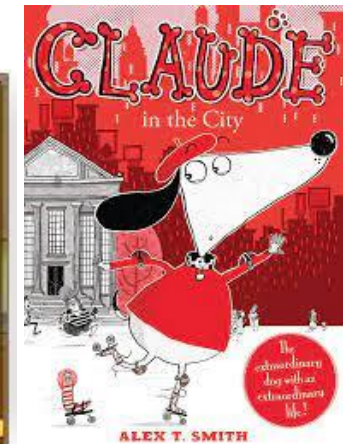
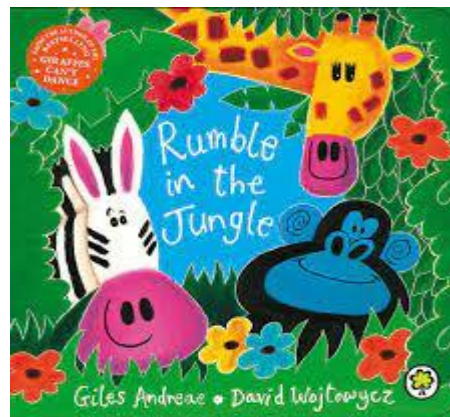




# KS1 English Long-Term Plan



<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>			
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A		Cycle B	
Colour Monster (PSED) - In Every house on Every Street -NF – my family facts -Instructions SPAG	Colour Monster Martha Maps it out SPAG	SPAG Instructions -Bread -Fruit Kebabs Katie In London -London fact files -postcards SPAG The Rainbow (Poetry)	Claude in the City SPAG Now we are Six (Poetry)	Clean Up SPAG		Deer Green Peace SPAG	
				Y1 Beegu	Y2 How to find Gold	Y1 Beegu	Y2 How to find Gold
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>			
Cycle A	Cycle B	Cycle A	Cycle B	Y1		Y2	
Poetry (fireworks) -senses poetry Traditional Tales -retell -narrative -creating own versions of a traditional tale -character descriptions Into the forest Nativity	Poetry (Fireworks) -link to Look up Traditional Tales Into the forest Nativity	Leaf -Non Chron Rumble in the Jungle -	The Dark Michael Rosen Poetry	Great Women who changed the World Daddy fell into the Pond Letters to parents about		Little People Big Dreams Sound Collector Letter to the Juniors	

<p><b>En1/1 Spoken Language</b> (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En1/1a listen and respond appropriately to adults and their peers  En1/1b ask relevant questions to extend their understanding and knowledge  En1/1c use relevant strategies to build their vocabulary  En1/1d articulate and justify answers, arguments and opinions  En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  En1/1h speak audibly and fluently with an increasing command of Standard English  En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates  En1/1j gain, maintain and monitor the interest of the listener(s)  En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others  En1/1l select and use appropriate registers for effective communication</p>	<p><b>Reading</b>  <b>En1/2.1 Word Reading</b>  En1/2.1a apply phonic knowledge and skills as the route to decode words  En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  En1/2.1f read other words of more than one syllable that contain taught GPCs  En1/2.1g read words with <b>contractions</b>, and understand that the apostrophe represents the omitted letter(s)  En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  En1/2.1i reread these books to build up their fluency and confidence in word reading.</p>	<p><b>En1/2.2 Comprehension</b>  En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li><b>discussing word meanings, linking new meanings to those already known</b></li> </ul> <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say  En1/2.2d explain clearly their understanding of what is read to them</p>	
<p><b>Writing</b>  <b>En1/3.1 Spelling</b>  En1/3.1a spell: words containing each of the 40+ phonemes already taught common exception words the days of the week  En1/3.1b name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound  En1/3.1c add prefixes and suffixes:  using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  using the prefix un– <b>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</b>  En1/3.1d apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>  En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><b>En1/3.2 Handwriting and Presentation</b>  En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly  En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place  En1/3.2c form capital letters  En1/3.2d form digits 0-9  En1/3.2e understand which letters belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise</p>	<p><b>En1/3.3 Composition</b>  En1/3.3a write sentences by:  saying out loud what they are going to write about  composing a sentence orally before writing it  sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  En1/3.3b discuss what they have written with the teacher or other pupils  En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p><b>En1/3.4 Vocabulary, grammar &amp; punctuation</b>  En1/3.4a develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by:  leaving spaces between words  joining words and joining clauses using "and"  beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  learning the grammar for year 1 in English <a href="#">Appendix 2</a>  En1/3.4b use the grammatical terminology in English <a href="#">Appendix 2</a> in discussing their writing and reading.</p>

<p><b>En2/1 Spoken Language</b> (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En2/1a listen and respond appropriately to adults and their peers</p> <p>En2/1b ask relevant questions to extend their understanding and knowledge</p> <p>En2/1c use relevant strategies to build their vocabulary</p> <p>En2/1d articulate and justify answers, arguments and opinions</p> <p>En2/1e give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</p> <p>En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En2/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En2/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En2/1l select and use appropriate registers for effective communication</p>	<p><b>Reading</b></p> <p><b>En2/2.1 Word Reading</b></p> <p>En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above</p> <p>En2/2.1d read words containing common suffixes</p> <p>En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>En2/2.1f read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>En2/2.1h reread these books to build up their fluency and confidence in word reading.</p>	<p><b>En2/2.2 Comprehension</b></p> <p>En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>En2/2.2c participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	
<p><b>Writing</b></p> <p><b>En2/3.1 Spelling</b></p> <p>En2/3.1a spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular)</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p>En2/3.1b add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>En2/3.1c apply spelling rules and guidelines, as listed in <a href="#">English Appendix 1</a></p> <p>En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p><b>En2/3.2 Handwriting and Presentation</b></p> <p>En2/3.2a form lower-case letters of the correct size relative to one another</p> <p>En2/3.2b 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</p> <p>En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>En2/3.2d use spacing between words that reflects the size of the letters.</p>	<p><b>En2/3.3 Composition</b></p> <p>En2/3.3a Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>En2/3.3b Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>En2/3.3c make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><b>En2/3.4 Vocabulary, grammar &amp; punctuation</b></p> <p>En2/3.4a develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see <a href="#">English Appendix 2</a>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>En2/3.4b Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <p>learning the grammar for year 2 in <a href="#">English Appendix 2</a></p> <p>En2/3.4c use and understand the grammatical terminology in <a href="#">English Appendix 2</a> in discussing their writing and reading.</p>


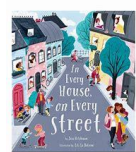
Appendix 1 -see separate PDF [Spelling Appendix](#)

Appendix 2



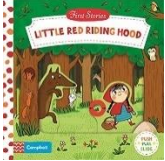
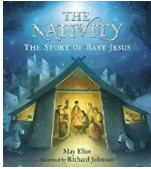
Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command,</p> <p>compound, adjective, verb,</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Autumn 1



Week	Focus Text/Genre	Outcomes/Writing opportunities	SPAG Y1	Spag Y2
1	The Colour Monster.-Non-fiction 	Learn the story, Retell the story using freeze frames, discuss our feelings have you ever felt like the colour monster. Write Advice for the colour monster. Y2 create posters	Personal pronoun I and recap EYFS	Recap Y1 punctuation
2	The Colour monster goes to school. -Fiction	Retell the story, analyse the story features beginning, middle, end. Y1 to retell the story Y2 to create own versions can they plan events that would happen at KPI.		
3	In Every House on Every Street 	Read the story, draw pictures of own families adding label, captions and sentences. Share facts about our families. Learn about facts- features of a fact file (Y2)		
4		Create Fact files about their families to add to a class book (In every classroom in every school) Y1 to write sentences to describe what they do with their family.		
5	Specific Spag Skills	Discuss the woodland walk and how we could let others know. Analyse the features of letters and invitations and focus in on the punctuation. Teach the specific skills Capital Letters for people, Places and Names (y1) Capital letters, full stops, questions and exclamation marks (Y2) Letters about the woodland trip (Y2)/ invitation (Y1)	EN1 3.4 Punctuation	EN2 3.4 Punctuation
6	Instructions	What is harvest, look at sets of instructions and follow to make harvest soup. Analyse the instruction identifying features of the genre	EN1 3.4 Punctuation and Word	EN2 3.4 Punctuation and word
7		Write instructions allowing time to plan, write edit and improve (y1) Templates		
8	Specific Spag Skills	Join with and (Y1) Join clauses with a range of conjunctions (Y2)	EN1 3.4 Word	EN2 3.4 Word


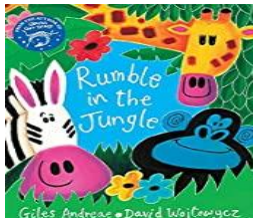
Autumn 2



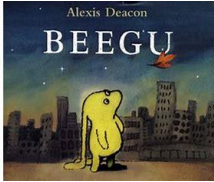
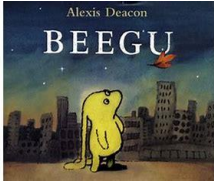
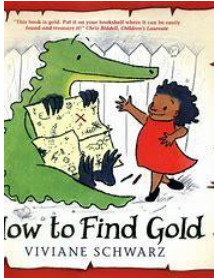
Week	Focus Text/Genre	Outcomes/Writing opportunities	SPAG Y1	Spag Y2
1	Poetry (fireworks) 	Read firework poems Add actions and music to poetry to retell Create word banks of favourite words or phrases. Write descriptive sentences using word banks and or dictation.	<u>Punctuation</u> Separation of <b>words</b> with spaces Introduction to capital letters, full stops, <b>sentences</b>	Commas in a list
2		Share model poem (Sights and sounds of bonfire night) Use senses to describe bonfire night. Write own poems following a simple structure (Y2 to extend language choices and vocabulary from previous sessions)	Capital letters for names and for the personal <b>pronoun</b> /	
3	Fiction Traditional Tales 	Read a variety of traditional tales, use role play to retell in order identify the parts of a story Y1 – 3 part, Y2 5 part. Compare stories and pick out similar themes and features (characters, settings, plot etc) order stories using pictures		
4		Select a favourite story and discuss favourite characters and create character profiles and descriptions. Plan own stories based on the story structure. Y1 – to change a part. Y2 to use knowledge of stories to create own mixed tale.	Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]	Subordination and coordination
5		Use story plans to create own stories following a traditional tale structure. Y2 to focus on Time connectives to indicate the order of events.	Sequencing <b>sentences</b> to form short narratives Capital letters for names and for the personal <b>pronoun</b> /	
6	SPAG	Y1 -Suffixes s and es Y2- Suffixes Appendix 2	EN1 3.4 Punctuation	EN2 3.4 Punctuation
7	The Nativity 	Watch video clips and read the Nativity story, teach new vocabulary a retell the story using drama and pictures. Use the correct past tense	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	Comma's ion a list, correct punctuation.
8		Plan recount using word banks from previous learning. Independently write a recount, based on oral versions. Recount in order. rehearse and write Plan, draft, edit and review the recount.		



Spring 1

Week	Focus Text/Genre	Outcomes/Writing opportunities	SPAG Y1	Spag Y2
1	SPAG	Joining words to form sentences Joining clauses with and (y1) subordination and coordination (Y2)	Joining with and	Subordination and coordination
2	Instructions	Follow a recipe Identify key features of instructions- Retell in order Write own set of instructions	Punctuation	Expanded noun phrase. Commas in a list Command Sentences
3	Katie in London - London Diary - Postcards from London	Read the story, Role play parts of the story and explore London landmarks, watch clips of some of the sights. Create word banks to describe what London would be like for Katie. Create story maps to recount the places that Katie visited.		
4		Read diaries/postcards from London and identify features. Identify Past Tense (Y1) and how vocabulary (adjectives and adverbs can be used to add detail) Choose a London Landmarks to create a diary entry. (Y2) to include key features and expand on details. (Y1) To write a postcard from their pretend trip to London	-past tense suffixes Punctuation	Progressive past tense. Expanded noun phrase. Commas in a list
5	SPAG	Punctuation (Y1) Sentence Types (Y2)	EN1 3.4 Punctuation	Sentence level (sentence types)
6	Poetry The Rainbow Christina Rossetti 	Recite the poem and actions and music. Draw pictures to match the poem discuss how the poet using language to create a picture. Identify words that can be used to describe. From a shared experience (ice, frost snow etc) create a poem that describes this experience. (Shared writing) Perform new poems.	Suffixes Past tense	Adjectives Suffixes

Week	Focus Text/Genre	Outcomes/Writing opportunities	SPAG Y1	Spag Y2
1	Leaf 	Book talk making predictions – sharing the first few pages Sharing the story Retelling the story Freeze frame thinking about the choices of animals		
2		What could we do to help the animals? Letters to persuade (Y2 Features of Letters, Y1 sentences that make sense)	Capital letters for names. Punctuation Using and to join	Correct Tense suffixes
3		Non-Chron linked back to letters Features of the text (Y2) Fact finding link back to science		Expanded noun phrases Commas in a list
4	SPAG	Recap s es, er est (Y1) Appendix 2 suffixes (Y2)	Suffix s,es,er,est ing	er,est, adjectives ly – verbs in adverbs
5	Poetry Rumble in the Jungle 	Read the story – discuss what they know about the animals already Perform the poetry – using actions, expressions and music. Recognise rhyme Favourite vocabulary and phrases.		
6		Write own descriptive poems Y1 – focus on sentence that make sense and describe what the animal looks like and can do. Y2- begin to use some features of poetry	Suffix ing for verbs E,es,er,est Adjectives to describe.	Commas in a list Expanded noun phrases. ly-adverbs er est

Week	Focus Text/Genre	Outcomes/Writing opportunities		SPAG Y1	Spag Y2
1	Clean up 	Read the story, Retell in order using drama, freeze frames and speech bubbles to describe how Rocket is feeling during the story. Create word banks to describe rocket (look, personality, actions) Write a character description		Joining with and	Expanded noun phrases. Commas in a list conjunctions
2		Discuss how Rocket is caring for the earth, find out about other ways we can save our planet Read information texts -10 things to change our world. – There's an elephant in my kitchen, Look at the features of poster. Posters to encourage recycling.		Punctuation capital letters. Prefix/suffixes	Commas in a list Commands Suffixes Question marks
3	SPAG	Prefix un Suffix ed,er,ing (Y2) correct choice of past and progressive tense.- sentence types..			
4	Y1 Beegu 	Y1 Make predictions Role on the wall Character descriptions of Beegu	Y2 Make predictions about the text Role on the wall Writing letters to Anna and the Crocodile giving instructions		Commands sentence types
5		Read the whole story Retell using role play Story maps	Explore the map from the story Orally tell own stories Create own monsters using expanded noun phrases to describe..		Expanded noun phrases Suffixes Exclamation marks
6	Y2 How to find Gold 	Use Story maps to write own diary from Beegu.	Finish story Plan own stories using ideas from the story and other adventure books Write their own adventure stories Share new stories with others.		Punctuation Conjunctions Noun phrases