



At The Radstone, our English curriculum aims to ensure that all pupils develop the required core skills and knowledge set out through the Early Years Framework and the English National curriculum.

Literacy Specific Areas of the Early Years Framework

- children can read and understand simple sentences
- they can use phonic knowledge to decode regular words and read them aloud accurately
- children can also read some common irregular words
- they can demonstrate understanding when talking with others about what they have read
- children use their phonic knowledge to write words in ways which match their spoken sounds
- they also write some irregular common words
- they write simple sentences which can be read by themselves and others
- some words are spelt correctly and others are phonetically plausible

Aims of the English National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- gain a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Speaking and Listening

All subjects across our curriculum play a significant role in developing key English skills, particularly speaking and listening. Subjects are planned with an emphasis on building vocabulary progressively, and understanding its meaning and application in context. We draw on the themes of our curriculum intent to provide pupils with opportunities to engage directly with our local and wider communities. For example, presenting at community events or planning and leading local initiatives in addition to interacting and interviewing a wide range of visitors to our school.

Writing

At The Radstone, we aim to ensure that all children leave us with the ability to confidently write at length across a range of genres, with a solid understanding of the grammatical skills required, in order to be clear and coherent in what they want to say.

Our children will write across a wide range of genres throughout their time at The Radstone. High quality stimuli are integral to engage and inspire children to write for a variety of purposes and audiences. Extracts from modern and classic novels, poems and non-fiction texts along with video clips constitute a large part of these, however where possible we encourage the use of drama, music and first-hand experiences from trips and visitors to give writing a clear purpose for our children. As part of our curriculum offer, we ensure that our children are exposed to a diverse range of writing from many different cultures that broaden their understanding of the world that is both around them, and that lies ahead.

Key grammar skills are explicitly taught and understanding is embedded throughout our writing curriculum. In Key Stage 1, children are taught the basic skills to construct clear and accurate sentences to ensure they enter Key Stage 2 being able to access the rich curriculum before them. Throughout Key Stage 2, grammar skills are systematically taught and subsequently revisited to enable children to become confident in their use and manipulation.



Writing Overview

	Autumn	Spring	Summer
Year 1	<p>Phonics: Pirate Phonics <i>Transition activities to support the writing of simple sentences and consolidating phonetic understanding.</i></p> <p>Narrative: Not a Stick by Antoinette Portis Caption writing using images from this story to form a short narrative – It is not a stick. It is a...</p> <p>Narrative: Not a Box by Antoinette Portis Caption writing using images from this story to form a short narrative – It is not a box. It is a...</p> <p>Narrative: Character description Captain Snappy Beard (Grammarsaurus) / Captain Flinn and the Pirate Dinosaurs</p> <p>Poetry: Firework Night Nov 5th <i>Poetry writing based on the poem 'Firework Night' by Andrew Collett</i> Bonfires blazing children gazing fireworks flashing people dashing jumps gymnastic colours fantastic planet-chasing rocket-racing faces glowing crowds all growing!</p> <p><i>Stars in flight, on firework night</i></p> <p><i>(Adapted JC unit) and using the children's sense E.g. I can hear..., I can see..., I can feel etc</i></p> <p>Non-Fiction: Instructions How to make a gingerbread man (Grammarsaurus) (Xmas gift for parents)</p>	<p>Narrative: The Hungry Caterpillar by Eric Carle (Days of the week, writing numbers as words) (KP Unit)</p> <p>Narrative/Traditional Tale: Goldilocks and the 3 Bears (Grammarsaurus) (est) Retell the story.</p> <p>Non-Fiction: Our Trip to the Park <i>Recount. (KP adapted JC unit)</i></p> <p>Non-Fiction: All About Dinosaurs Riddle (KP unit) Factual clues of a dinosaur and then question to complete the riddle. Using the National History Dinosaur books – Dinosaur Roar! (Tyrannosaurus Rex), Dinosaur Stomp! (Triceratops). E.g. My teeth are as big as bananas. I walk on two legs. I am a carnivore. What am I?</p> <p>Poerty: (Rhyme) Mr Men and Little Miss poetry (KP unit) E.g. <i>Mr Bump has a lump Mr Tickle was in a pickle etc.</i></p>	<p>Narrative: The Smartest Giant in Town by Julia Donaldson <i>Descriptive writing based around a character - (-est, conjunctions, questions, adjectives)</i></p> <p>Narrative: The Queen's Hat (Look at Liz's Hat (G) to support) Cineliteracy - https://www.youtube.com/watch?v=MICaZs3Ebbe <i>Story writing based on the book 'The Queens Hat' by Steve Antony.</i></p> <p>Non-Fiction – Instructions – How to Grow a Plant (Grammarsaurus) – <i>Also read Jasper's Beanstalk</i></p> <p>Narrative – Setting Description - Fairytale Castle (Grammarsaurus)</p> <p>Poetry: (Acrostic Poem) Summertime at the Beach/Sports Day (Grammarsaurus)</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>Narrative Fiction: Retelling a simple story using a story board. Sequencing days and what happened on each one. Text Oliver's Vegetables</p> <p>Instructional Text: Recipe for Gratitude (National Gratitude Day 21st Sept) Children will write a recipe to teach others how to show thankfulness/respect/.</p> <p>Narrative Fiction: Children to write a story about the Great Fire of London from another perspective (beginning and middle). Links to History – knowledge of GFoL</p> <p>Non-Fiction: Recount Letter as Samuel Pepys. Links to History – knowledge of GFoL</p> <p>Non-fiction Recount writing Writing about out half term. (independent writing assessment) Teaching past tense, adjectives, prefix un, Recount write Fred's Kite Adventure using video to support. (1 week)</p> <p>Poem: Autumn descriptive poems, adjectives, similes, alliteration, shape poems. (2 weeks)</p> <p>Narrative Fiction: Paddington Bear Adventures Describing the characters, Writing the next Paddington Bear adventure (4 weeks)</p> <p>RTF 1 week with a Christmas themed focus Sentence types Questions Capital letters Noun phrases</p>	<p>Narrative Fiction: Little Red Riding Hood <i>Sharing a twisted fairytale 'Little Red Reading Hood' by Lucy Rowland. Reading</i> <i>Children to create their own twisted tale of Little Red Riding Hood by changing the characters and settling. (3 weeks)</i></p> <p>Non-Fiction: Recipe writing for Mr Wolf <i>Non-fiction unit – instructional writing for Mr Wolf to explain how to make a Pizza and broaden his food choices other than Pigs and Little Red Riding Hood! (Recipes with links to DT). (2 weeks)</i></p> <p><i>Write a letter to Mr Wolf (1 week)</i></p> <p>Non-Fiction: Big Cats <i>Non-fiction unit - non-chronological reports about Big Cats. (Links to trip to Safari Park)</i></p> <p>Fictional recount a mixed-up recount –Write a funny mixed-up recount of our trip to the Safari Park. Text to inspire – Field Trip to the Moon.</p> <p>Narrative Fiction: Wombat Goes Walkabout <i>Write the next chapter of the story based on the book 'Wombat goes Walkabout' by Michael Murpurgo</i></p>	<p>Non Fiction - Fact files</p> <p>Non-Fiction: Letter Florence writes home about the conditions of the hospitals</p> <p>Narrative Fiction: Writing a narrative with a problem and solution Seaside adventure story with links to caring for the Oceans Text - Harry Saves the Ocean</p> <p>Narrative Poetry: If I were in Charge of the school <i>Poetry writing inspired by the poem 'If I were in Charge of the World.'</i></p> <p>Non fiction -</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p>FICTION: Stone Age Boy by Satoshi Kitamura <i>Narrative - fantasy (SAB & G)</i></p> <p>FICTION: Stone Age Boy v.s Om (G) <i>Characterising speech</i></p> <p>NON-FICTION: Boudicca Betrayed (G) <i>Letter – recount</i></p>	<p>FICTION: Escape from Pompeii by Christina Ballit & A Day in Pompeii (G) <i>Setting description</i></p> <p>NON-FICTION: Peril in Pompeii! (G) <i>Newspaper report - recount</i></p> <p>NON_FICTION: Battle with the Best – Join the Roman Army (G) <i>Persuasive advert</i> <i>(All link to History)</i></p>	<p>FICTION: Fairytales (check which ones Y1/2 are doing twisted versions of)</p> <p>NON-FICTION: The Iron Man by Ted Hughes & How to Build an Iron Giant (G) <i>Instructions</i></p> <p>FICTION: Mary Anning's Extraordinary Discovery (G) <i>Narrative</i> <i>(Science link)</i></p>



	<p>FICTION: Charlie and the Chocolate Factory by Roald Dahl & Golden Ticket Birthday Excitement! (G) <i>Narrative</i></p> <p>FICTION: Charlie and the Choc Factory by Roald Dahl <i>Playscript</i></p> <p>NON_FICTION: Is it better to live in Shiremoor or Newcastle city centre? (G) <i>Discussion</i> <i>(Link to Geography)</i></p>	<p>FICTION: The Last Bear by Hannah Gold <i>Narrative – adventure &/or character description</i></p> <p>NON_FICTION: How do Plants Grow? (G) <i>Explanation</i> <i>(Science link)</i></p> <p>POETRY: I Asked the Little Boy Who Cannot See by Anon <i>Structured poetry</i></p>	<p>NON_FICTION: Europe (G) <i>Non-Chronological Report</i></p> <p>FICTION: A Fable – The Lion and the Mouse? (G)</p> <p>NON-FICTION: Thomas Edison (G) or other inventor <i>Biography</i> <i>(Science link)</i></p>
Year 4	<p>Fiction: Feast <i>Story writing based on the short Disney animation ‘Feast’.</i></p> <p>Non-Fiction – Vikings (G) Non-Chronological report - Link to History topic.</p> <p>Fiction: The River Poetry unit based on the poem The River</p> <p>Fiction – The creature News report – script writing</p> <p>Fiction – Christmasaurus Narrative based on the Tom Fletcher book – include character description, setting description and final story</p> <p>Non-Fiction: <i>Non-fiction unit – formal letter writing. Link to Christmasaurus</i></p> <p>History end of unit assessment (Autumn 1) - writing an information sheet or leaflet about the Vikings. (History link)</p>	<p>Fiction: Aladdin and the Enchanted Lamp’ Story writing is based on the book ‘Aladdin and the Enchanted Lamp’ by Phillip Pullman.</p> <p>Non-Fiction: Instruction Writing Link to History – how to make Mayan hot chocolate.</p> <p>Diary entry – life as a Maya child (history link)</p> <p>Non-Fiction: Bats (G) <i>information booklet about bats including persuasive writing</i></p> <p><i>Fiction: Creative writing</i> <i>Pigeon impossible.</i></p> <p><i>Poetry:</i> <i>Acrostic, haiku and kennings</i></p>	<p>Fiction: The Great Chocoplot <i>Story writing based on the book ‘The Great Chocoplot’ by Chris Callaghan</i></p> <p>Poetry: Still I Rise <i>Poetry writing based on the poem ‘Still I Rise’ by Maya Angelou.</i></p> <p>Non-Fiction: Holiday Brochure <i>Persuasive writing based on the ‘Sicilian Holiday brochure’.</i></p> <p><i>Non-Fiction: Monarchs</i> <i>Newspaper Report about a famous monarch coming to the throne</i></p> <p><i>Fiction: Blogging gone wrong (G)</i> <i>Narrative writing about internet safety – telling the story of what happens when something goes wrong on the internet</i> <i>(link to computing)</i></p>
Year 5	<p>A1 – Fiction: Setting Description – The Stormy Coast (Grammarsaurus) Link to geography Coasts unit</p> <p>A1 – Fiction- Narrative- The Storm Keeper’s Island- Link to class novel and Geography unit</p> <p>A1- Non-Fiction-</p> <p>A2 - Non-Fiction: <i>Non-fiction unit – Biographies. There is also a Tutankhamun model text on Grammarsaurus. Link to History ‘Ancient Egypt’.</i></p> <p>A2 – Non-Fiction: Diary – Howard Carter finding Tut’s tomb. Link to History ‘Ancient Egypt’.</p>	<p>Sp1 - Fiction: One Small Step – Narrative <i>Story writing based on the short animation ‘One Small Step’.</i> Link to Science ‘Space’ (Jane Considine)</p> <p>Sp1 - Poetry: The Highwayman <i>Poetry writing based on ‘The Highwayman’ by Alfred Noyes (Jane)</i></p> <p>Sp2 – Non-fiction: Newspaper report – Based on the highwayman.</p> <p>Sp2 – Fiction: Character description - Medusa the gorgon (Grammarsaurus) Link to History Ancient Greece</p>	<p>S1 - Non-Fiction: Discussion – Is 2030 soon enough to become Carbon Neutral? (Grammarsaurus) Link to Geography Energy and Sustainability.</p> <p>S1 - Fiction: Kensuke’s Kingdom - <i>Story writing based on the book ‘Kensuke’s Kingdom’ by Michael Morpurgo.</i></p> <p>S2 - Non-fiction: Instructions - How to be a Victorian criminal (Grammarsaurus) Link to History Industrial Revolution.</p> <p>S2 – Fiction: Narrative - Workhouse sorrow (Grammarsaurus) Link to History Industrial Revolution.</p> <p>Playscript based on Street Child (2023-24 only)</p>



	A2- Fiction		
Year 6	<p>Fiction: An adventure story based on The Explorer (Katherine Rundell) – 3 weeks</p> <p>Fiction: Interview with characters from The Explorer – 1-2 weeks (see Miss Benson’s Beetle epilogue for ideas)</p> <p>Non-fiction description of the rainforest based on descriptions in The Explorer and David Attenborough video clips (1-2 weeks)</p> <p>Non-fiction: Non-chronological report about mountains (Geography link) – 1-2 weeks following Mountains unit.</p> <p>Non-fiction: Recount based on Letters from the Lighthouse – 3 weeks</p>	<p>Non-fiction: How to be Happy (explanation and instructional text) based on “Live Green”</p> <p>Non-fiction: diary entries from various characters in WWII (History link)</p> <p>Fiction: describing character and setting (the Hexagriff and Saphira from Grammarsaurus)</p> <p>Fiction: short story The Piano (Literacy Shed)</p> <p>Fiction: Oktapodi (a descriptive story based on a short animation)</p> <p>Fiction – time spent on I Spy – a novel set in Bletchley Park plus time with the author (alternate years)</p>	<p>Non-fiction: a non-chronological report based on The Origin of Species.</p> <p>Fiction: free writing based on the beginning of Ember Shadows and the Fates of Mount Never by Rebecca King (focus on creativity – 2023-24 only due to needing to improve creativity. – 1 week</p> <p>Fiction: Character description, creation of inventions, ideas and new words, writing a new chapter of a story (based on The Ten Riddles of Eartha Quicksmith, including a day with the author.)</p> <p>Some short writes across different fiction and non-fiction genres, working independently and speedily with minimal adult input – using Pobble, Literacy Shed, Grammarsaurus and other sources.</p>



Writing Progression

During their Reception year, children are taught to:

- start writing on the left, sitting letters on the lines;
- write simple phrases and sentences that can be read by others;
- re-read what they have written to check that it makes sense.

Within English lessons from Years 1 - 6, with increasing levels of difficulty and skill as they progress, children are taught to:

- develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional);
- develop positive attitudes towards and stamina for writing by writing about real events;
- develop positive attitudes towards and stamina for writing by writing poetry;
- develop positive attitudes towards and stamina for writing by writing for different purposes;
- consider what they are going to write before beginning by planning or saying out loud what they are going to write about;
- consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence;
- make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils;
- make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;
- make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly);
- read aloud what they have written clearly enough to be heard by their peers and the teacher and with appropriate intonation to make the meaning clear;
- write sentences by sequencing sentences to form short narratives;
- discuss what they have written with the teacher or other pupils;
- read aloud their writing.



During their Reception year, children are taught to:

- ask questions to find out more and check they understand what has been said to them;
- listen to and talk about stories;
- use new vocabulary;
- articulate their ideas and feelings in well-formed sentences;
- participate in small group, class and one-to-one discussions, offering their own ideas.

Within English lessons from Years 1 - 6, with increasing levels of difficulty and skill as they progress, children are taught to:

- ask relevant questions to extend understanding and knowledge;
- use relevant strategies to build vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener(s);
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word structure	<p>Know single sounds and sound blends and be able to represent them with a letter or letters.</p>	<p>Use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>Know that the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p>	<p>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</p> <p>Form adjectives using suffixes such as –ful, –less.</p> <p>Use the suffixes –er, –est in adjectives and –ly in Standard English to turn adjectives into adverbs.</p>	<p>Form nouns using a range of prefixes [for example super–, anti–, auto–].</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p>	<p>Know the grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–].</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence structure	<p>Begin to recognise simple sentences and conjunctions.</p>	<p>Know words can combine to make sentences.</p> <p>Join words and clauses using ‘and’.</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p>	<p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].</p> <p>Use adverbs [for example, then, next, soon, therefore].</p>	<p>Know that noun phrases can be expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures</p>



			Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Use prepositions [for example, before, after, during, in, because of].	Use fronted adverbials [for example, Later that day, I heard the bad news.]	example, might, should, will, must]	typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Write simple sentences that can be read by others.	Sequence sentences to form short narratives.	<p>Make correct choices and consistently use the present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting.</p>	<p>Understand paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Separate words with spaces.</p> <p>Form lower case and capital letters correctly and use them to demarcate sentences.</p>	<p>Separate words with spaces.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and for the personal pronoun 'I'.</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p>	<p>Use inverted commas to punctuate direct speech.</p>	<p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Use apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	<p>letter</p> <p>capital letter</p> <p>word</p> <p>sentence</p> <p>full stop</p> <p>question exclamation mark</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural,</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question</p> <p>exclamation mark</p>	<p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>suffix</p> <p>adjective</p> <p>adverb</p> <p>verb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>consonant letter</p> <p>vowel</p> <p>vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun</p> <p>possessive pronoun</p> <p>adverbial</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>