## **Harrold Primary Academy**

## Progression of objectives to be covered for SPAG

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	To leave spaces between	To leave spaces between	To leave spaces between	To use the term sentence	To continue demarcating	Through reading and writing	
	words	words	words	appropriately	sentences when writing,	to reinforce knowledge of the	
To leave spaces between words					ending a sentence with a full	term sentence	
	Recognise capital letters and	Begin to use full stops to	Recognise full stops and	To identify sentences within	stop		
Recognise capital letters and full	full stops when reading and	demarcate sentences	capital letters when reading	text i.e. those demarcated by		To continue demarcating	
stops when reading and name them correctly	name them correctly		and understand how they	capital letters and full stops	To use capital letters for the	sentences when writing,	
them correctly		To use a capital letter for the	affect the way a passage is		personal pronoun I, for names	ending a sentence with a full	
Begin to use the term sentence	Begin to use the term	personal pronoun and the	read	To continue demarcating	and for the start of a sentence	stop	
C	sentence	start of a sentence		sentences when writing,			
Know that a line of writing is not			To continue demarcating	ending a sentence with a full	To recognise other common	To recognise other common	
necessarily a sentence	Know that a line of writing is	To join words and join	sentences when writing,	stop	uses of capitalisation e.g. for	uses of capitalisation e.g. for	
	not necessarily a sentence	sentences using 'and'	ending a sentence with a full		personal titles, headings, book	personal titles, headings, book	
Begin to use full stops to			stop	To recognise other common	titles, emphasis, days of the	titles, emphasis, days of the	
demarcate sentences				uses of capitalisation e.g. for	week	week	
To use a capital letter for the			To join words and join	personal titles, headings, book			
personal pronoun and the start of			sentences using 'and'	titles, emphasis, days of the	To add question marks to	To add question marks to	
a sentence				week	questions	questions	
To join words and join sentences				To join words and join	To use exclamation marks	To use exclamation marks	
using 'and'				sentences using 'and'	within	within	
Recognise full stops and capital							
letters when reading and				To add question marks to			
understand how they affect the				questions			
way a passage is read							
				To use exclamation marks			
To continue demarcating				within			
sentences when writing, ending a							
sentence with a full stop							
To recognise other common uses							
of capitalisation e.g. for personal							
titles, headings, book titles,				7 7			
emphasis, days of the week							
			arro				
To add question marks to							
questions			~~ ~ ~	1 6 6			
To use exclamation marks within							
10 use excidingtion marks within		-		3			
Through reading and writing to		Dan son c	I PITT / / ~	adem	T 7		
reinforce knowledge of the term		Prima	IIV AL		1.7		
sentence			TT A TIT		· y		
			4		-		
Terminology for pupil	erminology for pupil Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark						

Year 2 To use capital letters, full stops, stops, question marks and question marks and exclamation exclamation marks to marks to demarcate sentences. demarcate sentences, demarcate sentences, demarcate sentences, demarcate sentences, demarcate sentences, demarcate sentences, including in the use of Proper Nouns. Nouns. To identify nouns within sentences To identify nouns within To be able to expand nouns To be able to expand nouns To use correct choice and To use correct choice and Selecting correct punctuation To use nouns accurately within sentences phrases for description and phrases for description and consistent use of present and consistent use of present and to end a sentence. (!...?.) sentences specification specification past tense throughout writing. past tense throughout writing. To use the progressive form of To use the progressive form of To use nouns accurately To know and use Proper Nouns within sentences To know what an adjective is To use correct choice and verbs in the present and past verbs in the present and past To use apostrophes to mark To identify adjectives within consistent use of present and tense to mark actions in tense to mark actions in where letters are missing in To be able to expand nouns To know and use Proper sentences past tense throughout writing. progress (e.g. she is progress (e.g. she is spelling and to mark singular phrases for description and possession in nouns. Nouns To use adjectives accurately To use the progressive form of drumming, he was shouting). drumming, he was shouting). specification within sentences verbs in the present and past To use subordination within To be able to expand nouns tense to mark actions in To use apostrophes to mark To use apostrophes to mark sentences (when, if, that, because) phrases for description and where letters are missing in where letters are missing in progress (e.g. she is To use commas to separate and co-ordination (or, and, but) specification To use subordination within drumming, he was shouting). spelling and to mark singular spelling and to mark singular items in a list for description and specification sentences (when, if, that, possession in nouns. possession in nouns. To use subordination within because) and co-ordination To know what a verb is To know what an adjective is sentences (when, if, that, (or, and, but) for description To identify verbs within To identify adjectives within and specification sentences because) and co-ordination sentences To use commas to separate To use adjectives accurately within (or, and, but) for description To use verbs accurately within items in a list To use commas to separate sentences and specification sentences items in a list. To know how the grammatical To write sentences with To know how the grammatical patterns in a sentence subject-verb agreements patterns in a sentence indicate its To correct sentences with indicate its function as a function as a statement, question, subject/verb agreements that exclamation or command statement, question, exclamation or command are incorrect To be able to expand nouns phrases for description and To know how the grammatical specification patterns in a sentence indicate its function as a To use correct choice and statement, question, consistent use of present and past exclamation or command tense throughout writing. To 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). To know what a verb is To identify verbs within sentences To use verbs accurately within sentences Primary Adademy To write sentences with subjectverb agreements To correct sentences with subject/verb agreements that are

To use apostrophes to mark where

letters are missing in spelling and						
to mark singular possession in						
nouns.						
To use commes to constate items						
To use commas to separate items in a list						
iii a iist						
Selecting correct punctuation to						
end a sentence. (!?.)		_				
Vocabulary	To know the vocabulary taught i	n year 1.				
•	Noun, Noun phrase, Statement,	Question, Exclamation, Command	I, Compound, Adjective, Verb, Suff	fix, Adverb, Tense (past/present),	Apostrophe, Comma	
Year 3	To express time, place and	To express time, place and	To express time, place and	To express time, place and	To introduce paragraphs as a	To introduce paragraphs as a
. ca. c	cause using conjunctions (e.g.	cause using conjunctions (e.g.	cause using conjunctions (e.g.	cause using conjunctions (e.g.	way to group related material	way to group related material
To express time, place and cause	when, before, after, while, so,	when, before, after, while, so,	when, before, after, while, so,	when, before, after, while, so,	may to group related material	may to group related material
using conjunctions (e.g. when,	because), adverbs or	because), adverbs or	because), adverbs or	because), adverbs or	To use headings and	To use headings and
before, after, while, so, because),	prepositions (e.g. before,	prepositions (e.g. before,	prepositions (e.g. before,	prepositions (e.g. before,	subheadings to aid	subheadings to aid
adverbs or prepositions (e.g.	after, during, in, because of)	after, during, in, because of)	after, during, in, because of)	after, during, in, because of)	presentation	presentation
before, after, during, in, because	arter, during, iii, because orj	arter, during, in, because or	arter, during, in, because or,	arter, during, in, because or	presentation	presentation
of)	To understand what	To understand what adverbs	To understand what	To introduce paragraphs as a	To use the present perfect	To use the present perfect
T				. • .		form of verbs instead of the
To introduce paragraphs as a way	conjunctions are and be able	are and be able to use them	prepositions are and be able	way to group related material	form of verbs instead of the	
to group related material	to use them within writing	within writing independently	to use them within writing		simple past	simple past
To use headings and subheadings	independently		independently	To use headings and		
to aid presentation				subheadings to aid		
				presentation		
To use the present perfect form of						
verbs instead of the simple past						
Vocabulary	To know vocabulary taught in year 1 and 2.					
	Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas					

## **Harrold**Primary Academy

Year 4	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise
To use noun phrases expanded by	ideas around a theme	ideas around a theme	ideas around a theme	ideas around a theme	ideas around a theme	ideas around a theme
the addition of modifying						
adjectives, nouns and preposition	To use noun phrases	To use the appropriate choice	To use noun phrases	To use inverted commas and	To use noun phrases	To use inverted commas and
phrases	expanded by the addition of	of the pronoun or noun within	expanded by the addition of	other punctuation to indicate	expanded by the addition of	other punctuation to indicate
	modifying adjectives, nouns	and across sentences to aid	modifying adjectives, nouns	direct speech	modifying adjectives, nouns	direct speech
To use fronted adverbials				·	, , ,	I
	and preposition phrases	cohesion and avoid repetition	and preposition phrases	To use the term inverted	and preposition phrases	To use the term inverted
To use paragraphs to organise			_ , , , ,	commas		commas
ideas around a theme	To develop adjective use		To develop the use of		To develop the use of nouns	
To use the appropriate choice of	ensuring that the correct tone		prepositional phrases to	To know the basic	to ensure that consistency	To know the basic
the pronoun or noun within and	is achieved through		develop continuity and	conventions of speech	and clarity is achieved	conventions of speech
across sentences to aid cohesion	vocabulary choices		placement of ideas within	punctuation through:	throughout writing	punctuation through:
and avoid repetition.			writing	-beginning to use in own		-beginning to use in own
	To use fronted adverbials			writing	To use fronted adverbials	writing
To use inverted commas and other	To know what adverbial		To know what a pronoun is	-using capital letters to mark	To know what adverbial	-using capital letters to mark
punctuation to indicate direct	openers are and use them		To be able to select pronouns	the start of direct speech	openers are and use them	the start of direct speech
speech.	independently within writing		for use within sentences		independently within writing	·
			To be able to use pronouns	To use apostrophes to mark		To use apostrophes to mark
To use apostrophes to mark	To use commas after fronted		within sentences	singular and plural possession	To use commas after fronted	singular and plural possession
singular and plural possession.	adverbials		Within Sentences	singular and planar possession	adverbials	singular and plarar possession
T	daverbiais				adverbiais	
To use commas after fronted						
adverbials.						
Vocabulary	To know vocabulary taught in ye					
	Determiner, Pronoun, Possessiv		1		1	
Year 5	To use devices to build	To use devices to build	To use devices to build	To use devices to build	To use devices to build	To use devices to build
<del>-</del>	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph
To use relative clauses beginning						
with, who, which, where, when, whose, that or an omitted relative	To use relative clauses	To be able to identify formal	To link ideas across	To be able to identify formal	To be able to identify formal	To be able to identify formal
pronoun	beginning with, who, which,	and informal voice	paragraphs using adverbials of	and informal voice	and informal voice	and informal voice
pronoun	where, when, whose, that or	To be able to change between	time, place and number or	To be able to change between	To be able to change between	To be able to change between
To indicate degrees of possibility	an omitted relative pronoun	formal and informal voice	tense choices	formal and informal voice	formal and informal voice	formal and informal voice
using adverbs or modal verbs		depending on the style of		depending on the style of	depending on the style of	depending on the style of
<b>6</b>	To indicate degrees of	writing	To use brackets, dashes or	writing	writing	writing
To use devices to build cohesion	possibility using adverbs or	Wilting	commas to indicate	Witting	Witting	Wilting
within a paragraph		To use semmes to avoid		To use relative elevens	To link ideas agrees	To use commes to evoid
	modal verbs	To use commas to avoid	parenthesis	To use relative clauses	To link ideas across	To use commas to avoid
To link ideas across paragraphs	T	ambiguity and to clarify	T. L. M. L. M. 110	beginning with, who, which,	paragraphs using adverbials of	ambiguity and to clarify
using adverbials of time, place and	To use brackets, dashes or	meaning	To be able to identify dashes	where, when, whose, that or	time, place and number or	meaning
number or tense choices	commas to indicate		within writing	an omitted relative pronoun	tense choices	
	parenthesis		To understand the purpose of			
To use brackets, dashes or	i		dashes within writing	To indicate degrees of	To use brackets, dashes or	
commas to indicate parenthesis	To be able to identify brackets	1 / 121 1222 C	To use dashes accurately	possibility using adverbs or	commas to indicate	
To use comments avoid on himite	within writing		within writing	modal verbs	parenthesis	
To use commas to avoid ambiguity	To understand the purpose of		TT A. T.T.		· y	
and to clarify meaning	brackets within writing		4	To use commas to avoid	To be able to understand the	
	To use brackets accurately			ambiguity and to clarify	purpose of commas within	
	within writing			meaning	writing	
	WILLIAM WITCHIS	I	1	meaning	wiitiig	

And of Verb, helither Pronoun. Reduce Clause, Purcenthesis, Bracket, Dash, Cohesion, Ambiguity  To link ideas across, parcenthesis, Bracket, Dash, Cohesion, Ambiguity  To link ideas across, parcenthesis, Bracket, Dash, Cohesion, Ambiguity  To link ideas across, parcenthesis, Bracket, Dash, Cohesion, Ambiguity  To link ideas across, parcenthesis, and the process of the parcenthesis of the process of the proce		To use brackets within		1	1	1	Т		
Notabilary  To know ocalulary taught in year 1, 2, 3 and 4  To know ocalulary taught in year 2, 2, 3 and 4  Not for the control of word or phrase, grammatical connections and ellipsis to formation and writing or the mediance report of reference towns to make the service or phrase, grammatical connections and ellipsis connections and ellipsis of word or phrase, grammatical connections and ellipsis of the word of burnation or word or phrase, grammatical connections and ellipsis of the word of burnation or word or phrase, grammatical or word or phras									
Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To use the passive to affect the presentation of information within a sentence from authorized abustness, processes, process		complex sentences							
Modal Verb, Relative Pronoun, Reletive Chause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To use the passive to affect the presentation of information within a sentence from attended and passive; begin able to transform a sentence from attended the presentation of information within a sentence from a service and passive; begin able to transform a sentence from attended the boundary secret in large wither against clause. Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis  To know the different between structures typical of information within a sentence from attended the passive victor passive and victor and structures appropriate for formal speech and structures appropriate for									
Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To use the passive to affect the presentation of information within a sentence from authorized abustness, processes, process									
Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To use the passive to affect the presentation of information within a sentence from authorized abustness, processes, process									
Modal Verb. Relative Pronoun, Relative Chause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To use the passive to affect the presentation of information within a sentence from attended and passive; begin able to transform a sentence from attended and to mark the boundary search of such the boundary vector in large devices repetition of a word or phrase, grammatical connections and ellipsis  To know the different between structures hypical of information within a sentence from attended and passive; begin able to transform a sentence from attended and to mark the boundary vector in firemancian to mark the boundary vector in the presentation of use the claim to make the boundary vector in the presentation of use the sent in to use the claim to make the boundary vector in firemancian to mark the boundary vector in the presentation of use the sent in the presentation of use the sent in the presentation of use the sent in the presentation of use the passive vector in the presentation of information within a sentence from a verbal vector information within a sentence from a verbal ve									
Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity  To use the passive to affect the presentation of information within a sentence from authorized abustness, processes, process	Maria I. I.		100						
To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis to understand the term active to grassive to affect the presentation of information within searches for formal speech and writing or to use favour devices – heading wider many efformation and ellipsis to use favour devices – heading wider frame for devices devices repetition of a word or phrase, grammatical connections and ellipsis to understand the efference between structures sprogratise for formal speech and writing or to use favour devices – heading wider many efformation and ellipsis to use favour devices – heading wider many efformation and ellipsis to use favour devices – heading wider many efformation and ellipsis to use favour devices – heading wider many efformation and ellipsis to use favour devices – heading wider many efformation writing and the difference between structures appropriate for forms and what active and passive voice means to use favour devices – heading wider wards to asked the difference between entreed and passive voice means to use favour devices – headings, subheadings, colons, fullets, tables and use of semi-colons within alts and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within asked the colons to introduce a list and use of semi-colons within last information. To use hyphers to a depart the presentation of information within a sentence. To understand personal and impersonal voice within writing.  To use the colon to introduce a list and use of semi-colons within last information. To use the colon to i	vocabulary								
paragraphs using a wider range of choises we devices: repetition of a word or phrase, grammatical connections and ellipsis connectives appropriate for formal speech and structures sparagraphs using a wider range of choises we devices: repetition of a word or phrase, grammatical connections and ellipsis connections and ellipsis.  To know the different between the word or without the spassive policy in able to transform a sentence from structures sport of a word or phrase, grammatical connections. It is the presentation of a word or phrase, grammatical connections and ellipsis.  To understand the term active and passive begin able to transform a sentence from structures sport of several and spassive voice means for use the senti-colon, solon and ellipsis.  To use the passive or within a sentence provide to use the colon to introduce a list and use of sent-colons within lists.  To use the passive voice means from the word of word or phrase, grammatical connections and ellipsis.  To understand the term active and passive voice means a location to make the colon of a word or phrase, grammatical connections and ellipsis.  To understand the standard the term active and passive voice means a location to make the colon of a word or phrase, grammatical connections and ellipsis.  To use the colon to introduce a list and use of sent-colons within lists.  To use the passive or within a sentence To understand the difference between active and passive voice means a location to make the sent-colons, solon and integration of a word or phrase, grammatical connections and ellipsis.  To use the colon to introduce a list and use of sent-colons within lists.  To use the passive voice means a location or a word or phrase, grammatical connections and ellipsis.  To understand the term active and passive voice means a location or a word or phrase, grammatical connections and ellipsis.  To use the colon to introduce a list and use of sent-colons within a sentence To understand the difference between active and passive voice means a locat	V				T = 1:1:1	T = 1:1:1	I - 1: 1 · 1		
range of conseive devices: repretition of a word or or phrase, grammatical connections and ellipsis  To understand the term active to passive year of information within a sentence from active to passive varie means and impersonal voice within writing. To use the colon to introduce a last and use of semi-colons writing or such each of semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To understand the difference between active and passive voice means. To understand the difference between active and passive voice whereas representation of some of semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To understand the difference voice. To understand the difference voice. To understand the difference voice whereas independent clauses for semi-colons writing. To use the colon to introduce a last and use of semi-colons writing. To understand the difference voice. To understand the difference voi	Year 6								
large of content develops and ellipsis connections and ellipsis connect	To use the passive to affect the						' ' '		
repetition of a word or phrase, grammatical connections and ellipsis co	•	1 -	)		0	1 -			
Connections and ellipsis  Connections and el	a sentence	!	•	1	· ·	<u>'</u>	<u>'</u>		
To understand the term active of passive and structures appropriate for formal speech and surfluor of the use of subjunctive forms. If the presentation of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms. To use the passive to a fleet the presentation of information, not use the colon to introduce a list and use of semi-colons, bullets, tables. To use the passive voice means To understand the difference and passive voice means To understand the difference and passive voice means To understand what active and passive voice means To understand voice within writing or understand what active and passive voice means To understand personal voice within writing To be able to information. To use hyphens to avoid ambiguity.  To use bullet points to list information. To use hyphens to avoid ambiguity.  To revise work on complex sentences:  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating connectives within sentences.  To be able to insert subordinating c				1		1	· · · ·		
procedure a from a speech and writing or the use of subjunctive forms a sentance from a sentance from a sentance from a sentance from some time to go subjunctive forms.  To use the colon to introduce and passive peigh able to transform a sentance from and passive peigh able to transform a sentance from a sentance from some time to passive and vice versa.  To use the passive to affect the presentation of informal speech and writing or the use of subjunctive forms.  To use the passive to affect the presentation of informal speech and writing or the use of subjunctive forms.  To use the passive to affect the presentation of information within a sentence. To understand what active and passive voice means. To understand personal and impersonal voice within writing.  To use the colon to introduce all stand use of semi-colons within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To use the presentation of informal speech and writing or the use of subjunctive forms active and passive voice means. To understand the difference between active and passive voice means. To understand the difference between active and passive voice and be able to voice and the able to identify a subordinating connectives and their use within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To use the presentation of informal speech and writing or the use of subjunctive forms active and passive voice means. To understand the difference between active and passive voice and be able to identify in the presentation of informations. To use the colon to introduce all stand use of semi-colons within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To use the colon to introduce all stand use of semi-colons within lists.  To understand	To know the different between structures typical of informal	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis		
to formal speech and writing or the use of subjunctive forms To link ideas across paragraphs using a wider range of cohesive devices: repetition of aword or phrase, grammatical connections and ellipsis To use layout devices – headings, use the persentation of information within a sentence of information of information within a sentence of information of information within a sentence of informa	speech and structures appropriate	To understand the term active	To know the different			To use the colon to introduce	To use the colon to introduce		
transform a sentence from a schence from susing a wider range of cohesive devices: repetition of a word or phrase, grammatic alconnections, broader they presentation of information speech and writing or the use of subjunctive forms. To use the passive to affect the presentation of information speech and writing or the use of subjunctive forms. To use the passive to affect the presentation of information method and passive voice means. To understand what active and passive voice means. To understand the difference between active and passive voice means. To understand the difference between active and passive voice means. To understand personal and impersonal voice within writing is an active and passive voice and be able to find the understand the difference between active and passive voice and basis to make the boundary voice within writing is an active and passive voice and be able to change between active and believe to active and passive voice and beable to change between active and passive voice and beable to other use of subjunctive forms. To use the passive to affect the presentation of information within a sentence. To understand the difference between active and passive voice was and phrases. To understand personal and impersonal voice within writing.  To use subjunctive forms. To use hyphens to avoid ambiguity.  To use stand use of semi-colons within writing. To use subjunctive and passive voice and beable to change between active and passive voice and beable to change between active and passive voice and beable to dealing the points to list information. To use hyphens to avoid ambiguity.  To use subjunctive forms. To use the passive to affect the presentation of information writing or the use of subjunctive to passive and vice the passive to a fleet the presentation of information writing and passive voice and passive voice and passive voice and passive voice and beat to change between active and passive voice and beat to change the point to list information. To use hyphens to avoid ambiguity.  To see	for formal speech and writing or	and passive: begin able to	between structures typical of	To understand the term active	To know the different	a list and use of semi-colons	a list and use of semi-colons		
active to passive and vice versa active and vice versa active to passive to affect the presentation of information within as the difference between active and passive voice means active and passive voice means active and passive voice wants and vice voice voice wants and vice voice voice active and passive voice wants active and passive voice wants active and passive voice wants active and passive voice v	the use of subjunctive forms			and passive: begin able to	between structures typical of	within lists	within lists		
Versa  To use the passive to affect the presentation of information in the use of subjunctive forms to avoid ambiguity.  To use bullet points to list information. To use bullet points to list information and with a sentence. To understand what active and passive voice means To understand what active and passive voice means To understand the difference between eactive and passive voice and the use of sent-colons within			-		11				
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