



# Writing

## Skills progression overview at Sixpenny Handley First School and Nursery

National curriculum/EY curriculum					
Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
<p><b>Development Matters</b> Children aged 2-3 will be learning to:</p> <p><b>Physical Development</b></p> <p>Develop manipulation and control. Explore different materials and tools.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Children aged 3-4 will be learning to:</b></p> <p><b>Physical Development</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p><b>Children aged 2-3 will be learning to:</b></p> <p><b>Literacy</b> Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p><b>Children aged 3-4 will be learning to:</b></p> <p>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; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>	<p><b>Development Matters</b></p> <p><b>Physical Development</b></p> <p>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.</p> <p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p><b>Literacy</b></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><b>Early Learning Goals taken from EYFS profile:</b></p> <p><b>Fine Motor Skills (ELG)</b></p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p> <p><b>Literacy (ELG)</b></p> <p>-Write recognisable letters, most of which are correctly formed.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others.</p>	<p><i>Pupils should be taught to:</i></p> <p><b>Transcription:</b> <b>Spell:</b></p> <ul style="list-style-type: none"> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> <li>-the days of the week</li> </ul> <p><b>Name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>-in order</li> <li>-using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>-using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>-using the prefix –un</li> <li>-using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ul> <p><b>Apply simple spelling rules and guidance (see appendix 1)</b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b></p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>-sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>-form capital letters</li> <li>-form digits 0-9 –understand which letters belong to which handwriting 'families' and practise these</li> </ul> <p><b>Composition: write sentences by:</b></p> <ul style="list-style-type: none"> <li>-saying out loud what they are going to write about</li> <li>-composing a sentence orally before writing it</li> <li>-sequencing sentences to form short narratives</li> <li>-re-reading what they have written to check that it makes sense</li> </ul> <p style="text-align: right;"><i>Discuss</i></p> <p><b>what they have written with the teacher or other pupils</b></p> <p style="text-align: right;"><i>Read</i></p> <p><b>aloud their writing clearly enough to be heard by their peers and the teacher</b></p> <p><b>Vocabulary, Punctuation and Grammar:</b> <b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>-leaving spaces between words</li> <li>-joining words and joining clauses using 'and'</li> <li>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<p><i>Pupils should be taught to:</i></p> <p><b>Transcription:</b> <b>Spell by:</b></p> <ul style="list-style-type: none"> <li>-segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>-learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spellings, including a few common homophones</li> <li>-learning to spell common exception words</li> <li>-learning to spell more words with contracted forms</li> <li>-learning the possessive apostrophe (singular)</li> <li>-distinguishing between homophones and near homophones</li> </ul> <p><b>Add suffixes to spell longer words, including –ment, –ness, –ful, –less and –ly</b></p> <p><b>Apply spelling rules and guidance (see appendix 1)</b></p> <p><b>Write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b></p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>-form lower case letters of the correct size and relative to one another</li> <li>-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</li> <li>-write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>-use spacing between words that reflects the size of the letters</li> </ul> <p><b>Composition:</b> <b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>-writing narratives about personal experiences and those of others (real and fictional)</li> <li>-writing about real events</li> <li>-writing poetry</li> <li>-writing for different purposes</li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about</li> <li>-writing down ideas and/or key words, including new vocabulary</li> <li>-encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and</li> </ul>	<p><i>Pupils should be taught to:</i></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>-use further prefixes and suffixes and understand how to add them</li> <li>-spell further homophones</li> <li>-spell words that are often misspelt</li> <li>-place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>-use the first two or three letters of a word to check its spelling in the dictionary</li> <li>-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>-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</li> <li>-increase the legibility, consistency, and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> </ul> <p><b>Composition:</b> <b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>-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>-discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organizational devices</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p><b>Proof-reading for spelling and punctuation errors</b> <b>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</b></p> <p><b>Vocabulary, Punctuation and Grammar:</b> <b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	



		<p>-using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>-learning the grammar for year 1 in English Appendix 2</p> <p><b>Use the grammatical terminology in English Appendix 2 in discussing their writing</b></p>	<p>other pupils</p> <p>-re-reading to check that their writing makes sense and that the verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>-proof-reading to check for errors in spelling, grammar and punctuation</p> <p><b>Read aloud what they have written with appropriate intonation to make the meaning clear</b></p> <p><b>Vocabulary, Punctuation and Grammar:</b>  <b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p>-learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p><b>Learn how to use:</b></p> <p>-sentences with different forms: statement, question, exclamation, command</p> <p>-expanded noun phrases to describe and specify</p> <p>-the present and past tenses correctly and consistently including the progressive form</p> <p>-subordination (using when, if, that or because) and co-ordination (using or, and or but)</p> <p>-the grammar for year 2 in English Appendix 2</p> <p>-some features of written Standard English</p> <p><b>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</b></p>	<p>-using the present perfect form of verbs in contrast to the past tense</p> <p>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>-using conjunctions, adverbs and preposition to express time and cause</p> <p>-using fronted adverbials</p> <p>-learning grammar for years 3 and 4 in English Appendix 2</p> <p><b>Indicate grammatical and other features by:</b></p> <p>-using commas after fronted adverbials</p> <p>-indicating possession by using the possessive apostrophe with plural nouns</p> <p>-using and punctuating direct speech</p> <p><b>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</b></p>
--	--	--	--	--

**Pupils will learn to:**

Areas of Writing	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
	<b>As a writer a nursery child will:</b>	<b>As a writer a reception child will:</b>	<b>As a writer a year 1 child will:</b>	<b>As a writer a year 2 child will:</b>	<b>As a writer a year 3 child will:</b>	<b>As a writer a year 4 child will:</b>
<b>Transcription Spelling Handwriting</b>	<p><b>Spelling:</b></p> <p>Copy some letters e.g. letters from their name.</p> <p><b>Handwriting:</b></p> <p>Draw lines and circles using gross motor movements.</p>	<p><b>Spelling:</b></p> <p>Hear and say the initial sound in words.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b>Handwriting:</b></p> <p>Hold pencil near point between first two fingers and thumb and uses it</p>	<p><b>Spelling:</b></p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Start to use syllables to divide words when spelling.</p> <p>Clap and count 2 syllable words</p> <p>Use plurals (s/ es);</p> <p>Use prefixes (un);</p> <p>Add a suffix (ing/ er/ ed);</p>	<p><b>Spelling:</b></p> <p>Use alternative spelling patterns for words where one or more spelling pattern is already known.</p> <p>Use irregular plurals (eg. baby - babies, mouse - mice);</p> <p>Independently use simple prefixes (un/ dis);</p> <p>Use suffixes, including spelling changes (ness/ er/ ess/ ly);</p>	<p><b>Spelling:</b></p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write simple sentences from memory dictated by the teacher.</p> <p>Spell some of the Y3/4 common exception words</p> <p>Form nouns using a range of prefixes.</p>	<p><b>Spelling:</b></p> <p>Consolidate Year 3 spelling rules and..</p> <p>Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>Consolidate spelling words with prefixes and suffixes.</p> <p>Spell words with the g phoneme spelt as gue, such as league and tongue.</p> <p>Spell words with the s phoneme as sc, such as scene and discipline</p>



		<p>with good control, no longer using whole-hand grasp.</p> <p>Use a pencil and hold it effectively to form recognisable letters most of which are correctly formed. Shows a preference for a dominant hand.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p>	<p>Know: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k The /v/ sound at the end of words</p> <p>Spell days of the week and Year 1 common exception words;</p> <p>Spell simple contractions;</p> <p>Recognise that homophones have different spellings but the same sound.</p> <p><b>Handwriting:</b></p> <p>Begin to form correct letter formation and size for all letters (lower and uppercase) leaving spaces between words</p> <p>Write from left to right and top to bottom.</p>	<p>Use apostrophes to mark contractions;</p> <p>Spell more common words with contracted forms(e.g.couldn't and can't)</p> <p>Select the correct spelling for homophones (eg. there/ their/ they're)</p> <p>Spell decodable high frequency words correctly</p> <p>Spell Year 2 common exception words</p> <p>For a full comprehensive breakdown of spelling rules please refer to N/C and RWInc spelling programme.</p> <p><b>Handwriting:</b></p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and lowercase letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Use the diagonal and horizontal strokes needed to join some letters Independently write within lines to organise work.</p>	<p>Spell words using a range of prefixes and suffixes.</p> <p>Spell words with the u phoneme as the grapheme ou, such as young, trouble and country.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.</p> <p>Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher.</p> <p><b>Handwriting:</b></p> <p>Sit appropriately with one hand on the paper and pencil held at 45 degrees.</p> <p>Write with increasing legibility, e.g. lower case letters are an equal size; capitals are appropriate size and not joined to lower-case letters.</p> <p>Begin to use horizontal and vertical strokes that are needed to join letters and is starting to understand which adjacent letters are best left unjoined.</p> <p>Develop a fluent continuous cursive handwriting style</p> <p><b>Presentation</b></p> <p>Leave line spaces where appropriate, e.g. below a heading</p>	<p>Spell words with ei, eigh or ey, such as weigh, vein or neighbour.</p> <p>Spell plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices'</p> <p>Recognise and spell additional homophones from the year 4 list.</p> <p>Spell many of the Y3/4 common exception words</p> <p><b>Handwriting:</b></p> <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting (ensure downward strokes of letters are parallel and lines of writing are spaced efficiently so ascenders and descenders do not touch)</p> <p>Use consistent sizing on most occasions.</p> <p>Secure a fluent continuous cursive handwriting style.</p> <p>Experiment with different effects for different text types (capitalisation, bold, printing etc)</p>
--	--	---	--	--	---	--



**Composition  
(coverage of  
genres and their  
features)**

<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Ascribe meanings to marks that they see in different places. Hear and say the initial sound in words</p> <p>Begin to see sounds from their own name in other words.</p>	<p>Use their phonic knowledge to write words in ways which match spoken sounds.</p> <p>Write some irregular common words.</p> <p>Spell some words correctly and others are phonetically plausible.</p> <p>Write own names and other things such as labels or captions.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>Planning skills:</b></p> <p>Sentences are composed orally before writing down and written from memory. (Hold a sentence)</p> <p><b>Text type:</b> <b>Entertain:</b> <b>Stories (including retellings)</b> (sequence, noun phrases, adjectives, adverbials) <b>Descriptions</b> (adjectives; noun phrases) <b>Poetry</b> (rhyming words; separating lines appropriately; simple punctuation) <b>Character descriptions</b></p> <p><b>Inform:</b> <b>Recount</b> (sequence, past tense, adjectives, noun phrases) <b>Letter</b> (first person, questions, exclamations) - instructions (imperative verbs, adverbs of time, adjectives) <b>Non-fiction texts</b> (statements, facts, pictures, labels, captions)</p> <p>To write from memory simple sentences.</p> <p>Writing is reread with support if necessary to ensure it makes sense.</p>	<p><b>Planning skills:</b></p> <p>Sentences are composed and rehearsed orally before writing down and written from memory</p> <p><b>Text type:</b> <b>Entertain:</b> <b>Stories (including retellings)</b> (sequence, expanded noun phrases, adjectives, adverbials) <b>Descriptions</b> (adjectives; adverbs; expanded noun phrases) <b>Poetry</b> (rhyming words; separating lines appropriately; variety of punctuation; use of adjectives) <b>In-character/ role</b></p> <p><b>Inform</b> <b>Recount</b> (sequence, past tense, adjectives, expanded noun phrases, adverbials) <b>Letter</b> (first person, questions, exclamations) <b>Instructions</b> (imperative verbs, adverbs of manner, adverbs of time, adjectives) <b>Non-fiction texts</b> (statements, facts, pictures, labels, captions)</p> <p>To write from memory simple sentences using common exception words and Year 2 punctuation</p> <p>Writing is reread to ensure it makes sense.</p>	<p><b>Planning skills:</b></p> <p>Orally rehearse sections of writing including the written sequence of sections.</p> <p><b>Text types:</b> <b>Entertain:</b> Stories Descriptions Poetry Characters/Settings</p> <p><b>Text features:</b> Use detailed description Uses pronouns to avoid repetition. Uses conjunctions, adverbs and prepositions Use of paragraphs to organise in time sequence</p> <p><b>Inform:</b> Recount Letter Explanation Biography Newspaper Instructions</p> <p><b>Text features:</b> Use paragraphs used to group related ideas</p> <p>Use headings/subheadings</p> <p><b>Persuade:</b> Advertising Letter Speech Poster</p> <p><b>Text Features:</b> Use of 2nd person Planned repetition Facts and statistics Adjectives for positive description</p>	<p><b>Planning skills:</b></p> <p>Orally plans the structure of whole piece including supporting details.</p> <p><b>Text types:</b> <b>Entertain:</b> Stories Descriptions Poetry Characters/Settings</p> <p><b>Text features:</b> Use detailed description Expanded Noun Phrases, Fronted adverbials Use paragraphs to organise in time sequence Explore and compare different forms of past tenses progressive and possessive Subordinate clauses</p> <p><b>Inform:</b> Recount Letter Explanation Biography Newspaper Instructions</p> <p><b>Text features:</b> Use paragraphs used to group related ideas</p> <p>Subheadings to label content</p> <p>To add detail to writing through subordinating conjunction, expanded noun phrases, commas, relative clauses, present perfect.</p> <p><b>Persuade:</b> Advertising Letter Speech Poster</p> <p><b>Text Features:</b> Use of 2nd person Planned repetition Facts and statistics Adjectives for emotive language Use of sentence types including imperative verbs, rhetorical questions, relative clauses, noun phrases.</p>
--	--	--	--	---	--



<p><b>Composition Vocabulary</b></p>			<p>Story language from shared stories is used, such as once upon a time, in the end, it was a, one sunny day etc.</p> <p>Use of some adjectives to modify nouns</p>	<p>Use of some technical words in non-fiction text types. • Use of simple/comparative adjectives and well-chosen verbs in narratives.</p> <p>Expanded noun phrases for description and specification (the blue butterfly or the man in the moon)</p> <p>Writing uses both description and dialogue for characters and setting to engage the reader.</p> <p>Some use of adverbs</p>	<p>Growing awareness of language choices that grip the reader's interest.</p> <p>Use of specific nouns (terrier instead of dog)</p> <p>Adverbs are used carefully to detail actions.</p> <p>Action verbs provide interest, such as cackled instead of laughed.</p> <p>Some evidence of words chosen to introduce opinion or add clarity.</p>	<p>Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations.</p> <p>Use of fronted adverbials for effect. (Majestically the swan glided onto the river)</p> <p>Words are chosen carefully to describe events, characters and feelings.</p> <p>Powerful verbs add impact.</p> <p>Word use is lively and imaginative, intended to amuse, entertain or inform.</p> <p>Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition</p> <p>Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects.</p>
<p><b>Grammar and Punctuation</b></p>		<p>Finger spaces, capital letters and full stops.</p>	<p>Capital letters and full stops are used with accuracy to demarcate a sentence.</p> <p>Capital letters for the names of people, places, days of the week and the personal pronoun "I" are becoming evident.</p> <p>Question or exclamation marks in independent writing are beginning to be used.</p>	<p>Usually consistent use of past and present tenses within all forms of writing. (has/had, was/were)</p> <p>Use of statements, questions, exclamations or commands.</p> <p>Consistent use of full stops, capital letters, question marks and exclamation marks.</p> <p>Evidence of commas within a list.</p> <p>Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.</p> <p>Experimentation with inverted commas.</p> <p>A growing ability to accurately proofread to check for errors in grammar and punctuation is evident.</p>	<p><b>Word</b> Formation of nouns using a range of prefixes (super-, anti-, auto-)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)</p> <p>Use a range of prefixes, (super, anti, auto)</p> <p>Use noun/pronouns with cohesion</p> <p><b>Sentence</b> Expressing time, place and cause using: conjunctions (when, before, after, while, so, because) containing more than one clause. Demonstrate a range of sentence structures</p>	<p><b>Word</b> The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, or I did instead of I done)</p> <p>Further prefixes and suffixes and how to add them.</p> <p>Can use homophones consistently.</p> <p>Place apostrophes in regular and irregular plurals (girls' and boys')</p> <p>Apply words with contracted forms</p> <p><b>Sentence</b> Noun phrases; expanded by the addition of modifying adjectives, nouns and prepositional phrases (the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Can use fronted adverbials to express time, place and cause using conjunctions, adverbs or prepositions. (Later that day, I heard the bad news).</p> <p>Will make greater use of pronouns and nouns across sentences to avoid repetition.</p>



					<p>(Subordinate clause and a range of conjunctions)</p> <p>Use some present perfect form of verbs (She has gone) instead of the simple past (She went).</p> <p><b>Text</b> Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Evidence of improvements made through editing to make changes to grammar and vocabulary.</p> <p>Proofreading eliminates simple errors and is an embedded part of the writing process</p> <p><b>Punctuation</b> Introduction to inverted commas to punctuate direct speech</p> <p>Use punctuation mostly accurately including some use of inverted commas to indicate direct speech.</p>	<p>Consistently use inverted commas and other punctuation to indicate direct speech.</p> <p>Use commas after fronted adverbials (Eventually, the waiter arrived. )</p> <p>Evaluate and edit their work.</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme Use narrative structure- opening, build up, dilemma, resolution, ending). Chronological order Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person</p> <p><b>Punctuation</b> Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark plural possession (the girl's name, the girls' names) Use of commas after fronted adverbials</p>
--	--	--	--	--	---	--