

# **Our World of Learning in Writing**

Love learning and inspire  
each other to thrive in the  
world.



**Language  
and  
Literacy**

**First  
Hand  
Learning**



**My  
World  
and Me**



## Working at the expected standard

In Year One, the children will write in a range of different genres including:

- stories
- poetry
- instructions
- recounts
- non-chronological reports

### Spelling

I can spell some of the common exception words: a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your

I use what I know about alternative phonemes/graphemes to narrow down possibilities for accurate spelling

### Handwriting

I can correctly form some of my capital letters and digits

I can use finger spaces between words

### Composition

I can sequence events in chronological order to recount an event or experience OR I can sequence events so that the meaning of my writing is clear

### Sentence Structure

I can join two sentences using 'and'

I can use noun phrases

I can sometimes use my past and present tense correctly

### Punctuation

I can use capital letters to start a sentence

I can use a capital letter for the pronoun I

I can use full stop to end a sentence

I can attempt to use a question mark

I can attempt to use an exclamation mark

## English – Vocabulary, Grammar and Punctuation

### Statutory Requirements:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

### Detail of Content to be Introduced:

Word	Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]
Sentence	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using and
Text	Sequencing <b>sentences</b> to form short narratives
Punctuation	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b> 'I.'
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

### Notes and Guidance (Non-Statutory):

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in **English Appendix 2** ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the **Glossary**.

**Working at the expected standard**

In Year Two, the children will write in a range of different genres including:

- stories
- poetry
- instructions
- recounts
- non-chronological reports

**Spelling**

I can spell many common exception words:

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.

**Handwriting**

I can form capital letters and digits of the correct size, making sure they are the correct way around

I can use finger spaces between words

**Composition & Structure**

I can write simple, coherent narratives about personal experiences and those of others (real or fictional)

I can write about real events, recording these simply and clearly

I can use co-ordinating conjunctions (or, and, but)

I can use some subordinating conjunctions (when, if, that, because)

I can use present and past tense mostly correctly and consistently

**Punctuation**

I can use capital letters and full stops mostly correctly

I can use question marks when required

## English – Vocabulary, Grammar and Punctuation

### Statutory Requirements:

Pupils should be taught to:

- develop their understanding of the concepts set out in **English Appendix 2** by:
  - learning how to use both familiar and new punctuation correctly (see **English Appendix 2**), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for Year Two in **English Appendix 2**
  - some features of written Standard English
- use and understand the grammatical terminology in **English Appendix 2** in discussing their writing

### Detail of Content to be Introduced:

Word	Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling in English Appendix 1) Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	<b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but) Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <b>How the grammatical patterns in a sentence</b> indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

### Notes and Guidance (Non-Statutory):

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them.  
Their attention should be drawn to the technical terms they need to learn.

## Working at the expected standard

In Year Three, the children will write in a range of different genres including:

stories  
poetry  
recounts  
biographies  
non-chronological reports  
explanations

### Spelling

I can spell **some** words from the Year 3/4 spelling list

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman, women

I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.

### Handwriting

I can write neatly and legibly

### Composition & Structure

I am starting to use paragraphs, using headings and subheadings where appropriate

I can use **coordinating conjunctions** (e.g. but, or, and so)

I can use **subordinating conjunctions** (e.g. although, after, as, when, if, that, even though, because, until, unless, since)

I can use **adverbials** (e.g. include when and where the verb happened)

I can use **pronouns to avoid repetition** (e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored)

I can describe settings and characters using expanded noun phrases

I can use adventurous vocabulary for Year 3 Fiction = Descriptive and Imaginative Non-Fiction = Descriptive, but factual

I can use tenses correctly and consistently

### Punctuation

I can use full stops and capital letters

I can use question marks and exclamation marks

I can use commas in a list

I can use apostrophes for contractions

I can use inverted commas

I can use apostrophes for possession

I can use commas for clauses

I can use commas for fronted adverbials

## English – Vocabulary, Grammar and Punctuation

### Statutory Requirements:

Pupils should be taught to:

- develop their understanding of the concepts set out in **English Appendix 2** by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in **English Appendix 2**
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in **English Appendix 2** accurately and appropriately when discussing their writing and reading

### Detail of Content to be Introduced:

Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-] Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <b>a</b> rock, <b>an</b> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [ for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

### Notes and Guidance (Non-Statutory):

Grammar should be taught explicitly: pupils should be taught the terminology concepts set out in **English Appendix 2**, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

## Working at the expected standard

In Year Four, the children will write in a range of different genres including:

stories  
poetry  
instructions  
recounts  
non-chronological reports  
persuasive pieces  
newspapers  
film and playscripts

### Spelling

I can spell most words from the Year 3/4 spelling list:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman, women

### Handwriting

I can write neatly and legibly with joined letters

### Composition & Structure

I can organise my writing into paragraphs establishing links between them

I can use coordinating conjunctions (e.g. but, or, and so)

I can use subordinating conjunctions (e.g. although, after, as, when, if, that, even though, because, until, unless, since)

I can use adverbials (e.g. include when and where the verb happened)

I can use pronouns to avoid repetition (e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored)

I can describe settings and characters using expanded noun phrases

I can use fronted adverbials

I can use adventurous vocabulary for Year 4

Fiction = Descriptive and Imaginative

Non-Fiction = Descriptive, but factual

I can use tenses correctly and consistently

### Punctuation

I can use full stops and capital letters

I can use question marks and exclamation marks

I can use commas in a list

I can use apostrophes for contractions

I can use inverted commas

I can use apostrophes for possession

I can use commas for clauses

I can use commas for fronted adverbials

## English – Vocabulary, Grammar and Punctuation

### Statutory Requirements:

Pupils should be taught to:

- develop their understanding of the concepts set out in **English Appendix 2** by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in **English Appendix 2**
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in **English Appendix 2** accurately and appropriately when discussing their writing and reading

### Detail of Content to be Introduced:

Word	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <b>Fronted adverbials</b> [for example, <b>Later that day</b> , I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl’s name, the girl’s names] Use of commas after <b>fronted adverbials</b>
Terminology for pupils	determiner pronoun, possessive pronoun adverbial Types of Conjunction (FANBOYS)

### Notes and Guidance (Non-Statutory):

Grammar should be taught explicitly: pupils should be taught the terminology concepts set out in **English Appendix 2**, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

## Working at the expected standard

In Year Five, the children will write in a range of different genres including:  
stories  
poetry  
recounts  
non-chronological reports

explanations  
persuasive pieces  
newspapers  
argument/discursive

### Spelling

I can spell some words from the Year 5/6 spelling list

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip(-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

### Handwriting

I can write neatly and legibly with joined letters

### Composition & Structure

I can organise my writing into paragraphs establishing links between them

I can use coordinating conjunctions (e.g. but, or, and so)

I can use subordinating conjunctions (e.g. although, after, as, when, if, that, even though, because, until, unless, since)

I can use adverbials (e.g. include when and where the verb happened)

I can use pronouns to avoid repetition (e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored)

I can describe settings, characters and atmosphere (expanded noun phrases, similes, metaphors, personification and onomatopoeia)

I can use a range of clause structures and vary their position (relative clauses, fronted adverbials)

I can use modal verbs to indicate possibility

I can use tenses correctly and consistently

### Punctuation

I can use full stops and capital letters

I can use question marks and exclamation marks

I can use commas in a list

I can use apostrophes for contractions

I can use inverted commas

I can use apostrophes for possession

I can use commas for clauses

I can use commas for fronted adverbials

I can use brackets, dashes and commas (parenthesis)

I can use commas for clarity

## English – Vocabulary, Grammar and Punctuation

### Statutory Requirements:

Pupils should be taught to:

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

### Detail of Content to be Introduced:

Word	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> for example, -ate; -ise; -ify] <b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-]
Sentence	<b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [ for example, might, should, will, must]
Text	Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity Types of Nouns, Noun Phrase

### Notes and Guidance (Non-Statutory):

Pupils should continue to add their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Working at the expected standard	
In Year Six, the children will write in a range of different genres including: stories poetry recounts instructions non-chronological reports	explanations persuasive pieces newspapers argument/discursive biography/autobiography
<b>Spelling</b>	
I can spell some words from the Year 5/6 spelling list accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip(-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht	
<b>Handwriting</b>	
I can write neatly and legibly with joined letters	
<b>Composition &amp; Structure</b>	
I can build cohesion within and across paragraphs using <b>coordinating conjunctions</b> (e.g. but, or, and so)	
I can build cohesion within and across paragraphs using <b>subordinating conjunctions</b> (e.g. although, after, as, when, if, that, even though, because, until, unless, since)	
I can build cohesion within and across paragraphs using <b>adverbials</b> (e.g. include when and where the verb happened)	
I can build cohesion within and across paragraphs using <b>pronouns to avoid repetition</b> (e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored)	
I can describe settings, characters and atmosphere (expanded noun phrases, similes, metaphors, personification and onomatopoeia)	
I can include dialogue to convey character and advance the action (e.g. include emotions, actions and character's thoughts; With a psychotic smirk, the witch whispered: "I have a gift for her too.")	
I can use the appropriate vocabulary and grammatical structures for my writing (e.g. using contractions, passive verbs, modal verbs)	
I can use tenses correctly and consistently	
<b>Punctuation</b>	
I can use full stops and capital letters	
I can use question marks and exclamation marks	
I can use commas in a list	
I can use apostrophes for contractions	
I can use inverted commas	
I can use apostrophes for possession	
I can use commas for clauses	
I can use commas for fronted adverbials	
I can use brackets, dashes and commas (parenthesis)	
I can use commas for clarity	
I can use hyphens	
I can use semi-colons	
I can use colons	

## English – Vocabulary, Grammar and Punctuation

### Statutory Requirements:

Pupils should be taught to:

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

### Detail of Content to be Introduced:

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for – request; go in – enter] How words are related by meaning of synonyms and antonyms [for example, big, large, little]
Sentence	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of <b>cohesive device</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or table, to structure text]
Punctuation	Use of the semi colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points Present Perfect, Past Perfect, Past Progressive, Subjunctive Form Types of Adverb, Types of Pronoun, Types of Preposition. Modal Verb

### Notes and Guidance (Non-Statutory):

Pupils should continue to add their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.