



**Aletheia**  
Academies Trust

## Vocabulary, Grammar and Punctuation Skills Progression



**St Botolph's**  
C of E Primary School

### Plurals

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	N/A	<ul style="list-style-type: none"> <li>Read plural words eg dog/dogs</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Use, with prompts, the regular plural noun suffix –s (e.g. dog, dogs).</li> </ul>	<ul style="list-style-type: none"> <li>Use, more accurately, the regular plural noun suffixes –s or –es (e.g. dog, dogs and wish, wishes).</li> </ul>	<ul style="list-style-type: none"> <li>Use regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) and identify the effect of suffixes on the meaning of the noun.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use, with support, some irregular plural noun suffixes (e.g. baby, babies).</li> </ul>	<ul style="list-style-type: none"> <li>Apply their knowledge of irregular plural noun phrases when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use irregular plural noun suffixes (e.g. baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Begin to notice the possessive apostrophe in words with regular plurals (e.g. girls' and boys').</li> </ul>	<ul style="list-style-type: none"> <li>Begin to place, with guidance, the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers').</li> </ul>	<ul style="list-style-type: none"> <li>With support, place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers').</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Recognise, with prompts, the grammatical difference between plural and possessive -s.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and begin to use, with support, the plural and possessive -s. Notice the possessive apostrophe in words with irregular plurals (e.g. children's).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the grammatical difference between plural and possessive -s. Place the possessive apostrophe accurately in words with irregular plurals (e.g. children's, women's and men's).</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Use, with some reminders, pluralisation and apostrophe -s.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the grammatical difference between plural and possessive -s. Explain that an apostrophe is used to show that a letter/letters have been missed out of a word and use the term 'contraction' correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Use pluralisation and apostrophes accurately, on most occasions.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Continue to use pluralisation and apostrophe -s accurately on most occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Explain their understanding of pluralisation and apostrophe -s to others. Apply their knowledge of pluralisation and apostrophe -s across all writing.</li> </ul>	<ul style="list-style-type: none"> <li>Apply pluralisation and apostrophes consistently across all writing.</li> </ul>

### Prefixes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	N/A	N/A
<b>1</b>	<ul style="list-style-type: none"> <li>Notice, with support, how the prefix 'un' changes the meaning of verbs and adjectives (negation) (e.g. unkind or undoing).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, in context, how the prefix 'un' changes the meaning of verbs and adjectives (e.g. untie the boat).</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the prefix 'un' changes the meaning of verbs and adjectives (e.g. unkind, undoing and untie).</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use, with prompts, simple prefixes to assist spelling (e.g. happy and unhappy).</li> </ul>	<ul style="list-style-type: none"> <li>Use, more independently, simple prefixes to assist spelling (e.g. subway, unload, unlock).</li> </ul>	<ul style="list-style-type: none"> <li>Independently use simple prefixes to assist spelling (e.g. happy/unhappy; like/dislike; tidy/untidy).</li> <li>Copy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Form nouns, beginning to use other prefixes, such as sub- and super-.</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using an increasing range of prefixes (e.g. sub-, super-, anti-, auto-), beginning to use the spellings in context.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the term 'prefix' and form nouns using a range of prefixes such as 'sub' and 'super', spelling with increasing accuracy (e.g. submarine and supermarket).</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Recognise and begin to use the term 'prefix' and begin to investigate further prefixes (e.g. anti-, dis-, mis- and in-).</li> </ul>	<ul style="list-style-type: none"> <li>Use, increasingly, the term 'prefix' and form further words (e.g. intercity, antiseptic, autograph, disappoint, misbehave, redo, inactive, impossible and illegal).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and begin to use further prefixes (e.g. inter-, anti-, auto-, dis-, mis-, re-, in-, im-, il-).</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Recognise and investigate prefixes used to form new verbs (e.g. dis-, de-, mis-, over- and re-).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use verb prefixes (e.g. dis-, de-, mis-, over- and re-) to assist spelling in own writing (e.g. disappear, decode, misfire, overcome and reappear).</li> </ul>	<ul style="list-style-type: none"> <li>Use verb prefixes (e.g. dis-, de-, mis-, over- and re-). Where appropriate, use a hyphen to join a prefix to a word (e.g. co-ordinate, co-operate).</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Apply all known prefixes to form new words.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of prefixes appropriately when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary.</li> </ul>

### Suffixes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	N/A	N/A
<b>1</b>	<ul style="list-style-type: none"> <li>Recognise, with prompts, some common suffixes at the end of a word (e.g. -ing: helping and running; -ed: walked and helped; -er: driver and helper).</li> </ul>	<ul style="list-style-type: none"> <li>Add, with some help, suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper).</li> </ul>	<ul style="list-style-type: none"> <li>Independently add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper).</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Form nouns, with prompts, using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form adjectives using suffixes such as -ful, -less and recognise the term suffix. Begin to use other suffixes (e.g. -er, -est and -ly) with support.</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman). Form adjectives using suffixes such as -ful and -less.</li> <li>Use suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs, recognising the term 'suffix'.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Begin to use further suffixes such as: -ily and -ally, adding to adjectives to form adverbs (e.g. happy becomes happily and frantic becomes frantically). Confidently add -ly to an adjective to form an adverb (e.g. sad becomes sadly and quick becomes quickly).</li> </ul>	<ul style="list-style-type: none"> <li>Explore the suffixes -ly, -ily and -ally, adding to an adjective to form an adverb.</li> </ul>	<ul style="list-style-type: none"> <li>Use further suffixes, such as -ation, adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Use further suffixes such as adding -ous to nouns to make adverbs (e.g. poisonous, dangerous, mountainous and courageous).</li> </ul>	<ul style="list-style-type: none"> <li>Use further suffixes such as -ious (e.g. serious, obvious, curious, hideous and spontaneous).</li> </ul>	<ul style="list-style-type: none"> <li>Use further suffixes (e.g. -ous, -ious, -tion, -ssion, -sion and -cian), and add suffixes to nouns to make adverbs, sometimes where there is no obvious root word.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to use further suffixes to improve vocabulary (e.g. -able, -ible, -ably and -ibly).</li> </ul>	<ul style="list-style-type: none"> <li>Convert, with guidance, nouns or adjectives into verbs using suffixes (e.g. -ate; fortunate, -ise; realise, -ify; beautify).</li> </ul>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). Use further suffixes (e.g. -able, -ible, -ably and -ibly) effectively to improve vocabulary.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Use further suffixes (e.g. -ant, -ance, -ancy in science words such as 'buoyant' and 'buoyancy').</li> </ul>	<ul style="list-style-type: none"> <li>Increase the range of suffixes used (e.g. -ent, -ence and -ency in maths words, such as 'frequent', 'frequence' and 'frequency').</li> </ul>	<ul style="list-style-type: none"> <li>Use further suffixes appropriately to extend vocabulary (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious and -fer).</li> </ul>

### Words

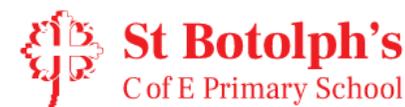
Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	N/A	N/A
<b>1</b>	<ul style="list-style-type: none"> <li>Recognise rhymes and, with support, play word games to extend knowledge of words.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use rhymes and word games, with peers, to extend knowledge of words.</li> </ul>	<ul style="list-style-type: none"> <li>Use rhymes and word games to extend knowledge of words.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin, with support, to recognise word families based on common words (e.g. cry, fly and try).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise an increasing range of word families based on common words (e.g. badge, bridge, edge and fudge/key, donkey, monkey, chimney and valley).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use word families based on common words.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Use, increasingly, word families based on common words to assist spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise an increasing range of word families based on age-appropriate common words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use word families based on common words, demonstrating an awareness of how words are related in form and meaning (e.g. solve, solution, solver, dissolve and insoluble).</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Explain how words are related in form and meaning, giving examples of form-based (e.g. family/familiar/unfamiliar or antique/unique) and meaning-based (e.g. measurement; size, height, length, small, short, little, large, tall, big, huge) word families.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of a growing number of word families to assist writing.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use knowledge of a growing number of word families to assist writing across all curriculum areas.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin, with some guidance, to notice the difference between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Understand, and apply more readily when writing, vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request and go in – enter).</li> </ul>	<ul style="list-style-type: none"> <li>With support, investigate how words are related in meaning as synonyms and antonyms (e.g. big, large and little).</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Begin to investigate, with peers and independently, how words are related as synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Competently use a dictionary and thesaurus to find examples of synonyms and antonyms. Demonstrate a larger</li> </ul>	<ul style="list-style-type: none"> <li>Explain how words are related by meaning as synonyms and antonyms. Use vocabulary typical of informal speech and vocabulary appropriate for formal</li> </ul>

		repertoire of known synonyms and antonyms.	speech/writing (e.g. find out –discover; ask for – request; go in – enter). <ul style="list-style-type: none"><li>• Use subjunctive forms (e.g. 'If I were' or 'Were they to come') in some very formal writing and speech.</li></ul>
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## Vocabulary, Grammar and Punctuation Skills Progression



### Sentence Construction

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>R</b>	<ul style="list-style-type: none"> <li>Begin to segment sounds in CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words independently</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple sentence using knowledge of phonemes and some tricky words.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Begin, with some support, to combine words to make simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Construct some sentence-like structures by combining words more instinctively. Begin to leave spaces between words using their finger as a guide if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Independently combine words to make simple sentences, leaving spaces between words.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Compose simple and compound sentences, beginning to use correct grammatical patterns for statements and questions, with guidance/prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Construct both simple and compound sentences, increasingly using correct grammatical patterns for statements, questions and commands, more independently.</li> </ul>	<ul style="list-style-type: none"> <li>Independently compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Extend, with some prompts, the range of sentences with more than one clause, by beginning to use a wider range of conjunctions (e.g. when, if, because and although).</li> </ul>	<ul style="list-style-type: none"> <li>Independently extend, on occasions, the range of sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'.</li> </ul>	<ul style="list-style-type: none"> <li>Extend, as a matter of course, the range of sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Confidently use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use fronted adverbials to describe when, where and how (e.g. 'I clean my teeth' becomes 'Before I go to bed, I clean my teeth').</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials (e.g. Before we begin, make sure you have a pencil). Express time, place and cause using conjunctions, adverbs or prepositions.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin, with prompts, to use relative clauses beginning with: who, where, when and that (e.g. The boy, who was feeling very nervous, walked into the classroom).</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses with growing confidence to provide the reader with more detail.</li> </ul>	<ul style="list-style-type: none"> <li>Independently use relative clauses beginning with: who, which, where, when, whose and that.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Recognise, with guidance, an active or passive sentence (e.g. active; the boy was washing the dog/passive; the dog was being washed by the boy).</li> </ul>	<ul style="list-style-type: none"> <li>Change active sentences to passive and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>Use the passive form to affect the presentation of information in a sentence (e.g. 'I broke the window' versus 'The window was broken').</li> </ul>



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# Vocabulary, Grammar and Punctuation Skills Progression

## Sentence Development



<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>R</b>	N/A	N/A	N/A
<b>1</b>	<ul style="list-style-type: none"> <li>Recognise and find simple describing words.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to select simple adjectives to describe nouns with guidance. Use simple stories that they have heard/read to support their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Select simple adjectives to describe nouns. Sequence sentences to form short narratives.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin to notice, with some prompts, expanded nouns phrases to describe and specify (e.g. the hairy caterpillar). Use, with prompts, simple adjectives to describe nouns in their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases, more instinctively, to describe and specify, beginning to use in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to describe, specify and interest the reader in independent writing.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Show a simple awareness of pronouns as well as nouns as a device to avoid repetition in writing.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, choose nouns or simple pronouns to avoid repetition (e.g. using banks/walls to support).</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose nouns or simple pronouns to avoid repetition.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>With guidance, expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. 'the doctor', is expanded to, 'the friendly, attentive doctor with copper-coloured hair sat behind the desk').</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases, more instinctively and with growing independence to develop their ideas in more detail. Work with a response partner to evaluate and edit their use of expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. 'The teacher' expanded to 'The strict English teacher with curly hair').</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin, with some support, to link ideas across paragraphs, using adverbials of time (e.g. later) and number (e.g. secondly).</li> </ul>	<ul style="list-style-type: none"> <li>Link, with growing confidence, ideas across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs, using adverbials of: time (e.g. later); place (e.g. nearby); number (e.g. secondly); or tense choice (e.g. he had seen her before).</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey more complicated information and, with some prompts, begin to notice adverbials (e.g. 'in contrast' or 'as a consequence').</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use adverbials as a device to aid cohesion (e.g. 'in contrast' or 'as a consequence').</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely. Use adverbials (e.g. 'in contrast to' or 'as a consequence of').</li> </ul>

### Grammatical Components

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	<ul style="list-style-type: none"> <li>Begin to use finger spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a capital letter and a full stop with support.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Use simple words and phrases to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use 'and' to join words and clauses when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using 'and' appropriately.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin to use co-ordination (using 'or', 'and', 'but') to join sentences where each clause is of equal value (e.g. Hurry up or we will miss the bus).</li> </ul>	<ul style="list-style-type: none"> <li>Use co-ordination (using 'or', 'and', 'but') and with some support begin to use subordination (using 'when', 'if', 'that', 'because').</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination (e.g. when, if, that, because) and co-ordination (e.g. or, and, but).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Notice the forms 'a' or 'an' (e.g. a rock or an open box).</li> </ul>	<ul style="list-style-type: none"> <li>Notice and begin to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock or an open box).</li> </ul>	<ul style="list-style-type: none"> <li>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Confidently express time and cause using conjunctions (e.g. when, before, after, while, so, because).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a combination of conjunctions, adverbs and/or prepositions to express time and cause in own writing. Work with a response partner to evaluate and edit how effectively they have expressed time and cause in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and consistently express time and cause by using both prepositions and adverbs, independently (e.g. before, after, during, in, because of, then, next, soon, therefore).</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin, with guidance, to indicate degrees of possibility using adverbs (e.g. perhaps).</li> </ul>	<ul style="list-style-type: none"> <li>Use some adverbs and modal verbs to express degrees of possibility (e.g. surely, might, will).</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs (e.g. perhaps and surely) or modal verbs (e.g. might, should, will and must).</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Recognise and find examples of the perfect form of verbs to mark relationships of time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Use, with guidance, the perfect form of verbs to mark relationships of time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> </ul>

### Tense

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	<ul style="list-style-type: none"> <li>Begin to use, with some support, past and present tense correctly in speech.</li> </ul>	<ul style="list-style-type: none"> <li>Use, more readily, past and present tense correctly in speech, making some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Use past and present tense correctly in speech.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Make the correct choice of tense (past/present) consistently in speech and increasingly in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Make the correct choice of tense more consistently when writing. Begin to use the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Make the correct choice of tense consistently throughout writing, using the progressive form of verbs in the present and past tense, to mark actions in progress (e.g. she is drumming/he was shouting).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Use the past and present tense consistently in writing. Use, confidently and accurately, the progressive form of verbs in the present and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Find/use, with prompts, examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play', instead of, 'He went out to play').</li> </ul>	<ul style="list-style-type: none"> <li>Find/use examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play', instead of, 'He went out to play').</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Competently recognise/use present perfect form of verbs. Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying out the action.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences sometimes demonstrating agreement between the verb and its subject.</li> </ul>	<ul style="list-style-type: none"> <li>Generally choose accurate tense and verb forms.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Select, after discussion, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).</li> </ul>	<ul style="list-style-type: none"> <li>Select, more independently, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate tense for a range of speech and writing (e.g. diary, story, recount, letters) and use consistently.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Recognise, with support, deliberate variation of tense within a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when to vary tense within a piece of writing and start to apply on occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Vary tense within a piece of writing, sometimes accurately.</li> </ul>

### Layout

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	N/A	With support use a simple writing frame.
<b>1</b>	<ul style="list-style-type: none"> <li>Become familiar with simple writing frames to support the layout of text in guided writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin, with some help, to use simple writing frames to support the layout of text.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple writing frames to support the layout of text.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Recognise, with support, headings within a text. Begin, with support, to group ideas into sections using headings.</li> </ul>	<ul style="list-style-type: none"> <li>Group ideas into sections, beginning to use headings more instinctively and with developing independence.</li> </ul>	<ul style="list-style-type: none"> <li>Use headings to group ideas into sections and to structure text.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Begin, with support, to recognise paragraphs as a device to group related material. Use headings to organise information, more clearly, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs, when prompted, to group related material. Begin to recognise and use sub-headings, in own writing, as a device to structure text.</li> <li>Begin to incorporate labelled diagrams where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use paragraphs independently to group related material, using headings and sub-headings to aid presentation. Use headings, sub-headings and labelled diagrams to structure text and aid presentation.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Compose simple paragraphs with developing confidence, grouping related points/ideas together with growing appropriateness. Attempt to separate paragraphs using simple layout features, where appropriate, including headings and sub-headings.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the order and sequence of ideas/sentences, finding the most effective way to organise content within paragraphs. Arrange their ideas, more clearly, under headings and sub-headings. Use headings and sub-headings to help the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme, with appropriate choice of pronoun or noun across sentences, to aid cohesion and avoid repetition. Use appropriate layout devices, (e.g. headings, sub-headings and labelled diagrams) to structure text and make information clear and cohesive.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to use other layout devices to make information clear (e.g. bullets). Use devices within a paragraph to build cohesion (e.g. 'firstly', 'secondly' and 'finally'). Ensure each sentence within a paragraph is related to the main idea/central thought.</li> </ul>	<ul style="list-style-type: none"> <li>Use, with guidance, increasingly complex layout devices to structure text (e.g. columns in newspaper reports and tables in science reports). Use devices within a paragraph to build cohesion (e.g. 'then', 'after that', 'this'), beginning to ensure that these follow on.</li> </ul>	<ul style="list-style-type: none"> <li>Use increasingly complex layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) to structure text. Use devices within a paragraph to build cohesion (e.g. 'then', 'after that' and 'firstly'), ensuring consistency throughout. Use adverbials of time, place and number or tense choice to link ideas across paragraphs.</li> </ul>

6	<ul style="list-style-type: none"><li>• Recognise and talk about some devices used in writing to aid cohesion. Begin to use a wider range of cohesive devices to link ideas across paragraphs (e.g. repetition of words and phrases).</li><li>• Begin to make choices about which layout devices to use in own writing.</li></ul>	<ul style="list-style-type: none"><li>• With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs. Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).</li></ul>	<ul style="list-style-type: none"><li>• Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections (e.g. 'on the other hand' or 'in contrast to') and ellipses. Select layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) appropriate to the text type, in order to structure text and guide the reader.</li></ul>
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### Layout

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>R</b>	N/A	<ul style="list-style-type: none"> <li>With support use finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>With support begin to use a capital letter and full stop.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Notice, with prompts, capital letters at the start of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise capital letters at the start of sentences. With prompts/guidance, use capital letters in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to independently use capital letters at the start of sentences.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use, with some reminders, a capital letter at the beginning of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use, more instinctively, a capital letter at the beginning of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use a capital letter at the beginning of most sentences.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Check, with prompts, writing for capital letters at the start of sentences. Use capital letters for some proper nouns (e.g. names).</li> </ul>	<ul style="list-style-type: none"> <li>Check, more instinctively, writing for capital letters at the start of sentences. Use capital letters for proper nouns (e.g. names and places).</li> </ul>	<ul style="list-style-type: none"> <li>Check writing for capital letters at the start of sentences. Use capital letters for most proper nouns.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Check writing for correct capitalisation at the start of sentences, including capitalisation for known proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Notice errors in capitalisation and amend independently.</li> </ul>	<ul style="list-style-type: none"> <li>Check writing, as a matter of course, for correct capitalisation, making amendments where necessary.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to use capitalisation in factual writing to improve layout.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit their use of capitalisation, with a peer, in own factual writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use capitalisation in factual writing to improve layout.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Use capital letters for lead words in titles (e.g. Charlie and the Chocolate Factory).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use capital letters for effect when writing fact or fiction (e.g. to emphasise words or phrases).</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters in titles and for effect when writing fact or fiction (e.g. to emphasize words or phrases).</li> </ul>

**Punctuation Marks**

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>R</b>	N/A	<ul style="list-style-type: none"> <li>With support use finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>With support begin to use a capital letter and full stop.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Begin to notice, and sometimes use, full stops at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use full stops, and sometimes question marks, at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use full stops, exclamation marks and question marks at the end of sentences.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Recognise and consolidate their knowledge of punctuation marks (e.g. full stops, exclamation marks and questions marks).</li> </ul>	<ul style="list-style-type: none"> <li>On most occasions, use full stops, question marks or exclamation marks appropriately at the end of sentences, beginning to use commas to separate items in a list and apostrophes for contracted forms.</li> </ul>	<ul style="list-style-type: none"> <li>Use full stops, question marks or exclamation marks appropriately at the end of sentences; commas to separate items in a list and apostrophes for contracted forms and the possessive (singular).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Recognise, with some guidance, direct speech and notice speech marks.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise direct speech and begin to use it in their own writing in a basic way. With support, write sentences which include direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to use inverted commas to indicate direct speech.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Use, more routinely, inverted commas, to indicate direct speech and, with guidance, notice other associated punctuation. Competently use apostrophes for known contractions to show that one or more letters have been missed out (e.g. I'm/I am, I've/I have, it's /it is or shouldn't/should not).</li> <li>Use, with support, apostrophes to indicate a missing letter in other instances (e.g. The dinner's ready /The dinner is ready).</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas to clarify where direct speech begins and ends. Use, with support, other punctuation to indicate direct speech, such as a comma after the reporting clause and end punctuation within the inverted commas (e.g. The man shouted, 'Sit down!').</li> <li>Competently use apostrophes to indicate ownership (e.g. the cat's fur/Gill's ankle) and begin, with guidance, to use apostrophes to mark plural possession (e.g. the twins' mother/these employees' files).</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, 'The conductor shouted,' and end punctuation within the inverted commas, such as '...sit down!'). Use commas after fronted adverbials (e.g. Eventually, the waiter arrived at the table).</li> <li>Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</li> </ul>

5	<ul style="list-style-type: none"> <li>Attempt to use commas to mark clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Notice and experiment with a wider range of punctuation (e.g. brackets, dashes and commas).</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, commas or dashes to indicate parenthesis. Use commas deliberately to clarify meaning or avoid ambiguity.</li> </ul>
6	<ul style="list-style-type: none"> <li>Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to use a wider range of punctuation, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Apply commas accurately to separate clauses in some sentences. Notice how hyphens can be used to avoid ambiguity (e.g. recover/re-cover) and use in context.</li> <li>Accurately use ellipsis to indicate missing information.</li> <li>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</li> </ul>

**Proper Nouns and Personal Pronouns**

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>R</b>	N/A	<ul style="list-style-type: none"> <li>With support use a capital letter for their own name.</li> </ul>	<ul style="list-style-type: none"> <li>With support use a capital letter for their own name.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Notice, with prompts, that capital letters are used for names.</li> </ul>	<ul style="list-style-type: none"> <li>Use a capital letter for their own name and the names of their peers. Begin, with support, to use capital letters in other instances (e.g. 'I').</li> </ul>	<ul style="list-style-type: none"> <li>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use, with guidance, the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes use, in the correct instance, the possessive apostrophe for singular nouns (e.g. The cat's fur is soft/It is Sam's birthday today/I picked up a bird's feather).</li> </ul>	<ul style="list-style-type: none"> <li>Independently use the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Consider the reader and use a growing range of sentence openers to avoid repetition (e.g. not always starting with a name or he/she).</li> </ul>	<ul style="list-style-type: none"> <li>Find, with support, examples of pronouns used in others' writing (e.g. he, she, they, we, you, them).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make use of pronouns or nouns within and across sentences to avoid repetition.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Begin to use pronouns to replace nouns. Begin to use pronouns and nouns within and across sentences to avoid repetition and aid cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>Improve the fluency of their writing, selecting and using appropriate pronouns and nouns from alternatives suggested/provided.</li> </ul>	<ul style="list-style-type: none"> <li>Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition. Use nouns/ pronouns to aid cohesion across a text.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Notice, with prompts, relative clauses with an implied (omitted) relative pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use relative clauses with an implied (omitted) relative pronoun (e.g. that, who, whom, whose and which).</li> </ul>	<ul style="list-style-type: none"> <li>Independently use relative clauses with an implied (omitted) relative pronoun.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Show awareness of pronouns to make links between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Use pronouns to make links between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Use pronouns effectively to make secure links between paragraphs (e.g. this, that, these, those), ensuring that what is being referred back to is clear.</li> </ul>

### Technical Terms

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	<ul style="list-style-type: none"> <li>Introduced to the term capital letter and full stop</li> </ul>	<ul style="list-style-type: none"> <li>With support use terms (e.g. letter, capital letter, word, sentence and full stop).</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Use, with prompts, some of the Y1 terms (e.g. letter, capital letter, word, sentence and full stop).</li> </ul>	<ul style="list-style-type: none"> <li>Use, more instinctively and sometimes in the right context, the terms: letter, capital letter, word, sentence, full stop, question mark and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use, with prompts, some Year 2 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing amount of the taught Year 2 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Apply understanding of Year 2 terminology and, with prompts, use some taught Year 3 terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing amount of the taught Year 3 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Apply their understanding of Year 3 terminology and with prompts use some taught Year 4 terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing amount of the taught Year 4 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms: determiner, pronoun, possessive pronoun and adverbial.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Apply Year 4 terminology and, with prompts, use some taught Year 5 terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing amount of the taught Year 5 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Apply Year 5 terminology and, with prompts, use some taught Year 6 terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing amount of the taught Year 6 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.</li> </ul>

### Standard English

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>R</b>	N/A	N/A	N/A
<b>1</b>	<ul style="list-style-type: none"> <li>Notice, with some prompts, some simple but distinctive features of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some distinctive features of Standard English, beginning to apply to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use some distinctive features of Standard English in their writing (e.g. words combined to make sentences, past/present tense evident and some accurate examples of singular and plural).</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin, with prompts, to use some simple conventions for the punctuation, spelling and sentence structure of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Use, with developing independence, some known conventions and some terminology for the punctuation, spelling and sentence structure of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Use some conventions and terminology for the punctuation, word structure/spelling and sentence structure of written Standard English.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Begin, with some guidance, to recognise some of the differences between Standard and non-Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about (with the class/peers) the differences between Standard and non-Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of some of the differences between Standard English and non-Standard English.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Recognise, with some guidance, Standard English forms for verb inflections, instead of local spoken forms.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to apply Standard or non-Standard English (e.g. when writing dialogue for characters). Use, more consistently Standard English forms for verb inflections instead of local spoken forms.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to apply Standard or non-Standard English when writing dialogue. Use, independently, Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to apply Standard or non-Standard English to a widening range of texts (e.g. use of local dialect in diary writing).</li> </ul>	<ul style="list-style-type: none"> <li>Apply Standard English to a wide range of texts (e.g. report writing), beginning to make choices, with guidance, for the text type.</li> </ul>	<ul style="list-style-type: none"> <li>Apply Standard or non-Standard English to a wide range of texts, making appropriate choices for text type.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Recognise when to apply Standard or non-Standard English across all text types, with occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>Apply Standard or non-Standard English across all text types with growing consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Apply Standard or non-Standard English across all text types.</li> </ul>

**Vocabulary Range**

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Use simple vocabulary to communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to repeat keywords in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use mostly simple vocabulary and communicate meaning through repetition of keywords.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use simple speech-like vocabulary to convey relevant meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple speech-like vocabulary to convey relevant meaning, and with prompts, include some adventurous word choices.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Draw on their experience of reading to inform their choice of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple, generally appropriate vocabulary, beginning to select some words for effect or occasion, using word walls/banks for support.</li> </ul>	<ul style="list-style-type: none"> <li>Use generally appropriate vocabulary with some words chosen for effect, on occasions.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Make more effective and appropriate vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make some deliberate vocabulary choices, sometimes to link with the topic .</li> </ul>	<ul style="list-style-type: none"> <li>Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary to create specific effects.</li> </ul>	<ul style="list-style-type: none"> <li>Use a reasonably wide range of vocabulary for effect, though not always appropriately.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Use vocabulary to create a range of effects. Begin to choose appropriate vocabulary for purpose, showing interest in expanding upon choices.</li> </ul>	<ul style="list-style-type: none"> <li>Use word choices which support the purpose with increasing precision. Consciously select vocabulary, reflecting their understanding of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious.</li> </ul>