

Oldfield Primary School

Early Writing Development Progress Model



Stage of Early Writing: Use marks symbolically

- Understand that the marks they make have meaning and can be used to communicate their thoughts and ideas.
- Able to consider and plan what marks they are going to make before they begin writing.
- Understand the difference between drawing and writing.
- Make marks symbolically for multiple purposes, such as to tell stories, record what they can see, express their emotions and ideas, solve problems or show their thinking (including mathematical thinking).
- The marks have a meaning to the child, even though they often do not resemble what they are intended to represent.

Stage of Early Writing: Imitate the act of writing

- Begin to imitate the act of writing, often in response to watching an adult write. For example, writing a shopping list after watching an adult write one.
- Initially, the writing may be represented by one repeated mark, such as a line. This may then progress to a series of repeated shapes.
- At this stage, the writing will not include recognisable letters.

Stage of Early Writing: Begin to make marks that resemble identifiable letters

- Fine motor skills and pencil grip develop, enabling children to use mark-making tools with more control.
- A variety of marks that are needed for letter formation are able to be made, such as clockwise and anticlockwise rotational movements.
- Writing begins to include marks that resemble letters. At this stage, the letters may not be formed accurately.
- The letters written are random and children do not connect the letters to sounds from spoken language.
- Often, the first recognisable letters that are written are letters from the child's name - the first letter from their name in particular.

Stage of Early Writing: Develop an understanding of directionality

- An understanding of directionality is developed and writing progresses from left to right and top to bottom.
- Writing is often represented by a random string of letters.
- These letter strings do not usually contain any spaces.

**Stage of Early Writing:
Write their own name**

- The first full word children will often try to write is their name. Their name is a word that is very important to them.
- Their name will be written using identifiable letters but the letters may not be correctly formed.
- Progress to remembering how to write each letter in their name in the correct order, but do not yet connect the letters with their corresponding sounds.

**Stage of Early Writing:
Copy letters and words from their environment**

- Writing may now incorporate recognisable letters and words that children have copied from the print they can see in their environment.
- The words will often have the letters copied in the correct order but children will not be linking spoken sounds to the letters.

**Stage of Early Writing:
Develop an understanding that there is a link between the shape of a letter and a sound**

- Begin to understand that writing is related to speech sounds and that the shape of a letter is used to represent a sound.
- Often, the first links children make are between the letters in their name and the sounds those letters represent. A child may write their name, point to one of the letters in their name and say the corresponding letter sound.
- Writing may begin to include letters that connect to the sound the letter represents. For example, a child may write the letter 'm' in their writing and say that they have written 'mummy'.

**Stage of Early Writing:
Identify individual sounds in words and then write the sound with the corresponding letter**

- Often, the first sound identified in a word is the initial letter sound. For example, if shown a picture of the sun, a child could identify that the word begins with the letter 's' and write the corresponding letter.
- The most prominent sound in a word may also be the first sound a child will identify and write.
- Progress to also being able to identify the final sounds in words and then the medial sounds.
- Initially, the letters written down may not be in an order and no spaces will be left between words.

Stage of Early Writing: Begin to write letters that are formed correctly

- Use core strength to achieve a good posture when writing.
- Develop a preference for a dominant hand to use when writing.
- Hold mark-making tools effectively. Most children will use a tripod grip. The tripod grip enables dynamic movement to come from the fingertips. It helps children to use mark-making tools accurately and effectively to form letters.
- Write recognisable lower case and upper case letters.
- Begin to write letters with correct letter formation.
- Develop a handwriting style that is fast, accurate and efficient.

Stage of Early Writing: Understand that words are made up of letters, which are a collection of different shapes

- Understanding of the concept of a word develops.
- Able to identify the difference between a letter and a word.
- Understands that a word is a collection of letters that are written in a specific order.
- Begin to become aware of the existence of spaces between words and the purpose of these.

Stage of Early Writing: Able to identify each sound in a CVC word and write the corresponding letters

- Able to segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds.
- CVC words are phonetically plausible words that just contain three sounds and are made up of a consonant, vowel then consonant. For example, rat, log, map.
- Letters may be written randomly at first, then progress to being written in the order in which they occur in the word.

Stage of Early Writing: Write a simple phrase or caption

- Write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words.
- Spaces are added between each word in the phrase and it can be read by others.
- Writing contains words with letter groups, including digraphs (such as, 'sh') and trigraphs (such as, 'igh').
- Common exception words that have been taught may also be used in the writing, such as 'the'.

Stage of Early Writing: Write a simple sentence

- Able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure.
- Write a simple sentence, which contains spaces between each word and can be read by others.
- Write sentences that contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics knowledge to attempt to spell.
- Sentences may also contain words which contain letter groups and common exception words.
- Understanding that sentences begin with a capital letter and end with a full stop develops and children may begin to use these with increasing accuracy in their writing.
- Rereads a sentence that has been written to check that it makes sense.

Stage of Early Writing: Use a variety of writing structures

- Write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story.
- Several sentences may be written which begin with a capital letter and end with a full stop.
- Writing can be read and understood by others.

Primary English Progression

Select the relevant strand to jump directly to the progression, or select the tab from the bottom of the screen.

Reading

[Word Reading](#)

Reading Experience

[Range of Reading](#)

[Familiarity with texts](#)

[Poetry & Performance](#)

Comprehension

[Word meanings](#)

[Understanding](#)

[Inference](#)

[Prediction](#)

[Authorial Intent](#)

[Non-fiction](#)

[Discussing texts](#)

Spelling & Handwriting

[Phonic & Word Spelling Strategies](#)

[Word Building Spelling Strategies](#)

[Transcription](#)

[Handwriting](#)

Composition

[Contexts for Writing](#)

[Planning Writing](#)

[Drafting Writing](#)

[Editing Writing](#)

[Performing Writing](#)

Vocabulary, Grammar & Punctuation

[Vocabulary](#)

[Grammar](#)

[Punctuation](#)

[Grammatical Terminology](#)

NB: The content of the National Curriculum for KS2 is organised into strands for upper and lower Key Stage 2, and so many objectives are common across Y3/4 and across Y5/6. Where the appendixes provide additional detail, these columns have been adjusted to reflect the statutory detail therein.

Additional detail drawn directly from the appendixes is shown in grey

www.primarycurriculum.me.uk

Reading Progression

Menu

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (LIT)</p> <p>Read some letter groups that each represent one sound and say sounds for them. (LIT)</p> <p>Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
Familiarity with texts	<p>Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. (C&L)</p> <p>Listen to and talk about stories to build familiarity and understanding. (C&L)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<p>Listen carefully to rhymes and songs, paying attention to how they sound. (C&L)</p> <p>Learn rhymes, poems and songs. (C&L)</p>	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	<p>Learn new vocabulary. (C&L)</p> <p>Use new vocabulary in different contexts. (C&L)</p>	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 		
Understanding	<p>Listen to and talk about stories to build familiarity and understanding. (C&L) 2</p>	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Reading Progression

Inference	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
Authorial Intent			<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<p>Engage in non-fiction books. (C&L)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)</p>	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
Discussing reading	<p>Engage in story times. (C&L)</p> <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, "provide reasoned justifications for their views 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views
Objectives for Year 3 and Year 4 are and so are reprinted identically.					Objectives for Year 5 and Year 6 are and so are reprinted identically.	

Writing Progression

Menu	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Menu
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common exception words spell 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 	<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 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<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 	<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 	Phonic & Whole word spelling
Other word building spelling	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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"> 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"> 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"> 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 	Other word building spelling
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			Transcription
Handwriting	<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 	Handwriting
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 	Contexts for Writing
Planning Writing	<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 	Planning Writing
Drafting Writing	<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 (headings & subheadings) 	<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 precising 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 precising 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 	Drafting Writing
Editing Writing	<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 	Editing Writing
Performing Writing	<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 and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<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, and movement so that meaning is clear. 	Performing Writing
Vocabulary	<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 using conjunctions, adverbs and prepositions to express time and cause (and place) 	<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 	Vocabulary

Writing Progression

[Menu](#)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Menu
Grammar (edited to reflect content in Appendix 2)	<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 co-ordination (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 relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. 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 	Grammar (edited to reflect content in Appendix 2)
Punctuation (edited to reflect content in Appendix 2)	<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 	Punctuation (edited to reflect content in Appendix 2)
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 commas (or 'speech marks')	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	Grammatical Terminology

[Menu](#)

As taken from the National Curriculum	In summarised form
• speedily read all 40+ letters/groups for 40+ phonemes	Speedily read all basic phoneme/graphemes
• read accurately by blending taught GPC	Read accurately by blending known GPCs
• read common exception words	Read common exception words
• read common suffixes (-s, -es, -ing, -ed, etc.)	Read common suffixes
• read multisyllable words containing taught GPCs	Read multisyllable words containing known GPCs
• read contractions and understanding use of apostrophe	Read contractions and understand use of apostrophe
*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Retell familiar stories and traditional tales
*recognising and joining in with predictable phrases	Recognise and join in with predictable phrases
*learning to appreciate rhymes and poems, and to recite some by heart	Recite some poetry by heart
*drawing on what they already know or on background information and vocabulary provided by the teacher	Understand texts based on prior knowledge or provided information
*checking that the text makes sense to them as they read and correcting inaccurate reading	Correct inaccurate reading by check for sense
*discussing the significance of the title and events	Discuss the significance of title and events
*making inferences on the basis of what is being said and done	Make inferences on the basis of what is said and done
*predicting what might happen on the basis of what has been read so far	Make predictions based on reading so far
*explain clearly their understanding of what is read to them	Explain clearly understanding of what is read to them

[Menu](#)

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none">• secure phonic decoding until reading is fluent	Read fluently using decoding skill
<ul style="list-style-type: none">• read accurately by blending, including alternative sounds for graphemes	Read accurately by blending, including alternative sounds for graphemes
<ul style="list-style-type: none">• read multisyllable words containing these graphemes	Read multisyllable words containing known graphemes
<ul style="list-style-type: none">• read common suffixes	Read common suffixes
<ul style="list-style-type: none">• read exception words, noting unusual correspondences	Read exception words
<ul style="list-style-type: none">• read most words quickly & accurately without overt sounding and blending	Read most words quickly and accurately without overt sounding and blending
<ul style="list-style-type: none">• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Discuss and express views on a wide range of poetry, stories and non-fiction
<ul style="list-style-type: none">• recognising simple recurring literary language in stories and poetry	Recognise simple recurring literary language in stories and poetry
<ul style="list-style-type: none">• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Perform poetry learnt by heart with appropriate intonation
<ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Discuss and clarify the meanings of words
<ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related	Discuss the sequence of events in books
<ul style="list-style-type: none">• making inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done
<ul style="list-style-type: none">• answering and asking questions	Ask and answer questions about a text
<ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far	Predict what might happen based on reading so far
<ul style="list-style-type: none">• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Explain and discuss understanding of a range of reading

[Menu](#)

As taken from the National Curriculum	In summarised form
• apply their growing knowledge of root words, prefixes and suffixes to read aloud	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Read further exception words, including those with unusual spelling/sound links
• retelling some of these (fairy tales, traditional tales, etc.) orally	Retell some fairy tales or traditional tales orally
• identifying themes and conventions in a wide range of books	Identify themes and conventions in a range of books
• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Perform plays and poetry aloud using intonation, tone, volume and action
• recognising some different forms of poetry	Recognise some different forms of poetry
• using dictionaries to check the meaning of words that they have read	Use dictionaries to check the meanings of words
• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Check that a text makes sense, including explaining the meaning of words in context
• identifying main ideas drawn from more than one paragraph and summarising these	Identify and summarise the main ideas drawn from more than one paragraph
• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	Draw inferences about feelings thoughts and motives
• justify inferences with evidence	Use evidence to justify inferences
• discussing words and phrases that capture the reader's interest and imagination	Discuss words and phrases which capture the reader's interest
• identifying how language contributes to meaning	Identify how language contributes to meaning
• identifying how structure and presentation contribute to meaning	Identify how structure and presentation contribute to meaning
• retrieve and record information from non-fiction	Retrieve and record information from non-fiction texts

[Menu](#)

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words	Use knowledge of morphology and etymology to read aloud and understand new words
<ul style="list-style-type: none">• making comparisons within and across books	Make comparisons within and across books
<ul style="list-style-type: none">• modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
<ul style="list-style-type: none">• identifying and discussing themes and conventions in and across a wide range of writing	Identify and discuss themes and conventions across a wide range of writing
<ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Discuss understanding of texts, including exploring meaning of words in context
<ul style="list-style-type: none">• asking questions to improve their understanding	Ask questions to improve understanding of texts
<ul style="list-style-type: none">• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarise ideas drawn from more than one paragraphs, identifying key details
<ul style="list-style-type: none">• predicting what might happen from details stated and implied	Predict future events from details stated and implied
<ul style="list-style-type: none">• identifying how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning
<ul style="list-style-type: none">• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss how authors use language, including figurative language, to affect the reader
<ul style="list-style-type: none">• recommending books that they have read to their peers, giving reasons for their choices	Make book recommendations, giving reasons for choices
<ul style="list-style-type: none">• participate in discussions about books, building on their own and others' ideas and challenging views courteously	Participate in discussions about books, building on and challenging ideas
<ul style="list-style-type: none">• explain and discuss their understanding of what they have read,	Explain and discuss understanding of reading
<ul style="list-style-type: none">• including through formal presentations and debates,	Participate in formal presentations and debates about reading
<ul style="list-style-type: none">• provide reasoned justifications for their views	Provide reasoned justifications for views

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none">spell words containing each of the 40+ phonemes taught	Spell words using the standard phonemes
<ul style="list-style-type: none">spell common exception words	Spell common exception words
<ul style="list-style-type: none">spell the days of the week	Spell the days of the week
<ul style="list-style-type: none">name the letters of the alphabet in order	Name the letters of the alphabet in order
<ul style="list-style-type: none">using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Understand spelling rules for adding 's'
<ul style="list-style-type: none">using –ing, –ed, –er and –est where no change is needed in the spelling of root words	Use suffixes -ing, -ed, -er and -est
<ul style="list-style-type: none">sit correctly at a table, holding a pencil comfortably and correctly	Sit and hold writing implement correctly
<ul style="list-style-type: none">begin to form lower-case letters in the correct direction, starting and finishing in the right place	Begin to form lower-case letters correctly
<ul style="list-style-type: none">form capital letters	Form capital letters
<ul style="list-style-type: none">form digits 0-9	Form digits 0-9
<ul style="list-style-type: none">composing a sentence orally before writing it	Compose a sentence orally before writing
<ul style="list-style-type: none">sequencing sentences to form short narratives	Sequence sentences to form short narratives
<ul style="list-style-type: none">read their writing aloud clearly enough to be heard by their peers and the teacher.	Read writing aloud audibly and clearly
<ul style="list-style-type: none">leaving spaces between words	Leave spaces between words
<ul style="list-style-type: none">joining words and joining clauses using "and"	Join words and clauses using 'and'

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Break words into phonemes for spelling
<ul style="list-style-type: none">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	Know some spellings which use variations of standard phonemes
<ul style="list-style-type: none">learning the possessive apostrophe (singular)	Use the possessive apostrophe
<ul style="list-style-type: none">learning to spell more words with contracted forms	Spell some words with contracted forms
<ul style="list-style-type: none">add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
<ul style="list-style-type: none">form lower-case letters of the correct size relative to one another	Form lower-case letters of the correct size relative to one another
<ul style="list-style-type: none">write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Write capital letters of appropriate size
<ul style="list-style-type: none">writing for different purposes	Write for different purposes
<ul style="list-style-type: none">read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud using appropriate intonation
<ul style="list-style-type: none">expanded noun phrases to describe and specify	Use noun phrases
<ul style="list-style-type: none">sentences with different forms: statement, question, exclamation, command	Use four main types of sentence appropriately
<ul style="list-style-type: none">the present and past tenses correctly and consistently including the progressive form	Use present and past tense correctly
<ul style="list-style-type: none">subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use some coordinating and subordinating conjunctions
<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...	Use appropriate demarcation punctuation
	Use commas for lists

[Menu](#)

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none">spell words that are often misspelt (Appendix 1)	Spell words which are often misspelt from the Y3-4 list
<ul style="list-style-type: none">place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	Use the possessive apostrophe accurately with plurals
<ul style="list-style-type: none">use the first 2 or 3 letters of a word to check its spelling in a dictionary	Use a dictionary to check a spelling
<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	Use appropriate handwriting joins, including choosing unjoined letters
<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	Adopt the features of existing texts to shape own writing
<ul style="list-style-type: none">composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Build sentences with varied vocabulary and structures
<ul style="list-style-type: none">organising paragraphs around a theme	Organise paragraphs around a theme
<ul style="list-style-type: none">in narratives, creating settings, characters and plot	Develop detail of characters, settings and plot in narratives
<ul style="list-style-type: none">in non-narrative material, using simple organisational devices (headings & subheadings)	Use simple organisational devices in non-fiction
<ul style="list-style-type: none">proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Suggest improvements to grammar and vocabulary
<ul style="list-style-type: none">proofread for spelling and punctuation errors	Proofread own work for spelling and punctuation errors
<ul style="list-style-type: none">read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud using appropriate intonation, tone and volume
<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	Use a range of conjunctions to extend sentences with more than one clause
<ul style="list-style-type: none">choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Choose nouns and pronouns for clarity and cohesion
<ul style="list-style-type: none">using conjunctions, adverbs and prepositions to express time and cause (and place)	Use conjunctions, adverbs and prepositions to express time, cause & place
<ul style="list-style-type: none">using fronted adverbials	Use fronted adverbials
<ul style="list-style-type: none">difference between plural and possessive -s	Understand the difference between plural and possessive '-s'
<ul style="list-style-type: none">Standard English verb inflections (I did vs I done)	Recognise and use standard English verb inflections
<ul style="list-style-type: none">extended noun phrases, including with prepositions	Use extended noun phrases, including with prepositions

• using and punctuating direct speech (including punctuation within and surrounding inverted commas)

Use and punctuate direct speech correctly

[Menu](#)

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none">spell some words with 'silent' letters	Spell some words with silent letters
<ul style="list-style-type: none">continue to distinguish between homophones and other words which are often confused	Recognise and use spellings for homophones and other often-confused words
<ul style="list-style-type: none">use dictionaries to check the spelling and meaning of words	Use a dictionary to check spelling and meaning
<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	Identify the audience and purpose before writing, and adapt accordingly
<ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Select appropriate grammar and vocabulary to change or enhance meaning
<ul style="list-style-type: none">in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Develop setting, atmosphere and character, including through dialogue
<ul style="list-style-type: none">precising longer passages	Précis longer passages
<ul style="list-style-type: none">using a wide range of devices to build cohesion within and across paragraphs	Use a range of cohesive devices
<ul style="list-style-type: none">using further organisational and presentational devices to structure text and to guide the reader	Use advanced organisational and presentational devices
<ul style="list-style-type: none">ensuring the consistent and correct use of tense throughout a piece of writing	Use the correct tense consistently throughout a piece of writing
<ul style="list-style-type: none">ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Ensure correct subject and verb agreement
<ul style="list-style-type: none">perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform compositions using appropriate intonation, volume and movement
<ul style="list-style-type: none">use a thesaurus	Use a thesaurus
<ul style="list-style-type: none">using expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely
<ul style="list-style-type: none">using modal verbs or adverbs to indicate degrees of possibility	Use modal verbs or adverbs to indicate degrees of possibility
<ul style="list-style-type: none">using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Use relative clauses
<ul style="list-style-type: none">converting nouns or adjectives into verbs	Convert nouns or adjectives into verbs
<ul style="list-style-type: none">devices to build cohesion, including adverbials of time, place and number	Use adverbials of time, place and number for cohesion

<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	Recognise vocabulary and structures that are appropriate for formal use
<ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence 	Use passive verbs to affect the presentation of information
<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause 	Use the perfect form of verbs to mark relationships of time and cause
<ul style="list-style-type: none"> • differences in informal and formal language 	Recognise difference in informal and formal language
<ul style="list-style-type: none"> • further cohesive devices such as grammatical connections and adverbials 	Use grammatical connections and adverbials for cohesion
<ul style="list-style-type: none"> • use of ellipsis 	Use ellipsis
<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing 	Use commas to clarify meaning or avoid ambiguity
<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 	Use brackets, dashes and commas to indicate parenthesis
<ul style="list-style-type: none"> • using hyphens to avoid ambiguity 	Use hyphens to avoid ambiguity
<ul style="list-style-type: none"> • using semicolons, colons or dashes to mark boundaries between independent clauses 	Use semi-colons, colons and dashes between independent clauses
<ul style="list-style-type: none"> • using a colon to introduce a list 	Use a colon to introduce a list
<ul style="list-style-type: none"> • punctuating bullet points consistently 	Punctuate bullet points consistently