

# Our Lady of Perpetual Succour Catholic Primary School

## We learn to love everyone as Jesus loves us



### ENGLISH: Writing Progression Map EYFS, KS1 & KS2

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handwriting</b>							
Handwriting	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can write recognisable letters, most of which are correctly formed</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can understand which letters belong to which handwriting 'families' and can practise these.</p> <p>I can form capital letters and the digits 0-9 with increasing accuracy</p> <p>I can write using spaces between words.</p>	<p>I can form lower-case letters of the correct size relative to one another.</p> <p>I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>I can write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can write digits of the correct size and orientation.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters.</p> <p>I am improving the legibility, consistency and quality of my handwriting. E.g. by ensuring that the downstrokes of letters are parallel and equal distance, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters, with increasing consistency.</p> <p>I am continuing to further improve the legibility, consistency and quality of my handwriting. E.g. by ensuring that the downstrokes of letters are parallel and equal distance, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>I can write legibly, fluently, with increasing speed by:</p> <p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>I can choose the writing implement that is best suited for a task.</p>	<p>I can confidently write legibly, fluently, with increasing speed by:</p> <p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>I can accurately choose the writing implement that is best suited for a task.</p>

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### Writing: Spelling, Punctuation and Grammar

		<p>I can spell the days of the week.</p> <p>I can spell unknown words using my phonemes (sounds) (phonetically plausible attempts <i>yoo, rayn—rain, sed—said, frend for friend</i>)</p> <p>I can use (-s, -es) at the ends of words to make 'more than one' plurals</p> <p>I can use a capital letter for the start of a sentence.</p> <p>I can join words and phrases using 'and'</p> <p>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>I can use full stops and capital letters—mostly correct.</p> <p>I can split spoken words into separate sounds and record these: spelling many correctly.</p> <p>I am learning to spell common exception words.</p> <p>I can mostly use exclamation and question marks accurately to end my sentences.</p> <p>I can use suffixes to form new words (-ful, -er, -ness)</p> <p>I can apply spelling rules in my writing.</p> <p>I can write down ideas and/or key words, including new vocabulary</p> <p>I am continuing to use both familiar and new punctuation correctly, including</p>	<p>I can recognize and use determiners 'a', 'an', and 'the' appropriately (an apple; a house; the yellow car).</p> <p>I am beginning to use and punctuate direct speech (i.e. inverted commas).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can spell words ending in 'ture', homophones, adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'.</p> <p>I can explore word families based on common words (solve, solution, dissolve, insoluble)</p> <p>I can write a range of sentences using</p>	<p>I can correctly demarcate sentences.</p> <p>I can write a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>I can use fronted adverbials.</p> <p>I can master the correct use of the article 'a', 'an'.</p> <p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>I am beginning to use a wider range of conjunctions to include although,</p>	<p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>I understand linking devices across paragraphs to build cohesion including adverbials of time, place and number.</p> <p>I can spell some words with silent letters.</p> <p>I can spell words with further prefixes and suffixes and understand the guidance for adding them, such as the letter string 'ough' and ending in 'ible', and 'able'.</p>	<p>I understand and use correct word classes – nouns, verbs, adjectives, pronouns and adverbs.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use and apply a range of synonyms and antonyms.</p> <p>I can use further prefixes and suffixes and understand the guidance for adding them, (such as 'trans', 'bi', 'tri', 'semi').</p> <p>I can correctly use capital letters, full stops, question marks, exclamation marks, quotation/speech marks, and brackets, dashes or commas to indicate parenthesis.</p> <p>I can correctly use the semi colon to mark</p>
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		<p>I am beginning to spell words containing each of the 40+ phonemes I've learnt.</p> <p>I can combine words to make sentences, including using and.</p> <p>I can use un-prefix to change the meaning of adjectives / adverbs</p> <p>I can use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.</p> <p>I am beginning to spell common exception words.</p> <p>I can add 'un' to change the meaning of words.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can write simple sentences and</p>	<p>full stops, capital letters, exclamation marks, question marks, and commas for lists.</p> <p>I can spell words with 'a' after 'w' and 'qu'</p> <p>I can spell words with the suffixes 'ed'</p> <p>I can spell words with apostrophes of contraction and possession.</p> <p>I can write from memory simple sentences dictated by the teacher that include spelling and punctuation I've learnt so far.</p> <p>I can write sentences with different forms: statement, question, exclamation, command.</p> <p>I can understand and use apostrophes for omission and</p>	<p>a range of conjunctions, like - when, if, because, and, although.</p> <p>I can use, spell and understand words with the prefixes ('un', 'dis', 'mis', 'im') and suffixes ('ous' and 'ly').</p> <p>I can use conjunctions, prepositions and adverbs to express time, cause and place.</p> <p>I can use and punctuate direct speech (i.e. inverted commas), with increasing proficiency.</p> <p>I am beginning to place apostrophes of possession and omission accurately in words.</p> <p>I can spell words with the 'sh' sound spelt 'ch'.</p> <p>I can spell words with the short 'l'</p>	<p>however, despite, as well as.</p> <p>I can extend noun phrases, including prepositions.</p> <p>I can punctuate direct speech (including punctuation within and surrounding inverted commas).</p> <p>I can write from memory simple dictated sentences that include words and punctuation taught.</p> <p>I can spell words with the suffix 'ly' to form adverbs from adjectives.</p> <p>I can spell words with the prefix 'inter'.</p> <p>I can spell further homophones.</p> <p>I can indicate possession by using the possessive apostrophe with singular and plural nouns.</p>	<p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can master and deepen the use of direct speech (including punctuation within and surrounding inverted commas).</p> <p>I understand verb prefixes.</p> <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1.</p> <p>I am able to spell words ending in 'ibly', 'ably'.</p>	<p>boundaries of independent clauses.</p> <p>I can use subordinating and co-ordinating conjunctions.</p> <p>I can use ellipsis.</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive forms.</p> <p>I can use the semi – colon, colons or dashes to mark boundaries between independent clauses.</p> <p>I can use further cohesive devices such as grammatical connections and adverbials.</p> <p>I can spell words ending in 'ant', 'ent', 'ance', 'ancy', 'ence', and 'ency'.</p> <p>I can spell words with the prefixes: 'aero', 'micro', 'tele', 'photo',</p>
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		<p>words read out by my teacher.</p> <p>I can use ( . ! ? ) at the ends of sentences.</p> <p>I can add 'ing', 'ed', 'er', and 'est' to the end of a root word.</p> <p>I can use letter names to show I know the difference between different spellings that make the same sound.</p> <p>I can spell words with 'ing' 'ed' 'er' 'est' where no change is needed in the spelling of root words.</p>	<p>singular possession.</p> <p>I can spell words with the 'u' sound spelt 'o' and the 'or' sound spelt 'ar' after 'w'.</p> <p>I can spell words with possessive apostrophes.</p> <p>I can spell words with the 'r' sound spelt 'wr'.</p> <p>I can spell words with the suffixes 'er' or 'est'</p> <p>I can use the present and past tenses correctly and consistently including the progressive form.</p> <p>I can spell and know the difference between some homophones and near-homophones.</p> <p>I can spell words with the suffixes: 'ey', 'ness', 'il', 'le', 'el', 'al'</p>	<p>sound spelt 'y' e.g. myth, gym, pyramid.</p> <p>I can add the suffix 'ion' to root words.</p> <p>I can add the suffix 'ian' to root words.</p> <p>I can proofread for punctuation and spelling errors.</p> <p>I can spell words with the prefix 'sub'.</p> <p>I can spell words with the suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word.</p> <p>I can spell words with the vowel sounds 'a' to 'e'</p> <p>I can place apostrophes of possession and omission accurately in words.</p> <p>I am beginning to use nouns or pronouns appropriately for clarity and cohesion</p>	<p>I can correctly use punctuation within and surrounding inverted commas.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>I can spell words with the 'ay' sound spelt 'ei', 'eigh', 'ey'.</p> <p>I can spell words ending in 'ous'.</p> <p>I can spell words with the 's' sound spelt 'sc'.</p> <p>I can select the appropriate choice of pronoun or noun to create cohesion.</p> <p>I can use commas after fronted adverbials.</p> <p>I am beginning to use standard verb inflections (I did V I done).</p> <p>I continue to use further prefixes and</p>	<p>I am able to spell words with the 'ee' sound spelt 'ei'.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility.</p> <p>I can spell words with the suffixes: 'cious', 'tious', 'cial', 'tial'.</p> <p>I can spell words with silent letters, or are often confused</p> <p>I can convert nouns or adjectives into verbs.</p> <p>I ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech</p>	<p>and 'circum', accurately.</p> <p>I can add suffixes beginning with vowel letters, to words ending -fer.</p> <p>I can spell words with the 'sh' sound spelt 'ti' or 'ci'.</p> <p>I can spell some words with 'silent' letters.</p> <p>I understand and use correct tenses – past, present, past progressive:</p> <p>using the perfect form of verbs to mark relationships of time and cause.</p> <p>I understand and use correct sentence structure – subject and object and using the passive and active voice.</p> <p>I can note differences in formal and informal language.</p>
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			<p>I can use subordination (when, if, that, or because) and co-ordination (or, and, or but) in my writing.</p> <p>I can use some features of written Standard English: such as 'was' / 'were', 'did' / 'done' and the correct tense of verbs.</p> <p>I can spell more words with contractions and apostrophes.</p> <p>I can spell words with the suffixes: 'less', 'ment', 'tion', 'es'.</p>	<p>and to avoid repetition.</p> <p>I can spell words with the prefix 're'.</p> <p>I can spell the homophones outlined in Special Focus 4 (Oxford Owl).</p> <p>I can spell words forming nouns with the prefix 'anti'</p> <p>I can spell words forming nouns with the prefix 'super'</p> <p>I can use the present perfect form of verbs in contrast to the past tense.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can spell words that are often misspelt.</p>	<p>suffixes and understand how to add them:</p> <p>I can spell words ending in 'sion'.</p> <p>I can spell words with the prefix 'il' and revise 'un', 'in', 'mis', and 'dis'.</p> <p>I can spell words with the 'c' sound spelt 'que', and 'g' sound spelt 'que' from French origin.</p> <p>I can spell further homophones.</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>and writing and choosing the appropriate register.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can spell homophones and other words that are easily confused such as verbs ending in 'se' and nouns ending in 'ce'.</p> <p>I can spell further words ending in 'ent', 'ence', 'ency' 'ant', 'ance' 'ancy'.</p> <p>I can spell further words with double letters.</p> <p>I am beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>I can use a colon to introduce a list.</p>	<p>I use commas and hyphens to clarify meaning or avoid ambiguity in writing.</p> <p>I use correct speech punctuation.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarity of meaning.</p> <p>I can correctly spell word endings able and ible, ably and ibly.</p> <p>I can correctly spell words containing the letter-string ough</p> <p>I can explore differences between informal and formal language.</p> <p>I continue to use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can secure my use of ellipsis and hyphens to avoid ambiguity.</p>
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				<p>I can spell plural and singular nouns correctly.</p> <p>I can spell words with the vowel sounds 'ay,' 'ee', 'igh', 'ow', 'oo', 'ar', 'or', 'ure'.</p>	<p>I can spell words with the prefix 'ir'.</p> <p>I can spell words ending in 'ion'.</p> <p>I can spell words with the suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word.</p> <p>I can spell homophones.</p> <p>I can understand and use the terms:</p> <ul style="list-style-type: none"> <li>•determiner</li> <li>•pronoun</li> <li>•possessive pronoun</li> <li>•adverbial</li> </ul> <p>I can spell words with the long 'oo' vowel sound spelt:</p> <p>'oo', 'u-e', 'ew', 'ue', 'oe', 'ou'.</p>	<p>I can punctuate bullet points consistently.</p> <p>I can spell words ending in 'shus' spelt '-cious' and then 'tious'.</p> <p>I can distinguish between homophones and other words that are often confused.</p> <p>I can spell words that have letters that are not silent but they are quiet, such as 'average', 'vegetable' etc.</p> <p>I can spell words ending in 'shul' spelt '-cial' or '-tial'.</p> <p>I can propose changes to vocabulary, grammar and punctuation in my writing to enhance effects and clarify meaning.</p>	<p>I can use modal verbs or adverbs to indicate degrees of possibility.</p> <p>I can use expanded noun phrases to convey complicated information concisely</p> <p>I can spell words with 'ei' after 'c'.</p> <p>I can spell words with the 'sh' sound spelt 'si' or 'ssi'</p> <p>I can revise all previous spelling rules, including:</p> <p>'fer', 'ible', 'able', plural nouns and homophones and other words that are easily confused.</p> <p>I can revise and master all previous grammar and punctuation accurately and appropriately in my writing, including:</p> <ul style="list-style-type: none"> <li>•The subjunctive form</li> <li>•Perfect and progressive verb forms</li> </ul>
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					<p>I can spell words with the 'or' sound spelt: 'or, oor, ore, aw' and – 'au, a, ar'.</p>	<p>I can revise, understand and use the terms:</p> <ul style="list-style-type: none"> <li>•Modal verb</li> <li>•Relative pronoun</li> <li>•Relative clause</li> <li>•Parenthesis</li> <li>•Bracket</li> <li>•Dash</li> <li>•Cohesion</li> <li>•Ambiguity</li> </ul> <p>I can spell words using knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use further prefixes and suffixes and understand the guidance for adding them.</p>	<ul style="list-style-type: none"> <li>•Active /passive voice</li> <li>•Expanded noun phrases</li> </ul> <p>I understand and use the following terminology; subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points.</p> <p>I can revise all previous spelling rules, using knowledge of morphology and etymology.</p> <p>I can use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech.</p> <p>I can vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader.</p>
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							<p>I understand the conventions of standard English and how to use them consistently in my writing.</p> <p>I understand and use degrees of formality in a range of texts according to context, purpose and audience.</p> <p>I can increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p>
<b>Writing: Composition</b>							
	I can write simple sentences which can be read by myself and others.						
<b>Plan writing</b>		I can say out loud what I am going to write about.	<p>I can plan or say out loud what I am going to write about.</p> <p>I can write ideas and/or key words including new vocabulary.</p>	I can discuss my writing, similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.	I can confidently discuss my writing, similar to that which I am planning to write in order to understand and learn from its structure,	I can identify the audience and purpose, selecting appropriate form and use other similar writing as a model for my own writing.	<p>I can clearly identify the audience and purpose, selecting appropriate form and use other similar writing as a model.</p> <p>I can confidently note and develop initial ideas, drawing on</p>

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			I am developing positive attitudes towards and stamina for writing by writing.	I can discuss and record my ideas.	vocabulary and grammar.  I can discuss and record my ideas with increasing accuracy.	I can note and develop initial ideas, drawing on reading and research where necessary.  When writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to and seen performed.	reading and research where necessary.  In writing narratives, I can carefully and confidently consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.
<b>Drafting</b>		I can compose a sentence orally before writing.  I can sequence sentences to form short narratives	I can encapsulate what I want to say, sentence by sentence.	I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.  I am beginning to organise paragraphs around a theme.  I can create settings, characters and plot in narratives.	I can confidently and with increasing accuracy, compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.  I can organise paragraphs around a theme.  I can create settings, characters and plot in	I can select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.  I can use a wide range of devices to build cohesion within and across paragraphs.  I am beginning to précis longer paragraphs.  In narratives, I can describe settings, characters and	I can confidently and accurately select appropriate grammar and vocab, understanding how such as change and enhance meaning.  I can use an increasingly sophisticated wide range of devices to build cohesion within and across paragraphs.  I can précis longer paragraphs.  In narratives, I can describe settings, characters and

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				I am beginning to use simple organisational devices such as headings and sub-headings. In non-narrative material.	narratives, with increasing detail.  I can use simple organisational devices such as headings and sub-headings. In non-narrative material.	atmosphere and integrate dialogue to convey character and advance the action.  I can use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	atmosphere and integrate dialogue to convey character and advance the action with increasing skill and sophistication.  I can use a wide range of appropriate organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)
<b>Evaluate and edit:</b>		<p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</p>	<p>I can evaluate my own writing with the teacher or other pupils.</p> <p>I can re-read my writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>I can proof read my writing to check for errors in spelling, grammar and punctuation.</p>	<p>I can assess the effectiveness of my own and others' writing and suggest improvements.</p> <p>I am beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors.</p>	<p>I can clearly assess the effectiveness of my own and others' writing and suggest improvements.</p> <p>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof read for spelling and punctuation errors</p>	<p>I can assess the effectiveness of my own and others' writing and suggest improvements.</p> <p>I can propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I am beginning to ensure correct</p>	<p>I can clearly assess the effectiveness of my own and others' writing and suggest improvements, with increasing accuracy.</p> <p>I can confidently propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing, with increasing accuracy.</p>

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			<p>I can read aloud my writing with appropriate intonation to make the meaning clear.</p>	<p>I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>with increasing accuracy.</p> <p>I can confidently read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can carefully proof read for spelling and punctuation errors with increasing accuracy.</p> <p>I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can confidently and carefully proof read for spelling and punctuation errors with increasing accuracy.</p> <p>I can confidently perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
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