



Writing KNOWLEDGE AND SKILLS PROGRESSION

Our Curriculum Rationale

Ensure a consistent and streamlined approach to writing.

Develop an inspirational writing spine to fit the needs of our pupils and shows clear and consistent progression

Upskill all members of staff.

Raise the standards of writing for all children.

The Four Strands of Writing

Handwriting

Spelling

Planning, Composition and Editing

Grammar and Punctuation

Substantive Concepts in Writing

Developed with the 'I Am A Clever Writer' approach, knowledge and skills for each subject is mapped from EYFS to Year 6 to ensure our children learn in a cyclical way ensuring that children return to knowledge and skills throughout their learning journey. Each time children will be able to increase depth and will allow the subject to be covered with greater complexity. Children's prior knowledge is assessed and then utilised, so that children can build upon previous foundation, rather than starting again. This learning journey then allows children to have gained sufficient knowledge by the end of each Key Stage. Pupils revisit prior learning via daily 'Flashbacks', including spelling and handwriting practice, writing dictation sentences and grammar and punctuation activities.

Handwriting

Handwriting is taught through our RWI Phonics (Reception and Year 1) and our Nelson Handwriting programme (Years 1-6). Pupils complete work in workbooks or from textbooks, learning and improving through teacher modelling, practice, verbal feedback and regular practice. Pupils are encouraged to take pride in the presentation of their work and may gain a 'Pen Licence' from Year 4 onwards. Pupils practise handwriting skills regularly in daily 'Flashbacks'. Teachers regularly model handwriting skills in lessons, including modelling composing pieces of writing with children.

Spelling

Pupils learn spelling through RWI Phonics. In Year 2, this scheme moves to the RWI Spelling Programme. Pupils have weekly spellings lists to practice at home with their families. These lists are based on the spelling rules and patterns being learnt in school that week. Pupils learn through online videos, focused teaching of spelling rules, identifying sounds in words ('dots and dashes'), practising changing words through adding prefixes and suffixes, dictation sentences and practising using the words in the correct context to develop vocabulary. Pupils practise spelling common exception words, topic vocabulary and spelling rules during daily 'Flashbacks'. Teacher written 'WAGOLLS' model, revisit and teach new and previously taught spellings.

Planning, Composition and Editing	Grammar and Punctuation
<p>Composition skills underpin all areas of writing and is a focus in assessment and moderation. Pupils are taught to plan from EYFS upwards, developing from oral rehearsal ('hold a sentence'), developing their ability to sequence and summarise in reading to enable them to plan and then write successfully. Our school Reading Spine is designed to ensure the books that pupils read and have read to them support their ability to plan and compose their own pieces of writing ('Star Writes'). Pupils use a teacher-written 'WAGOLL' (What a good one looks like) to understand the process of composing an effective piece of writing. Teacher written 'WAGOLLs' model, revisit and teach new and previously taught skills and knowledge.</p> <p>Pupils learn to edit with purpose, using a rubber in EYFS and Year 1 and beginning to use a pen to edit from Year 2 upwards. Pupils are taught to correct mistakes, make revisions and additions.</p>	<p>Grammar and punctuation skills and knowledge build progressively from EYFS to Year 6. Pupils revisit previously taught skills in daily 'Flashbacks', including dictation sentences and grammar and punctuation activities. Some of these activities will replicate the end of key stage SPaG tests to ensure that pupils are prepared for this style of questioning.</p> <p>Teacher written 'WAGOLLs' model, revisit and teach new and previously taught skills and knowledge.</p>

Reception	Vocabulary	Objectives	Related Texts
Autumn Term	letter, word, sound, capital letter, finger space, full stop	<ul style="list-style-type: none"> To correctly hold a pencil using a tripod grip* Ascribe meaning to marks Write my name starting with a capital letter I can form lower case letters correctly * a b c d e f g h i j k l m n o p q r s t u v w x y z To write initial sounds to label pictures To write CVC words to label pictures using a sound mat I put my finger under each word to check the sounds 	
Spring Term		<ul style="list-style-type: none"> Think, say and remember a caption (2 or more words) To write a caption (A / The) To write CCVC / CVCC words using a sound mat Begin to form my letters correctly * Leave spaces between words 	
Summer Term		<ul style="list-style-type: none"> Think, say, remember and write a simple sentence using the openers The, I, He and She Use a capital letter at the start of a sentence Use a full stop at the end of a sentence I put my finger under each word to read my sentence 	

	<ul style="list-style-type: none"> I can spell tricky words Sit at table correctly when working with an adult <p>*These skills may develop through the year</p>	
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Year 1	Vocabulary	Objectives	Related Texts
Autumn Term	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	<p><u>Planning, Composition and Editing</u></p> <ul style="list-style-type: none"> Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence. Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly). Correct any missing capital letters at the start of a sentence and for names of people. Think, say and remember a sentence that starts with a time adverbial or an opener. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Write a sentence starting with a time adverbial and ending with a full stop. Write a sentence starting with an opener and ending with a full stop. Time adverbial / opener always starts with a capital letter. Use a capital letter for names of people. Use adjectives to describe a noun (size and colour). Use the conjunction 'and' to join two words. (The tree was tall and green). Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash). Write in the past tense. Write in the present tense (character description / instructions). 	
Spring Term		<p><u>Planning, Composition and editing</u></p> <ul style="list-style-type: none"> Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) 	

		<ul style="list-style-type: none"> Think, say and remember a sentence that starts with new time adverbial and ends with a full stop or an exclamation mark. Correct any misspelt Year 1 Common Exception Words. Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I) <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Use the personal pronoun 'I' (when writing a personal recount). To write in the first person, I, My, We, They, me). Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter). Use a wider variety of openers (Once upon a time...) Increase use of a variety of time adverbials (Later, Soon, At last....) Use a question mark to demarcate a question sentence starting with Will and What. Use 'and' to join words and to join clauses in sentences. 	
Summer Term		<p><u>Planning, Composition and Editing</u></p> <ul style="list-style-type: none"> Use vocabulary and grammar from books that have been exposed to me to inspire my writing. Check use of punctuation at the end of a sentence. Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules. Addition of adjective to improve a sentence. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Use new sentence openers - I have, I am, You (riddles). Focus on using the question words – Where and Who to begin a question sentence. Use a capital letter for names of places and the days of the week. 	

Year 2	Vocabulary	Objectives	Related Texts
Autumn Term	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past,	<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> Discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing. Planning / saying out loud what they are going to write about. Encapsulating what they want to say, sentence by sentence. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Use a wider range of time adverbs at the start of my sentences. Use a wider range of openers at the start of my sentences. 	

	present) apostrophe, comma	<ul style="list-style-type: none"> • Use a wider range of question openers and end with a question mark. • Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence. • Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop. • Use commas in a list (to list nouns in a sentence). • Use an expanded noun phrase (noun phrase) using one or more adjectives. • Use the conjunctions 'because', 'that' and 'and' in fiction writing. • Use the present and past tense correctly. 	
Spring Term		<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> • Write down ideas and key words. • Write narratives about personal experiences and those of others (real and fictional) • Write about real events. • Write poetry. • Note key ideas / new words / subject specific vocabulary. • Make simple corrections to my writing. • (spelling, punctuation marks and missing words / correct tense). <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • I can use an apostrophe to show contraction in my written work. • Use the conjunction 'but'. • Recognise and write an exclamative sentence using What or How. • Use commas in a list (to list adjectives in a sentence). • Use a question in non-fiction writing. • Use when and if as openers/at the start of a sentence. • Use the conjunctions 'because', 'that' and 'and' in non-fiction writing. • Use the conjunction 'or'. 	
Summer Term		<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> • Make simple additions to own writing. • Make simple revisions to own writing. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use an apostrophe to show singular possession. • Use a comma to separate adjectives when describing a noun. • To use effective word choices and create a list of adjectives to describe a noun. • Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers. • Write in the progressive present tense. • Write in the progressive past tense. 	

Year 3	Vocabulary	Objectives	Related Texts
Autumn Term	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	<ul style="list-style-type: none"> • Planning, Composition and Editing • Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing. • Use a class story map (with pictures) to plan the order of my story. • Use the class story map to share sentences that may be included in my story. • Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary. • Make corrections, revisions and additions. • Read aloud writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Grammar and Punctuation • Understanding what a noun, adjective, verb, adverb means. • Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. • Use a comma to separate adjectives when describing a noun. • Use similes to add description to my writing. • Use powerful verbs to make my writing more interesting. • Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself. • Use adverbs of manner as openers (fronted adverbials) • Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet). • Use a comma before some co-ordinating conjunctions (or, but, so) • Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2) • Use prepositions to express place. • Use a question in a non-fiction introduction. • Use a colon before a list in instructional writing (what you need:) • Use tense accurately most of the time. • Use verb tenses correctly most of the time (was/were) (is/are). • Use of a comma to list expanded noun phrases. 	
Spring Term		<ul style="list-style-type: none"> • Planning, Composition and Editing • Use my own story map (with pictures) to plan the order of my story. • Use my own story map (with pictures) to rehearse all the writing skills that need to be included. • Grammar and Punctuation • Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) • Use short sentences to make key points. • Change the place of the adverb in the sentence. • Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence. 	

		<ul style="list-style-type: none"> • Use inverted commas at the start and end of speech. • Put the reporting clauses at the end of speech. • Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech. • Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'. • Use ellipses to build suspense. • Organise similar ideas into paragraphs in non-fiction writing. • Use a subheading to guide the reader. • Start a new paragraph to show a change in time in narrative writing. • Accurately place the possessive apostrophe in words with regular plurals (girls' boys') 	
Summer Term		<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> • Referring to the story map, start a new paragraph when the setting, action or time change in narrative writing. • Retrieve information from a non-fiction text and note down ideas under given subheadings. • Up-level word choices • Make appropriate additions to the writing. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use two -ly adverbs in a sentence. • Use adverbs to show when something happened (Time) • Use adverbs to show where something happened. (Place) • Use adverbs to show cause. • Begin to use a comma after the opener (fronted adverbial) • Use conjunctions to show when something happened. (time) • Use conjunctions to show cause. • Use conjunctions for place • Use prepositions to express time. • Use preposition to show cause. • Use the Present Perfect Tense. • Use the possessive apostrophe in words with irregular plurals (children's). 	
Year 4	Vocabulary	Objectives	Related Texts
Autumn Term	determiner pronoun, possessive pronoun adverbial	<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> • Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing. • Use individual story map to plan the order of a story. • Plan the order of the writing, begin to understand the importance of cohesion and make notes under appropriate sections. • Decide appropriate paragraph breaks for work. 	

	<p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use expanded noun phrases with modifiers. • Use ambitious adjectives to enhance the nouns in the writing. • Choose the most appropriate nouns and pronouns. • Choose the most appropriate verbs to accurately describe to the reader what is being described. • Use a simile as a sentence opener. • Use show don't tell to describe how a character is feeling. • Short sentences to move events on quickly in a story. • Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence. • Use the acronym FANBOYS to help me remember coordinating conjunctions • (All of Year 3 + for, nor). • Use prepositions as fronted adverbials and include an adjective to give the reader more information. • Write a complex question sentence to emphasis my point in both fiction and non-fiction writing. • Use an apostrophe for plural possession with regular plurals. • Know the difference between the plural and possessive 's'. • Use a comma after a fronted adverbial. • Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement. • Identify the difference between simple past and simple present tense. • Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). • Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence. 	
<p>Spring Term</p>	<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> • Retrieve information in note form from a non-fiction text and begin to group similar information using appropriate subheadings. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use simple sentences for dramatic effect and know when to expand using conjunctions to create compound and complex sentences. • Use more interesting metaphors to describe things in my writing. • Use adverbs to show cause. • Expand some sentences using subordinate clauses to give more detail about an event, and also leave some short for effect in narrative writing. • I can explain how to use Present Perfect Tense and use irregular verbs. 	
<p>Summer Term</p>	<p><u>Planning, composition and editing</u></p> <ul style="list-style-type: none"> • Correct, edit and improve writing. • Propose grammatical changes to improve writing. 	

		<p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Beginning to use personification to describe things in my writing. • Use fronted adverbials followed by a comma. When (Frequency) and How (Degree). • Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma. • Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this. 	
Year 5	Vocabulary	Objectives	Related Texts
Autumn Term	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	<p><u>Planning, Composition and Editing</u></p> <ul style="list-style-type: none"> • Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing. • Plan writing (noting and developing initial ideas. drawing on reading and research and consider how authors have developed characters and settings) using a given model. • Plan writing identifying when tense changes are needed. • Evaluate and edit ensuring the consistent and correct use of tense. • Plan writing for an identified audience and purpose, selecting the appropriate form, and use other similar writing as models. • Proof-read for spelling and punctuation errors. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use metaphors and personification. • Insert whole sentences to describe setting and characters. • Use show don't tell to build suspense and convey a character's emotions. • Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs. • Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end). • Adding a new line whenever a new person starts speaking. • Use speech within a piece of writing to move the story on. • Use Expanded Noun Phrases (ENP) with a modifier, choosing words carefully to really 'show' the reader what I am describing. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Use a colon to introduce a list within a sentence. • Punctuate bullet points consistently in non-fiction. • Understand and identify the main clause & subordinate clause. • Include complex sentences, which start with a subordinating conjunction followed by a comma. • Link sentences and paragraphs using coordinating and subordinating conjunction. • In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action. • Use fronted adverbials for degree and frequency followed by a comma. 	

		<ul style="list-style-type: none"> • Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence. • Confidently use the correct tense throughout a piece of writing (even if it means a change of tense). 	
Spring Term		<p><u>Planning, Composition and Editing</u></p> <ul style="list-style-type: none"> • Understand the importance of cohesion in my writing in non-fiction writing. • In non-fiction use a given model to make notes and plan writing. • Understand the importance of cohesion in non-fiction writing and plan effectively. • Plan which linking adverbials will be used at the start of paragraphs to make it clear how ideas fit together. • The final sentence in non-fiction writing gives cohesion by referring to the text. • Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation). <ul style="list-style-type: none"> • Plan work to use specific, precise and varied vocabulary for the subject. • Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and use purple pen to improve vocabulary to clarify meaning. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use modal verbs and adverbs to show the possibility of something happening. • Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. • Use short sentences to build suspense. • Use rich description for interest, (metaphors, personification, onomatopoeia) • Use a metaphor as an opener. • Use an embedded relative clause, marked with commas for parenthesis. • Use a rhetorical question to make the reader think. • Use the past perfect form to mark relationship of time and cause. 	
Summer Term		<p><u>Planning, composition and editing.</u></p> <ul style="list-style-type: none"> • Use informal or formal language appropriate to the task that has been given. • Draft and write by using a wide range of devices to build cohesion <u>within</u> and <u>across</u> paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before). • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. • Evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so the meaning is clear. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use brackets and dashes to add parenthesis. • Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause. • Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. 	

		<ul style="list-style-type: none"> Know the difference between direct speech and reported speech. 	
Year 6	Vocabulary	Objectives	Related Texts
Autumn Term	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	<p><u>Planning, Composition and editing</u></p> <ul style="list-style-type: none"> Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing. Identify the audience and plan for a range of purposes, selecting the appropriate language (using technical terms and synonyms effectively). Identify the audience and write for a range of purposes, selecting the appropriate form. Identify whether the writing is informal or formal and plan appropriate format and language. Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences. Use a thesaurus to effectively select better vocabulary; Use a dictionary to reverse check that the word fits the context. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere. Inverted commas and other punctuation to indicate direct speech. Integrate dialogue to convey character and advance the action. Use a range of figurative language (metaphors, onomatopoeia, personification). Use colons to introduce a list and punctuate bullet points consistently. Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. Use simple sentences to build tension. Use hyphens and ellipses. 	
		<p><u>Planning, Composition and editing</u></p> <ul style="list-style-type: none"> Draft and write by using selecting an appropriate range of devices to build cohesion within and across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before). Deliberately select and improve vocabulary for effect, formality, and precision. Proof-read and edit work for vocabulary, grammar, spelling and punctuation errors. Evaluating it for effect and meaning. Perform own compositions, using appropriate intonation, volume, and movement. <p><u>Grammar and Punctuation</u></p>	
Spring Term			

		<ul style="list-style-type: none"> • Use extended reporting clauses in speech to show character’s thoughts, actions, or feelings. • Integrate dialogue in narratives to convey character and advance the action. • Use senses to “show not tell” settings, characters’ feelings, and thoughts. • Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on. • Use quotes for effective purpose in newspaper reports – to add authenticity and make them more memorable. • Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created. • Distinguish between the language of speech and writing and choose the appropriate register. • Use adverbials to introduce an argument (Firstly). • Use adverbials to form links between arguments and develop arguments, to signal an illustration of a proceeding point. • Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results. • Use linking adverbs to show opposition or a counter argument. • Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,) • Use adverbials to move time in a narrative (Later on, Meanwhile). • Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...) • Use adverbials in different places in a sentence (On one hand.... whereas/yet/however...). • Use the passive voice to make the object more important in the sentence than the subject. • Consistently use the correct subject and verb when using singular and plural. • Distinguish between the language of speech and writing and choose the appropriate register. • Use the perfect form of verbs to mark relationships of time and cause. • Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary). 	
<p style="text-align: center;">Summer Term</p>		<p><u>Planning, Composition and editing</u></p> <ul style="list-style-type: none"> • Break the rules to add flair to my writing using one-word sentences / fragments. • Précising longer passages extracting the key information. • Describe settings and characters (narrative) based on what has been read, listened to or seen performed. • Identify the audience and write for a range of purposes, selecting the appropriate form. • Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing. • Choose words to make writing more engaging, powerful and to have greater effect on the audience. • Make deliberate choices about the order of clauses within my sentences. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Write in the subjunctive form, use the verb ‘were’ instead of ‘was’ to create a more formal sentence. • Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. 	

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