

	EYFS Three- and four-year olds Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics & spelling rules	<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 in the NC 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 in the NC 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1 in the NC) use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1 in the NC) use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 in NC use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 in NC use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and 		

		and common exception words taught so far.	common exception words and punctuation taught so far.	words and punctuation taught so far.	punctuation taught so far.		
Handwriting	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

	<p>accurate and efficient.</p> <ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. 						
Contexts for writing			<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary

	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding • Develop storylines in their pretend play • Learn new vocabulary 						
<p>Drafting</p>	<ul style="list-style-type: none"> • 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. • Write some or all of their name • Write some letters accurately • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Retell a 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. • Write simple phrases and sentences that can be read by others. • Invent, adapt and recount narratives 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader

	<p>and stories with peers and teachers</p> <ul style="list-style-type: none"> 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 modelling and support from their teacher 						
Editing	<ul style="list-style-type: none"> Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing	<ul style="list-style-type: none"> Sing a repertoire of songs Know many rhymes, be able to talk about familiar books, and 	<ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume,

	<p>be able to tell a long story</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 			<p>and controlling the tone and volume so that the meaning is clear.</p>	<p>intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>and movement so that meaning is clear</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Use longer sentences of four to six words Use new vocabulary in different contexts Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> Leaving spaces between words Joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

<p>Grammar</p>	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
<p>Alan Peat Sentences</p>	<p>1 A Sentence</p> <p>It was an <i>overgrown</i>, garden with a <i>leafless</i>, tree.</p> <p>A 1A sentence has one adjective before the first noun and one adjectives after the noun. This sentence creates a clear picture for the reader.</p>	<p>2 A Sentence</p> <p>He was a <i>tall</i>, <i>awkward</i> man with an <i>old</i>, <i>crumpled</i> jacket.</p> <p>A 2A sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.</p>	<p>ad, same ad</p> <p>He was a <i>fast</i> runner, <i>fast</i> because he needed to be.</p> <p>It was a <i>silent</i> town, <i>silent</i> because all the residents had fled.</p> <p>- the ad, same ad sentence has two identical adjectives, one repeated shortly after the other.</p>	<p>Emotion, comma</p> <p><i>Desperate</i>, she screamed for help. <i>Terrified</i>, he froze instantly on the spot where he stood. <i>Anxiously</i>, they began to realise they were lost.</p> <p><i>Happily</i>, the astronaut stepped safely from the shuttle.</p>	<p>3 ed</p> <p><i>Frightened</i>, <i>terrified</i>, <i>exhausted</i>, they ran from the creature. <i>Amused</i>, <i>amazed</i>, <i>excited</i>, he left the circus reluctantly. <i>Confused</i>, <i>troubled</i>, <i>worried</i>, she didn't know what had happened.</p>	<p>De:De</p> <p>The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.</p> <p>- The DE:DE sentence has two independent</p>	

			<p>List sentences</p> <p>It was a <i>dark, long, leafy</i> lane. She had a <i>hard, cold, cruel</i> cackle.</p> <p>- a list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.</p> <p>BOYS Sentences</p> <p>He was a friendly man most of the time, <i>but</i> he could become nasty.</p> <p>He could be really friendly, <i>or</i> he could be really miserable. It was a beautiful morning <i>for</i> a walk so he set <i>off</i> quite happily.</p> <p>- A B.O.Y.S sentence is a two-part sentence. The last part of the sentence always begins with a conjunction. But, Or, Yet, So.</p> <p>Short</p> <p>Oh no! Then it happened. He stopped. Everything failed.</p>	<p>- Adjective – comma – adjective repeated – because...a</p> <p>ing, ed.</p> <p><i>Walking</i> in the bush, she <i>stopped</i> at the sight of a crocodile facing her. <i>Running</i> near the beach, he <i>halted</i> as the ground gave way. <i>Jumping</i> quickly through the air, she <i>landed</i> on her feet before sprinting away.</p> <p>- the ing, ed, sentence must begin with a subordinate clause which begins with a verb ending in ‘ing’, followed by the location of the action.</p> <p>- Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.</p> <p>Doubly –ly ending</p> <p>He swam <i>slowly</i> and <i>falteringly</i>. He rode <i>determinedly</i> and <i>swiftly</i>. He laughed <i>loudly</i> and <i>heartily</i>.</p>	<p>- Emotion, comma sentence first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</p> <p>- When teaching, provide an A-Z list of emotions the children could use.</p> <p>Verb, person</p> <p><i>Running, Sarah</i> almost tripped over her own feet. <i>Tiptoeing, he</i> tried to sneak out across the landing without waking anybody up.</p> <p>- a verb, person sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.</p> <p>if, if, if, then.</p> <p><i>If</i> the alarm had gone off, <i>if</i> the bus</p>	<p>- 3_ed sentence starts with three adjectives that end in <i>_ed</i> and describe emotions. The <i>_ed</i> words MUST be followed by commas.</p> <p>Noun, which/who/where</p> <p><i>Cakes, which</i> taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. <i>Tom, who</i> was a little shorter than the others, still made it into the football team.</p> <p>- the Noun, which/who/where sentence use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.</p> <p>2 pairs sentences</p> <p><i>Exhausted and worried, cold and hungry,</i> they didn’t know how much further they had to go. <i>Injured and terrified, numb and fearful,</i> he</p>	<p>clauses (they make sense on their own) are separated by a colon (:)</p> <p>The first clause is descriptive. The second adds further detail.</p> <p>Some; others</p> <p>Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.</p> <p>- a Some; others sentences begin with the word some and have a semi-colon to replace the word <i>but</i>.</p> <p>- There is no capital letter after the semi-colon.</p> <p>The more, the more</p> <p>The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race.</p>
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			<p>The door opened. What's wrong?</p> <p>- 1-3 short word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.</p>	<p>He tiptoed <i>quietly</i> and <i>carefully</i>.</p> <p>- The Doubly –ly ending sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</p>	<p>had been on time, <i>if</i> the road repairs had been finished, <i>then</i> he might have got to school on time. <i>If</i> I hadn't found the watch, <i>if</i> the alarm hadn't gone off, <i>if</i> I hadn't scared those burglars, <i>then</i> I wouldn't be sitting here today.</p> <p>- an if, if, if then sentence is summarising a dramatic plot (key plots) at the beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause.</p> <p>- Each clause always begins with an <i>if</i> or a <i>then</i> and each clause ends with a comma (,) or a full stop (.)</p>	<p>couldn't believe that this was happening to him. <i>Quickly and quietly, silently and carefully</i> he tiptoed out of the house.</p> <p>- a 2 pairs sentence begins with two pairs of related adjectives. Each pair is: Followed by a comma. Separated by and</p> <p>3 bad – (dash) question?</p> <p><i>Cold, dark, airlessness</i> – which would kill the spaceman first? <i>Greed, jealousy, hatred</i> – which of these is most evil?</p> <p>- a 3 negatives sentence followed by a dash and then a question which relates to the three adjectives.</p> <p>Outside. (inside).</p> <p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that</p>	<p>The more upset she was, the more she cried.</p> <p>- The more, the more sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.</p> <p>'Irony' sentences</p> <p>Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrapyard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.</p> <p>- An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder</p>
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						<p>something was about to go wrong). Bravely I looked behind me (but I was deeply worried).</p> <p>- The outside. (inside) sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside</p>	of the sentence which reveals the truth.
Punctuation	<ul style="list-style-type: none"> Write short sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

				commas (or 'speech marks')			
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