

## Emmanuel Junior Academy Year 2 Writing Steps in Learning

		<i>* Objectives in grey need to be consolidated before more advanced concepts are introduced (or alongside their introduction) ** In VGP section the numbers 1-4 suggest an order in which they should be taught.</i>	The Grammar Book Page ref
<b>Spelling</b>	<b>1</b>	I can spell correctly by sounding out words	
	<b>2</b>	I can spell words including letter blends that sound the same but are spelt differently (including common homophones) (e.g. their/there, two/to/too)	
	<b>3</b>	I can spell my red words (e.g. because, behind, climb, every)	
	<b>4</b>	I can spell more contractions and words with the possessive apostrophe (e.g. can't/didn't/hasn't/I'll, Dad's hair/the girl's ball)	
	<b>5</b>	I know the difference between homophones and near homophones (e.g. here/hear, there/their/they're, one/won, quite/quiet)	
	<b>6</b>	I can add suffixes to spell longer words (e.g. -ment, -ness, -ful, -less, -ly, -tion)	
	<b>7</b>	I can remember sentences my teacher reads and write them down correctly	

<b>Handwriting</b>	<b>8</b>	I can write lower-case letters to the correct size	
	<b>9</b>	I can start using some of the diagonal and horizontal strokes needed to join letters	
	<b>10</b>	I can write capital letters (and numbers) correctly, making sure they are clearly bigger than my lower case letters	
	<b>11</b>	I can leave spaces between my words	

<b>Composition</b>	<b>12</b>	I am developing a positive attitude towards writing	
	<b>13</b>	I am developing stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and writing for different purposes	
	<b>14</b>	I can think carefully about what I am going to write by planning (writing down ideas/key words/new vocab) and talking about my ideas	
	<b>15</b>	I can make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling, grammar and punctuation	
	<b>16</b>	I can begin to group ideas together in paragraphs	

<b>Vocabulary, Grammar and Punctuation</b>	<b>17</b>	I can use <b>1</b> full stops, <b>1</b> capital letters, <b>1</b> exclamation/question marks and <b>1</b> commas for lists correctly	
		<b>1</b> I understand proper nouns and use capital letters appropriately (e.g. people, places, days, months)	
	<b>18</b>	<b>1</b> I can begin to use statements, questions, exclamations and commands (e.g. You are ready to go./Are you ready to go?/How incredible you are!/Get ready to go.)	
	<b>19</b>	<b>2</b> I can begin to use expanded noun phrases to describe and specify (e.g. a deep, dark cave/one cold night/the best night of his life)	
		<b>2</b> I can choose nouns precisely (e.g. puppy instead of young dog)	
		I understand and use <b>1</b> nouns, <b>3</b> verbs and <b>2</b> adjectives	
		<b>2</b> I recognise when adjectives do not improve my writing (e.g. the big dog ran along the flat path and jumped into the white snow.)	

		<b>2</b> I recognise and use different pronouns (personal, subject, object, possessive) and use them appropriately	
	<b>20</b>	I can use suffixes to form <b>1</b> nouns, <b>2</b> adjectives and <b>4</b> adverbs (e.g. -ment/-ness, -ful/-less, -ly)	
	<b>21</b>	<b>3</b> I can begin to join clauses using a wider range of conjunctions (e.g. when, if, as because, before, as well as, or, and, but, so)	
		<b>3</b> I recognise verbs as doing words and being words (e.g. is, are, am, was, were)	
		<b>3</b> I recognise a clause as an idea (e.g. The spotty dog dug a hole)	
	<b>22</b>	<b>3</b> I can begin to use present/past tenses correctly and consistently (including the progressive form) (e.g. I sit/I am sitting, I sat/I was sitting)	
		<b>3</b> I recognise regular and irregular verbs (e.g. jump/jumped, take/took)	
	<b>23</b>	<b>4</b> I can begin to follow rules of Standard English (subject-verb agreement, consistency of tense)	
	<b>24</b>	I am beginning to use <b>5</b> inverted commas and <b>5</b> the apostrophe for contraction and possession (singular) appropriately	
		<b>5</b> I am beginning to use apostrophes for contraction and possession (singular) appropriately (e.g. I will = I'll, the pen's lid)	
		<b>5</b> I understand when <u>not</u> to use an apostrophe (e.g. verbs – gives/sings – and plurals – houses/friends)	

Grammar Sequence	1	Nouns (including proper nouns) and basic sentence punctuation (including statements, questions, exclamations and commands)
	2	Noun phrases and pronouns to replace nouns and noun phrases
	3	Verbs, clauses and connecting clauses using conjunctions Verb tenses – simple and progressive
	4	Rules of Standard English and the introduction of adverbs.
	5	Apostrophes (including when not to use them) and the use of inverted commas

## Emmanuel Junior Academy Year 3 Writing Steps in Learning

		<p><i>* Objectives in grey need to be consolidated before more advanced concepts are introduced (or alongside their introduction)</i></p> <p><i>** In VGP section the numbers 1-4 suggest an order in which they should be taught.</i></p>	The Grammar Book Page ref
Spelling		Know my key words from Y1/2 spelling lists and can spell most of the words on the Y3/Y4 spelling list	
	1	I can use further prefixes and suffixes and understand how to add them to root words e.g. dis- /mis-/re-, -ly	P 17-19
	2	I can spell further homophones e.g. here/hear bury/berry mist/missed	P 16
	3	I can spell words that are often misspelt from words taught so far e.g. careful, parents, neighbour, disappoint	
	4	I can use the first two or three letters of a word to check its spelling in a dictionary	
5	I can write from memory simple sentences including words and punctuation		

HW	6	I can use the diagonal and horizontal strokes that are needed to join letters	
	7	I can improve the quality and neatness of my handwriting e.g. the downstrokes are parallel	

Composition	8	I can plan to use the correct structure in my writing	
		I can open and/or end writing appropriately	
	9	I can use a wider vocabulary and grammar when I write	
		I can recognise and use similes e.g. It was fragile as a spider's web	
	10	I can organise paragraphs around a theme e.g. build-up, main events and resolution	P 162
	11	I can create settings, characters and plot in stories	
	12	I can write non-fiction, using simple devices to organise my work e.g. headings and subheadings	
	13	I can evaluate and edit, learning from the effectiveness of my own and other's writing-making improvements	
	14	I can evaluate and edit, improving my writing by making changes to grammar and vocabulary	
	15	I can proofread for meaning, spelling and punctuation	
16	I can recognise and use the determiners <b>a</b> , <b>an</b> and <b>the</b> appropriately	P 37	

Vocabulary, Grammar and Punctuation		I can understand and use <b>1</b> nouns, <b>2</b> verbs, <b>1</b> adjectives and <b>1</b> pronouns	P 24+ P 46+ P 63+ P 34
	17	<b>1</b> I can recognise and use words from the same word families, and use prefixes and suffixes to change the word class	P179 Chps 2, 4 + 6
		<b>1</b> I can understand which nouns can be proper nouns and use capital letters appropriately (people, places, days, months, titles, brands and some special occasions)	Chp 2 P24
		<b>1</b> I can understand statements (tell), questions (ask), exclamations (strong emotion) and commands (instruct) and use them appropriately.	P 154 ! P90
		<b>1</b> I can use a wide range of punctuation accurately and consistently eg full stops, question marks, exclamation marks and commas in lists . ? ! ,	P 90 P128
		<b>1</b> I can use expanded noun phrases to describe and specify	P120
	18	<b>2</b> I can use a wider range of conjunctions (eg. since, even though, until) to extend a range of sentences with more than one clause.	P113-5
		<b>2</b> I can use commas to mark clauses eg When we arrived. It was nearly midnight.	P 129-132
	19	<b>2</b> I can begin to identify <b>main</b> and <b>subordinate</b> clauses	P 98-99
	20	<b>2</b> I can use the perfect form of verbs eg I have seen that film before	P 47-49
		<b>2</b> I can recognise and use different verb tenses, simple past and present	P 47-49
	21	<b>3</b> I can use the apostrophe for omission and possession (singular and regular plural nouns)	P 77-78

		<b>3</b> I know and can follow the rules of Standard English (Subject, verb agreement, consistency of tense and avoidance of slang)	P 18. 47, 56
		<b>3</b> I can understand when not to use an apostrophe eg verbs – gives/sings and plurals-houses and friends.	P 78
	<b>22</b>	<b>3</b> I can use inverted commas to punctuate direct speech eg 'Don't be home late,' called mum.	P143-9
	<b>23</b>	<b>4</b> I can recognise and use adverbs and prepositions eg nervously/carefully, on/under/before	P69-76
		<b>4</b> I understand that some words belong to more than one word class eg. play, orange, swim)	P 18, 179-180 P172-173

Grammar Sequence	1	Nouns (including proper nouns) and basic sentence punctuation (including statements, questions, exclamations and commands) Noun phrases and pronouns to replace nouns and noun phrases
	2	Verbs, clauses and connecting clauses using conjunctions Revision of simple and progressive verb tenses, and the present perfect tense
	3	Rules of Standard English Apostrophes (including when not to use them) and the use of inverted commas
	4	Using adverbs and prepositions (and recognising that words can belong to more than one word class)

## Emmanuel Junior Academy Year 4 Writing Steps in Learning

		<i>* Objectives in grey need to be consolidated before more advanced concepts are introduced (or alongside their introduction)</i> <i>** In VGP section the numbers 1-4 suggest an order in which they should be taught.</i>	The Grammar Book Page ref
<b>Spelling</b>		I can follow the Y3 spelling rules and spell most of the words on the Y3/4 word list	
	<b>1</b>	I can use further prefixes and suffixes and understand how to add them (e.g. il-, im-, -ir/-ous, -tion)	
	<b>2</b>	I can spell further homophones (e.g. threw/through, meet/meat, wait/weight)	
	<b>3</b>	I can spell words that are often misspelt from the Y3/4 word list (e.g. separate, library, to/two/too, a lot, their/there)	
	<b>4</b>	I can use the first two or three letters of a word to check its spelling in a dictionary	
	<b>5</b>	I can write from memory simple sentences including words and punctuation taught so far	

<b>HW</b>	<b>6</b>	I understand which letters are best left unjoined (e.g. capital letters to any other letter, z)	
	<b>7</b>	I can improve the quality of my handwriting (e.g. letters consistent in size, ascenders and descenders not touching)	

<b>Composition</b>	<b>8</b>	I can plan to use the correct structure in my writing, adapting form and style	
		I can open and/or end writing appropriately	
	<b>9</b>	I can use increasingly varied vocabulary and grammar	
		I can use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification)	
		I can use techniques to engage the reader (e.g. build tension, opinion, rhetorical questions)	
	<b>10</b>	I can organise paragraphs around the theme, linking them when appropriate (e.g. topic sentences)	
		I can change paragraph with increasing accuracy (e.g. 3 Ps (person/place/point) and a T (time)).	
	<b>11</b>	I can create settings, characters and plot in stories	
	<b>12</b>	I can write non-fiction, using simple devices to organise my work (e.g. headings and subheadings, bullet points)	
	<b>13</b>	I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements	
	<b>14</b>	I can evaluate and edit, improving my writing by making changes to grammar and vocabulary	
	<b>15</b>	I can proofread for spelling and punctuation	
	<b>16</b>	I can read my own writing to a group or class using appropriate intonation/tone/volume so that the meaning is clear	

<b>Voc</b>		I understand and use, <b>1</b> nouns, <b>2</b> verbs, <b>1</b> adjectives, <b>1</b> pronouns, <b>2</b> conjunctions, <b>4</b> adverbs and <b>4</b> prepositions appropriately	
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	<b>17</b>	<b>1</b> I can choose nouns or pronouns to make my meaning clear and avoid repetition (e.g. Sam unwrapped his snack and picked up the bug. It tasted great!)	
		<b>1</b> I can recognise and use collective nouns appropriately (e.g. <u>swarm</u> of bees, <u>flight</u> of stairs)	
		<b>1</b> I can use the determiners <b>a</b> , <b>an</b> and <b>the</b> appropriately (e.g. a crazy idea, an iceberg, the sun) and recognise numbers as determiners	
		<b>1</b> I can use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, commas in lists, inverted commas)	
	<b>18</b>	<b>2</b> I can use a wider range of conjunctions to extend a range of sentences with more than one clause	
		<b>2</b> I can identify <u>main</u> and <u>subordinate</u> clauses accurately and consistently (e.g. it ad been a fantastic day even though we got wet through)	
		<b>2</b> I can use powerful verbs to describe (e.g. the man collapsed instead of the main fell suddenly)	
		<b>2</b> I can make the appropriate tense choices for a task (e.g. simple past, past progressive, present perfect for narrative)	
		<b>3</b> I know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives)	
	<b>19</b>	<b>3</b> I can use the apostrophe for contraction and possession (including regular and irregular plural nouns (e.g. Jessica's book/the children's hobby)	
	<b>20</b>	<b>3</b> I can punctuate direct speech using inverted commas and other punctuation (e.g. comma after the reporting clause, end punctuation within inverted commas)	
	<b>21</b>	<b>4</b> I can use fronted adverbials followed by commas (range of sub sentences) (e.g. Later that day,... (when)/At the end of the road,... (where/Cautiously,... (how) + general)	
	<b>22</b>	<b>4</b> I recognise the difference between a clause and a phrase and use both appropriately (e.g. At midnight,... /When the clock struck midnight,...)	
	<b>23</b>	<b>4</b> A can use conjunctions, adverbs or prepositions to express time, place and cause (e.g. I'd never been before. (a)/She ate before she went out, (c)/He washed before tea. (p))	
		<b>4</b> I can use expanded noun phrases with modifying adjectives and prepositional phrases (e.g. ... in an isolated cottage at the top of the hill.)	

Grammar Sequence	1	Nouns (including proper nouns) and basic sentence punctuation (including statements, questions, exclamations and commands) Noun phrases and pronouns to replace nouns and noun phrases
	2	Verbs, clauses and connecting clauses using conjunctions Revision of verb tenses – simple, progressive and present perfect
	3	Rules of Standard English Apostrophes and direct speech punctuation
	4	Adverbs, adverbials and fronted adverbials (including the difference between a phrase and a clause) using conjunctions, adverbs or prepositions to express time, place and cause

## Emmanuel Junior Academy Year 5 Writing Steps in Learning

		<i>* Objectives in grey need to be consolidated before more advanced concepts are introduced (or alongside their introduction)</i> <i>** In VGP section the numbers 1-4 suggest an order in which they should be taught.</i>	The Grammar Book Page ref
<b>Spelling</b>		I can spell most of the words on the Y5/Y6 word list	
	<b>1</b>	I can use further prefixes and suffixes and understand how to add them (e.g. -ous, -tion/-sion/-cian/-ssion, -able/-ible, -ably/-ibly)	
	<b>2</b>	I can spell some words with silent letters (e.g. island, doubt, knight)	
	<b>3</b>	I continue to understand the difference between homophones and other words often confused	
	<b>4</b>	I can use the first 3 or 4 letters of a word to check spelling or meaning (or both) in a dictionary	
	<b>5</b>	I can use a thesaurus for alternative word choices	

<b>HW</b>	<b>6</b>	I can write legibly, fluently and with increasing speed	
	<b>7</b>	I can choose to write in pen or pencil, depending on the task	

<b>Composition</b>	<b>8</b>	I can plan my writing by: identifying the audience and purpose, selecting the appropriate form and using example texts to help me	
	<b>9</b>	I can plan my writing by: noting down my ideas from reading (and sometimes research)	
	<b>10</b>	I can draft and write by: noting down my ideas from reading (and sometime research)	
		I can use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification)	
	<b>11</b>	I can write and draft by: using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions)	
		I can draft and write by: using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection)	
	<b>12</b>	I can draft and write by: describing settings, characters and atmosphere, and using dialogue to convey character and advance the action	
		I can draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending)	
		I can draft and write by: changing paragraph accurately and consistently (e.g. 3 Ps (person/place/point) and a T (time))	
		I can draft and write by: using other devices (e.g. headings, bullets, diagrams) to organise and present my writing and to guide the reader	
	<b>13</b>	I can evaluate and edit by: assessing the effectiveness of my own writing, including using a wider range of sentence structures for effect	
	<b>14</b>	I can evaluate and edit by: making changes to grammar, vocabulary and punctuation to improve impact	
	<b>15</b>	I can evaluate and edit by: using tense correctly throughout a piece of writing	

	<b>16</b>	I can evaluate and edit by: knowing the difference between the language of speech and writing	
	<b>17</b>	I can proofread for spelling and punctuation	

<b>Vocabulary, Grammar and Punctuation</b>		I understand and use, <b>1</b> nouns, <b>2</b> verbs, <b>1</b> adjectives, <b>1</b> pronouns, <b>2</b> conjunctions, <b>2</b> adverbs, <b>2</b> prepositions and <b>1</b> determiners	
		<b>1</b> I can use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas)	
		<b>1</b> I can recognise and use abstract nouns (e.g. pain, laughter)	
	<b>18</b>	<b>1</b> I can use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side)	
		<b>2</b> I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways	
	<b>19</b>	<b>2</b> I can use commas to make my meaning clear (e.g. Before leaving, the children said their goodbyes.)	
	<b>20</b>	<b>3</b> I can use perfect form of verbs to show time and cause (e.g. Jason was tired because he had been jogging.)	
		<b>3</b> I can make the appropriate tense choices for a task (e.g. simple past, past progressive)	
	<b>21</b>	<b>3</b> I can use modal verbs or adverbs to show how possible something is (e.g. may/could, nearly/definitely/always)	
		<b>4</b> I know and follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs)	
		<b>4</b> I can use direct and reported speech accurately (e.g. The teacher explained what they had to do).	
		<b>4</b> I can use colons to introduce a list (e.g. There were all sorts of animals there: pigs, goats, cows and chickens.)	
		<b>4</b> I can use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify/ -ness, -ment/-ful, -ous)	
	<b>22</b>	<b>5</b> I can begin clauses with who, which, where etc or with an implied relative pronoun (e.g. Stanley arrived at the house. Which stood at the top of a hill.)	
	<b>23</b>	<b>5</b> I can use brackets or commas to indicate parenthesis (e.g. The rose, which hadn't been watered, soon withered. /Bob (our new coach) loves garlic.)	

<b>Grammar Sequence</b>	<b>1</b>	Nouns (including proper nouns) and revision of basic sentence punctuation (including statements, questions, exclamations and commands) Noun phrases and pronouns to replace nouns and noun phrases
	<b>2</b>	Verbs, clauses and phrases Using conjunctions and commas to connect clauses and phrases
	<b>3</b>	Verb tenses – simple, progressive and perfect Modal verbs and adverbs of possibility Rules of Standard English
	<b>4</b>	Direct and reported speech and suffixes to change word class
	<b>5</b>	Using relative clauses, and commas or brackets for parenthesis



## Emmanuel Junior Academy Year 6 Writing Steps in Learning

		<i>* Objectives in grey need to be consolidated before more advanced concepts are introduced (or alongside their introduction)</i> <i>** In VGP section the numbers 1-4 suggest an order in which they should be taught.</i>	The Grammar Book Page ref
<b>Spelling</b>		I can spell the words on the Y5/Y6 word list	
	<b>1</b>	I can use further prefixes and suffixes and understand how to add them (e.g. -fer, -ant/-ance/-ancy, -ent/-ence/-ency, -cious/tious)	
	<b>2</b>	I understand the difference between homophones and other words often confused (e.g. principal/principle, stationary/stationery)	
	<b>3</b>	I can use my writing rules when I write and understand that some words need to be learnt specifically	
	<b>4</b>	I can use dictionaries to check the spelling and meaning of words, and a thesaurus for alternative word choices	
<b>HW</b>	<b>5</b>	I can write legibly, fluently and with increasing speed	
<b>Composition</b>	<b>6</b>	I can plan my writing by: identifying the audience and purpose, selecting the appropriate form and using example texts to help me	
	<b>7</b>	I can plan my writing by: noting and developing initial ideas, using reading and research when necessary	
	<b>8</b>	I can plan my writing by: thinking about how authors have developed characters and settings	
	<b>9</b>	I can draft and write by: selecting appropriate grammar and vocabulary, understanding how my choices change and enhance the meaning	
		I can use a variety of stylistic features for purpose and effect (e.g. alliteration, metaphors, personification, puns, emotive phrases)	
	<b>10</b>	I can draft and write by: describing settings, characters and atmosphere, and using dialogue to convey character and move the action on	
		I can draft and write by: using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, reflection, expansion of key events, detailed characterisation)	
	<b>11</b>	I can draft and write by: summarising longer passages	
		I can draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending)	
		I can draft and write by: changing paragraphs accurately and consistently (e.g. 3Ps (person/place/point) and a T (time))	
	<b>12</b>	I can draft and write by: using a wide range of devices to make links within and across paragraphs (e.g. adverbials, conjunctions, pronouns, chains of reference)	
	<b>13</b>	I can draft and write by: using features such as subheadings and bullet points to structure text and guide the reader	
	<b>14</b>	I can evaluate and edit by: assessing the effectiveness of my own and others' writing	
	<b>15</b>	I can evaluate and edit by: proofreading and making changes to vocabulary, grammar, punctuation and selling for effect and meaning	

	<b>16</b>	I can evaluate and edit by: knowing the difference between the language of speech and writing and using correct subject-verb agreement	
	<b>17</b>	I can perform my own compositions using appropriate intonation, volume and movement so that the meaning is clear	
	<b>18</b>	I can sustain a convincing viewpoint throughout a piece of writing (e.g. authoritative or expert view/opinion)	

<b>Vocabulary, Grammar and Punctuation</b>		I understand and use, <b>1</b> nouns, <b>2</b> verbs, <b>1</b> adjectives, <b>1</b> pronouns, <b>2</b> conjunctions, <b>2</b> adverbs, <b>2</b> prepositions and <b>1</b> determiners	
		<b>1</b> I can use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas, brackets)	
		<b>1</b> I can use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify/-ness, -ment/-ful, -ous)	
		<b>1</b> I can use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side)	
		<b>2</b> I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways	
		<b>3</b> I can use a range of verb forms (including the perfect form) to develop meaning and maintain appropriate tense choice	
		<b>3</b> I can use modal verbs or adverbs to show how possible something is (e.g. may/could, nearly/definitely/always)	
		<b>3</b> I know and follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs)	
	<b>19</b>	<b>3</b> I can use passive verbs in a sentence (e.g. The flag was raised by the dark knight)	
		<b>4</b> I can use direct and reported speech accurately and consistently (e.g. The teacher explained what they had to do).	
	<b>20</b>	<b>4</b> I can use hyphens to avoid confusion (e.g. the best-dressed dancers win a special award)	
	<b>21</b>	<b>5</b> I can use semicolons, colons or dashes between clauses and a colons to introduce a list.	
	<b>22</b>	<b>5</b> I can use ellipses (e.g. "I'm not sure what to...," he stammered/I love tea but (I) hate coffee)	
<b>23</b>	<b>5</b> I can recognise vocabulary and structures appropriate for formal writing (including subjunctive (e.g. Furthermore.../The doctor recommended he give up smoking)		

<b>Grammar Sequence</b>	<b>1</b>	Nouns (including proper nouns) and revision of basic sentence punctuation (including statements, questions, exclamations and commands) Noun phrases and pronouns to replace nouns and noun phrases
	<b>2</b>	Verbs, clauses and phrases Using conjunctions+commas to connect clauses and phrases (incl. relative clause and parenthesis)
	<b>3</b>	Verb tenses – simple, progressive and perfect Modal verbs and adverbs of possibility Rules of Standard English Using active and passive voice
	<b>4</b>	Direct and reported speech
	<b>5</b>	Using advanced punctuation (including colons, semicolons and dashes) Using vocabulary and structures for formal writing (including subjunctive form)