

Y3: Writing Progression

Composition	Transcription	Spelling	Common exception words:	Homophones and near-homophones	Terminology for pupils
<p>Plan: discussing writing similar to understand and learn from its structure, vocabulary and grammar discuss and record ideas</p> <p>Draft and write: compose and rehearse sentences orally build a varied and rich vocabulary increase range of sentence structures organise paragraphs around a theme create settings, characters and plot simple organisational devices e.g., headings and sub-headings</p> <p>Evaluate and edit: assess the effectiveness of writing, suggesting improvements propose changes to grammar and vocabulary to improve consistency, include accurate use of pronouns in sentences Proofread for errors in spelling and punctuation Read aloud with appropriate intonation, tone and volume</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences that include words and punctuation taught so far.</p> <p>use the diagonal and horizontal strokes that are needed to join letters</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>Prefixes – in-, dis-, mis-</p> <p>suffix –ation, -ly, -ous, -tion, -sion, -sion, -cian</p> <p>Words with endings in –sure, -ture,</p> <p>Words ending in (t)ch with a er ending (e.g. teacher)</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /j/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p>	<p>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</p>	<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>paragraph, preposition, conjunction, word family <u>auxiliary verb</u> prefix clause subordinate clause direct speech consonant consonant letter vowel, vowel letter inverted commas present perfect form <u>apostrophe for plural possession (the girl's name vs the girls' names)</u> <u>fronted adverbials</u>, <u>determiner</u> <u>possessive pronoun</u> <u>brackets (parenthesis)</u> <u>personification</u>, <u>simile, metaphor</u>, <u>onomatopoeia</u>, <u>comparative</u>, <u>superlative</u>, <u>colon</u> <u>alliteration</u> <u>rhetorical questions</u> <u>hyphen</u></p>

Y3: Instructions

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly.	Simple, sequenced sentences with extra description.	Afterwards After that	Fronted adverbials Imperative verbs	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Use spaces that reflect the size of the letters. Use full stops correctly.
Organised into clear points denoted by time. Heading and subheadings	Some complex sentences using when, if, as, until, because etc.	To begin with Begin by Secondly	Noun phrases (including expanded) <i><u>Rhetorical questions</u></i>	<u>Verbs</u> Present perfect forms of verbs instead of 'the'	Use question marks correctly. Use exclamation marks correctly.
<i><u>Bullet points to introduce items in a list</u></i>	Present tense Second person	Meanwhile	<i><u>Modal verbs</u></i>	<u>Adjectives</u> Choose appropriate adjectives.	Use capital letters correctly.
<i><u>Colons to introduce items in a list</u></i>	Adverbials e.g. When the glue dries, attach the paperclip. Variety of sentence types, command, exclamation, question, statement	Finally The next step is to With a slow movement With a quick pull Try to Consider If this sounds like you Remember,	Complex sentences <i><u>Parenthesis</u></i> <i><u>Comparative</u></i> <i><u>Superlative</u></i> <i><u>Alliteration</u></i>	<u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense.	Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. <i><u>Brackets for parenthesis</u></i> <i><u>Comma to separate adjectives in an expanded noun phrase</u></i> <i><u>Colon to introduce a list</u></i> <i><u>Hyphen to join two compound words</u></i>
				<u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner; then, next, soon, often, usually, a little, enough, totally, sometimes, calmly, precisely, patiently	

Y3: Recount (experiences, diary, police report, sport report)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Past tense</p> <p>First or third person</p> <p>Tense consistent e.g. modal verbs can/will, could/would</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p> <p>Variety of sentence types, command, exclamation, question, statement</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p> <p>Excitedly</p> <p>Feeling terrified</p> <p>Suddenly</p> <p>I couldn't believe it when</p> <p>Later on</p> <p>Eventually</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Complex sentences</p> <p>Reported speech</p> <p>Direct speech</p> <p><i>Rhetorical questions</i></p> <p><i>Comparative / Superlative</i></p> <p><i>Parenthesis</i></p> <p><i>Senses</i></p> <p><i>Alliteration</i></p> <p><i>Simile</i></p> <p><i>Metaphor</i></p> <p><i>Repetition</i></p> <p><i>Personification</i></p> <p><i>Onomatopoeia</i></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner; then, next, soon, often, usually, a little, enough, totally, sometimes, calmly, precisely, patiently however, although, even so, nevertheless</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><i>Brackets for parenthesis</i></p> <p><i>Inverted commas</i></p> <p><i>Comma to separate adjectives in an expanded noun phrase</i></p> <p><i>Colon to introduce a list</i></p> <p><i>Hyphen to join two compound words</i></p>

Y3: Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Snappy title</p> <p>Clear introduction.</p> <p>Organised into paragraphs, each shaped around a key topic sentence.</p> <p>Use of sub-headings</p> <p><u>Bullet points to introduce items in a list</u></p> <p><u>Colons to introduce items in a list</u></p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, until, as etc.</p> <p>Third person</p> <p>Present tense (usually)</p> <p>Tense consistent e.g. modal verbs can/will, could/would</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p> <p>Variety of sentence types: command, exclamation, question, statement</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p> <p>Technical vocabulary</p> <p>Astonishingly,</p> <p>Amazingly,</p> <p>Did you know that...?</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Complex sentences</p> <p>Reported speech</p> <p>Direct speech</p> <p><u>Rhetorical questions</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Parenthesis</u></p> <p><u>Alliteration</u></p> <p><u>Simile</u></p> <p><u>Metaphor</u></p> <p><u>Direct address</u></p> <p><u>Repetition</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner; then, next, soon, however, although, even so, nevertheless</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Brackets for parenthesis</u></p> <p><u>Inverted commas</u></p> <p><u>Comma to separate adjectives in an expanded noun phrase</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Hyphen to join two compound words</u></p>

Y3: Letters

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>First person</p> <p>Tense consistent e.g. modal verbs can/will, could/would</p> <p>Adverbials e.g. When they have a problem, we played after tea.</p> <p>It was scary in the tunnel.</p>	<p>While, if, as, when, until, because, although, meanwhile, instead, due to since, whereas</p> <p>I am writing to you...</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Complex sentences</p> <p>Reported speech</p> <p>Direct speech</p> <p><u>Modal verbs</u></p> <p><u>Rhetorical questions</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Parenthesis</u></p> <p><u>Alliteration</u></p> <p><u>Powerful, emotive language</u></p> <p><u>Repetition</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause Express time, frequency, degree and manner, next, soon, however, although, even so, nevertheless</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Brackets for parenthesis</u></p> <p><u>Inverted commas</u></p> <p><u>Comma to separate adjectives in an expanded noun phrase</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Hyphen to join two compound words</u></p>

Y3: Persuasion (purpose – advert leaflet, argument)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Clear introduction. Points about subject/issue Each issue is supported by facts/evidence Organised into paragraphs Conclusion restates opinion and reasons Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Second or Third person Tense consistent e.g. modal verbs can/will could/would Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy..	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy For this reason Without a doubt Everyone knows that	Fronted adverbials Expanded noun phrases Imperative verbs Complex sentences Reported speech Direct speech <u>Modal verbs</u> <u>Powerful, emotive language</u> <u>Rhetorical questions</u> <u>Comparative / Superlative</u> <u>Parenthesis</u> <u>Senses</u> <u>Alliteration</u> <u>Simile</u> <u>Repetition</u> <u>Hyperbole</u>	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner; then, next, soon, however, although, even so, nevertheless	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. <u>Brackets for parenthesis</u> <u>Inverted commas</u> <u>Comma to separate adjectives in an expanded noun phrase</u> <u>Colon to introduce a list</u> <u>Hyphen to join two compound words</u>

Y3: Biography

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact (may use future or present tense).</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Sequenced in chronological order</p> <p>Past tense</p> <p>Third person</p> <p>Tense consistent e.g. modal verbs can/will could/would</p> <p>Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p> <p>Consequently</p> <p>Therefore</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Complex sentences</p> <p>Reported speech</p> <p>Direct speech</p> <p><u>Rhetorical questions</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Parenthesis</u></p> <p><u>Alliteration</u></p> <p><u>Repetition</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner cause; then, next, soon, however, although, even so, nevertheless</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Brackets for parenthesis</u></p> <p><u>Inverted commas</u></p> <p><u>Comma to separate adjectives in an expanded noun phrase</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Hyphen to join two compound words</u></p>

Y3: Balanced Argument (purpose – speech, essay, letter)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Clear introduction. Points about subject/issue Discussing both sides of the argument (for and against) Organised into paragraphs Sub-heading used to organise texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Third person Present tense Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy..	I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...	Fronted adverbials Expanded noun phrases Imperative verbs Complex sentences Reported speech Direct speech <u>Modal verbs</u> <u>Powerful, emotive language</u> <u>Rhetorical questions</u> <u>Comparative / Superlative</u> <u>Parenthesis</u> <u>Senses</u> <u>Alliteration</u> <u>Simile</u> <u>Repetition</u> <u>Hyperbole</u>	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner; then, next, soon, however, although, even so, nevertheless	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. <u>Brackets for parenthesis</u> <u>Inverted commas</u> <u>Comma to separate adjectives in an expanded noun phrase</u> <u>Colon to introduce a list</u> <u>Hyphen to join two compound words</u>

Y3: Newspaper

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline</p> <p>caption</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Past tense</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>While, if, as, when.</p> <p>Witnesses felt...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by..</p> <p>Hours later</p> <p>Unfortunately</p> <p>Fortunately</p> <p>Eyewitnesses say</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Complex sentences</p> <p>Direct speech</p> <p>Reported speech</p> <p><u>Comparative / Superlative</u></p> <p><u>Parenthesis</u></p> <p><u>Alliteration</u></p> <p><u>Simile</u></p> <p><u>Metaphor</u></p> <p><u>Repetition</u></p> <p><u>Onomatopoeia</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner then, next, soon, however, although, even so, nevertheless</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Brackets for parenthesis</u></p> <p><u>Inverted commas</u></p> <p><u>Comma to separate adjectives in an expanded noun phrase</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Hyphen to join two compound words</u></p>

Y3: Narrative

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his mother and Jill</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Complex sentences</p> <p>Direct speech</p> <p>Reported speech</p> <p><u>Rhetorical questions</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Parenthesis</u></p> <p><u>Senses</u></p> <p><u>Alliteration</u></p> <p><u>Simile</u></p> <p><u>Metaphor</u></p> <p><u>Repetition</u></p> <p><u>Personification</u></p> <p><u>Onomatopoeia</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time, frequency, degree and manner; then, next, soon, however, although, even so, nevertheless</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p><u>Brackets for parenthesis</u></p> <p><u>Inverted commas</u></p> <p><u>Comma to separate adjectives in an expanded noun phrase</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Hyphen to join two compound words</u></p>