



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Children are confident to speak in a familiar group, will talk about their ideas.</p>	<p>Listen when someone is talking without interrupting them</p> <p>Speak in simple sentences when stating opinions or answering questions.</p> <p>Ask relevant questions.</p> <p>Give reasons for their answers and opinions, using appropriate coordinating conjunctions (because, so, and, but, or, yet)</p> <p>Experiment with new vocabulary by saying it out loud.</p> <p>Express how they are feeling by using relevant feeling words.</p> <p>Join in with conversations and stay on topic.</p> <p>Speak audibly so others can understand.</p> <p>Participate in performances and role plays, making themselves understood.</p>	<p>Listen when someone is talking so that they might comment on what has been said.</p> <p>Speak in complex sentences when stating opinions or answering questions.</p> <p>Ask relevant questions to help extend their understanding and knowledge</p> <p>Give reasons for their answers and opinions, using appropriate subordinating conjunctions (although, as, as if, as long as, because, before, despite, even if, even though, if, in order that)</p> <p>Experiment with new vocabulary by using it in spoken sentences.</p> <p>Join in with conversations involving more than two people and respond to comments with relevance.</p> <p>Select and use appropriate registers depending on the content, purpose and audience.</p> <p>Participate in presentations, performances and role play, making themselves understood and engaging the audience.</p>	<p>Listen when someone is talking so that they might comment on what has been said.</p> <p>Speak in complex sentences when stating opinions or answering questions.</p> <p>Ask relevant questions to help extend their understanding and knowledge</p> <p>Give reasons for their answers and opinions, using appropriate subordinating conjunctions (although, as, as if, as long as, because, before, despite, even if, even though, if, in order that)</p> <p>Experiment with new vocabulary by using it in spoken sentences.</p> <p>Join in with conversations involving more than two people and respond to comments with relevance.</p> <p>Select and use appropriate registers depending on the content, purpose and audience.</p> <p>Participate in presentations, performances and role play, making themselves understood and engaging the audience.</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>		



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Refer to Early Reading Policy for phonics pacing</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>**red words</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand the apostrophe represents the missing letter(s).</p> <p>**red words</p>	<p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read words containing common suffixes.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p>	



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing reading for pleasure	<p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, be able to retell them and their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Listen to and discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poems.</p> <p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Be introduced to nonfiction books that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new words to known vocabulary</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>			<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify themes and conventions in and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.</p>



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:		Understand what they read by:	
Reading comprehension skills	<p>Read and understand simple sentences.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Drawing on what they already know or on background information and vocab provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Asking and answering questions.</p> <p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they have read for themselves.</p>		<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding of a text</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in the context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding.</p> <p>Provide reasoned justifications for their views.</p> <p>Discuss and evaluate how authors use language to, including figurative language, considering the impact on the reader.</p> <p>Summarising the main idea drawn from more than one paragraph, identifying key details that support the main idea.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve, record and present information from nonfiction.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas by challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing- Handwriting	Children handle equipment and tools effectively, including pencils for writing.	Sit correctly at the table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' and practise these	Form lower-case letters of the correct size relative to one another. 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 capitals of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Write digits of the correct size and orientation.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.			Write legibly, fluently, with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for the task. Also refer to handwriting policy.



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing-Spelling	Spell with increasing accuracy words containing set 1 and set 2 sounds.	See Spelling Progression Document					
Writing Outcomes	Daily opportunities for 'behaving like a writer' in continuous provision	Produce at least three pieces of writing for each of the following purposes: <ul style="list-style-type: none"> • Inform • Entertain • Persuade • Discuss (See English Text Type Overview)					
Writing-Composition	<p>Help adults to model composition for a range of purposes and audiences</p> <p>Compose range of own writing with adult support to scribe (e.g. retelling, lists, posters, recipes, invitations)</p> <p>Articulate own ideas and begin to structure clearly into speech before writing</p> <p>Structure own ideas into speech before writing words, phrases and simple sentences</p> <p>Begin to re-read what they have written to check for sense</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense with support</p> <p>Collect ideas through discussion before writing</p> <p>Begin to use 'and' to join clauses</p> <p>Understand drafting through</p>	<p>Orally plan what they want to write about.</p> <p>Begin to write down ideas and/or key words</p> <p>Read aloud to check writing makes sense with support</p> <p>Use drama and role play to develop and sequence ideas before writing</p> <p>With support, check writing for verb tense consistency Evaluate their writing, with teacher and peer support</p> <p>Produce and publish one piece of writing for a given audience</p> <p>Use modelled and shared planning to write with cohesion</p> <p>Begin to use new vocabulary in their own writing</p>	<p>Discuss example texts before writing their own (audience, purpose, features)</p> <p>Discuss content before writing</p> <p>Use headings and subheadings to aid presentation in non-fiction writing</p> <p>Identify and discuss settings and characters in narrative texts</p> <p>Read own writing to check it makes sense and</p>	<p>Use drama and role play to develop and sequence ideas before writing</p> <p>Analyse example texts before writing their own (audience, purpose, features, structure, vocab, grammar)</p> <p>Orally rehearse and refine ideas before writing</p> <p>In narrative writing develop characters and settings</p> <p>Identify and correct spelling and punctuation errors</p> <p>Rehearse dialogue orally before writing</p> <p>Discuss content and record using a shared plan before writing,</p>	<p>Understand the writing process: plan, draft, evaluate, edit</p> <p>Use drama and role play to develop and sequence ideas before writing</p> <p>Discuss example texts before writing their own (structure, vocab, grammar, features) using a given plan</p> <p>Discuss purpose and audience of their writing and use similar writing as a model</p> <p>Read others' writing to check it makes sense</p> <p>Identify devices used to build cohesion between paragraphs</p>	<p>Discuss and understand the writing process: plan, draft, evaluate, edit</p> <p>Use drama and role play to develop and sequence ideas before writing</p> <p>Discuss and analyse example texts before writing their own (structure, vocab, grammar, features)</p> <p>Identify audience and purpose and adopt appropriate form across text types</p> <p>Use research and reading to develop initial ideas into a plan for writing</p> <p>Analyse a range of devices that build</p>



		<p><u>teacher demonstration</u></p> <p>discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Use 'and' to join clauses</p> <p>Begin to plan a piece of writing, with adult support</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Begin to re-read and check writing makes sense</p> <p>Identify headings and sub-headings in non-fiction texts</p> <p>Use drama and role play to develop and sequence ideas before writing</p> <p>Begin to use some organisational and presentational features with support (e.g. headings, bullet points, capitalisation, boxes)</p> <p>Check for use of new vocabulary in writing</p> <p>Produce and publish one piece of writing for a given audience</p> <p>Begin to develop stamina for writing by composing and editing longer pieces.</p> <p>Perform or present a piece of their own writing for an audience</p> <p>Consistently use new vocabulary in their own writing</p> <p>Produce and publish one piece of writing for a given audience, using simple organisational features, e.g. headings and sub-headings</p>	<p>identify simple errors</p> <p>Use drama and role play to develop and sequence ideas before writing</p> <p>Identify paragraphs in a range of text types</p> <p>In narrative writing describe characters and settings with support</p> <p>Identify and discuss plot in narrative texts</p> <p>Using shared planning, begin to develop settings, characters and plot in their own writing</p> <p>Read own and others' writing to identify errors and begin to suggest word choice improvements with support</p> <p>Edit their writing for errors and suggest improvements to word choice and to improve</p>	<p>across a range of text types</p> <p>Identify and use some different sentence types</p> <p>Begin to use paragraphs to group material (narrative)</p> <p>Use headings, sub-headings and simple presentational features in non-fiction writing</p> <p>Read work aloud with appropriate intonation / tone / volume</p> <p>Use a range of sentence types for different purposes</p> <p>Use paragraphs to group material across text types</p> <p>Use headings, sub-headings and simple presentational features in non-fiction writing</p> <p>Edit their own and others' writing during and after writing for errors and suggest improvements to word choice and grammar for audience impact</p> <p>Perform or present a piece of their own writing for an audience</p>	<p>Proofread their writing for spelling and punctuation errors</p> <p>Orally rehearse and refine ideas before writing</p> <p>Discuss development of settings and characters in narratives</p> <p>Analyse and use devices that build cohesion within paragraphs</p> <p>Use research and reading to develop ideas for writing</p> <p>Identify vocabulary and grammar appropriate to text type</p> <p>Edit vocabulary to enhance or change meaning</p> <p>With support, comment on effectiveness of others' writing according to given criteria</p> <p>Begin to develop characters using dialogue and develop settings in narrative writing</p> <p>Read others' writing and propose changes to vocabulary and grammar</p>	<p>cohesion within and between paragraphs</p> <p>Orally rehearse and refine ideas before writing</p> <p>Proof-read for spelling and punctuation errors In narratives, analyse and create plot, character, setting and atmosphere</p> <p>In narratives, describe settings and characters using dialogue</p> <p>Precis longer passages of model texts</p> <p>Analyse and use a range of devices that build cohesion within and between paragraphs</p> <p>Use a range of presentational and organisational features to structure a text</p> <p>Propose changes to others' writing according to purpose and audience</p> <p>Ensure the correct and consistent use of tense throughout writing</p>
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				<p>consistency (e.g. use of pronouns)</p> <p>Begin to identify and use different sentence types</p> <p>Perform or present a piece of their own writing for an audience</p> <p>Produce and publish one piece of writing for a given audience, using a range of organisational features</p>	<p>Produce and publish one piece of writing for a given audience, using a range of organisational features</p> <p>Edit their own and others' writing for errors and suggest improvements to word choice and grammar for audience impact</p>	<p>Use some presentational features to structure a text</p> <p>Proofread their writing for spelling and punctuation errors</p> <p>Discuss development of atmosphere in narratives</p> <p>Make simple changes to vocabulary and grammar to fit purpose and audience</p> <p>Note initial ideas for writing and develop them through reading and research</p> <p>Proofread their writing for spelling and punctuation errors</p> <p>Discuss content and record using a shared plan before writing, across a range of text types</p> <p>Perform or present a piece of their own writing for an audience</p> <p>Produce and publish one piece of writing for a given audience, using a range of organisational features</p>	<p>Discuss content and plan writing across a range of text types</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Edit their own and others' writing for errors and suggest improvements to word choice and to improve consistency (e.g. use of pronouns)</p> <p>Choose the correct register for writing and edit own writing accordingly</p> <p>Use the full range of grammar and punctuation and the full writing process across all text types</p> <p>Assess the effectiveness of own and others' writing</p> <p>Produce and publish one piece of writing for a chosen audience, using a range of organisational features and the complete writing process</p> <p>Perform or present a piece of their own writing for an audience</p>
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	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing- Vocabulary, Grammar and Punctuation	<p>Use developing vocabulary in own writing with support</p> <p>Begin to distinguish between lower case and capital letters, starting with own name</p> <p>Help adults to use capital letters and full stops in shared composition</p> <p>Begin to use capital letters and full stops in own writing</p> <p>Incorporate new vocabulary in own writing</p> <p>Begin to re-read what they have written to check for sense</p>	<p>Use capital letters for names and pronoun <i>I</i></p> <p>Leave spaces between words</p> <p>Punctuate most sentences using a capital letter and full stop.</p> <p>Begin to use question marks and exclamation marks</p> <p>Use capital letters for places</p> <p>Join words and joining clauses using 'and'</p> <p>Use capital letters for names, pronoun <i>I</i> and days of the week and months of the year'</p>	<p>Use capital letters, full stops, question marks, exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list</p> <p>Use coordination in sentences (and, or, but)</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly)</p> <p>Use subordination in sentences (when, if, that, because)</p> <p>Use adverbs correctly</p> <p>Use apostrophes to mark where letters are missing in spelling Use apostrophes to mark singular possession in nouns</p> <p>Use present and past tense correctly in writing</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>Use and understand the grammatical terminology (terms in bold) when discussing their writing</p>	<p>Increase range of multi-clause sentences using more conjunctions, e.g. when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Use and punctuate direct speech using 'inverted commas'</p> <p>Identify present perfect form of verbs e.g. 'he has eaten', rather than 'he ate'</p> <p>Use a or an according to whether the next word begins with a consonant or vowel</p> <p>Use nouns or pronouns appropriately for clarity and to avoid repetition</p>	<p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use nouns or pronouns appropriately for clarity and to avoid repetition</p> <p>Use the present perfect form of verbs as opposed to past tense</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Use a wider range of conjunctions</p> <p>Use fronted adverbials with commas</p> <p>Use the possessive apostrophe with plural nouns</p> <p>Use a wider range of conjunctions</p>	<p>Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, must)</p> <p>Link ideas across paragraphs using adverbials of time, place and number (e.g. secondly) or tense choice (he had seen her before)</p> <p>Introduce verb prefixes (dis-, de-, mis-, etc.)</p> <p>Use devices to build cohesion within a paragraph (then, after, that, this, firstly)</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Convert nouns or adjectives into verbs using suffixes</p> <p>Use relative clauses (who, which, when, where, whose, that) or an omitted relative pronoun</p> <p>Use brackets, commas or dashes to indicate parenthesis</p>	<p>Understand how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover).</p> <p>Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i> or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p> <p>Use layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</p> <p>Understand 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>Use the passive to affect the presentation of information in a sentence.</p>



							<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'), and ellipsis</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use the colon to introduce a list and use semi-colons within lists.</p> <p>Use bullet points to list information.</p>
Terminology	<p>Sentence Letter Capital letter Full stop Word</p>	<p>Question mark Exclamation mark Sentence Word Letter Capital letter Full stop Singular Plural</p>	<p>Comma Tense (past/present) Statement Command Question Exclamation Noun Verb Adjective Suffixes Noun phrase Compound Apostrophe Adverb Suffixes</p>	<p>Conjunction Word family Prefix Clause Preposition Subordinate clause Direct speech Consonant Vowel letter Inverted commas Synonym Antonym Bullet points</p>	<p>Clause Relative clause Relative pronoun Pronoun Possessive pronoun adverbial Preposition Subordinate clause</p>	<p>Relative clause Relative pronoun Parenthesis Bracket Dash Cohesion Ambiguity Modal verb Colon Semi-colon</p>	<p>Subject Object Passive Active Ellipsis Colon Semi-colon Determiner</p>