from more than 1 paragraph and summarise these *Add suffixes -en, ing, -er to words by doubling the last consonant	*identify the main ideas drawn from more than 1 paragraph and summarise these *add the suffix - ation to verbs to make nouns	* spell near homophones  * recap adding the suffix - ous *recap adding ous to -our words * recap adding -ous to words with an I	* recap adding suffixes in, im or il to words to mean not *reca padding -ir if a root word begins with r *recap adding the prefix -un to root	* spell year 3 and 4 common exception words from memory * plan writing by: discussing writing similar to that which they are planning to write in	* spell year 3 and 4 common exception words from memory * plan writing by: discussing writing similar to that which they are planning to write in

modifying nouns and using preposition ·Use a range of coordinatina conjunctions accurately ·Use fronted adverbials ·Use commas after fronted adverbials Use nouns and pronouns to aid cohesion ·Use inverted commas and other punctuation to indicate direct speech ·Use a wider range of connectives to extend the range of complex ·Use simple compound and complex sentences ·Use paragraphs to organise ideas ·Use past and present tense accurately Know grammatical difference between plural and possessive -5

eg forget forgotten, forgetting. is not doubled if the syllable is unstressed. \* adding the prefix re meaning to do again \* adding the prefix -sub to mean under \*adding the prefix inter meaning among or between \*add the prefix super meaning above \* add the prefix anti meaning against \* add the prefix meaning self or auto \*plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure. vocabulary and grammar

\* recap spelling using -tion if the root words ends in t or te \* recap spelling using -sion if the word ends in d or \* adding -ssion if the root word ends in ss or mit \*plan writing by: 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 composing and rehearsing sentences orally (including dialogue), \*introduce fronted adverbials \* begin to commas after fronted adverbials

sound including exception words \* plan writing by: 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 progressively building a varied and rich vocabulary and an increasing range of sentence structures \*introduce fronted adverbials \* begin to commas after fronted adverbials \*use inverted commas and other punctuation to indicate direct speech \*extend the range of sentences with more than one

words for negative meaning \* recap adding the prefix -dis to root words for negative meaning \*recapadding the prefix -mis to root words for negative meaning \* plan writing by: 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 progressively building a varied and rich vocabulary and an increasing range of sentence structures \*use fronted adverbials \* use commas after fronted adverbials

order to understand and learn from its structure. vocabulary and arammar discussing and recording ideas \* draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures \*use fronted adverbials \* use commas after fronted adverbials \*use inverted commas and other punctuation to indicate direct speech \*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although \* use a broad range of subordinating conjunctions in

order to understand and learn from its structure. vocabulary and grammar discussing and recording ideas \* draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures \*use fronted adverbials \* use commas after fronted advertials \*use inverted commas and other punctuation to indicate direct speech \*extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although \* use a broad range of subordinating conjunctions in

·Control	the use of	discussing and	*use inverted	clause by using a	*use inverted	sentences -	sentences -
standard	d and non-	recording ideas	commas and other	wider range of	commas and other	FANBOYS	FANBOYS
standard	d English	* draft and write	punctuation to	conjunctions,	punctuation to	* use conjunctions,	* use conjunctions,
	_	by composing and	indicate direct	including: when, if,	indicate direct	adverbs and	adverbs and
		rehearsing	speech	because, although	speech	prepositions to	prepositions to
		sentences orally	*extend the range	* use a broad range	*extend the range	express time and	express time and
		(including	of sentences with	of subordinating	of sentences with	cause* expand noun	cause
		dialogue),	more than one	conjunctions in	more than one	phrases using	* expand noun
		*use the present	clause by using a	sentences -	clause by using a	modifying	phrases using
		perfect form of	wider range of	FANBOYS	wider range of	adjectives, nouns	modifying
		verbs in contrast	conjunctions,	* use conjunctions,	conjunctions,	and preposition	adjectives, nouns
		to the past tense	including: when, if,	adverbs and	including: when, if,	phrases	and preposition
		*introduce fronted	because, although	prepositions to	because, although	*use apostrophes	phrases
		adverbials	* introduce a	express time and	* use a broad range	to mark plural	*use apostrophes
		* begin to commas	broader range of	cause	of subordinating	possession	to mark plural
		after fronted	subordinating		conjunctions in	*use paragraphs to	possession
		adverbials	conjunctions in		sentences -	organise ideas	*use paragraphs to
		*use inverted	sentences -		FANBOYS	around a theme	organise ideas
		commas and other	FANBOYS		* use conjunctions,	*make appropriate	around a theme
		punctuation to	* use conjunctions,		adverbs and	pronoun or noun	*make appropriate
		indicate direct	adverbs and		prepositions to	choices within and	pronoun or noun
		speech	prepositions to		express time and	across sentences	choices within and
		*extend the range	express time and		cause* expand noun	to	across sentences
		of sentences with	cause		phrases using	aid cohesion and	to
		more than one			modifying	avoid repetition	aid cohesion and
		clause by using a			adjectives, nouns		avoid repetition
		wider range of			and preposition		
		conjunctions,			phrases		
		including: when, if,			*use apostrophes		
		because, although			to mark plural		
		*introduce a			possession		
		broader range of					
		subordinating					
		conjunctions in					

			sentences -					
			FANBOYS					
			* use conjunctions,					
			adverbs and					
			prepositions to					
			express time and					
			cause					
У5	•	Write with	* drawing	* drawing	* drawing	* drawing	* drawing	* drawing
		accurate use of	inferences such as	inferences such as	inferences such as	inferences such as	inferences such as	inferences such as
		all expected	inferring	inferring	inferring	inferring	inferring	inferring
		punctuation	characters'	characters'	characters'	characters'	characters'	characters'
	•	Revise use of	feelings, thoughts	feelings, thoughts	feelings, thoughts	feelings, thoughts	feelings, thoughts	feelings, thoughts
		noun phrases	and motives from	and motives from	and motives from	and motives from	and motives from	and motives from
		expanded using	their actions,	their actions	their actions,	their actions, and	their actions, and	their actions, and
		modifying	* add cious to root	* spell words	* summarise the	justifying	justifying	justifying
		adjectives,	words ending in -ce	ending in -ably and	main ideas drawn	inferences with	inferences with	inferences with
		nouns and	* spell words	-ibly	from more than 1	evidence	evidence	evidence
		prepositional	ending in -tious	*Adding suffixes	paragraph,	* summarise the	* summarise the	* summarise the
		phrases	*spell words ending	beginning with	identifying key	main ideas drawn	main ideas drawn	main ideas drawn
	•	Identify main	in -tial after	vowel letters to	details that	from more than 1	from more than 1	from more than 1
		and subordinate	consonants and -	words ending	support the main	paragraph,	paragraph,	paragraph,
		clauses	cial after vowels	in-fer	ideas	identifying key	identifying key	identifying key
	•	Write sentences	* spell words using	*spell words with	*spell words	details that	details that	details that
		with the	-ant and -ance	hyphens	containing the	support the main	support the main	support the main
		subordinate	* spell words using	* teach the spelling	letter-string	ideas	ideas	ideas
		clause at the	-ence and ent	rule I before e	ough	*spell homophones	*spell homophones	* begin to spell Y5
		start and at the	* spell words using	except after c	* spell words with	and other	and other	and 6 common
		end of the	-able	* teach the	silent letters	words that are	words that are	exception words
		sentence	* spell words using	exceptions to the	* spell homophones	often confused	often confused	* use a thesaurus
	•	Use commas to	-ible	spelling rule I	and other	* use the first 3 or	* use a thesaurus	*use relative
		separate main	*use dictionaries	before e except	words that are	4 letters of a word	*use relative	clauses beginning
		and subordinate	to check the	after c	often confused	to check spelling,	clauses beginning	with who, which,
				*use dictionaries	* use the first 3 or	, ,		
		clauses Tradicate	spelling and		· ·	meaning or both of	with who, which,	where, when,
	•	Indicate	meaning of words	to check the	4 letters of a word	these in a	where, when,	whose, that,or an
		degrees of			to check spelling,	dictionary	whose, that,or an	

	possibility using	* write legibly,	spelling and	meaning or both of	*introduce relative	omitted relative	omitted relative
	model verbs and	fluently and with	meaning of words	these in a	clauses beginning	pronoun	pronoun
	modal adverbs	increasing speed	* write legibly,	dictionary	with who, which,	*use devices to	*introduce devices
•	Use brackets	by:	fluently and with	* write legibly,	where, when,	build cohesion	to build cohesion
	and dashes for	choosing which	increasing speed	fluently and with	whose, that,or an	within a paragraph	within a paragraph
	parenthesis	shape of a letter	by:	increasing speed	omitted relative	[for example, then,	[for example, then,
•	Use a range of	to use when given	choosing which	by:	pronoun	after	after
	devices to link	choices and	shape of a letter	choosing which	* link ideas across	that, this, firstly	that, this, firstly
	paragraphs	deciding whether	to use when given	shape of a letter	paragraphs using	*use brackets,	*use brackets,
•	Use embedded	or not to join	choices and	to use when given	adverbials of time	dashes or commas	dashes or commas
	clauses	specific letters	deciding whether	choices and	[for example,	to indicate	to indicate
•	Use relative	<ul> <li>begin to link ideas</li> </ul>	or not to join	deciding whether	later], place [for	parenthesis	parenthesis
	clauses	across paragraphs	specific letters	or not to join	example, nearby]		
•	Use commas to	using adverbials of	<ul> <li>begin to link ideas</li> </ul>	specific letters	and number [for		
	mark main and	time [for example,	across paragraphs	*introduce relative	example, secondly]		
	subordinate	later], place [for	using adverbials of	clauses beginning	or tense choices		
	clauses	example, nearby]	time [for example,	with who, which,	[for example, he		
•	Use a range of	and number [for	later], place [for	where, when,	had seen her		
	cohesive devices	example, secondly]	example, nearby]	whose, that,or an	before]		
	within	or tense choices	and number [for	omitted relative	*introduce devices		
	paragraphs	[for example, he	example, secondly]	pronoun	to build cohesion		
•	Use of inverted	had seen her	or tense choices	* link ideas across	within a paragraph		
	commas and	before]	[for example, he	paragraphs using	[for example, then,		
	other	·Use commas to	had seen her	adverbials of time	after		
	punctuation for	clarify meaning or	before]	[for example,	that, this, firstly		
	direct and	avoid ambiguity	·Use commas to	later], place [for	*Introduce		
	reported speech		clarify meaning or	example, nearby]	brackets, dashes		
•	Use a range of		avoid ambiguity	and number [for	or commas to		
	verb forms			example, secondly]	indicate		
•	Write with			or tense choices	parenthesis		
	appropriate			[for example, he			
	levels of			had seen her			
	formality for			before]			
	the audience and			*introduce devices			
	purpose			to build cohesion			

	1			1	1		1
	<ul> <li>use dictionaries</li> </ul>			within a paragraph			
	to check the			[for example, then,			
	spelling and			after			
	meaning of			that, this, firstly			
	words			*Introduce			
	•			brackets, dashes			
				or commas to			
				indicate			
				parenthesis			
У6	* Write with	* spell Y5 and 6	* spell Y5 and 6	* spell Y5 and 6	* spell Y5 and 6	* spell Y5 and 6	* spell Y5 and 6
	accurate use of all	common exception	common exception	common exception	common exception	common exception	common exception
	expected	words	words	words	words	words	words
	punctuation	* use a thesaurus	* use a thesaurus	* use a thesaurus	* use a thesaurus	* use a thesaurus	* use a thesaurus
	<ul> <li>Use hyphens to</li> </ul>	*use relative	*use relative	*use relative	*use relative	*use relative	*use relative
	avoid ambiguity	clauses beginning	clauses beginning	clauses beginning	clauses beginning	clauses beginning	clauses beginning
	<ul> <li>Use dashes for</li> </ul>	with who, which,	with who, which,	with who, which,	with who, which,	with who, which,	with who, which,
	after-thoughts	where, when,	where, when,	where, when,	where, when,	where, when,	where, when,
	·Use expanded noun	whose, that,or an	whose, that,or an	whose, that,or an	whose, that,or an	whose, that,or an	whose, that,or an
	phrases	omitted relative	omitted relative	omitted relative	omitted relative	omitted relative	omitted relative
	<ul> <li>Use of formal and</li> </ul>	pronoun	pronoun	pronoun	pronoun	pronoun	pronoun
	informal question	* Use the passive	* Use the passive	* Use the passive	* Use the passive	* Use the passive	* Use the passive
	tags	to affect the	to affect the	to affect the	to affect the	to affect the	to affect the
	<ul><li>Write with</li></ul>	presentation of	presentation of	presentation of	presentation of	presentation of	presentation of
	appropriate levels of	information in a	information in a	information in a	information in a	information in a	information in a
	formality for the	sentence	sentence	sentence	sentence	sentence	sentence
	audience and purpose	*use subjunctive	*use subjunctive	*use subjunctive	*use subjunctive	*use subjunctive	*use subjunctive
	<ul><li>Use the passive</li></ul>	forms such as If I	forms such as If I	forms such as If I	forms such as If I	forms such as If I	forms such as If I
	voice to create	were or Were they	were or Were they	were or Were they	were or Were they	were or Were they	were or Were they
	empathy or suspense	to come in some	to come in some	to come in some	to come in some	to come in some	to come in some
	<ul> <li>Use the</li> </ul>	very	very	very	very	very	very
	passive voice to	formal writing and	formal writing and	formal writing and	formal writing and	formal writing and	formal writing and
	create a formal tone	speech	speech	speech	speech	speech	speech
	·Use relative clauses	*Link ideas across	*Link ideas across	*Link ideas across	*Link ideas across	*Link ideas across	*Link ideas across
		paragraphs using a	paragraphs using a	paragraphs using a	paragraphs using a	paragraphs using a	paragraphs using a

·Use commas to make main and subordinate clauses ·Use a range of simple, compound and complex sentence structures ·Link ideas across paragraphs using a wider range of cohesive devices ·Write with appropriate levels of formality for audience and purpose ·Use semicolons and colons ·Use multi-clause sentences ·Use the subjunctive form ·Use a range of verb forms for effect ·Demonstrate assured and conscious control over formality

wider range of cohesive devices: repetition of a word or phrase. grammatical connections [for example, the use of adverbials such as on the other hand, in contrast,or as a consequence], and ellipsis \*use a variety of layout devices [for example, headings, sub-headings. columns, bullets, or tables, to structure text \* begin to use a semi-colon, colon and dash to mark the boundary between independent clauses

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