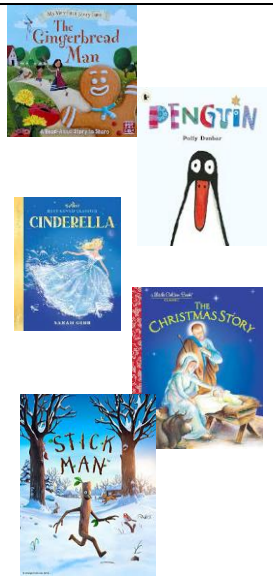
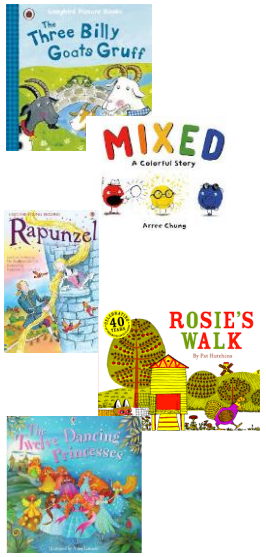
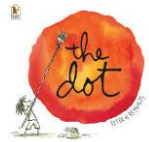
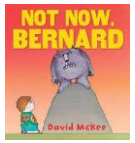
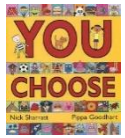
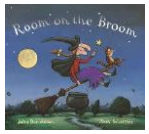
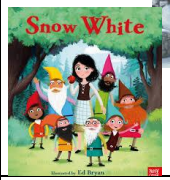
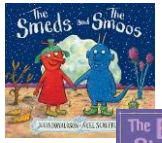
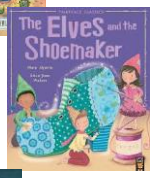
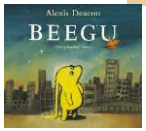
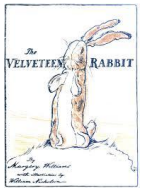
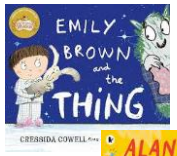
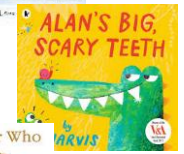
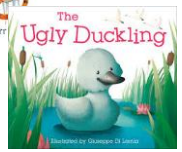
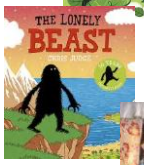
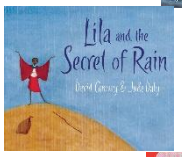
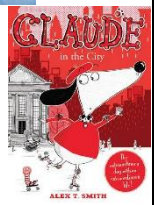
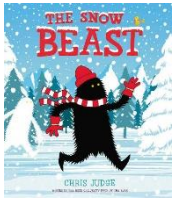
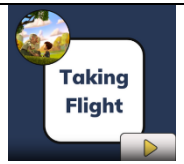
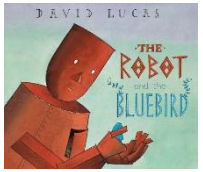
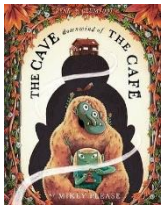
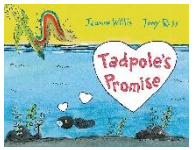
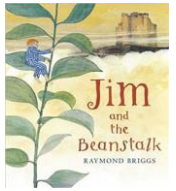
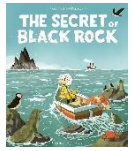
Year Group Literacy Coverage Document

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Drawing Club						
EYFS WRITING ELG: Write recognisable letters, most of which are correctly formed;	Week ½: Patterns Introduced in line with Sounds Write Curly cats (c a s) Robot letters (r m) Ladder letters (l i t) n o p – discuss family b g h – discuss family	d e f v – discuss family k l r u – discuss family j w z – discuss family	x y – discuss family Revision in families 2. i l t j y f u 3. c o a d 4. q g e s 5. n m h b p k r 6. w v x z	Revision in families 7. i l t j y f u 8. c o a d 9. q g e s 10. n m h b 11. p k r 12. w v x z	Revision in families 1. i l t j y f u 2. c o a d 3. q g e s 4. n m h b 5. p k r 6. w v x z	Introduce Capital letters 7. ABCD 8. EFGH 9. IJKL 10. MNOP 11. QRST 12. UVWXYZ
Word	Pre-writing Patterns Single letters Sounds	CVC words Lists Everyday Words	Single CVC words Lists Everyday Words Short captions (e.g. a red bus.)	Short Sentences	Short punctuated sentences. (I went to the shop. It is a dog.)	Short punctuated sentences.
Punctuation			Finger spaces	Finger spaces Capital letter Full stop	Finger spaces Capital letter Full stop	Finger spaces Capital letter Full stop

Year One	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texts Drawing Club (T1) Curious Quests (T2 – T6)	    	    	   	   	    	   
Y1 NC: Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters	Revision in families 1. i l t j y f u 2. c o a d 3. q g e s 4. n m h b 5. p k r 6. w v x z	Revision in families 7. i l t j y f u 8. c o a d 9. q g e s 10. n m h b 11. p k r 12. w v x z	Capital letters 1. ABCD 2. EFGH 3. IJKL 4. MNOP 5. QRST 6. UVWXYZ	1. a – m 2. A – M 3. n – z 4. N - Z 5. numbers 0 -9 6. punctuation & maths symbols	Easy letters 1. All patterns 2. i l t 3. u w e 4. c o 5. a d 6. n m h	Harder letters 7. j y 8. g q 9. b p k 10. v s r 11. f x z
Grammar						
Word		Adjectives	Plural noun suffixes -s or -es (e.g. dog, dogs; box, boxes)	Suffixes that be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper)	How the prefix un- changes the meaning of verbs and adjectives.	Revision of all.
Sentence	Learn how words can combine to make a simple sentence.	Joining words using and.	Joining words using and.	Joining words and clauses using and.	Joining words and clauses using and/because.	Joining words and clauses using and/because.

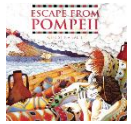
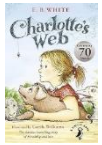
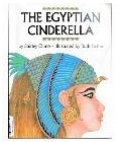
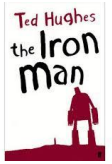
Word classes None introduced – sentence comprehension questions	Who/What is the sentence about? What are they doing? What is happening? What is the action? Describe it (add an adjective) Why? (use of because)					
Text	Writing a simple sentence.	Writing two simple sentences. Introduce compound sentences.	Writing three simple/compound sentences.	Writing three to five simple/ compound sentences.	Writing three to five simple/ compound sentences.	Sequencing sentences to form short narratives.
Punctuation	Separation of words with spaces. Introduce capital letters and full stops to demarcate a sentence.	Capital letters for names and personal pronoun I	Capital letters for places and days of the week. Introduction of question marks.	Capital letters for places and days of the week. Question marks.	Capital letters for places and days of the week. Introduction of exclamation mark.	Capital letters for places and days of the week. Exclamation mark.
	Use a capital letter and full stop to demarcate a sentence/s. Separate word with spaces.					
Terminology	Letter, capital letter, word, sentence, punctuation, full stop	Adjective	Single, plural, question mark	Question mark	Exclamation mark	Exclamation mark
	Capital letter, sentence, punctuation, full stop					

Year Two	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	Year 1 Revision					
Texts	Curious Quests Context Week 1 – New Faithful Friends CQ Context Week 2 – Hidden Treasures    	Poetry Week 1   	   	Poetry Week 1   	 TBC TBC TBC	Poetry Week 1  TBC TBC
Text Types to be introduced	Character and Setting Descriptions Adventures (Short Narratives)	Letter Diary	TBC	TBC	TBC	TBC
Y2 NC: 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 un-joined.	**Revision in families** 1. i l t j 2. y f u 3. c o a d 4. q g e s 5. n m h 6. b p k r	7. w v x z **8. Diagonal Joins** an, co 9. di, ei 10. hu, im, 11. ka, li 12. ma, np, ui	**Easy words** 1. ill, it, lit, tilt 2. we, wet, wilt, lute 3. cow, owe, ice, coil 4. lad, add, toad, data 5. ham, mend, hand, them	**Horizontal Joins** 6. vo, wo 7. ru, wa 8. oc, ro 9. wn, ve 10. re, oe **Tricky Letters** 11. j, r, s 12. v, x, z	Harder words 1. yell, eye, jaw, jay 2. huge, going, quay, queen 3. bap, kept, apple, back 4. vans, stars, rest, ever 5. fox, zoo, oxen, fuzzy Double letters 6. bb, gg	7. pp, cc, 8. ll, rr 9. dd, mm 10. ss, ee 11. nn, tt 12. ff, oo, zz

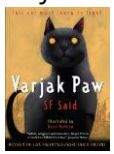
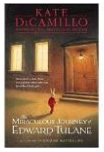
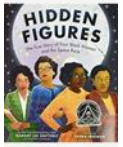
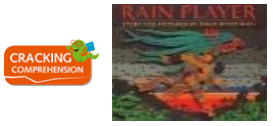
Grammar						
Word	Plural noun suffixes -s or -es Suffixes -ed, -ing, -er (where no change is needed in the spelling of the root word) Prefix un-	Suffixes -ed, -ing, -er -If a word ends in 'e', drop the 'e' and add the suffix -Doubling rule one-syllable words ending in one vowel and one consonant, double the final consonant (hop-hopping)	Suffixes -ed, -ing, -er -The 'y' to 'i' rule. If a word ends in a consonant followed by 'y', change the 'y' to an 'i' (cry-cried) Compound words (e.g. superman, whiteboard)	Suffixes -ness, ment Suffixes -ful, -less, -	Verbs – being/doing/having Doing – slept, jumped Being – was, were, am, are, is Having – have, had, has Suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.	
Sentence	Joining words and clauses using and/because.	Expanded noun phrases (e.g. the blue butterfly, the man in the moon)	Co-ordination (using or, and, but)	Subordination (using when, if, that, because)	How the grammatical patterns in a sentence indication its function as a statement (The cat has a tail. The cat is fluffy. The cat slept.), question (Is my cat sleeping?), exclamation (What a beautiful cat you are!) or command (Give the cat some food.)	
Text	Sequencing sentences to form short narratives.	Use the simple present tense *(Tom jumps)* and simple past tense *(Tom jumped)* correctly and consistently. Irregular verbs in the past tense (ran, swam, spoke)		Use of the progressive form of verbs in the present *(Tom is jumping)* and past tense *(Tom was jumping)* to mark actions in progress.		Revision of all content taught.
Punctuation	Use a capital letter and full stop to demarcate a sentence/s. Separate word with spaces.	Commas to separate items in a list.	Use apostrophes for contracted forms (e.g. didn't, I'm, I'll)	Use apostrophes to mark singular possession in nouns (e.g. The cat's mat.)	Use of question marks and exclamation marks.	Revision of all content taught.
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.					
Terminology	Capital letter, sentence, punctuation, full stop	Noun, noun phrase, comma	Suffix, compound, apostrophe	Apostrophe	Statement, question, exclamation, command	Adverb
	Capital letter, sentence, punctuation, full stop, adjective, verb, tense (past, present)					

Year Three	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	Year 2 Revision					
Main Text	Stone Age Boy 	Escape from Pompeii 	Charlotte's Web 	Charlotte's Web 	The Egyptian Cinderella 	The Iron Man 
Text Type	Diary Poetry 	Setting description 	Poetry Persuasive Letter 	Non-Chronological Report 	Instructions 	Poetry News Report 
Supported writing journey	Diary – write a diary for a character who travels to the Stone Age.	Setting description about a volcanic eruption	Persuasive Letter – write a letter to the farmer to persuade him not to kill Wilbur.	Non-chronological – write a report about spiders	Instructions –how to create a spell to transform Cinderella into a princess	News Flash Report – write a news report about the Iron Man coming to the village.
Independent writing journey	Diary – write a diary to a chosen portal	Setting decription about a different natural disaster	Persuasive Letter – write a persuasive letter to Mr Mills for a chosen thing.	Non-chronological – write a report about a chosen farm animal.	Instructions – how to make own magic spell.	News Article – write a news article about a chosen monster
Handwriting NC: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting	**Revise joins in isolation and in 'easy words'** **Diagonal Joins** 1. an, co 2. di, ei 3. hu, im, 4. ka, li 5. ma, np, ui **Revise joins in isolation and in 'harder words'** **Horizontal Joins** 6. vo, wo	7. ru, wa 8. oc, ro 9. wn, ve 10. re, oe **Tricky Letters** **Revise joining in words** 11. j, r, s 12. v, x, z	**Double letters** **Revise joining in words** 1. bb, gg 2. pp, cc, 3. ll, rr, dd 4. mm, ss, ee 5. nn, tt 6. ff, oo, zz	7. address, arrive 8. breath, breathe 9. build, circle 10. caught, calendar 11. consider, continue, 12. different, exercise	1. early, enough, eight, eighth 2. February, fruit, famous, 3. grammar, group, 4. heart, height, 5. heard, history, important 6. island, learn, length	7. medicine, minute, notice 8. often, opposite, potatoes 9. quarter, reign, remember 10. strength, sentence, straight, strange 11. though, although, thought, through 12. weight, woman/women
Guided Reading Texts						
Grammar						
Word	Suffixes -ness, -er, -ful, -less, -ment, -er, -est Suffix -ly to turn adjectives into adverbs.		Formation of nouns using a range of	Use of the forms *a* or *an* according to whether the next word	Word families based on common words, showing how words	Revision of all content taught.

	Verbs – being/doing/having	prefixes (e.g. super-, anti-, auto-)	begins with a consonant or a vowel. (e.g. a rock, an open box)	are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	
Sentence	Simple, compound, complex sentences Co-ordination (using or, and, but) Subordination (using when, if, that, because) Exclamations	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)	Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)	Expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)	Revision of all content taught.
Text	Use of the progressive form of verbs in the present *(Tom is jumping)* and past tense *(Tom was jumping)* to mark actions in progress.	Introduction to paragraphs as a way to group related material.	Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.	Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)	Revision of all content taught.
Punctuation	Use apostrophes for contracted forms Use apostrophes to mark singular possession in nouns	Identify direct speech (speech bubbles) Introduction to inverted commas to punctuate direct speech where dialogue opens the sentence. *"Is it is raining?" asked Bob.*			Revision of all content taught.
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.				
Terminology	Suffix, exclamation, exclamation mark, past tense, present tense, apostrophe, verb, noun	Conjunction, prefix, noun, paragraph	Verbs, direct speech, consonant letter, vowel letter, inverted commas (or 'speech marks')	Preposition, word family, preposition, present perfect	
	Clause, subordinate clause				

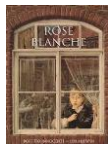
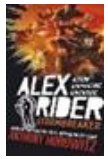
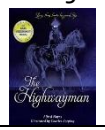
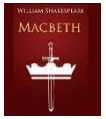
Year Four	Term 1 Year 3 Revision	Term 2	Term 3	Term 4	Term 5	Term 6

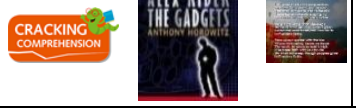
Main Text	Varjak Paw 	The Explorer 	Edward Tulane 	Hidden Figures 	Rain Player 	Moon Man 
Text Type	Poetry Story 	Diary 	Poetry Instructions 	Biography 	Instructions 	Poetry Persuasion 
Supported writing journey	Story – write a prediction of the next part of the story.	Diary – crash landing of plane.	Narrative – write a 'lost story' which includes a character description of Edward.	Biography – write a biography of one of the inspirational figures in the book.	Instructions – how to play Pok a Tok	Persuasive text – write a persuasive argument about Moon Man to inform the class about their decision whether Moon Man should to stay or leave Earth.
Independent writing journey	Story – write their own story about going through a secret door.	Diary – write a diary entry from one of the children's point of view.	Narrative – write a 'lost story' which includes a character description of their own toy.	Biography – write a biography of themselves as an adult.	Instructions – how to play a playground game	Persuasive argument text: write a persuasive argument based on a personal choice relating to school life to present to the class.
Handwriting NC: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting	**SEPTEMBER Revision of joins in 'Harder words'** 1. yell, eye, jaw, jay, huge 2. going, quay, queen, bap, kept 3. apple, back, vans, stars, rest 4. ever, fox, zoo, oxen, fuzzy **Statutory Words** 5. accident(ally), actual(ly) 6. appear, answer	7. bicycle, believe 8. busy, business 9. complete, certain 10. century, centre 11. decide, describe 12. difficult, disappear	1. experience, experiment, extreme, 2. forward(s), favourite 3. guard, guide 4. increase, interest 5. imagine, knowledge 6. library, mention	7. material, natural 8. naughty, ordinary 9. occasion(ally), particular 10. peculiar, perhaps 11. popular, position 12. possible, possess(ion)	1. promise, probably 2. pressure, 3. recent, regular 4. surprise, separate 5. special, suppose 6. therefore, question, various	Use assessment of statutory word lists to plan for weekly words.
Guided Reading Texts	Poetry Week 					
Grammar						
Word	Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)		The grammatical difference between plural and possessive -s	Standard English forms for verb inflections instead of local spoken	Revision of all content taught.	Revision of all content taught.

	Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel. (e.g. a rock, an open box)		forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)		
Sentence	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)		Fronted adverbials (e.g. *Later that day, I heard the bad news.*)	Revision of all content taught.
	Write simple, compound and complex sentences				
Text	Using paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of paragraphs to organise ideas around a theme	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		Revision of all content taught.	Revision of all content taught.
Punctuation	Identify direct speech (speech bubbles) Introduction to inverted commas to punctuate direct speech where dialogue opens the sentence. *"Is it is raining?" asked Bob.*	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted comma: *The conductor shouted, "Sit down!"*) Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)		Use of commas after fronted adverbials.	Revision of all content taught.
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.				
Terminology	Word families, conjunctions, adverbs, prepositions, paragraphs, headings, sub-headings, inverted commas	Plural, possessive pronoun, noun, cohesion, verb, apostrophes.		Fronted adverbials.	

Year Five	Term 1 Year 4 Revision	Term 2	Term 3	Term 4	Term 5	Term 6
Main Text	Viking Boy 	How to live forever 	The Last Wild 	The Last Wild 	Greek Myths 	There's a boy in the girl's bathroom 

Text Type	Poetry Story	Diary	Poetry Persuasive letter	Explanation	Story	Poetry Discussion
Supported writing journey	Story – write continuations of the narrative	Write a diary entry about Peter's journey to the library.	Letter – write a persuasive letter to the major to get Kester released.	Explanation – write an explanation text to explain how the red eye virus started and spread.	Create and write their own Greek myth using shared class planning, using Theseus and the Minotaur as inspiration.	Discussion – write a discussion on whether or not Bradley should be excluded.
Independent writing journey	Story – create their own Viking and write the story of a battle	Write a diary entry about a journey into a different world (a journey into a book that they have read).	Letter – write a letter to the governors to persuade them to spend £50 on something of their choosing	Explanation – write an explanation explain the life cycle process of a mythical animal.	Write own quest story with own hero and mythical monster.	Discussion – write a discussion on a school issue of their choosing.
Handwriting NC: Write legibly, fluently and with increasing speed	**SEPTEMBER Revision of joins in 'Harder words'** 1. yell, eye, jaw, jay, huge 2. going, quay, queen, bap, kept 3. apple, back, vans, stars, rest 4. ever, fox, zoo, oxen, fuzzy **5.** According, Accommodate, **6.** Accompany, Achieve,	7. Amateur, Apparent 8. Appreciate Available. 9. Average Awkward 10. Bargain Bruise 11. Committee Competition 12. Conscience Conscious	1. Convenience Definite 2. Develop Dictionary 3. Embarrass Excellent 4. Forty Frequently 5. Guarantee Hindrance 6. Identity Immediately	7. Interfere Interrupt 8. Leisure Lightning 9. Marvellous Mischievous 10. Necessary Neighbour 11. Nuisance Occur Occupy	1. Privilege Pronunciation 2. Recognise Restaurant 3. Rhyme Rhythm 4. Suggest Sufficient 5. Symbol Twelfth	Use assessment of statutory word lists to plan for weekly words.
Guided Reading Texts	Poem: Warning by Jenny Joseph 					
Grammar						
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)		Convert nouns or adjectives into verbs using suffixes e.g. Active – activate, terror – terrorise, note – notify.	Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Revision of all content taught.

Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) Fronted adverbials (e.g. *Later that day, I heard the bad news.*)		Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or model verbs (e.g. might, should, will, must)	Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun.	Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun.	Revision of all content taught.
	Write simple, compound and complex sentences					
Text	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly)	Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he *had* seen her before)		Revision of all content taught.
Punctuation	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted comma: *The conductor shouted, "Sit down!"*) Introduce split dialogue. "I wonder," ponder Pepper, "if George can come out to play." Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials.		Brackets, dashes or commas to indicate parenthesis • Brackets () : Best for adding factual, non-essential, or technical information. • Commas (,) : Used for a softer, more subtle break in the sentence. These are often used when the parenthesis is closely related to the main clause. • Dashes (-) : Used for dramatic effect or to create a strong, emphatic pause, commonly used in creative writing	Use of commas to clarify meaning or avoid ambiguity.		Revision of all content taught.
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.					
Terminology	Plural, possessive pronoun, noun, cohesion, verb, apostrophes, fronted adverbials.		Nouns, adjectives, suffixes, adverbs, modal verbs, paragraph, brackets, dashes, commas, parenthesis.	Verbs, prefixes, relative clauses, adverbials, brackets, dashes, commas, parenthesis.	Verbs, prefixes, relative clauses, commas.	
Year Six	Term 1 Year 5 Revision	Term 2	Term 3	Term 4	Term 5	Term 6
Main Text	Rose Blanche 	Alex Rider 	The Highwayman 	The Barnabus Project 	Nature's Treasures 	Macbeth 

Text Type	Poetry  Letter 	Story 	Poetry  Formal witness statement 	Explanation Text 	Non-chronological report 	Poetry  Discussion 
Supported writing journey	Letter – write a letter from Rose to the children in the concentration camp	Story – write a narrative as Alex Rider	Formal witness statement – write a witness statement as the landlord	Explanation Text – write about aspects of the circulatory systems and how they work.	Non-chronological report about a futuristic animal using shared planning.	Discussion – write a discussion about whether Macbeth to blame
Independent writing journey	Letter – write a letter imagining they are an evacuated child to their parent/s.	Story – create their own spy story with a junior spy.	Formal witness statement – chose to write from the highwayman's, Bes's or a soldier's perspective	Explanation Text – write an explanation text of body systems of future animals or systems.	Non-chronological report about a made-up futuristic animal with their own planning.	Discussion – write a discussion about where they would rather live – Cheltenham or Broadhaven
Handwriting NC: Write legibly, fluently and with increasing speed	**SEPTEMBER Revision of joins in 'Harder words'** 1. yell, eye, jaw, jay, huge 2. going, quay, queen, bap, kept 3. apple, back, vans, stars, rest 4. ever, fox, zoo, oxen, fuzzy 5. Aggressive Ancient Attached 6. Category Cemetery	7. Communicate Community 8. Controversy Correspond 9. Critic Criticise Curiosity 10. Desperate Determined Disastrous 11. Equip Equipped Equipment 12. Environment Especially Exaggerate	1. Existence Explanation 2. Familiar Foreign Government 3. Language Muscle Opportunity 4. Parliament Persuade Physical 5. Prejudice Profession Programme 6. Queue Recommend Sacrifice	7. Secretary Shoulder Signature 8. Sincere Sincerely Soldier 9. Stomach System 10. Temperature Thorough 11. Yacht Variety 12. Vehicle Vegetable		
Guided Reading Texts			Formal Reading Texts			Playscripts - TBC
Grammar						
Word		How words are related by meaning of synonyms and antonyms (e.g. big, little, large)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.		Revision of all content taught.	Revision of all content taught.
Sentence	Relative clauses beginning with, who, which, where, when, whose, that or an	Use of the passive to affect the presentation of information in a sentence (e.g. *I broke the window in the greenhouse* versus	The difference between structures typical of informal speech and structures appropriate for formal speech.		Revision of all content taught.	Revision of all content taught.

	omitted relative pronoun. Indicate degrees of possibility model verbs (e.g. might, should, will, must)	*The window in the greenhouse was broken (by me)*)	The use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech.		
	Write simple, compound and complex sentences				
Text	Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he *had* seen her before)		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other, in contrast or as a consequence), and ellipsis. Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)	Revision of all content taught.	Revision of all content taught.
Punctuation	Brackets, dashes or commas to indicate parenthesis	Use of the colon to introduce a list and use of semi-colons within lists. Use of the semi-colon, colon and dash to mark the boundary between independent clauses.	Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity	Revision of all content taught.	Revision of all content taught.
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.				
Terminology	Revision of Year 5 terminology	Passive, colon, semi-colon, dash	Formal, informal, subjunctive forms, bullet points, hyphens	Revision of all content taught.	Revision of all content taught.