



Progression in Grammar (punctuation, sentence construction, word classes, text cohesion + terminology)


(Developed with reference to Pie Corbett's *Teaching Guide for Progression in Writing by Year* (Oct 2013) / Primary Ed consultancy *Progression in Grammar* documents / Programmes of study for 'Writing – vocabulary, grammar and punctuation' to English Appendix 2.) **Statutory** terminology NC2014 is highlighted in red; **this may have been introduced in preceding years** but the year it becomes **statutory** is shown by the highlight in relevant year group. All terminology will need to be referred to and reinforced as the children progress throughout the school, even if not specifically mentioned/taught in your year group. Refer to the grammar glossary/grammar games compendium in the pack for clarification/teaching ideas and the spelling pathway for specific year group spelling rules.

Reception


 Word Classes (YR)	Punctuation (YR)	Sentence Construction (YR)	Text (YR)	Terminology (YR)
<p>Know and use the term letter.</p> <p>Know and use the term word.</p> <p>Know and use the term sentence.</p>	<p>Begin to use capital letters to start a sentence.</p> <p>Begin to separate words with finger spaces.</p> <p>Begin to show an awareness of full stops when reading and begin to use them to demarcate sentences in writing. - children know to pause for breath when reading sentences ending with full stops.</p> <p>Begin to recognise question marks and exclamation marks used to demarcate sentences. - know that an exclamation mark can be used to show shouting, anger, surprise (when reading initially)</p>	<p>Begin to recognise how words can combine to make simple sentences.</p>	<p>Attempting writing for a variety of purposes.</p>	<p>Letter/capital letter</p> <p>Word</p> <p>Sentence</p> <p>Full stop</p> <p>Question mark</p> <p>Exclamation mark</p>


Year 1 (consolidation of previous years plus...)

 Word Classes (Y1)	Punctuation (Y1)	Sentence Construction (Y1)	Text (Y1)	Terminology (Y1)
<p>Use expanded noun phrases in writing</p> <ul style="list-style-type: none"> - adding an adjective to describe the noun (The blue butterfly) - adding a preposition to describe where the noun is in time or space (the butterfly in the garden) <p>Know and use the term adjective for describing words</p> <ul style="list-style-type: none"> - identify and adjective within a simple sentence (the beautiful princess smiled kindly) <p>Correct <u>use</u> of simple prepositions in writing</p> <ul style="list-style-type: none"> - <i>inside, outside, towards, across, under...</i> <p>Correct <u>use</u> of some determiners in writing</p> <ul style="list-style-type: none"> - <i>the, a, an, my, your, this, that, his, her, their, some, all, lots of, many, more, those, these</i> <p>Use words to describe actions (adverbs) in writing.</p> <ul style="list-style-type: none"> - I ran to the shop quickly. <p>Know the term plural means 'more than one' and that sometimes plural nouns can have different endings.</p> <ul style="list-style-type: none"> - add suffix 's' or 'es' to regular plurals (eg dogs) <p>Use the pronouns I, he and she to avoid repeating nouns.</p>	<p>Use capital letters to begin a sentence.</p> <p>Separation of words with spaces.</p> <p>Use capital letters for the names of people, places, months and days of the week (proper nouns).</p> <p>Capital letters for personal pronoun I.</p> <p>Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing.</p> <ul style="list-style-type: none"> - children know to pause for breath when reading sentences ending with full stops. <p>Begin to use question marks and exclamation marks to demarcate sentences.</p> <ul style="list-style-type: none"> - know that an exclamation mark can be used to show shouting, anger, surprise <p>Know that a contraction is two words joined together with an</p>	<p>How words can combine to make simple sentences.</p> <ul style="list-style-type: none"> - write simple, grammatically correct sentences (The princess lives in a huge castle). <p>Joining words and joining clauses using co-ordinating conjunctions and, but, or, so to make compound sentences.</p> <ul style="list-style-type: none"> - join nouns or adjectives using 'and' (I have fish and chips for supper). - use 'and' to join to main clauses (The old man walked to the top of the hill and then he walked back down again). - Spider can be small or they can be large. - Charlie hid but Sally found him. - It was raining so they they put on their coats. <p>Beginning to join using other conjunctions</p> <ul style="list-style-type: none"> - <i>because, that, while, when, where</i> <p>Use questions within narrative.</p> <ul style="list-style-type: none"> - Where are you going? asked the princess. <p>Use of precise language for information</p>	<p>Sequencing sentences to form short narratives (identifying past/present tense)</p>	<p>Consolidate all previous and introduce (if not yet done so):</p> <p>letter, capital letter / upper and lower case consonant vowel</p> <p>word, singular, plural</p> <p>sentence punctuation, full stop, question mark, exclamation mark</p> <p>Noun</p> <p>Verb</p> <p>Adjective</p> <p>Alphabet</p> <p>Apostrophe</p> <p>Contraction</p> <p>Conjunction</p> <p>Past tense</p> <p>(Yesterday, I..)</p> <p>Present tense</p> <p>(Today I...)</p>


 Word Classes (Y1)	Punctuation (Y1)	Sentence Construction (Y1)	Text (Y1)	Terminology (Y1)
<p>- My best friend is Katie. She likes swimming.</p> <p>Suffixes - where no change in root word spelling is needed (helping, helped, helper)</p> <p>Prefix un - changes to meaning of verbs and adjectives to negative (unkind, untie)</p>	<p>apostrophe.</p> <ul style="list-style-type: none"> - show an awareness and understanding of contractions when reading. Know which words have been joined and which letters omitted, shown by apostrophe. <p>Introduced to speech bubbles</p>	<p>- First, switch on... Next, wait until....</p>		

Year 2 (consolidation of previous years plus)

 Word Classes (Y2)	Punctuation (Y2)	Sentence Construction (Y2)	Text (Y2)	Terminology (Y2)
<p>Use expanded noun phrases which modify the noun to describe and specify.</p> <ul style="list-style-type: none"> - adding an adjective to describe the noun (The blue butterfly) <p>Begin to identify adverbial phrases which modifies and makes verbs more specific.</p> <ul style="list-style-type: none"> - the bus leaves in five minutes (modifies <i>leaves</i>) - Priscilla complained constantly (modifies <i>complains</i>) - Alex forgot to buy easter eggs (modifies <i>forgot</i>) <p>Know and use the term 'common' and 'proper' nouns</p> <ul style="list-style-type: none"> - identify common nouns in sentences (The pencil was on the floor). - identify proper nouns in sentences (Kate went to America). <p>Know and use the term 'verb', identifying it in a sentence.</p> <ul style="list-style-type: none"> - know that every sentence has a verb and spot it (Tom ran quickly up the hill). <p>Investigate the effect of add 'ly' to an adjective.</p> <ul style="list-style-type: none"> - know that adding 'ly' to an adjective can change it into a word describing an action (adverb) (beautiful / beautifully) (and that not all adjectives can become adverbs by adding 'ly' eg fast/ fastly) <p>Investigate the effect of adding 'ness' to adjectives as suffix.</p> <ul style="list-style-type: none"> - know that <i>some</i> adjectives can be changed to a noun by adding 'ness' (happy/happiness) 	<p>Demarcate sentences using capital letters and full stops accurately.</p> <p>Use question marks and exclamation marks accurately.</p> <p>Use commas to separate items in a list.</p> <ul style="list-style-type: none"> - I went to the shop to buy tea, milk, cheese and butter. - To separate a list of adjectives or adverbs (The beautiful, radiant princess leaned down. She let her hair down quickly, carefully and cautiously). <p>Use apostrophes for contraction and for possession.</p> <ul style="list-style-type: none"> - for omission (have not / haven't) - begin to know some contracted homophones (whose/who's, their/there/they're) - for singular possession including nouns ending in 's' (Kate's hair / Cerys' hair) <p>Experiment with speech punctuation (linked to speech bubbles)</p> <ul style="list-style-type: none"> - Know that inverted commas ('speech marks') are used around 	<p>Use sentences with different forms: questions, statement, command, exclamation.</p> <ul style="list-style-type: none"> - a command starts with a verb (Put that down) and ends with either a full stop or exclamation mark. - a statement is a normal sentence containing an observation (It is raining today). - an exclamation (oh no!) <p>Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/information).</p> <ul style="list-style-type: none"> - The huge, majestic castle in the forest hadn't been lived in for years. - Snow fell gently and covered the cottage in the wood. - Life the pot carefully onto the tray. <p>Use the past and present tense correctly including irregular forms</p> <ul style="list-style-type: none"> - regular forms adding suffix ed (Today I play, yesterday I played) - common irregular forms (run/ran, go/went, am/was) <p>Use the past and present progressive tense forms correctly</p> <ul style="list-style-type: none"> - using the verb 'to be' in present or past and another verb in present (The cake was baking slowly/ The cake is baking slowly). <p>Secure use of co-ordinating conjunctions correctly.</p>	<p>Consolidation of correct and consistent use of present tense and past tense throughout writing.</p> <p>Begin to identify and use difference in layouts for fiction/non-fiction.</p>	<p>Consolidate all previous and introduce (if not yet done so):</p> <ul style="list-style-type: none"> noun, noun phrase, common and proper nouns statement, question, exclamation, command compound word, suffix adjective, adverb, verb tense (past, present) apostrophe, comma 'speech marks'/inverted commas adverb heading/sub-heading (briefly touch on 'clause' in preparation for Y3)

 Word Classes (Y2)	Punctuation (Y2)	Sentence Construction (Y2)	Text (Y2)	Terminology (Y2)
<p>Investigate the effect of adding 'er' 'est' as suffix.</p> <ul style="list-style-type: none"> - to create comparison (big/bigger/biggest) <p>Investigate the effect of adding suffixes such as 'ful' 'less'</p> <p>Begin to use a wider range of pronouns including our, it, mine.</p> <p>Creation of compound words.</p> <ul style="list-style-type: none"> - whiteboard, superman 	<p>the spoken word and <i>begin</i> to punctuate <i>inside</i> inverted commas correctly ("Stop right there!" the policeman shouted.)</p> <ul style="list-style-type: none"> - convert speech bubbles to direct speech 	<ul style="list-style-type: none"> - these join two main clauses to make a compound sentence (<i>and, but, so, or...</i>) NB <i>then</i> cannot be used in this way without <i>and</i>. <p>Use more complex subordinating conjunctions (because, if, that, while, when,) to join a main and subordinate clause.</p> <ul style="list-style-type: none"> - The boy went to school because he was unwell. - You must listen while you eat. - When the weather is cold in Autumn leaves fall. <p>Begin to spot use of 'who' /'which' to add additional information to a noun (using a relative clause)</p> <ul style="list-style-type: none"> - The witch, who lived in the cottage, was evil. - The cat, which was ginger, purred quietly. <p>Begin to introduce a wider variety of openers including /ly/ to start sentences</p> <ul style="list-style-type: none"> - <i>While, When, Sadly, Unfortunately....</i> <p>Use conjunctions of time.</p> <ul style="list-style-type: none"> - to link words or sentences telling when something happens (when, after, before, while) 		

Year 3 (consolidation of previous years plus)

 Word Classes (Y3)	Punctuation (Y3)	Sentence Construction (Y3)	Text	Terminology
<p>Recognise and use adverbs/adverbials of time and manner with greater precision.</p> <ul style="list-style-type: none"> - use adverbs of time (<i>when</i>) (Suddenly, the door swung open.) - Use adverbs of manner (<i>how</i>) (The man shouted ferociously at the children.) <p>Use the correct determiner 'an'/'a' according to the noun.</p> <ul style="list-style-type: none"> - The term 'determiner' has replaced the term 'article' in the curriculum. A determiner is a word with no grammatical purpose in a sentence and precedes a noun, eg. an elephant, a bag, the man <p>Know and use the term pronoun</p> <ul style="list-style-type: none"> - identify and use a range of pronouns in sentences (It was late when they left.) - know what words have been replaced by pronoun (The time was late when they left.) <p>Know and use the terms collective noun, common noun, proper noun (touch on abstract noun).</p> <ul style="list-style-type: none"> - identify collective nouns in a sentence, including less well known ones (The troop of monkeys swung through the trees.) <p>Identify word families based on common words</p> <ul style="list-style-type: none"> - solve, solution, dissolve, insoluble <p>Formation of nouns using a range of prefixes.</p> <ul style="list-style-type: none"> - super-, anti-, auto- 	<p>Use inverted commas accurately to indicate speech and begin to punctuate inside inverted commas accurately.</p> <ul style="list-style-type: none"> - "I'm not sure," she said carefully. - Miss Smith replied, "Neither am I!" <p>Use commas following fronted adverbials.</p> <ul style="list-style-type: none"> - Suddenly, a loud noise pierced the air. <p>Use apostrophes for contraction and possession.</p> <ul style="list-style-type: none"> - know a wide range of contractions including lesser known ones (would've, shan't) - use possessive apostrophe correctly for both single nouns and regular/irregular plurals (boy's, children's) <p>Introduce ellipses to keep reader hanging on.</p> <ul style="list-style-type: none"> - Trembling, he turned to look behind him.... 	<p>Continue to choose and use a wider range of subordinating conjunctions.</p> <ul style="list-style-type: none"> - (when, after, if, although until....) <p>Use and manipulate a greater variety of adverbials to open a sentence including</p> <ul style="list-style-type: none"> - ly openers (Cautiously, she opened the door.) - ing starters (Sighing, she went home). - conjunctions of time (Later that day, she saw him). - prepositions (In a forest, lived a giant). - adverbial phrases showing where, when, how (A few days ago.... At the back.... With a furious glance...) <p>Use complex sentences to express time, place, cause.</p> <ul style="list-style-type: none"> - time, place, cause can be expressed using conjunctions (<i>when, so, because, before, after, while</i>), adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in, because of</i>) (Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.) <p>Consolidate dropping in a relative clause to add detail</p> <ul style="list-style-type: none"> - who/whom/which/whose/that. - The man, who was cross, shouted. <p>Use the perfect present form.</p> <ul style="list-style-type: none"> - He has gone out to play. 	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p>	<p>Consolidate all previous and introduce (if not yet done so):</p> <ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause/main clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') pronoun noun (abstract) adverbial (refer to determiner)


The grammatical difference between
plural and possessive s.

- the cat's tail
- the cats
- it's / its


Standard English forms for **verb**
inflections instead of spoken forms

- we **were** *NOT* we **was**
- I **did** *NOT* I **done**


Year 4 (consolidation of previous years plus)


 Word Classes (Y4)	Punctuation (Y4)	Sentence Construction (Y4)	Text (Y4)	Terminology (Y4)
<p>Use the term suffix and identify groups of words with the same suffix.</p> <ul style="list-style-type: none"> - know how suffixes can be grouped into those that make a word plural, change its tense or are a derivative of the root word (teach/teacher) - know some suffixes change the word class whilst others do not (walk/walked/walking are verbs. Walker is a noun and therefore a derivative). <p>Use the term homophone and identify homophones.</p> <ul style="list-style-type: none"> - know and use correctly common homophones (their, they're, there and sea/see) <p>Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun'.</p> <ul style="list-style-type: none"> - I was filled with happiness when school ended. - know how to change adjectives into abstract nouns both by adding suffix 'ness' and removing suffix (beautiful / beauty, happiness / happy) <p>Use the term synonym and antonym correctly and identify less common synonyms and antonyms.</p> <ul style="list-style-type: none"> - synonyms are words with similar <i>meaning</i> (dispute/conflict) - antonyms are words with the opposite meaning (happy/sad) 	<p>Use inverted commas accurately to indicate speech including punctuation inside inverted commas, including where reporting clause is first.</p> <ul style="list-style-type: none"> - "I'm not sure," she said carefully. - Miss Smith replied, "Neither am I!" <p>Use commas following fronted adverbials. Children also now need to recognise this is a phrase (ie no subject doing a verb)</p> <ul style="list-style-type: none"> - All of a sudden, I jumped in the air. <p>Use commas to separate a subordinate clause from a main clause regardless of order.</p> <ul style="list-style-type: none"> - Feeling tired and unwell, I sat down in the armchair. - I sat down in the armchair, feeling tired and unwell. <p>Use apostrophes to mark singular and plural possession.</p> <ul style="list-style-type: none"> - the girl's books - the boys' boots 	<p>Use subordinate clauses to create complex sentences.</p> <ul style="list-style-type: none"> - children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting). - include ly/ing/ starters and 'drop in' (relative) clauses begun in earlier years <p>Use noun phrases, including those containing a preposition.</p> <ul style="list-style-type: none"> - a group of words that describe a noun, what it looks like, its position etc (eg, The teacher ... expanded to ...The strict teacher with the curly brown hair) <p>Use both direct and reported speech.</p> <ul style="list-style-type: none"> - direct speech are exact words spoken and contain speech punctuation ("Where are you going on holiday?") -reported speech summarises the words spoken and is often used to keep the text pacy (Tom asked his friend where he was going on holiday). <p>Secure use of a variety of fronted adverbials.</p>	<p>Precise use of paragraphs to organise ideas around specific themes.</p> <p>Appropriate and conscious choice of noun or proun across sentences to aid cohesion and avoid repetition.</p>	<p><u>Consolidate all previous and introduce (if not yet done so):</u></p> <p>determiner</p> <p>proun</p> <p>possessive proun</p> <p>adverbial</p> <p>phrase</p> <p>homophone</p> <p>reported speech</p>

Year 5 (consolidation of previous years plus)

 Word Classes (Y5)	Punctuation (Y5)	Sentence Construction (Y5)	Text (Y5)	Terminology (Y5)
<p>Identify and use adverbs that indicate degree of possibility.</p> <ul style="list-style-type: none"> - children should know that not all adverbs end in 'ly' and that they have different purposes (time, place, manner) - children should know that some adverbs indicate degrees of possibility (perhaps, maybe) <p>Identify and use modal verbs</p> <ul style="list-style-type: none"> - could, should, would <p>Identify prepositions of time, place, cause.</p> <ul style="list-style-type: none"> - prepositions of time include at (at 12 o'clock), on (on the 12th of January) and in for months/years (in 2016) <p>Group verbs into those that are countable and non-countable.</p> <ul style="list-style-type: none"> - countable nouns are those preceded by a number (1 table, 2 tables) - non countable nouns cannot be preceded by a number (bread, air, ballet) <p>Converting nouns or adjectives into verbs using suffixes.</p> <ul style="list-style-type: none"> - ate, -ise, -ify <p>Verb prefixes.</p> <ul style="list-style-type: none"> - dis, de, mis, over, re (check our spelling lists re this) 	<p>Use commas accurately to separate phrases and clauses.</p> <ul style="list-style-type: none"> - to separate main/subordinate clause/relative clause (Feeling terrified, I opened the door. The wizard, who was old, smiled). <p>Use hyphens correctly to avoid ambiguity</p> <ul style="list-style-type: none"> - a hyphen can link two words together to create a compound word (an ice skate becomes to ice-skate) - a hyphen can change the meaning of a sentence (In the jungle there was a man eating tiger. In the jungle there was a man-eating tiger). <p>Use brackets and commas for parenthesis.</p> <ul style="list-style-type: none"> - parenthesis is when a phrase or word has been added to explain/detail but isn't necessary for meaning , eg The evil pirate (born in 1723) captured several ships. <p>Use ellipsis for effect.</p> <ul style="list-style-type: none"> - to indicate the passing of time, thought or interrupted speech. ("I'm wondering..." Kate said, bemused.) <p>Use a colon to begin a list.</p> <ul style="list-style-type: none"> - In my pencil case there is: a pencil, rubber, pens and food. 	<p>Use relative clauses to create complex sentences, using commas to punctuate.</p> <ul style="list-style-type: none"> - The old wizard, whose name was Gandalf, lifted his wand and pointed. <p>Manipulate the order of sentences.</p> <ul style="list-style-type: none"> - 'ing' powerful openers (Snapping its jaws, the shark lunged). - 'ed' powerful openers (Saddened by the loss of his dog, Jack walked home slowly.) 	<p>Devices to build cohesion across a text.</p> <ul style="list-style-type: none"> - Then, after that, this, firstly 	<p>Consolidate all previous and introduce (if not yet done <u>so</u>):</p> <ul style="list-style-type: none"> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity <p>Hyphens Colon Countable/non countable verbs</p>

Year 6 (consolidation of previous years plus)

 Word Classes (Y6)	Punctuation (Y6)	Sentence Construction (Y6)	Text (Y6)	Terminology (Y6)
<p>(HA) Know and identify the different types of pronouns.</p> <ul style="list-style-type: none"> - Personal replaces a name (<i>I, he, she, they, we</i>) - Possessive indicates ownership (<i>mine, her, his our..</i>) - Relative relates information back to the noun (Michael, who was young, loved football). <p>Identify and use adverbial phrases in writing.</p> <ul style="list-style-type: none"> - an adverbial phrase is a group of words with no verb which describes a verb (<i>With fear and dread</i>, I opened the door. Running as fast as he could, Tom succeeded in capturing the robber). <p>Identify and use prepositions (in phrases) in writing.</p> <ul style="list-style-type: none"> - a prepositional phrase contains a preposition and a noun phrase (We will be back in a few days. In is the preposition and a few days is the noun phrase). <p>Know and identify determiners (previously called articles)</p> <ul style="list-style-type: none"> - easy to identify as they come before a noun (phrase) (the salt, those lovely flowers, whose coat...) <p>Know that adverbs can be grouped into those of time, place, manner and degree.</p> <ul style="list-style-type: none"> - adverbs of time indicate when something happened (suddenly, tomorrow, later). - adverbs of place indicate where something happened (I ran outside) - adverbs of manner describe how something is done (I ran quickly/as fast as I could). 	<p>Use semi-colons to separate main clauses.</p> <ul style="list-style-type: none"> - a semi-colon can replace a conjunction which links two main clauses in a compound sentence but ONLY if they are linked by subject (<i>I was feeling hungry; I'd forgotten my lunch</i>. The semi-colon replaces 'because'). <p>(HA) Use semi-colons to separate items in a list.</p> <ul style="list-style-type: none"> - semi-colons can add clarity (I went to the shop and purchased the following: a packet of mature cheddar cheese; five loaves of bread, thinly sliced; some pepperami and a bottle of milk.) <p>(HA) Use colons to separate boundaries between main clauses.</p> <ul style="list-style-type: none"> - a colon may be used instead of a semi-colon to separate main clauses when the second clause explains, expands or illustrates the first (He got what he worked for: a promotion.) <p>Use dashes to indicate parenthesis.</p> <ul style="list-style-type: none"> - use a dash instead of brackets or commas to indicate parenthesis specifically to make the additional information stand out (You are the one – the only one – I can trust). 	<p>Use multiple clauses in sentences.</p> <ul style="list-style-type: none"> - Through the dark night, which was cloudless and starless, a dark shape, cloaked in mystery, slithered towards the timbered hall. <p>Use the active and passive form for effect.</p> <ul style="list-style-type: none"> - active (subject before verb) The man walked to the shop. - passive (verb comes before subject) The shop was walked to by the man. <p>Use and identify the personal and impersonal form.</p> <ul style="list-style-type: none"> - the personal form contains a personal pronoun (<i>I, we, they, ours, his, mine</i>) - impersonal contains no personal pronoun (It takes a lot of time to decide what trainers to wear.) <p>Use the subjunctive form.</p> <ul style="list-style-type: none"> - If I were... Were they to come in ... (used in very formal writing/speech). <p>Punctuation of bullet points to list information.</p> <p>The following format is the one to follow when teaching bullet points:</p> <ul style="list-style-type: none"> • start each comment with a clear bullet point • do not capitalise each bullet point • do not use commas or semi-colons to divide each bullet point 	<p>Linking ideas using a wider range of cohesive devices.</p> <ul style="list-style-type: none"> - on the other hand, in contrast, as a consequence. <p>Layout devices.</p> <ul style="list-style-type: none"> - headings, sub-headings, bullets, tables, to structure text. 	<p>Consolidate all previous and introduce (if not yet done so):</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>pronoun- personal/possessive/ relative (HA)</p>

 Word Classes (Y6)	Punctuation (Y6)	Sentence Construction (Y6)	Text (Y6)	Terminology (Y6)
		<ul style="list-style-type: none">do not end the final bullet point with a full stop <p>As long as the method you use is consistent, it is acceptable.</p>		