



Denton CP School Writing Skills Progression Map—EYFS



Transcription: Handwriting and Presentation

To show good control and co-ordination in large and small movements.
 To move confidently in a range of ways, safely negotiating space.
 To handle equipment and tools effectively, including pencils for writing.
 To hold a pencil near point between first two fingers and thumb, and uses it with good control.
 Write recognisable letters, most of which are correctly formed.

Phonics

All known phonemes from Phase 2:

(s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, s, ss).

All known phonemes from Phase 3:

(j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er).

For those ready, introduce Phase 4 blending of adjacent consonants:

(ccvc, cvcc, ccvcc, cccvc, ccvcc).

Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

Perform songs, rhymes, poems and stories with others.

Punctuation

To use capital letters to begin a sentence and when using the personal pronoun 'I'.

To use finger spaces inbetween words.

To use full stops to end sentences.

Further Spelling Rules

1	To continue a rhyming string.
2	To hear and say the initial sound in words.
3	To segment the sounds in simple words and blend them together.
4	To link sounds to letters, naming and sounding the letters of the alphabet.
5	To use their phonic knowledge to write words in ways which match their spoken sounds.

- Curly Caterpillar Letters: c, a, d, g, q, o, e, s, f
 - Long Ladder Letters: l, l, u, t, y
- One Arm Robot Letters: r, n, m, h, b, k, p
 - Zag—Zag Monsters: z, x, v, w, y

Writing Composition

To write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

To develop their own narratives and explanations by connecting ideas or events.

To express themselves effectively, showing awareness of listeners' needs.

Vocabulary and Grammar

To use a range of tenses in speech (e.g. play, playing, will play, played).

To answer 'how' and 'why' questions about their experiences and in response to stories or events.

To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').

Terminology

Prepositions	Under, on top, behind, in front etc...
Phoneme	An initial sound.
Diagraph	Two letter sounds combined together to make one sound.
Capital Letter	A letter of the size and form used to begin sentences.
Finger space	The amount of space that needs to be left between words so that they can be read as individual units.
Full Stop	A punctuation mark used at the end of a sentence.



Denton CP School Writing Skills Progression Map—Year 1



Transcription: Handwriting and Presentation

- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
 - To sit correctly at a table, holding a pencil comfortably and correctly.
 - To form digits 0-9.
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Phonics

To accurately spell most words containing the 40+ previously taught phonemes and GPCs from Phase 2 and 3.

To spell some words in a phonically plausible way, even if sometimes incorrect.

Dividing words into syllables (e.g. rabbit, carrot).

Re-cap of Phase 4 blending of adjacent consonants:

All known graphemes from Phase 5:

(ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_u, u_e).

Spelling words ending with -y (e.g. funny, party, family)

The /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live).

The /tʃ/ sound is usually spelt as 'tch' and exceptions;

Prefixes / Suffixes

- Adding -s and -es to words (plural of nouns and the third person singular of verbs).
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping).
- Adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest).

Further Spelling Rules

1	To spell simple compound words (e.g. dustbin, football).
2	To read words that they have spelt.
3	To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.
4	To know all letters of the alphabet and the sounds which they most commonly represent.

Writing Composition

To say out loud what they are going to write about.

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To discuss what they have written with the teacher or other pupils.

To reread their writing to check that it makes sense and to with a little support, begin to make changes.

To read their writing aloud clearly enough to be heard by their peers and the teacher.

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.

Punctuation

To use capital letters for names, places, the days of the week and the personal pronoun 'I'.

To use finger spaces.

To use full stops to end sentences.

To begin to use question marks and exclamation marks for effect.

Vocabulary and Grammar

To use adjectives to describe.

To use the joining word (conjunction) 'and' to link ideas and sentences.

To begin to form simple compound sentences.

Use question words; who, what, where, when, why and how to ask questions.

Terminology

Singular	One of something.
Plural	More than one of something, add -s, -es on the end of words.
Sentence	A set of words that makes sense when put together.
Question Mark	A punctuation mark (?) indicating a question.
Exclamation Mark	A punctuation mark (!) indicating an exclamation.



Denton CP School Writing Skills Progression Map—Year 2



Transcription: Handwriting and Presentation

- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - To form lower case letters of the correct size, relative to one another.
 - To use spacing between words that reflects the size of the letters.
 - Practise capital letters.
- To begin to use the diagonal and horizontal strokes needed to join letters.

Phonics

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically -plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling.

Re-cap of all known graphemes from Phase 5:

(ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_u, u_e).

Te /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust).

The /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw).

The /r/ sound spelt 'wr' (e.g. write, written).

The /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril).

The /aɪ/ sound spelt -y (e.g. cry, fly, July);

Distinguishing between homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight and near-homophones.

Prefixes / Suffixes

To add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly).

To use the prefix 'un-' accurately.

To add -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es.

To add -ed, -ing, -er and -est to a root word ending in -y.

To add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before.

To add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.

Further Spelling Rules

1	To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single - syllable and multi -syllabic words.
2	To self -correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspelling).
3	Learning the possessive apostrophe (singular).
4	Learning to spell more words with contracted forms.

Writing Composition

To write narratives about personal experiences and those of others (real and fictional).

To write about real events.

To write simple poetry.

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that the correct tense is used throughout.

To proof read and to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

Punctuation

To use the full range of punctuation taught at Key Stage 1 mostly correctly including:

- Capital letters
- Full stops
- Question marks and exclamation marks
- Commas to separate lists
- Apostrophes to mark singular possession and contractions.

Vocabulary and Grammar

To use the present tense and the past tense mostly correctly and consistently.

To form sentences with different forms: statement, question, exclamation, command.

To using co-ordination (or/and/but).

To use some subordination (when/if/ that/because).

To use expanded noun phrases to describe and specify (the blue butterfly).

To use a range of adverbs to describe the chosen verb.

To use a range of adverbials for time within non-fiction writing (first, next, after, finally).

Terminology

Apostrophe for Possession	Used to show possession are used to create possessive nouns, which show 'ownership' of something.
Contracted Forms	When a word is made by combining two words together, omitting some letters and replacing them with an apostrophe.
Subordination	Combining two sentences or ideas in a way that makes one more important than the other.
Co-ordination	Combining two sentences or ideas that are of equal value.
Tenses (Past and Present)	Present Tense are events happening right now. Past Tense write about events that have already happened.



Denton CP School Writing Skills Progression Map—Year 3



Transcription: Handwriting and Presentation

- To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.
 - First join; ai, ee, ie, ou, ue, un, um, ig, id, ed, eg, an, or, in, gu, ng.
 - Second join; ch, sh, th, tl, ll, ill, sli, slu, ck, ack, st, sti, ink, unk
 - Third join; od, pg, re, ve, oon, oom.
 - Fourth join; wl, vl, of, ff, fl, flo.
 - Practise the break letters; b, p, g, q, y, j, z.

Phonics

To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).

To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).

To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).

To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue).

To spell words with a /ʃ/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).

To spell words with a short /ʊ/ sound spelt with 'ou' (e.g. young, touch).

To spell words ending with the /ʒer/ sound spelt with 'sure' (e.g. measure, treasure).

To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture).

To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.

Prefixes / Suffixes

To spell most words with the prefixes dis -, mis -, bi -, re - and de - correctly.

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.

To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable Eg: Limiting and Offering).

To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable Eg: Forgotten and Beginning).

Further Spelling Rules

1	To use the first two or three letters of a word to check its spelling in a dictionary.
2	To spell many of the Y3 and Y4 statutory spelling words correctly.
3	Increase accuracy to spell words that are often misspelt.
4	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

Writing Composition

To begin to use ideas from their own reading and modelled examples to plan their writing.

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue).

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

Punctuation

To use the full range of punctuation from previous year groups efficiently and independently (full stops, capital letter, question and exclamation marks, commas for lists, apostrophes for contraction and possession).

To punctuate direct speech accurately, including the use of inverted commas or speech marks.

Vocabulary and Grammar

To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement).

To use 'a' or 'an' correctly throughout a piece of writing.

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.

To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

Terminology

Main Clause	A main clause is a group of words that contains a subject and a verb and can form a complete sentence on its own.
Subordinate Clause	A part of a sentence, introduced by a conjunction, that forms part of and is dependent on a main clause.
Direct Speech	A sentence where the exact words that are spoken are written in speech marks.
Inverted Commas	Are used to show where direct speech or a quotation begins and ends in a sentence.
Paragraphs	A series of sentences that are organized and coherent, and are all related to a single topic.



Denton CP School Writing Skills Progression Map—Year 4



Transcription: Handwriting and Presentation

- To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- Letter formation and joins should be taught in the following order; ake, ome, are, fla, lo, fle, who, wha, whe, ie, in, il, inly, ky, ny, ap, ar, an, ick, uck, ack, ew, ev, ex (spacing), th, ht, (proportions), ac, ag, af.

Phonics

To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd' e.g. division, invasion).

To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion).

To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection).

To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician).

To spell words with the /s/ sound spelt with 'sc' e.g. science, scene).

Spell further complex homophones (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's).

Prefixes / Suffixes

To correctly spell most words with the prefixes in -, il -, im -, ir -, sub -, super -, anti -, auto -, inter -, ex - and non-.

To form nouns with the suffix -ation (e.g. information, adoration).

To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious).

Further Spelling Rules

1	To spell all of the Y3 and Y4 statutory spelling words correctly.
2	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).
3	To use their spelling knowledge to use a dictionary more efficiently.

Writing Composition

To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

To proof read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well-structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

Punctuation

Using commas after fronted adverbials.

To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and correct punctuation within the inverted commas.

To consistently use apostrophes for singular and plural possession.

Vocabulary and Grammar

To always maintain an accurate tense throughout a piece of writing.

To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.

To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.

To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

Terminology

Determiner	A word which is used at the beginning of a noun, eg; a, the, this.
Possessive Pronoun	A pronoun that is used to express ownership, eg; his, hers, theirs.
Adverbial	Adverbials are words that we use to give more information about a verb .
Fronted Adverbial	When the adverbial word or phrase is moved to the front of the sentence, before the verb to express time, place or frequency.
Prepositional Phrase	Includes the object that the preposition in a sentence is referring to and any other words that link it to the preposition. For example: "He hid beneath the duvet.



Denton CP School Writing Skills Progression Map—Year 5



Transcription: Handwriting and Presentation

- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
 - To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- Letter formation and joins should be taught in the following order: Practise consistency of letter size, Practise using the diagonal joining line, Practising leaving an equal space between letters, Practising joining to the letter y, Practising using a horizontal joining line, Practising the size and height of letters, Practising joining from the letter l, Practising joining to and from the letter v.

Phonics

To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious).

To spell words with endings that sound like / shuhs/ spelt with -tious or -

To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).

To spell words containing the letter string 'ough' (e.g. ought, bought,

Continue to distinguish between homophones and other words which are often confused (advice/advise device/devise licence/license practice/practise prophecy/prophesy).

Use knowledge of morphology (the structure of words, such as stems, root words, prefixes, and suffixes, and parts of words) and etymology (study of the true meaning of words and how they've changed over time) in spelling and understand that the spelling of some words needs to be learnt specifically.

Prefixes / Suffixes

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

Further Spelling Rules

1	To spell many of the Y5 and Y6 statutory spelling words correctly.
2	Use dictionaries to check the spelling and meaning of words.

Writing Composition

To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To proof read work to précis longer passages by removing unnecessary repetition or irrelevant details.

To consistently link ideas across paragraphs.

To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Punctuation

To use commas consistently to clarify meaning or to avoid ambiguity.

To use brackets, dashes or commas to indicate parenthesis.

Vocabulary and Grammar

To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

To ensure the consistent and correct use of tense throughout all pieces of writing.

To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).

To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).

Terminology

Relative Clause	A type of subordinate clause which gives extra information about a noun.
Relative Pronouns	A few examples of relative pronouns include 'who', 'that', 'whose', 'which', and 'whom'.
Parenthesis	Is a word, phrase, or clause inserted into a sentence to add extra information.
Brackets	Brackets are used to add extra information to a sentence ().
Dashes	Is a mark of punctuation used to create a pause or break in a sentence –.



Denton CP School Writing Skills Progression Map—Year 6



Transcription: Handwriting and Presentation

- To write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - choosing the writing implement that is best suited for a task.
 - Practising printing.
 - Practising drafting and editing.

Phonics

To spell words ending in -able and -ably (e.g. adorable/adorably).

To spell words ending in -ible and -ibly (e.g. possible/possibly).

To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive) and exceptions (e.g. protein,

To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'fial' (e.g. partial, confidential).

To spell homophones and near homophones that include nouns that end in -ce/ -cy and verbs that end in -se/ -sy (e.g.

To spell words that contain hyphens (e.g. co -ordinate, re - enter, co - operate, co -own).

Prefixes / Suffixes

To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/ -ancy (e.g. observant, observance).

To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/ -ency (e.g. innocent, innocence).

To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral).

Further Spelling Rules

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|---|--|
| 1 | To spell all of the Y5 and Y6 statutory spelling words correctly. |
| 2 | To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. |
| 3 | To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |

Writing Composition

To note down and develop initial ideas, drawing on reading and research where necessary.

To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

To use a wide range of devices to build cohesion within and across paragraphs.

To habitually proof read for spelling and punctuation errors.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Punctuation

To use the full range of punctuation taught at Key Stage 2 correctly, including consistent and accurate use of;

- Hyphens.
- Semicolons, colons or dashes to mark boundaries between independent clauses.
- Colons to introduce a list punctuating bullet points consistently.

When necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Vocabulary and Grammar

To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

To use the subjunctive form in formal writing.

To use the perfect form of verbs to mark relationships of time and cause.

To use the passive voice.

To use question tags in informal writing.

Terminology

Colon	Colons used to separate independent clauses.
Semi-Colon	Are used in sentences to separate two closely-related main clauses, and often replace the need for using a co-ordinating conjunction.
Active/ Passive	The difference between active and passive voice is that when the subject is emphasised, this is the active voice.
Hyphens	Hyphens stick two or more words together .
Modal Verbs	Verbs that indicate likelihood, ability, permission or obligation. Words like: can/could, may/might.