



Barley and Barkway (VA) C of E First Schools Federation

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Barley and Barkway Federation Skills Progression in Writing

Strand	EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4
Spelling	<ul style="list-style-type: none"> Marks are the result of gross motor movements. Random marks going in any direction. Enjoy drawing freely. May make marks on their picture to stand for their name. Beginning to form lines / shapes that represent their name. May begin to use a grip that they find comfortable when holding pens and pencils. Beginning to improve control over mark making implements. Drawings / paintings using lines and shapes. Improvement in being able to recognise what the children may be drawing. Use large-muscle movements to wave flags and streamers, paint and make marks. Use large-muscle movements to wave flags 	<ul style="list-style-type: none"> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Orally spell VC and CVC words by identifying the sounds. Write own name. Spell to write VC and CVC words independently using Phase 2 graphemes. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. 	<ul style="list-style-type: none"> I can break down spoken words into their sounds and spell some correctly. I can spell words containing each of the letter sounds I have been taught. I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them. I can spell a few common exception words. I can spell some common exception words. I can spell the days of the week. I can name the letters of the alphabet in order. I can name the letters of the alphabet using letter names to distinguish between 	<ul style="list-style-type: none"> I can break down spoken words into their sounds and write them mostly correctly and make good attempts at spelling words I do not know. I can learn new spellings by using words I already know how to spell. I can spell many common exception words. I can spell most common exception words. I can spell some words which have been shortened. I can spell most words which have been shortened. I can spell words which use an apostrophe to show possession e.g. the girl's book. I can spell words that sound the same but 	<ul style="list-style-type: none"> I can use the prefixes un-, dis-, mis-, re-, pre- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. I can use the suffix -ly I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. I can spell words with endings which sound like 'zhun' e.g. division, decision. I can spell words which sound the same but have different meanings: brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, 	<ul style="list-style-type: none"> I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. I can understand and add the suffixes -ation, -ous. I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician. I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist,

	<p>and streamers, paint and make marks.</p> <ul style="list-style-type: none"> Writes some or all of their name using a letter card or from memory. Variety of lines and may begin to attempt circular patterns. Repeated marks on page. Shows preference for a dominant hand. Begins transition towards tripod grip. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writes all of their name using a letter card or from memory. May write some other letters accurately. Objects in drawings are recognisable and contain details. Show different emotions in their drawings and paintings, like happiness, sadness <p>Integrated objectives: Literacy: use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<p>alternative spellings of the same sound.</p> <ul style="list-style-type: none"> I know the plural rule and can use -s and -es in the right place. I can add un- to the start of a word to make a different word. I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. I can use simple spelling rules. I can write the correct spellings in simple sentences I hear my teacher say. I can spell words by picking out the sounds. 	<p>are spelt differently e.g. buy bye by.</p> <ul style="list-style-type: none"> I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words. I can add endings such as -ment, -ness, -ful, -ess, -ly to spell most longer words. I can use simple spelling rules. I can write the correct spellings and punctuation in simple sentences I hear my teacher say. 	<p>meat/meet, peace/piece, plain/plane.</p> <ul style="list-style-type: none"> I can spell words that are often misspelt from the Year 3/4 word list. I can spell words containing the 'i' sound spelt 'y' that are elsewhere, not just at the end of words e.g. myth, gym. I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know. 	<p>rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <ul style="list-style-type: none"> I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. I can spell words with the 's' sounds spelt 'sc' e.g. science, scene. I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. I can use the first three or four letters of a word to check its spelling in a dictionary. I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> Marks are the result of gross motor movements. 	<ul style="list-style-type: none"> Know that print carries meaning and in English, is 	<ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil 	<ul style="list-style-type: none"> I can write lower-case letters that are all the same 	<ul style="list-style-type: none"> I can use more of the diagonal and horizontal strokes I 	<ul style="list-style-type: none"> I can use some of the diagonal and horizontal strokes I

	<ul style="list-style-type: none"> ▪ Random marks going in any direction. ▪ Enjoy drawing freely. ▪ May make marks on their picture to stand for their name. ▪ Beginning to form lines / shapes that represent their name. ▪ May begin to use a grip that they find comfortable when holding pens and pencils. ▪ Beginning to improve control over mark making implements. ▪ Drawings / paintings using lines and shapes. ▪ Improvement in being able to recognise what the children may be drawing. ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Writes some or all of their name using a letter card or from memory. ▪ Variety of lines and may begin to attempt circular patterns. ▪ Repeated marks on page. ▪ Shows preference for a dominant hand. ▪ Begins transition towards tripod grip. ▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ▪ May write some other letters accurately. 	<ul style="list-style-type: none"> ▪ read from left to right and top to bottom. ▪ Draws lines and circles. ▪ Form letters from their name correctly. ▪ Recognise that after a word there is a space. ▪ Focus on modelling comfortable pen grip. ▪ Shows a dominant hand. ▪ Write from left to right and top to bottom. ▪ Begin to form recognisable letters. ▪ Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. ▪ Able to retrace vertical lines and working on improving anticlockwise movements. ▪ When writing words children are learning to control their letter size. ▪ Children given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor. ▪ Holds a pencil effectively to form recognisable letters. ▪ Know how to form clear ascenders and descenders. ▪ Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to right when writing. ▪ Anticlockwise movements focussed; 	<ul style="list-style-type: none"> ▪ comfortably and correctly. ▪ I can write most lowercase letters correctly. ▪ I can write lowercase letters in the correct direction, starting and finishing in the right place. ▪ I can write capital letters. ▪ I can write numbers 0- 9. ▪ I can see which letters belong to which handwriting 'families'. 	<ul style="list-style-type: none"> ▪ size in some of my writing. ▪ I can write lower-case letters that are all the same size in most of my writing. ▪ I can use the diagonal and horizontal strokes I need to join letters in some of my writing. ▪ I can use the diagonal and horizontal strokes I need to join letters. ▪ I know which letters, when they are next to one another, are best left unjoined. ▪ I can write capital letters and numbers the right way up, the correct size relative to each other and lowercase letters. ▪ I can use spacing between words that fits with the size of the letters. 	<ul style="list-style-type: none"> ▪ need to join letters and know which letters, when they are next to one another, are best left unjoined. ▪ I can write so that most of my letters are easy to read, all the same way up and the same size. ▪ My writing is spaced properly so that my letters don't overlap. 	<ul style="list-style-type: none"> ▪ need to join letters and know which letters, when they are next to one another, are best left unjoined. ▪ I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.
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	<ul style="list-style-type: none"> Objects in drawings are recognisable and contain details. Show different emotions in their drawings and paintings, like happiness, sadness. 	<p>children should be able to retrace vertical lines.</p> <ul style="list-style-type: none"> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children are using finger spaces between their words independently and others are able to read their work. <p>ELG:</p> <ul style="list-style-type: none"> Literacy: Write recognisable letters, most of which are correctly formed. <p>Physical Development: fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. 				
Composition: text structure and sentence structure	<ul style="list-style-type: none"> Marks are the result of gross motor movements. Random marks going in any direction. Enjoy drawing freely. May make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Form letters from their name correctly. Recognise that after a word there is a space. 	<ul style="list-style-type: none"> I can write sentences by saying out loud what I am going to write about. I can write down a sentence I have practised. I can write sentences on my own. 	<ul style="list-style-type: none"> I can write sentences about things I have done and things that others have done. I can write a long piece of text about a real event in one go. I can write poetry. I can write for different purposes, 	<ul style="list-style-type: none"> I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like. I can plan my writing by talking about the important parts to have in a story, 	<ul style="list-style-type: none"> I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.

	<ul style="list-style-type: none"> ▪ Beginning to form lines / shapes that represent their name. ▪ May begin to use a grip that they find comfortable when holding pens and pencils. ▪ Beginning to improve control over mark making implements. ▪ Drawings / paintings using lines and shapes. ▪ Improvement in being able to recognise what the children may be drawing. ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Writes some or all of their name using a letter card or from memory. ▪ Variety of lines and may begin to attempt circular patterns. ▪ Repeated marks on page. ▪ Shows preference for a dominant hand. ▪ Begins transition towards tripod grip. ▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ▪ Writes all of their name using a letter card or from memory. ▪ May write some other letters accurately. ▪ Objects in drawings are recognisable and contain details. 	<ul style="list-style-type: none"> ▪ Focus on modelling comfortable pen grip. ▪ Shows a dominant hand. ▪ Write from left to right and top to bottom. ▪ Begin to form recognisable letters. ▪ Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. ▪ Able to retrace vertical lines and working on improving anticlockwise movements. ▪ When writing words children are learning to control their letter size. ▪ Children given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor. ▪ Holds a pencil effectively to form recognisable letters. ▪ Know how to form clear ascenders and descenders. ▪ Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to right when writing. ▪ Anticlockwise movements focussed; children should be able to retrace vertical lines. ▪ Form most lower -case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. 	<ul style="list-style-type: none"> ▪ I can join my sentences together to make a story. ▪ I can read my sentence and check that it makes sense. ▪ I can talk about my writing with my teacher or children in my class. ▪ I can read my sentence out loud so that children in my class can hear and understand me. 	<p>writing long and short pieces of work.</p> <ul style="list-style-type: none"> ▪ I can write for different purposes, using ideas and language from things I have read. ▪ I can plan my writing by writing down my ideas or talking about them. ▪ I can plan my writing by writing down ideas and/or key words and new vocabulary. ▪ I can plan my writing by writing down my ideas or talking about them for each sentence. ▪ I can change my writing and make corrections after I have spoken to a teacher or another child about it. ▪ I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time. ▪ I can proofread my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words. ▪ I can read my work aloud with confidence using the tone of my voice to make the meaning clear. 	<p>poem, an explanation or nonfiction piece and I can re-edit it.</p> <ul style="list-style-type: none"> ▪ I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because. ▪ I can use paragraphs to organise my writing so that blocks of text group related material. ▪ I can draft and write descriptive work that creates settings, characters and plots. ▪ I can draft and write material such as instructions, using headings and sub - headings to organise my work. ▪ I can re -read my work to improve it for my audience. ▪ I can re -read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. 	<ul style="list-style-type: none"> ▪ I can plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can redraft this work a number of times. ▪ I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures that I can. ▪ I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. ▪ I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience. ▪ I can organise my non narrative writing so that it has headings and sub-headings. ▪ I can assess my work and that of others and suggest improvements. ▪ I can edit my work by changing the grammar to improve
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	<ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness. <p>Integrated objectives: Communication and Language:</p> <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Literacy:</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. <p>Expressive arts and design:</p> <ul style="list-style-type: none"> Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> Include spaces between words. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children are using finger spaces between their words independently and others are able to read their work. <p>Integrated objectives: Communication and Language:</p> <ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well -formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non -fiction to develop a deep familiarity with new knowledge and vocabulary. 			<ul style="list-style-type: none"> I can proof-read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice. 	<p>the way my work reads.</p> <ul style="list-style-type: none"> I can proofread my writing for spelling and use of punctuation. I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.
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		<p>Literacy:</p> <ul style="list-style-type: none">▪ Form lower case and capital letters correctly.▪ Spell words by identifying the sounds and then writing the sound with the letter/s.▪ Write short sentences with words with known letter - sound correspondences using a capital letter and a full stop.▪ Re-read what they have written to check it makes sense. <p>Expressive arts and design:</p> <ul style="list-style-type: none">▪ Develop storylines in their pretend play. <p>ELG: Communication and Language</p> <ul style="list-style-type: none">▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with				
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		modelling and support from their teacher. Literacy – comprehension ▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Literacy – writing ▪ Write simple phrases and sentences that can be read by others.				
Grammar and Punctuation	<ul style="list-style-type: none"> ▪ Marks are the result of gross motor movements. ▪ Random marks going in any direction. ▪ Enjoy drawing freely. ▪ May make marks on their picture to stand for their name. ▪ Beginning to form lines / shapes that represent their name. ▪ May begin to use a grip that they find comfortable when holding pens and pencils. ▪ Beginning to improve control over mark making implements. ▪ Drawings / paintings using lines and shapes. ▪ Improvement in being able to recognise what the children may be drawing. ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Use large-muscle movements to wave flags 	<ul style="list-style-type: none"> ▪ Develop listening and speaking skills in a range of contexts. ▪ Aware that writing communicates meaning. ▪ Give meaning to marks they make. ▪ Understand that thoughts can be written down. ▪ Write their name copying it from a name card or try to write it from memory. ▪ May begin to write some initial sounds such as 'm for mum. ▪ Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. ▪ Makes marks and drawings using increasing control. ▪ Know there is a sound/symbol relationship. ▪ Use some recognisable letters and own symbols. ▪ Write letters and strings, sometimes in clusters like words. 	<ul style="list-style-type: none"> ▪ I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes. ▪ I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. ▪ I can show you how un- added to the beginning of a word can change its meaning. ▪ I can put words together to make sentences. ▪ I can use joining words like 'and'. ▪ I can use spaces between words. ▪ I can use capital letters and full stops. ▪ I can use question marks and exclamation marks. ▪ I can use capital letters for names, places, the days of the week and the word 'I'. 	<ul style="list-style-type: none"> ▪ I can make new words by adding -ness and -er at the end of a word. ▪ I can make new words by putting two words together e.g. whiteboard, superman. ▪ I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless. ▪ I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly. ▪ I can use these words in my writing: when, if, that, because, or, but ▪ I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon. ▪ I can tell if a sentence is a question, command, 	<ul style="list-style-type: none"> ▪ I can create new words using a range of prefixes including super-, anti-, auto-. ▪ I can understand when to use 'a' or 'an' in front of a word. ▪ I can identify word families based on root words e.g. solve, solution, dissolve, insoluble. ▪ I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of. ▪ I can use paragraphs. ▪ I can use headings and sub-headings. ▪ I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. 	<ul style="list-style-type: none"> ▪ I can explain the difference between the plural and possessive -s. ▪ I can use the correct form of the verb inflection e.g. we were instead of we was. ▪ I can make my writing interesting by using adjectives and other descriptive methods. ▪ I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news. ▪ I can use paragraphs to organise ideas around a theme. ▪ I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. ▪ I can use inverted commas and other

	<p>and streamers, paint and make marks.</p> <ul style="list-style-type: none"> Writes some or all of their name using a letter card or from memory. Variety of lines and may begin to attempt circular patterns. Repeated marks on page Shows preference for a dominant hand. Begins transition towards tripod grip. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writes all of their name using a letter card or from memory. May write some other letters accurately. Objects in drawings are recognisable and contain details. Show different emotions in their drawings and paintings, like happiness, sadness <p>Integrated objectives: Communication and Language:</p> <ul style="list-style-type: none"> Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication but may continue to have problems with irregular tenses and 	<ul style="list-style-type: none"> Beginning to form other recognisable letters from Phase 2 phonics: will be learning the correct route when writing using a handwriting phrase. Use appropriate letters for initial sounds. Build words using letter sounds in writing. Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence with a full stop. Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. <p>Integrated objectives: Communication and Language: -Learn new vocabulary. - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives</p> <p>ELG:</p>	<ul style="list-style-type: none"> I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>exclamation or a statement.</p> <ul style="list-style-type: none"> I can use the correct tense in my writing. I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting. I can use capital letters and full stops to show where sentences start and end and sometimes use question marks I can use question marks and exclamation marks appropriately. I can use commas when I am writing a list I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat. I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma. 	<ul style="list-style-type: none"> I can use speech marks correctly sometimes. I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. 	<p>punctuation to indicate direct speech.</p> <ul style="list-style-type: none"> I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names. I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news. I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.
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	<p>plurals, such as 'runned' for 'ran'.</p> <ul style="list-style-type: none">▪ Use longer sentences of four to six words.	<ul style="list-style-type: none">▪ Literacy – writing▪ Spell words by identifying sounds in them and representing the sounds with a letter or letters.▪ Write simple phrases and sentences that can be read by others.				
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