



Whiteshill Primary School

Writing Progression Plan

This document matches the requirements of the National Curriculum 2014 which states that ‘pupils will learn to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences’. By giving pupils’ opportunities to consider fully their audience and purpose each time they write, we will ensure our curriculum supports their development as creative and flexible writers.

Myhill and Fisher (2010) state ‘As writers develop, they have to learn not simply about formulaic patterns of text types but how genres are socially situated and mediated by their context’. So, whilst there is a given genre for each piece of writing, this is not the main focus of the learning and particularly in KS2, pupils will have already covered most text types, so full deconstruction of text is not necessary. This document can aid teachers in knowing what has been previously covered - use of prior assessment is also crucial to ensure pupils’ progress.

This plan assumes that all teaching of writing will start with the use of high-quality texts as a model to inspire and stimulate discussion and that oracy will underpin the writing curriculum, particularly in narrative work.

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Willow Class	Learning traditional tales and nursery rhymes. Goldilocks & The Three Bears. Focus on C&L. Role-play opportunities, enjoying books. Mark making.	Scarecrows Wedding by Julia Donaldson. Labels and lists. The jolly Christmas Postman – writing cards and letters (mark making and phonetically plausible attempts at words)	Whatever Next by Jill Murphy - Writing captions. The Paper Bag Princess by Robert Munch (Stories set in the past)	The Gingerbread Man. Character description/wanted poster. Katie Morag Island Stories.	Jack and the Beanstalk. Re-tell the story and innovate the story e.g. changing the character.	The Hungry Caterpillar – Explanation of a butterfly life-cycle. Handa’s Surprise by Eileen Browne. Children to write their own short story.
Elm Class Year A	Science – Why is a rock a rock? Labels, lists and captions. Purpose: to inform Y2: I can use capital letters and full stops to show where sentences start and end. Y1: I can join words to form sentences.	Science – How does my body heal? Purpose: to instruct Audience: Willow Class Children to experience washing their hands. Write instructions to tell Willow Class how to wash their hands correctly.	Science – Can you grow a plant anywhere? Recount of their experiment. Book to enjoy - Jasper’s Beanstalk - Mick Inkpen Y2: I can use ‘that’ and ‘or’ to join sentences. Y2: I can use the past tense in my writing.	Recount of their art project, including time conjunctions. Y2: I can use the past tense in my writing. Y1: I can join words and join clauses using ‘and’ Contemporary fiction stories reflecting children’s own	Recount. Write a recount based on a recent school experience e.g. trip, visitor, assembly. Y2: I can use the past tense in my writing. Y2: I can use a question and exclamation mark. Y1: I can begin to use a question mark and exclamation mark.	Geography link - Write a letter to a Kenyan Pen Pal. Audience: Kenyan Pen pal. Y2: I can use the present tense in my writing. Y2: I can use a range of conjunctions to join my sentences.

	<p>Y1: I can begin to punctuate my sentences using a capital letter and full stop.</p> <p>Poetry Poet study – Spike Milligan. Choose one of his poems to learn and perform.</p> <p>Geography Recount of a local walk linked to geography field work Y2: I can use capital letters for proper nouns and personal pronouns. Y1: I can begin to punctuate my sentences using a capital letter and full stop.</p>	<p>Y2: I can use a question mark. Y1: I can join words to form sentences.</p> <p>Write a re-telling of a traditional tale – 3 little pigs from the other side e.g. The True story of the Three Little Pigs Jon Scieszka Y2: I can use but and because to join sentences. Y2: I can use singular and plural pronouns. Y1: I can use capital letters for names of people and the personal pronoun 'I'</p> <p>Playscripts – reading, rehearsing and performing school nativity play.</p>	<p>Y1: I can join words and join clauses using 'and'</p> <p>Stories with predictable phrases - Jill Murphy – On the Way Home. Re-create their own version of the story – what else could have come and hurt her leg? Purpose: to entertain Y2: I can use 'when' and 'if' to join sentences. Y1: I can sequence sentences to form short narratives.</p> <p>History link - Purpose: to explain Audience: parents Write about how an element has changed over time using key vocabulary and information taken from sources. Year 2 – paragraph on two different changes e.g. central heating and fridges Year 1 – sentences comparing then and now. Y2: I can use 'that' and 'or' to join sentences. Y2: I can use the past tense in my writing.</p>	<p>experiences – Billy's Bucket by Kes Gray. Re-tell the story. Innovate - what will be inside the birthday bucket for your story? Y2: I can use an exclamation mark. Y2: I can use a range of conjunctions to join my sentences. Y1: I can sequence sentences to form short narratives. Y1: I can begin to use a question mark and exclamation mark.</p>	<p>Y1: I can use capital letters for names of people and the personal pronoun 'I'</p> <p>History link - Transport Lost and Found by Oliver Jeffers. Re-tell the story. Y2: I can use singular and plural pronouns. Y1: I can sequence sentences to form short narratives.</p>	<p>Y1: I can begin to use a question mark and exclamation mark.</p> <p>Poetry Study a range of calligrams. Write your own calligram about one of the big 5 animals in Kenya.</p>
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			<p>Y2: I can use the present tense in my writing. Y1: I can join words and join clauses using 'and'</p>			
Elm Class Year B	<p>Science – Why is a rock not alive? - labels, list and captions Once I was a Pollywog by Douglas Florian (book about offspring growing into adults to be read & enjoyed alongside the learning) Y2: I can use capital letters and full stops to show where sentences start and end. Y1: I can join words to form sentences. Y1: I can begin to punctuate my sentences using a capital letter and full stop.</p> <p>Poet study – Rachel Rooney. Learn some of her poems and perform to an audience of parents.</p> <p>Geography link – Y2: Write a report on one of the capital cities in the UK. Y1: write simple sentences about a capital city.</p>	<p>Science – Are all animals the same? Recount of a trip to a place with animals. Jessica Strange by Malorie Blackman or Fur & Feathers by Janet Hoffman (to be read & enjoyed alongside the learning) Y2: I can use the past tense in my writing. Y1: I can join words and join clauses using 'and'</p> <p>Playscripts – reading, rehearsing and performing school nativity play.</p> <p>Stories with predictable phrases. The Gruffalo by Julia Donaldson. Re-tell the story. Y2: I can use but and because to join sentences. Y2: I can use singular and plural pronouns. Y1: I can use capital letters for names of people and the personal pronoun 'I'</p>	<p>Re-telling of a traditional tale or fairy story. Little Red Riding Hood by Ian Beck. Children re-tell the story in their own language. Y2: I can use 'when' and 'if' to join sentences. Y1: I can sequence sentences to form short narratives.</p> <p>Science – Am I a predator? - Explanation – flowchart/food chains. Wolves by Emily Gravett (to be read & enjoyed alongside the learning) Y2: Writing in paragraphs Y1: Sentences, captions and diagrams. Y2: I can use a question mark. Y1: I can join words to form sentences.</p> <p>History link - First person recount re-telling historical event, using adverbials of time – day in the life of a child working in the Mills in Stroud.</p>	<p>Stories with recurring language - use a familiar story as a model to write a new story. That Rabbit Belongs to Emily Brown by Cressida Cowell. Write a story about a child and their favourite toy following the story structure. Y2: I can use an exclamation mark. Y2: I can use a range of conjunctions to join my sentences. Y1: I can sequence sentences to form short narratives. Y1: I can begin to use a question mark and exclamation mark.</p> <p>Science – What makes a healthy me? Recount of an experience, e.g., visitor, exercise in the playground, tasting healthy foods. Y2: I can use the past tense in my writing. Y2: I can use a question and exclamation mark.</p>	<p>Science – Could a polar bear live in Whiteshill? – report on animals and their habitats. The Journey Home by Frann Preston Gannon (to be read & enjoyed alongside the learning)</p> <p>Creation myth based on a familiar story - How the Zebra got its stripes – Tinga Tales. Y2: I can use singular and plural pronouns. Y1: I can sequence sentences to form short narratives.</p> <p>History link - Letters - write a letter to a modern royal – can be posted with parent's permission - text Meerkat Mail/Jolly Postman/The Day the crayons quit - https://www.readbrihtly.com/childrens-books-to-teach-letter-writing/ Y2: I can use the present tense in my writing.</p>	<p>Instructions - series of fiction-based instructions such as How to trap a Witch (Hansel and Gretel) Include diagrams. Y2: I can use a range of conjunctions to join sentences. Y1: I can join words and join clauses using 'and'</p> <p>Poetry – Writing their own acrostic poem.</p>

	Y2: I can use capital letters for proper nouns and personal pronouns. Y1: I can begin to punctuate my sentences using a capital letter and full stop.		Y2: I can use the past tense in my writing. Y1: I can join words and join clauses using 'and'	Y1: I can begin to use a question mark and exclamation mark. Y1: I can use capital letters for names of people and the personal pronoun 'I'	Y2: I can use a range of conjunctions to join my sentences. Y1: I can begin to use a question mark and exclamation mark.	
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Maple Class – Year A	<p>Science – Can rocks change? Write a biography about Mary Anning the famous fossil collector, dealer and palaeontologist. Hook: The Dinosaur Lady: The Daring Discoveries of Mary Anning by Linda Skeers <i>Using capital letters and full stops.</i></p> <p><i>Using question marks and exclamation marks.</i></p> <p><i>Using paragraphs to group related content.</i></p> <p><i>Using headings & subheading</i></p> <p><i>Knowing the four types of sentence: statements, questions, exclamations and commands.</i></p> <p>Poet study – Edward Lear. Learn and perform poetry by Edward Lear.</p>	<p>Science week – Is the sun plugged in? Instructions of how to construct a simple circuit. The method needs to include sentences extended by conjunctions to show progress from KS1 instructions. Hook: When Charlie McButton Lost Power by Suzanne Collins. <i>Knowing the four types of sentence: statements, questions, exclamations and commands.</i> <i>Using commas to separate items in a list.</i> <i>Using headings and subheadings.</i></p> <p>Letters or diary entries- narrative told as a series of letters or diary entries writing empathetically from a character's point</p>	<p>Science – can plants grow in the desert? Write up their water transportation experiment. <i>Clauses and subordinate clauses. Choosing appropriate nouns, pronouns and possessive pronouns.</i></p> <p>Norse myths and legends Thor First person narrative/re-telling. <i>Using fronted adverbials with a comma.</i> <i>Using inverted commas and other punctuation to punctuate speech.</i></p> <p>History link - write a short report on the changes in belief from Pagan to Christianity in Anglo-Saxon Britain.</p>	<p>Science - Can I ride my bike in the sand? Write a biography of a famous cyclist from Tour De France history, including the present perfect form e.g. She has lived in Liverpool all her life. <i>Using the present perfect forms of verbs.</i></p> <p>Adventure Stories Write an adventure quest story. Phillip Pullmans The Firework-Makers Daughter Y3: Give children introduction, build up and conflict. Children to write resolution and ending to an adventure story. Y4: Write whole story. <i>Using paragraphs to group related content.</i></p>	<p>Science – Where does my food go? Explanation text. Create and use a flowchart to write an explanation of a process ensuring that relevant details are included, and accounts ended effectively. The Lucky Escape by Dr Heather Manley. <i>Word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble)</i> <i>Using headings and sub-headings.</i></p> <p>Poetry, Read and write a free verse poem. Looking at 'The Magic Box' by Kit Wright. Children to produce their own free verse poem in the style of Kit Wright.</p>	<p>The Iron Man by Ted Hughes. Re-write the scene where the iron man arrives and is scattered on the cliffs and beach. Focussing on descriptive language to bring the setting description to life.</p> <p>Geography link - Write a report on the physical and human features of Stroud. Demonstration of note taking techniques using information, ICT and diagrams to organise the information.</p>
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	<p>Just So Stories. Re-write your own story in the style of Rudyard Kipling. Using capital letters for names and personal pronoun 'I'</p> <p>Using 'a' and 'an' correctly. Using apostrophes to mark where letters are missing.</p> <p>Using apostrophes to mark singular and plural possession.</p>	<p>of view. From the girl to her mum. Cloud Tea Monkeys by Mal Peet or a story that has letters or diary entries in. Using expanded noun phrases. Using the progressive form of verbs in the present and past tense, e.g. I was walking; I am walking; I will be walking. Using the present and past tense correctly and consistently.</p>	<p>What happened in order following research – including giving their own point of view (RE link) Using the correct form of the verb inflection, e.g., we were instead of we was. Expressing time and cause with conjunctions. Expressing time, place and cause with prepositions.</p>	<p>Using inverted commas and other punctuation to punctuate speech.</p>	<p>Using determiners.</p> <p>Persuasive letter. Write a letter to persuade your audience to eat a healthy meal. Linking points and selecting style and vocabulary accordingly to encourage the reader. Using figurative language to stretch the meaning of words for effect to communicate more clearly and engagingly , e.g. similes and metaphors</p>	
<p>Maple Class – Year B</p>	<p>Science – Why Can't Pigs Fly? Explanation text of different types of living things. Ensure standard reflects Y3 & Y4 year group expectations (step up from Y1/2) The Dog Who Wanted to Fly by Kathy Stinson (to be read & enjoyed alongside the learning) Using capital letters for names and personal pronoun 'I' Using 'a' and 'an' correctly. Using apostrophes to mark where letters are missing. Using apostrophes to mark singular and plural possession.</p>	<p>Science – Can I make ice disappear? An experiment write-up about changing states of matter. Using commas to separate items in a list. Using headings and subheadings.</p> <p>Traditional Tales - Alternative Version of Cinderella. Writing the story from the moment when Cinderella enters the ball and the prince sees her through to her changing back into rags at midnight. The focus of this part of the story is</p>	<p>Science – Why do we need bees? Persuasive letter: write to an MP about how to save the bees/why they are so important. The Honeybees by Kirsta Hall (to be read and enjoyed alongside the learning). Using the present perfect forms of verbs. Clauses and subordinate clauses. Choosing appropriate nouns, pronouns and possessive pronouns.</p> <p>Kensuke's Kingdom by Michael Morpurgo. Re-telling the moment of the shipwreck, moving</p>	<p>Science – Does everything I touch really move? Writing fun instructions for a game for young children involving the use of magnets, e.g., fishing rod game, magnet maze. Children to design layout of instructions, may like to add diagrams, pictures, photos and top tips! The Shivers in the Fridge by Fran Manushkin (to be read & enjoyed alongside the learning) Word families based on common words, showing how words are related in form and meaning, e.g.</p>	<p>Science – Why don't all animals have skeletons? Funny bones by Janet and Alan Ahlberg (to be read & enjoyed alongside the learning) No writing linked to Science this time.</p> <p>Write an autobiographical account reflecting the theme of personal experience. Roald Dahl - Boy Write a short story based on a day at boarding school playing a trick on the teacher drawing on their knowledge from 'Boy' and 'Matilda'</p>	<p>Geography link - writing to persuade someone to visit the country. Pupils to assemble and sequence points in order to plan the presentation of a point of view, using a range of additional visual images to support this viewpoint, including graphs, images etc. Using figurative language to stretch the meaning of words for effect to communicate more clearly and engagingly , e.g. similes and metaphors</p> <p>Harry Potter and the Philosopher's Stone. Re-</p>

	<p>Poetry Poet study – Joseph Coelho. Learn and perform poetry by Joseph Coelho to an audience of parents.</p> <p>Geography link Report - write own report independently based on the counties and cities of the United Kingdom. Choose a focus county to write about from the knowledge organiser. Using capital letters and full stops. Using question marks and exclamation marks. Using paragraphs to group related content. Using headings & subheading Knowing the four types of sentence: statements, questions, exclamations and commands.</p>	<p>character description. There will be a contrast in description between the two moments/outfits. Using expanded noun phrases. Using the progressive form of verbs in the present and past tense, e.g. I was walking; I am walking; I will be walking. Using the present and past tense correctly and consistently.</p>	<p>the plot forward through action. Using fronted adverbials with a comma. Using inverted commas and other punctuation to punctuate speech. History link - recount - newspaper report of a historical event including commentary and detail to engage the reader – building of Stonehenge? Any other major events in this historical period. Using the correct form of the verb inflection, e.g., we were instead of we was. Expressing time and cause with conjunctions. Expressing time, place and cause with prepositions.</p>	<p>solve, solution, solver, dissolve, insoluble) Using headings and sub-headings. Write and perform a play based on a familiar story setting - Cinderella. Using determiners. Poetry Look at the features of a haiku. Children to write their own haiku.</p>	<p>Using paragraphs to group related content. Using inverted commas and other punctuation to punctuate speech. History link - explanation – create a flowchart to explain how a historical invention works; use the notes to write an explanation using impersonal style. Knowing the four types of sentence: statements, questions, exclamations and commands. Expressing time, place and cause with prepositions.</p>	<p>telling the story from when Harry sees Hogwarts from the boat to entering the hall, including a description of the setting from his point of view. Using paragraphs to group related content. Using inverted commas and other punctuation to punctuate speech.</p>
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<p>Oak Class - Year A</p>	<p>Science – Why did Neil Armstrong not fall off the moon? Compose a biographical account of an event (recount) based on research – The Life of</p>	<p>Science Week – Can I make my heart beat faster? Explanation text of the effect of exercise on the body. Using bullet points. Using colons to introduce a list</p>	<p>Science – Can I turn my toast back to bread? Write a formal letter from one scientist to another explaining the process of reversible and</p>	<p>The Giant’s Necklace by Michael Morpurgo. Children to write a diary entry as the main character and don’t reveal she’s died until the end. Include</p>	<p>Science – Can we be a plastic free school? - Write a persuasive letter to the headteacher to convince her to be an eco-friendlier school – link to ‘Net Zero</p>	<p>Playscripts. Writing our own play to perform.</p>
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<p>Isaac Newton or Neil Armstrong. Hook: Newton & Me by Lynne Mayer (to be read and enjoyed alongside the learning). Using the passive voice to affect the meaning. Using colons, semi-colons and dashes to mark boundary between independent clauses. Capital letters, full stops, apostrophes.</p> <p>Poetry Poet study – Benjamin Zephaniah. Study poems and choose one to learn and perform.</p> <p>Geography link - Gloucestershire - write own report based on notes gathered from several sources - interview local people, find out about a local subject from a number of sources. Using formal and informal language as appropriate. Linking ideas across paragraphs with a wide range of cohesive devices, e.g. grammatical connections, use of ellipsis.</p>	<p>and semi-colons within a list. Commas in lists, commas to clarify meaning, single dash. Use expanded noun phrases to convey complicated information concisely.</p> <p>The Tempest by Shakespeare. Re-tell a critical moment from the story - develop atmosphere through describing characters and place. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Devises to build cohesion within a paragraph.</p> <p>The Wolves of Willoughby Chase. Write a scene between Miss Slighcarp and the children conveying their different characters through dialogue. The dialogue has to be structured to show what the character is like, e.g. the teacher talks in a degrading, horrible way.</p>	<p>irreversible changes in a patronising tone. Functions of sentences; statements, questions, commands, exclamations.</p> <p>Pig Heart Boy by Malorie Blackman. Re-write a key scene integrating dialogue to convey character and advance the action. Nouns, adjectives, verbs, adverbs, determiners, prepositions. Noun phrases; expanded noun phrases. Relative pronouns; relative clauses. Dashes for parenthesis.</p> <p>History link - Explanation - How the Ancient Greek Olympics led to the modern Olympics – similarities and differences, impact and influence, significant events and people. Simple past and simple present tense and verbs; verbs in the perfect form; tense consistency. Present and past progressive verbs; subjunctive verb form; modal verbs.</p>	<p>descriptions of setting and create atmosphere. Newspaper report of the day Cherry went missing – mixture of formal and informal tone. Adverbials; commas after fronted adverbials. Describing settings- prepositional language.</p> <p>Poetry. Study narrative Poems. Highway man by Alfred Noyes. Write own narrative poem. Descriptive devices – figurative language.</p>	<p>Superheroes' competition. Standard English: formal/informal vocab; formal/informal structures.</p> <p>The Boy in the Girl's Bathroom by Louis Sachar. Write letters and diary entries in character from different perspectives. Descriptive devices. Building character through description, actions and dialogue. Relative clauses. Convert nouns or adjectives into verbs.</p>	
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		<p>Integrate dialogue to convey meaning and advance the action. Conjunctions; co-ordinating conjunctions, subordinating conjunctions and subordinating clauses. Parenthesis: colons; semi-colons, dashes. Commas/brackets for parenthesis.</p>				
<p>Oak Class - Year B</p>	<p>Science – Do all living things lay eggs? Compose a biographical account of an event (recount) based on research – life cycle of an animal through the eyes of the animal. Using the passive voice to affect the meaning. Using colons, semi-colons and dashes to mark boundary between independent clauses. Capital letters, full stops, apostrophes.</p> <p>Poet study – Carol Ann Duffy. After studying Carol’s poems choose some to learn and perform.</p> <p>Geography link - United Kingdom - write own report based on notes</p>	<p>Henry V - Stories from Shakespeare by Geraldine McCaughrean Write to persuade by producing a speech for Henry V to say which will motivate his army for battle, conveying his character through the speech and building atmosphere. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Devises to build cohesion within a paragraph.</p> <p>Non-Fiction Write a letter in-role explaining why Henry V is a good leader. Simple past and simple present tense and verbs; verbs in the perfect form; tense consistency.</p>	<p>Northern Lights by Phillip Pullman. Integrating dialogue to convey character and advance the action. Re-write the scene where the two polar bears argue which leads to a fight. Integrate dialogue to convey meaning and advance the action. Conjunctions; co-ordinating conjunctions, subordinating conjunctions and subordinating clauses. Parenthesis: colons; semi-colons, dashes. Commas/brackets for parenthesis.</p> <p>Traditional Tales and Legends - Robin of Sherwood by Michael Morpurgo. Re-tell a critical moment in the story from the point of view of at least 2</p>	<p>Science – Why is it night time in Australia and day time here? Explanation of what they have learnt during their science week. Using bullet points. Using colons to introduce a list and semi-colons within a list. Commas in lists, commas to clarify meaning, single dash. Use expanded noun phrases to convey complicated information concisely.</p> <p>Treasure Island by Robert Lewis Stevenson - write a scene between Jim Hawkins and Long John Silver their different characters expressed through dialogue. Adverbials; commas after fronted adverbials.</p>	<p>Science – How can I win at curling? Instructions for the game - write a set of detailed instructions with clear introductions and conclusions. Standard English: formal/informal vocab; formal/informal structures.</p> <p>Look at books with maps in, e.g. Narnia, The Hobbit, LOTR’s. The children create their own map of their own world/land. Write the opening of their story to include a description of their land to develop setting and atmosphere. Descriptive devices. Building setting through description, actions and dialogue. Relative clauses. Convert nouns or adjectives into verbs.</p>	<p>Science – What does a kangaroo have to do with a common cold? Write a formal letter from one scientist to another explaining and giving reasons for classifying plants and animals based on specific characteristics. Standard English: formal/informal vocab; formal/informal structures. Conjunctions; co-ordinating conjunctions, subordinating conjunctions and subordinating clauses.</p> <p>Playscripts. Writing our own play to perform.</p>

	<p>gathered from several sources. formal and informal language as appropriate. Linking ideas across paragraphs with a wide range of cohesive devices, e.g. grammatical connections, use of ellipsis.</p>	<p>Present and past progressive verbs; subjunctive verb form; modal verbs.</p> <p>Poetry Looking at Sonnets. Innovate/write own sonnet Descriptive devices – figurative language.</p>	<p>different characters, including descriptive words of the location to create atmosphere. Nouns, adjectives, verbs, adverbs, determiners, prepositions. Noun phrases; expanded noun phrases. Relative pronouns; relative clauses. Dashes for parenthesis. Use of inverted commas with other speech punctuation.</p>	<p>Describing settings- prepositional language. Integrate dialogue to convey meaning and advance the action. Using dialogue to convey character. Use of inverted commas with other speech punctuation.</p>	<p>History link - explanation – how one of the historical aspects has changed over time e.g. parliament, monarchy, law and order. Standard English: formal/informal vocab; formal/informal structures. Simple past and simple present tense and verbs; verbs in the perfect form; tense consistency.</p>	
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