

Y2: Writing Progression

Composition	Transcription	Spelling	Common exception words:	Homophones and near-homophones	Terminology for pupils	
<p>Writing: Personal experiences and those of others, narratives; about real events; poetry; for different purposes</p> <p>Consider what to write: planning or saying out loud what they are going to write about</p> <p>writing down ideas/key words/including new vocabulary encapsulating sentences</p> <p>Make additions, revisions and corrections by: evaluating writing</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently (including verbs in the continuous form)</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with appropriate intonation</p>	<p>Apply spelling rules</p> <p>Write from memory simple sentences</p> <p><u>Use 'a' or 'an' before a noun</u></p> <p><u>Appropriate letters are joined consistently, according to the school's handwriting approach</u></p>	<p>Common exception words</p> <p>Irregular past tenses: come/came, go/went, say/said</p> <p>Adding suffixes to indicate tenses</p> <p>Adding prefixes to change words un-, dis-, mis-, ir-, im-, in-</p> <p>Adding -es to nouns and verbs ending in -y (e.g., cries, flies, replies)</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g., copied, copier, copying)</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (e.g., hiking, hiked, hiker)</p>	<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (e.g., patting, patted)</p> <p>The suffixes: -ment, -ness, -ful, -less, -ly</p> <p>Contractions: it's, can't, didn't, hasn't, couldn't, I'll, could've, she'll, he'll, don't, haven't, wouldn't, they'll, let's</p> <p>The possessive apostrophe</p> <p>Words ending in -tion</p>	<p>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</p>	<p>There/their/they're,</p> <p>to/too/two,</p> <p>Which/witch</p> <p>write/right</p> <p>No/know</p> <p>new/knew</p> <p>hear/here,</p> <p>quite/quiet,</p> <p>see/sea,</p> <p>bare/bear,</p> <p>one/won,</p> <p>sun/son,</p> <p>be/bee,</p> <p>night/knight</p> <p>piece/peace</p> <p>through/threw</p>	<p>Noun, noun phrase, <u>expanded noun phrase</u> statement, question, exclamation, command, compound, suffix, noun adjective, adverb, verb, tense: simple past, progressive past, simple present, progressive present apostrophe, possession comma, expanded noun phrase, subordination (when <u>until</u>, <u>while</u>, if that) co-ordination (and, <u>yet</u>, or, but) <u>preposition</u>, <u>conjunction</u>, <u>inverted commas (speech marks)</u> <u>determiner</u> <u>brackets (parenthesis)</u> <u>personification</u>, <u>simile</u>, <u>onomatopoeia</u>, <u>metaphor</u>, <u>comparative</u>, <u>alliteration</u> <u>superlative</u>, <u>rhetorical questions</u></p>

Y2: Instructions

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Ideas group and written in paragraphs</p> <p>Diagrams and illustrations are used to make the process clearer.</p> <p>Detailed information</p>	<p>Sequenced sentences</p> <p>Imperative verbs are used to begin sentences e.g. fix, mix, stir, knot, smooth, melt</p> <p>Use simple adverbs e.g. slowly, quickly</p> <p>Use simple noun phrases e.g. long stick</p> <p>List sentences using comma for a list</p> <p>Use adverbials of time, place and manner</p> <p>A variety of sentence types – command, exclamation, statement, question</p>	<p>First of all,</p> <p>To start with,</p> <p>Firstly,</p> <p>After,</p> <p>Next,</p> <p>Lastly,</p> <p>Once,</p> <p>Finally,</p> <p>Carefully,</p> <p>Gently,</p> <p>Slowly,</p> <p>Securely,</p> <p>Softly,</p> <p>Equipment</p> <p>For best results,</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p><u>Rhetorical questions</u></p> <p>Complex sentences</p> <p><u>Parenthesis</u></p> <p><u>Superlative</u></p> <p><u>Alliteration</u></p>	<p>Noun Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Add 'less' and 'full' to nouns</p> <p>Verbs Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' 'ment' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Add 'ness' to adjectives</p> <p>Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but</p> <p>Prepositions Next to, beside, on, between, opposite, in, in front of, over, above behind, under, at, in, on top of, toward, inside, beyond, down, above, across</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p><u>Brackets for parenthesis</u></p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Comma to separate adjective is an expanded noun phrases</u></p>

Y2: Recount (experiences, diary, police report, sport report)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences e.g. He was... They were...	Afterwards	Fronted adverbials	Noun Form nouns using suffixes and compounding.	Use spaces that reflect the size of the letters.
Written in the past tense e.g., I went... I saw...	It happened...	Today	<u>Expanded noun phrases</u>	Expanded noun phrases for description.	Use full stops correctly.
Main ideas organised in Groups.	Some modal verbs introduced e.g. would, could, should.	Yesterday	Imperative verbs	Add 'es' to nouns.	Use question marks correctly.
Written in paragraphs	e.g. quickly, slowly.	After that	<u>Rhetorical questions</u>	Add 'less' and 'full' to nouns	Use exclamation marks correctly.
Ideas organized in chronological order using connectives that signal time.	Use simple adverbs e.g. quickly, slowly.	When	Complex sentences	Verbs Progressive form of verbs in the past and present tense.	Use capital letters correctly.
Detailed information	List sentences using comma for a list	Suddenly	Comparative / Superlative	Add 'es', 'ed' and 'ing' to verbs.	Use apostrophes for contractions.
	Use simple noun phrases e.g. large tiger.	Just then	<u>Parenthesis</u>	Add 'ment' to verbs	<u>Brackets for parenthesis</u>
	List sentences using comma for a list	Next	<u>Senses</u>	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	<u>Inverted commas</u>
	Use adverbials of time, place and manner	Much later	<u>Alliteration</u>	Add 'ness' to adjectives	Possessive apostrophes for singular nouns.
	Use adverbials of time, place and manner	I found it interesting when	<u>Repetition</u>	Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but	Commas to separate items in lists.
	Use adverbials of time, place and manner	I found it boring when	<u>Personification</u>	Prepositions Next to, beside, on, between, opposite, in, in front of, over, above, behind, under, at, in, on top of, toward, inside, beyond, down, above, across	<u>Comma to separate adjective is an expanded noun phrases</u>
	A variety of sentence types – command, exclamation, statement, question	I didn't expect	<u>Onomatopoeia</u>	Tense Correct and consistent use of past and present tense.	
	<u>Dialogue</u>			Adverbs 'ly' added to adjective to form adverb.	

Y2: Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> <p>Main ideas organized in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use expanded noun phrases e.g. large, fierce tiger.</p>	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The _____ have but the _____ have _____</p> <p>In contrast</p> <p>Traditionally</p>	<p>Fronted adverbials</p> <p><u>Expanded noun phrases</u></p> <p>Imperative verbs</p> <p><u>Rhetorical questions</u></p> <p>Complex sentences</p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Add 'less' and 'full' to nouns</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Add 'ment' to verbs</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Add 'ness' to adjectives</p> <p>Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but</p> <p>Prepositions Next to, beside, on, between, opposite, in, in front of, over, above behind, under, at, in, on top of, toward, inside, beyond, down, above, across</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p><u>Brackets for parenthesis</u></p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Comma to separate adjective is an expanded noun phrases</u></p>

Y2: Letters

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Subject/verb sentences e.g. I think... We want...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p>	<p>when, if, that, while, until, because, or, and, but</p> <p>Dear Mr/Mrs.</p> <p>Dear Sir/Madam.</p> <p>Yours sincerely,</p> <p>Yours faithfully,</p> <p>Later</p> <p>Today</p> <p>This morning</p> <p>Tomorrow</p> <p>Also</p> <p>Afterwards</p> <p>After that</p> <p>Eventually</p> <p>I would like to...</p> <p>We felt...</p> <p>Please be assured#</p> <p>We understand</p>	<p>Fronted adverbials</p> <p><u>Expanded noun phrases</u></p> <p>Imperative verbs</p> <p><u>Rhetorical questions</u></p> <p>Complex sentences</p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p>Formal/informal language</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Add 'less' and 'full' to nouns</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Add 'ment' to verbs</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Add 'ness' to adjectives</p> <p>Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but</p> <p>Prepositions Next to, beside, on, between, opposite, in, in front of, over, above, behind, under, at, in, on top of, toward, inside, beyond, down, above, across</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p><u>Brackets for parenthesis</u></p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Comma to separate adjective is an expanded noun phrases</u></p>

Y2: Persuasion (purpose – advert leaflet, argument)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences e.g. He was... They were... It happened...	when, if, that, while, until, because, or, and, but	Fronted adverbials	Noun Form nouns using suffixes and compounding. <i>Expanded noun phrases for description.</i>	Use spaces that reflect the size of the letters.
Written in the present tense.	Some modal verbs introduced e.g. would, could, should.	The biggest	Imperative verbs	Add 'es' to nouns.	Use full stops correctly.
Main ideas organised in groups.	Use simple adverbs e.g. yesterday, today.	The greatest	<u>Rhetorical questions</u>	Add 'less' and 'full' to nouns	Use question marks correctly.
Tone: formal or informal	Use simple noun phrases e.g. red shoes	The longest	Complex sentences	Add 'ment' to verbs	Use exclamation marks correctly.
	<u>Uses rhetorical questions.</u>	The tallest	<u>Comparative / Superlative</u>	Add 'es', 'ed' and 'ing' to verbs.	Use capital letters correctly.
	Uses ambitious adjectives to grab the reader's attention.	Also	<u>Alliteration</u>	Add 'er' and 'est' to adjectives where no change is needed to root word.	<u>Brackets for parenthesis</u>
		Additionally	<u>Powerful and emotive language</u>	Add 'ness' to adjectives	Apostrophes for contractions.
		I think that	<u>Hyperbole</u>	Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but	Possessive apostrophes for singular nouns.
		I believe that	<u>Idioms e.g. face the music; it's raining cats and dogs</u>	Prepositions Next to, beside, on, between, opposite, in, in front of, over, above, behind, under, at, in, on top of, toward, inside, beyond, down, above, across	Commas to separate items in lists.
		Extraordinary		Tense Correct and consistent use of past and present tense.	<u>Comma to separate adjective is an expanded noun phrases</u>
		Remarkable		Adverbs 'ly' added to adjective to form adverb.	
		Extremely			
		Incredibly			
		Shockingly			
		Disgracefully			
		Please be assured			
		Finally			

Y2: Biography

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences e.g. He was... They were... It happened...	when, if, that, while, until, because, or, and, but	Fronted adverbials Imperative verbs	Noun Form nouns using suffixes and compounding. <u>Expanded noun phrases for description.</u>	Use spaces that reflect the size of the letters. Use full stops correctly.
Written in the past tense e.g. He went... She travelled	Some modal verbs introduced e.g. would, could, should.	As a child... As a teenager... At a young age...	<u>Expanded noun phrases</u> <u>Rhetorical questions</u>	Add 'es' to nouns. Add 'less' and 'full' to nouns	Use question marks correctly. Use exclamation marks correctly.
Main ideas organised in groups.	Use simple adverbs e.g. quickly, slowly.	Many years later... One of the interesting things about...was...	Complex sentences <u>Comparative / Superlative</u>	Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' 'ment' and 'ing' to verbs.	Use capital letters correctly.
Ideas organised in chronological order using connectives that signal time.	Use simple noun phrases e.g. large crowd	In my view... His/Her life was...	<u>Alliteration</u>	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Add 'ness' to adjectives	<u>Brackets for parenthesis</u> Apostrophes for contractions.
Heading and sub-headings		I believe... He/She was He/She became...		Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but Prepositions Next to, beside, on, between, opposite, in, in front of, over, above, behind, under, at, in, on top of, toward, inside, beyond, down, above, across Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Possessive apostrophes for singular nouns. Commas to separate items in lists. <u>Comma to separate adjective is an expanded noun phrases</u>

Y2: Balanced Argument (purpose – speech, essay, letter)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was... They were...It happened...</p> <p>Some modal verbs introduced e.g. would,could, should.</p> <p>Use simple adverbs e.g. yesterday, last week</p> <p>Use simple noun phrases e.g.angry mum</p> <p><u>Uses rhetorical questions.</u></p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>I am going to...</p> <p>In fact, ...</p> <p>It seems...</p> <p>To sum this up...</p> <p>The opposite viewof this is...</p> <p>Not everyone agrees with this...</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p><u>Rhetorical questions</u></p> <p>Complex sentences</p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Powerful and emotive language</u></p>	<p>Noun Form nouns using suffixes and compounding. <u>Expanded noun phrases for description.</u> Add 'es' to nouns. Add 'less' and 'full' to nouns</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Add 'ment' to verbs</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Add 'ness' to adjectives</p> <p>Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but</p> <p>Prepositions Next to, beside, on, between, opposite, in, in front of, over, above behind, under, at, in, on top of, toward, inside, beyond, down, above, across</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size ofthe letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p><u>Brackets for parenthesis</u></p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Comma to separate adjective is an expanded noun phrases</u></p>

Y2: Newspaper

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences e.g. He was... They were...	It was a terrible...	Fronted adverbials	Noun Form nouns using suffixes and compounding. <u>Expanded noun phrases for description.</u>	Use spaces that reflect the size of the letters.
Written in the past tense.	It happened...	The scene was...	Imperative verbs	Add 'es' to nouns.	Use full stops correctly.
Main ideas organised in groups.	Some modal verbs introduced e.g. would, could, should.	Many passers-by...	<u>Rhetorical questions</u>	Add 'less' and 'full' to nouns	Use question marks correctly.
Using sequencing techniques – time related words.	Use simple adverbs e.g. yesterday, today.	Some children were...	Complex sentences	Verbs Progressive form of verbs in the past and present tense.	Use exclamation marks correctly.
A photo with a caption.	Use simple noun phrases e.g. red shoes	Shocking	<u>Comparative / Superlative</u>	Add 'es', 'ed' and 'ing' to verbs.	Use capital letters correctly.
Heading/title	<u>Dialogue</u>	Awful	<u>Alliteration</u>	Add 'ment' to verbs	<u>Inverted commas</u>
		Amazing		Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Add 'ness' to adjectives	Apostrophes for contractions.
		Incredible Afterwards		Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but	Possessive apostrophes for singular nouns.
				Prepositions Next to, beside, on, between, opposite, in, in front of, over, above behind, under, at, in, on top of, toward, inside, beyond, down, above, across	Commas to separate items in lists.
				Tense Correct and consistent use of past and present tense.	<u>Comma to separate adjective is an expanded noun phrases</u>
				Adverbs 'ly' added to adjective to form adverb.	

Y2: Narrative

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/they</p> <p>Connections between sentences indicate extra information e.g. but they got bored</p> <p>or</p> <p>indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were...It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p> <p><u>Dialogue</u></p> <p>Short, compound and complex sentences</p>	<p>Ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p><u>Rhetorical questions</u></p> <p>Complex sentences</p> <p><u>Expanded noun phrases</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Simile</u></p> <p><u>Repetition</u></p> <p><u>Personification</u></p> <p><u>Onomatopoeia</u></p>	<p>Noun Form nouns using suffixes and compounding. <u>Expanded noun phrases for description.</u> Add 'es' to nouns. Add 'less' and 'full' to nouns</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Add 'ment' to verbs</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Add 'ness' to adjectives</p> <p>Connectives/conjunctions Subordination – when, if, that, while, until, because Co-ordination – or, and, but</p> <p>Prepositions Next to, beside, on, between, opposite, in, in front of, over, above behind, under, at, in, on top of, toward, inside, beyond, down, above, across</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p><u>Inverted commas</u></p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Comma to separate adjective is an expanded noun phrases</u></p>