



# Ryhope Infant School Academy

## Progression in Writing Document

Nursery – Year 2

Updated September 2021

# Birth to 5 Matters

## Writing In the EYFS

Range 1	Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language). What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development)
Range 2	
Range 3	As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. <ul style="list-style-type: none"><li>• Begins to understand the cause and effect of their actions in mark making</li><li>• Knows that the marks they make are of value</li><li>• Enjoys the sensory experience of making marks</li></ul>
Range 4	Distinguishes between the different marks they make <ul style="list-style-type: none"><li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li></ul>
Range 5	<ul style="list-style-type: none"><li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li><li>• Sometimes gives meaning to their drawings and paintings</li><li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li><li>• Includes mark making and early writing in their play</li><li>• Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right</li><li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li><li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li><li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li></ul>
Range 6	<ul style="list-style-type: none"><li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li><li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li><li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li><li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li><li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li></ul>
ELG - Writing	Children at the expected level of development will: <ul style="list-style-type: none"><li>- Write recognisable letters, most of which are correctly formed;</li><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>- Write simple phrases and sentences that can be read by others.</li></ul>

Y1 Programme of Study - Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Reading assessment evidence in Year 1 should focus on:

Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading
- receive rigorous regular phonic teaching
- sound out and blend unfamiliar words quickly and accurately
- learn common exception words
- acquire strategies for reading words without overt sounding out and blending
- hear and share a wide range of high-quality books with adults and each other
- develop comprehension through listening and high-quality discussion with the teacher
- broaden oral vocabulary

Birth to 5 Matters

Range	Literacy - Writing	Physical - Moving and Handling
1	<p>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language). What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development)</p>	<p>Physical - Moving and Handling</p> <ul style="list-style-type: none"> <li>• Gradually develops ability to hold up own head</li> <li>• Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together</li> <li>• Follows and tracks a sound or moving object, moving head and eyes</li> <li>• When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising</li> <li>• Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp</li> <li>• Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back</li> <li>• Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer</li> <li>• Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing)</li> <li>• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms</li> <li>• Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards</li> <li>• Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations</li> </ul>
2		<ul style="list-style-type: none"> <li>• Belly crawling moves into crawling up on hands and knees</li> <li>• Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects</li> <li>• Sits unsupported on the floor, leaving hands free to manipulate objects with both hands</li> <li>• Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them</li> <li>• Enjoys finger and toe rhymes and games</li> <li>• Pulls to standing from crawling, holding on to furniture or person for support</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising)</li> <li>• Starts walking independently on firm surfaces and later on uneven surfaces</li> <li>• Points with first finger, sharing attention with adult</li> <li>• Starts to throw and release objects overarm</li> <li>• Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</li> <li>• Pushes, pulls, lifts and carries objects, moving them around and placing with intent</li> <li>• Climbs inside, underneath, into corners and between objects</li> <li>• Manipulates objects using hands singly and together, such as squeezing water out of a sponge</li> </ul>
3	<p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</p> <ul style="list-style-type: none"> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Knows that the marks they make are of value</li> <li>• Enjoys the sensory experience of making marks</li> </ul>	<p>Develops security in walking upright using feet alternately and can also run short distances</p> <ul style="list-style-type: none"> <li>• Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time</li> <li>• Changes position from standing to squatting and sitting with little effort</li> <li>• Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</li> <li>• Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand)</li> <li>• Shows interest, dances and sings to music rhymes and songs, imitating movements of others</li> <li>• Can walk considerable distance with purpose, stopping, starting and changing direction</li> <li>• Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other</li> <li>• When holding crayons, chalks etc, makes connections between their movement and the marks they make</li> <li>• Uses gesture and body language to convey needs and interests and to support emerging verbal language use</li> </ul>
4	<p>Distinguishes between the different marks they make</p> <ul style="list-style-type: none"> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>• Sits comfortably on a chair with both feet on the ground</li> <li>• Runs safely on whole foot</li> <li>• Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>• Jumps up into the air with both feet leaving the floor and can jump forward a small distance</li> <li>• Begins to walk, run and climb on different levels and surfaces</li> <li>• Begins to understand and choose different ways of moving</li> <li>• Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</li> <li>• Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>• Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> </ul>
5	<ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul>
6	<ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement</li> </ul>

	<p>with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>	<p>such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>• Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>
ELG	<p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p><u>Fine Motor Skills</u> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p><u>Gross Motor Skills</u> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

### Progression - Development Matters - National Curriculum

## Nursery, Reception, Year 1 and 2 Writing

	Nursery	Reception	Year 1	Year 2													
Phonic and whole word spelling	Letters and Sounds - Phase 1, 7 aspects - Aspect 1 - Environmental Sound Discrimination Aspect 2 - Instrumental Sound discrimination Aspect 3 - Body Percussion Sound Discrimination Aspect 4 - Rhythm and Rhyme Aspect 5 - Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral Blending and segmenting	Tricky words from Little Wandle Letters and Sounds Revised phase 2,3,4 spelt correctly. Common words using GPC'S <table border="1"> <tr> <td>Writing: EGG</td> <td>Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</td> </tr> </table>	Writing: EGG	Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Words containing each of the 40+ phonemes taught . Common Exception Words The days of the week Name the letters of the alphabet in order. Using letters names to distinguish between alternative spellings of the same sound.	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Distinguishing between homophones and near homophones.											
Writing: EGG	Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.																
Other word building spelling	Having a go at writing names - spelt correctly and words of personal importance to the child.	<table border="1"> <tr> <td>Range 4</td> <td>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</td> </tr> <tr> <td>EGG</td> <td>Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</td> </tr> </table>	Range 4	• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	EGG	Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Using the spelling rule for adding -s or -es the plural marker for nouns and the third person singular marker for verbs Using the prefix -un Using -ing , -ed, -er, and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance from appendix 1	Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms. Apply spelling rules and guidelines from Appendix 1.									
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Transcription	Children give meaning to their marks and adults annotate.	ELG Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.													
Handwriting  At RISA we use the Letterjoin Handwriting Scheme throughout each year group.	<table border="1"> <thead> <tr> <th colspan="2">Physical - Moving and Handling</th> </tr> </thead> <tbody> <tr> <td>Range 4</td> <td>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with objects on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handbars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as lambskins, jigs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers</td> </tr> <tr> <td>Range 5</td> <td>Carries balls, jigs and marks making equipment using alternative feet • Balances using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</td> </tr> <tr> <td>Range 6</td> <td>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as shuffling, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, resting out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retroce vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</td> </tr> <tr> <td>ELG</td> <td>Fine Motor Skills Children at the expected level of development will: - 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Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letter and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of its letters.
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Nursery will use Letter join pattern making resources Reception – Letterjoin Printed Letters Module																	
EGG	Write recognisable letters, most of which are correctly formed: - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.																
Contexts for writing	Children offered experiences for writing in a variety of different contexts and varying scales and can give meaning to their marks. They can have a go at drawing / writing in response to an adult.			Writing narratives about personal experiences and those of others (fictional and real) Writing about real events Writing poetry Writing for different purposes.													

Planning writing	Tell an adult what you are going to draw / paint / make a picture of/ create. Speaking and listening activities -e.g draw a sun next to the cloud.	Tell an adult what you are going to draw / paint / make a picture of/ create. Tell an adult what they are going to write. Count your words. Repeat sentence Draw a story map.	Saying out loud what they are going to write about Composing a sentence orally before writing it	Planning or saying out loud what they are going to write about.
Drafting writing	Work as a group - mark making and adult annotating / scribing for children	Use word banks, sentence stands and whiteboards as support for early writing.	Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense.	Writing down ideas and /or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.
Editing writing		With support read back what they have written to check it makes sense.	Discuss what they have written with the teacher or other pupils.	Evaluating their writing with the teacher and the other pupils. Rereading to check that their reading makes sense and that verbs to indicate time are used correctly and consistently., including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation.
Performing Writing	Drama / role play, use children's work as a good example, Share their own work with their peers / staff /DHT / HT		Read their writing aloud clearly enough to be heard by their peers and teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary	Use vocabulary gained from repetitive texts in their play	Begin to spell correctly - Tricky words from phase 2,3,4 letters and sounds Common words Use vocabulary gained from repetitive texts in their play	Leaving spaces between words Joining words and joining clauses using 'and'	Expanded noun phrases to describe and specify.
Grammar			Regular plural noun suffixes -s, -es Verb suffixes where root word is unchanged - ing, -ed-er Un-prefix to change meaning of adjectives / adverbs To combine words making sentences, including using and. Sequencing sentences to form short narratives. Separation of words with spaces. Sentence demarcation(!?) Capital letters for nouns and pronouns	Sentences with different forms; statement, question, explanation and command. The present and past tenses correctly and consistently including the progressive form. Subordination(using when, if, that, or, and or but) Some features of written standard English Suffixes to form new words (-ful, -er, -ness,_) Sentence demarcation Commas in lists Apostrophes for omission and singular possession.
Punctuation		Introduce Capital letter to start a sentence Spaces between words A full stop at the end of a sentence.	Beginning to punctuate sentences using a capital letter and a full stop, question mark or explanation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Technology	Syllable, phoneme, beat, rhythm	Letter, Sentence, Capital letter, Full stop, Grapheme, Phoneme, digraph, trigraph	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, Grapheme, Phoneme, digraph, trigraph	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma, Grapheme, Phoneme, digraph, trigraph