## <u>English Learning Journey Overview – Frogs Class</u>

### In English we will be exploring the text...

**Autumn 1:2025** 

Tuesday by David Wiesner



# Progression Step 2

### **Transcription: Spelling**

- Identifies or writes 5+ graphemes on hearing corresponding phonemes
- Identifies or writes 10+ graphemes on hearing corresponding phonemes (PKSS)
- Groups letters/symbols together
- Writes a variety of letters within groups of written 'words'
- Varies the length of written 'words' Inputs numerals to five on computer with support
- Orders symbols from left to right Identifies the initial letter of their name
- Writes the first letter of their name with support
- Writes the first letter of their name independently
- Writes several letters of their name when mark-making

### **Transcription: Handwriting and Presentation**

- Forms correctly most of the 5+ lower-case letters in Standard 2 of English language comprehension and reading
- Forms correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading (PKSS)
- Colours in a picture and tries to keep within the lines
- Copies simple shapes
- Makes marks for name with some recognisable letters
- Represents a person, story or event artistically
- Uses tools with their preferred hand
- Holds pencil correctly and with sufficient grip, most of the time
- Returns up a vertical stroke, e.g. as in 'n'
- Writes in lines
- Traces numbers one to five
- Writes letters of inconsistent size
- Traces large shapes
- Traces letter shapes
- Traces simple shapes
- Joins the dots to draw a square
- Joins the dots to draw a triangle

# **Skills of Composition and Transcription**

DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
Writing	Making predictions, gathering information, writing in the third and first person narrative			Role play, sequence a story and write a		tory in the style of	
Outcomes:			newspaper article			<b>,</b>	
Progression Step 2	<ul> <li>Talk about an imaginary place</li> <li>Makes marks, including some letters, with the intention of conveying meaning</li> <li>Starts writing on left of page</li> <li>Suggests a phrase to include in their work</li> <li>Sequences two pictures of daily events, eg: first - eat breakfast, then go to school</li> <li>Spacing varies in length</li> <li>Leaves a space between groups of letters/symbols</li> <li>Makes statements or phrases in past tense</li> </ul>		<ul> <li>Talk about an imaginary place</li> <li>Adds simple details to another person's retelling of a story</li> <li>Attempts to write words other than their name</li> <li>Makes marks, including some letters, with the intention of conveying meaning</li> <li>Starts writing on left of page</li> <li>Suggests a phrase to include in their work</li> <li>Sequences two pictures of daily events, eg: first - eat breakfast, then go to school</li> <li>Spacing varies in length</li> <li>Leaves a space between groups of letters/symbols</li> </ul>		<ul> <li>Talk about an imaginary place</li> <li>Adds simple details to another person's retelling of a story</li> <li>Attempts to write words other than their name</li> <li>Makes marks, including some letters, with the intention of conveying meaning</li> <li>Starts writing on left of page</li> <li>Suggests a phrase to include in their work</li> <li>Spacing varies in length</li> <li>Leaves a space between groups of letters/symbols</li> <li>Makes statements or phrases in past tense</li> </ul>		
Progression Step 3	<ul> <li>Groups letters in</li> <li>Identifies the init</li> <li>Represents a wo</li> <li>Sorts words and</li> <li>Sounds each lett</li> <li>Writes letters from</li> <li>Writes their own</li> </ul>	correct initial letter of word word blocks	Identifies words beginning of the words are not said as they wen letter sounds	with letter sounds from thei are spelt, e.g. the	r name		

• Spells words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes, e.g. cat, pot, in (PKSS)

• Identifies or writes 20+ graphemes on hearing corresponding phonemes from the letter in Standard 3 of English language comprehension and reading (PKSS)

• Finds named letters on a QWERTY keyboard

• Spells some two letter words correctly

• Says the letter name of a sound to help when writing a word with support

Transcription: Handwriting and Presentation  Forms correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading (PKSS)  Copies underneath writing Copies writing patterns Lessens the movement of their arm when writing, e.g. makes more movements with their hand Positions the paper correctly Holds the paper while writing Presses keys and the space bar on a keyboard to produce text Writes the letter shapes of a given handwriting family Colours in a picture and keeps within the lines most of the time Handwrites letters which are recognisable								
	<ul> <li>Holds a pencil correctly</li> <li>Writes the letters shapes of own name</li> <li>Moves across the page from left to right when writing</li> <li>Separates their pictures and writing clearly</li> <li>Writes numbers to five</li> <li>Orientates most letters correctly</li> </ul>							
DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25	
Writing		s, gathering information, v						
Outcomes:		first person narrative	•	newspaper article				
Progression Step 3	<ul> <li>Make a simple pictorial representation of what they have seen</li> <li>Name characters in a story</li> <li>Orders a series of three pictures in the correct time sequence, EG: have breakfast, go to school, go home</li> <li>Label a simple diagram</li> <li>Make contributions to group writing</li> <li>Offers a phrase or short sentence to describe a character</li> <li>Offers a phrase or short sentences to describe a scene</li> <li>Offers a phrase or short sentence to describe how a character felt</li> <li>Describes the quality of an object using appropriate language, EG: big/small</li> <li>Expresses ideas in longer phrases using the past tense correctly</li> </ul>		Role play, sequence a story and write a newspaper article  Make a simple pictorial representation of what they have seen  Name characters in a story Make contributions to group writing  Offers a phrase or short sentence to describe a character  Offers a phrase or short sentences to describe a scene  Offers a phrase or short sentence to describe how a character felt  Describes the quality of an object using appropriate language, EG: big/small  Expresses ideas in longer phrases using the past tense correctly  Puts spaces between words inconsistently		<ul> <li>Plan and write a story in the style of</li> <li>Make a simple drawing to illustrate their idea</li> <li>Names a character in a story</li> <li>Make contributions to group writing</li> <li>Offers a phrase or short sentence to describe a character</li> <li>Offers a phrase or short sentences to describe a scene</li> <li>Offers a phrase or short sentence to describe how a character felt</li> <li>Describes the quality of an object using appropriate language, EG: big/small</li> <li>Expresses ideas in longer phrases using the past tense correctly</li> <li>Puts spaces between words inconsistently</li> </ul>			

Year 1	Transcription: Spelling	g							
	Writes initial soul	Writes initial sounds of words							
	Writes final sour	Writes final sounds of words							
	Spells words cor	Spells words containing phonemes taught							
	Identifies or writ	• Identifies or writes 40+ graphemes on hearing corresponding phonemes from the letter in Standard 4 of English language comprehension and reading (PKSS)							
	Says the letter notes:								
	Spells a few com	Spells a few common exception words, e.g. I, he, said, of (PKSS)							
	Aware that each								
	Applies some sir	<ul> <li>Applies some simple spelling rules from the Spelling Appendix</li> <li>Attempts to write simple sentence dictated by teacher, which includes common words</li> <li>Transcription: Handwriting and Presentation</li> </ul>							
	Attempts to writ								
	<b>Transcription: Handw</b>								
	<ul> <li>Uses a comforta</li> </ul>	ble pencil grip							
	Sits correctly wh	en writing							
	Begins letters in	the correct place							
	<ul> <li>Moves round let</li> </ul>	ters in correct direction							
	<ul> <li>Finishes letters of</li> </ul>	Finishes letters correctly							
	Writes most upp								
	Forms most lower	er-case letters correctly (PK	SS)						
DATE:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
	01.09.25	08.09.25	15.09.25	22.09.25	29.09.25	06.10.25	13.10.25		
Writing	Making predictions	, gathering information, v	vriting in the third and	Role play, sequence a story and write a Plan and write a story in the style of					
Outcomes	<b>:</b>	first person narrative		newspaper article					
Year 1	<ul> <li>Talk about what</li> </ul>	they wish to write		<ul> <li>Talk about what the</li> </ul>	ey wish to write	<ul> <li>Talk about what they wish to write</li> </ul>			
	<ul> <li>Says sentences a</li> </ul>	aloud before writing		<ul> <li>Says sentences aloud before writing</li> <li>Discusses where they think a punctuation lark should be placed after reading aloud their</li> </ul>		<ul> <li>Says sentences aloud before writing</li> <li>Discusses where they think a punctuation lark should be placed after reading aloud their</li> </ul>			
	<ul> <li>Discusses where</li> </ul>	they think a punctuation la	rk should be placed after						
	reading aloud th	<u> </u>							
		ing phrases or short senten		writing		writing			
		in order, to create a simple	narrative	<ul> <li>Conveys information</li> </ul>	on using phrases or short	<ul> <li>Conveys ideas usir</li> </ul>	ng phrases or short		
	,	ce between words		sentences		sentences			
		uate with capital letters and	•	•	n sentences and says them	•	n sentences and says them		
	Includes capital 1	I for personal pronoun som	etimes after discussion		ion with the teacher		sion with the teacher		
					order, to create a simple		order, to create a simple		
				narrative		narrative			
				Puts regular space		Puts regular space			
					e with capital letters and		te with capital letters and		
				full stops		full stops			
				Includes capital I for a second	·	Includes capital I for a serior of the	·		
				sometimes after dis		sometimes after di			
				Iviakes amendment	s on reading own writing	•	ters to begin names of		
						people sometimes			
						• iviakes amenumen	ts on reading own writing		

Year 2	Transcription: Spelling	g								
	Spells most grap	Spells most graphemes correctly								
	Uses phonic kno	Uses phonic knowledge to spell unknown words								
	Attempts to use sound of one word to assist with spelling another word									
	<ul> <li>Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (PKSS)</li> <li>Transcription: Handwriting and Presentation</li> <li>Lower-case letters are mostly of a consistent height and size</li> <li>Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (PKSS)</li> <li>Begins to join some letters</li> <li>Uses spacing between words (PKSS)</li> <li>Begins to use diagonal strokes to join letters</li> </ul>									
	Begins to use ho	orizontal strokes to join lett	ers							
	<ul> <li>Knows some lett</li> </ul>	ers should not be joined								
	Writes un-joined	l letters legibly								
	Forms lower-cas	e letters in the correct dire	ction, starting and finishing i	n the right place (PKSS)						
	Forms lower-cas	e letters of the correct size,	relative to one another in so	ome of their writing (PKSS)						
	Uses the diagon	al and horizontal strokes								
DATE:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
	01.09.25	08.09.25	15.09.25	22.09.25	29.09.25	06.10.25	13.10.25			
Writing	Making predictions	, gathering information, v	writing in the third and	Role play, sequence	a story and write a	Plan and write a s	tory in the style of			
Outcomes:		first person narrative		newspap	er article					
Year 2	·	ney want to say sentence by		Captures what they want to say sentence by		<ul> <li>Captures what they want to say sentence by</li> </ul>				
	•	nd phrases to include in the		sentence		sentence				
	<ul> <li>Chooses approp</li> </ul>	riate vocabulary for the tas	k	<ul> <li>List key words and</li> </ul>	phrases to include in their	List key words and phrases to include in their				
	•	oherent narratives about pe	ersonal experiences and	writing		writing				
	those or others			Chooses appropriate vocabulary for the task		Chooses appropriate vocabulary for the task				
		description of a character/p		·	rent narratives about	<ul> <li>Builds a simple des</li> </ul>	cription of a			
	·	Uses the present and past tense mostly correctly and consistently     personal experiences and those or others     character/place								
	<ul> <li>Writes in different forms for different purposes</li> <li>(real or fictional)</li> <li>Uses the present and past tense mostly</li> </ul>									
						Uses the present ar	•			
	Makes simple ac	lditions, revisions and proo		Builds a simple description		Uses the present are correctly and consists.	stently			
	Makes simple active their own writing	dditions, revisions and proo	f-reading corrections to	<ul> <li>Builds a simple descention character/place</li> </ul>	cription of a	<ul> <li>Uses the present ar correctly and consist</li> <li>Creates a simple at</li> </ul>	•			
	<ul><li>Makes simple active their own writing</li><li>Expands noun p</li></ul>	dditions, revisions and proo g hrases to add detail with so	f-reading corrections to ome support	<ul><li>Builds a simple description</li><li>character/place</li><li>Uses the present an</li></ul>	cription of a and past tense mostly	<ul> <li>Uses the present ar correctly and consis</li> <li>Creates a simple at day</li> </ul>	mosphere, EG: cold, rainy			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> </ul>	cription of a and past tense mostly stently	<ul> <li>Uses the present ar correctly and consist</li> <li>Creates a simple at day</li> <li>Ensures story has a</li> </ul>	stently			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively and</li> </ul>	cription of a  nd past tense mostly stently and coherently for different	<ul> <li>Uses the present ar correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> </ul>	mosphere, EG: cold, rainy beginning, middle and			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively are purposes, drawing of the present are consistent and consists</li> </ul>	cription of a  and past tense mostly stently and coherently for different on their reading to inform	<ul> <li>Uses the present ar correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different forms</li> </ul>	mosphere, EG: cold, rainy beginning, middle and			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively are purposes, drawing of the vocabulary and</li> </ul>	cription of a  and past tense mostly stently and coherently for different on their reading to inform grammar of their writing	<ul> <li>Uses the present ar correctly and consist</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different for purposes</li> </ul>	stently mosphere, EG: cold, rainy beginning, middle and forms for different			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively are purposes, drawing of the vocabulary and</li> <li>Writes in different from the construction of the simple construction.</li> </ul>	cription of a  and past tense mostly stently and coherently for different on their reading to inform grammar of their writing	<ul> <li>Uses the present ar correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different for purposes</li> <li>Makes simple additional corrections</li> </ul>	stently mosphere, EG: cold, rainy beginning, middle and forms for different tions, revisions and proof-			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple descendent of the contracter of the present are correctly and consistent of the vocabulary and the vocabulary and of the vocabulary and of the purposes</li> </ul>	cription of a  ad past tense mostly stently ad coherently for different on their reading to inform grammar of their writing orms for different	<ul> <li>Uses the present are correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different for purposes</li> <li>Makes simple additional reading corrections</li> </ul>	stently mosphere, EG: cold, rainy beginning, middle and forms for different tions, revisions and proof- to their own writing			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively are purposes, drawing of the vocabulary and</li> <li>Writes in different for purposes</li> <li>Makes simple additional characteristics</li> </ul>	cription of a  ad past tense mostly stently ad coherently for different on their reading to inform grammar of their writing orms for different ions, revisions and proof-	<ul> <li>Uses the present are correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different for purposes</li> <li>Makes simple additional reading corrections</li> <li>Expands noun phragasis</li> </ul>	stently mosphere, EG: cold, rainy beginning, middle and forms for different tions, revisions and proof-			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively are purposes, drawing of the vocabulary and</li> <li>Writes in different for purposes</li> <li>Makes simple additional reading corrections</li> </ul>	and past tense mostly stently and coherently for different on their reading to inform grammar of their writing forms for different ions, revisions and proofto their own writing	<ul> <li>Uses the present are correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different for purposes</li> <li>Makes simple additing corrections</li> <li>Expands noun phrases</li> </ul>	beginning, middle and forms for different tions, revisions and proofs to their own writing uses to add detail with			
	<ul> <li>Makes simple active their own writing</li> <li>Expands noun p</li> <li>Mainly keeps to</li> </ul>	dditions, revisions and proo g hrases to add detail with so one tense in the course of	f-reading corrections to ome support their writing	<ul> <li>Builds a simple described character/place</li> <li>Uses the present are correctly and consists</li> <li>Writes effectively are purposes, drawing of the vocabulary and</li> <li>Writes in different for purposes</li> <li>Makes simple additional reading corrections</li> </ul>	cription of a  ad past tense mostly stently ad coherently for different on their reading to inform grammar of their writing orms for different ions, revisions and proof-	<ul> <li>Uses the present are correctly and consists</li> <li>Creates a simple at day</li> <li>Ensures story has a end</li> <li>Writes in different for purposes</li> <li>Makes simple additing corrections</li> <li>Expands noun phrases</li> </ul>	stently mosphere, EG: cold, rainy beginning, middle and forms for different tions, revisions and proof- to their own writing			

Year 3	<ul> <li>Mainly keeps to one tense in the course of their writing</li> <li>Uses simple time references to show different sections, eg: Next/then</li> <li>Demarcates some sentences with capital letters and full stops</li> <li>Attempts to apply spelling rules for prefixes and suffixes, doing so correctly some of the time</li> <li>Applies spelling rules to commonly misspelt words correctly some of the time</li> <li>Attempts to spell common homophones correctly Spells 25 words from the Spelling Appendix correctly</li> <li>Spells 50 words from the Spelling Appendix correctly in the course of their writing</li> <li>Checks words in dictionary using the first two or three letters</li> <li>Transcription: Handwriting and Presentation</li> <li>Diagonal and horizontal joins to letters with ascenders</li> <li>Diagonal and horizontal joins to letters with ascenders</li> <li>Demonstrates understanding of which letters should or should not be joined in the majority of their writing</li> <li>Handwrites with clear and consistent ascenders, and with consistent spacing between letters and words</li> </ul>						then sentences with capital	
DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25	
Writing	Making predictions	, gathering information,	writing in the third and	Role play, sequenc	e a story and write a	Plan and write a s	tory in the style of	
Outcomes:		first person narrative		newspaper article				
Year 3	<ul> <li>Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to use</li> <li>Rehearses sentences orally to check/help to extend vocabulary/grammar</li> <li>Matches their vocabulary to the style with a few errors of tone, EG: letter to friend or letter of complaint</li> <li>Usually demonstrates consistent use of tense, some slips as writing continues</li> <li>Uses capital letters and full stops to demarcate simple sentences correctly, generally using question marks and commas for lists without prompting</li> </ul>		<ul> <li>Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to use</li> <li>Rehearses sentences orally to check/help to extend vocabulary/grammar</li> <li>Matches their vocabulary to the style with a few errors of tone, EG: letter to friend or letter of complaint</li> <li>Re-reads, pinpointing places they can add description, noting errors of spelling, punctuation and lack of sense</li> <li>Usually demonstrates consistent use of tense, some slips as writing continues</li> <li>Uses capital letters and full stops to demarcate simple sentences correctly, generally using question marks and commas for lists without prompting</li> <li>Occasionally uses some ambitious vocabulary</li> <li>Attempts to group information/themes into paragraphs</li> </ul>		<ul> <li>extend vocabulary/</li> <li>Re-reads, pinpointing description, noting punctuation and la</li> <li>Usually demonstrate some slips as writing</li> <li>Uses capital letters demarcate simple segmentally using question for lists without processionally uses segmentally uses</li></ul>	ng places they can add errors of spelling, ck of sense tes consistent use of tense, ng continues and full stops to sentences correctly, estion marks and commas		

Year 4	Transcription: Spelli	Transcription: Spelling									
rear 4	-		es and suffives in the English A	unnendiy 1 correctly most o	of the time						
		<ul> <li>Attempts to apply spelling rules for prefixes and suffixes in the English Appendix 1 correctly most of the time</li> <li>Applies spelling rules to commonly misspelt words correctly most of the time</li> </ul>									
	<ul> <li>Attempts to spell further homophones correctly</li> <li>Uses possessive apostrophe in regular plurals in the course of their writing, mostly correctly</li> <li>Attempts to add possessive apostrophe in irregular plurals</li> <li>Uses first two or three letters of words to check in dictionary, gaining speed to find word</li> <li>Writes down a dictation of simple sentences with mostly correct spelling and punctuation taught at this level</li> </ul>										
	<ul> <li>Spells 25 words from the Spelling Appendix correctly</li> </ul>										
	•	from the Spelling Appendi	•								
	•	writing and Presentation	,								
	-	s a joined-up handwriting st	tvle								
	•	•	ape, spaced so letters on diff	erent lines do not meet							
		he development of own sty	•								
			-								
DATE:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
	01.09.25	08.09.25	15.09.25	22.09.25	29.09.25	06.10.25	13.10.25				
Writing	Making prediction	s, gathering information,	writing in the third and	Role play, sequence	a story and write a	Plan and write a s	tory in the style of				
Outcomes:	s: newspaper article										
Year 4		abulary which follows the s		<ul> <li>Lists vocabulary which follows the</li> </ul>		<ul> <li>Lists vocabulary which follows the</li> </ul>					
		es sentences orally, noting v	where they can add	style they are		<ul> <li>style they are writing in</li> <li>Rehearses sentences orally, noting where they can add detail/changes structure</li> </ul>					
		anges structure			intences orally, noting						
		xt to evaluate use of words	and unnecessary	•	an add detail/changes						
	repetitio			structure							
		mple expanded noun phras	ses to aid description or		evaluate use of words		evaluate use of words				
	specifica				sary repetition		sary repetition				
	· ·	s to vary sentence structure	and indicate sentences	·	e expanded noun phrases	•	e expanded noun phrases				
		re than one clause	d tim	·	otion or specification		ption or specification				
	• Demons	trates consistent use of tens	se and time	•	vary sentence structure	Demonstrate     and time	es consistent use of tense				
				one clause	sentences with more than		ors of consistency,				
					es consistent use of tense	•	hy they are incorrect and				
				and time	es consistent use of tense	, ,	nges, EG: tense				
					ors of consistency,	_	own writing aloud with the				
				·	hy they are incorrect and		ne, tome and with				
					ges, EG: tense	appropriate					
					own writing aloud with the	• • • •	n writing, noting errors of				
					me, tome and with		punctuation and				
							•				
	appropriate intonation suggesting how they can be corrected										