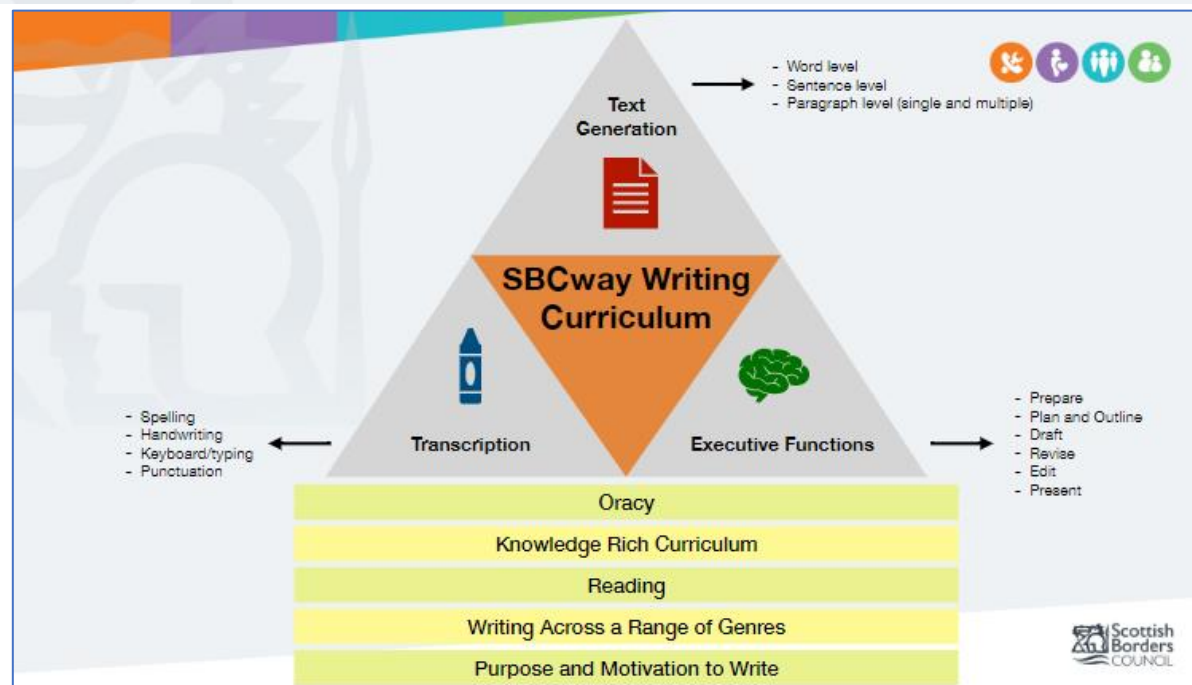




The SBCway Methodology

The #SBCway for Writing is underpinned by:

- The Simple View of Writing.
- The Writing Rope
- Systematic Synthetic Phonics Approaches
- SBCway Writing Model and Underlying Pillars (*See above*)

[WRITING - UNDERPINNING METHODOLOGIES.pdf](#)

[WRITING SKILLS GUIDANCE .pdf](#)

[THE WRITING REVOLUTION PROFORMAS](#)

Key messages from “SBC Literacy and English Strategy”

All learners will experience daily high-quality learning, teaching and assessment.

Our school and settings promote daily opportunities for reading, writing, listening and talking.

Teachers plan opportunities for learners to make connections across reading, writing, listening, and talking.

Adults in our schools and communities are Literacy Role Models, promoting reading, writing, talking and listening as an enjoyable and engaging experience.



FIRST LEVEL

1. Building a Writing Culture and Environment

Writing Culture and Environment WRITING GUIDANCE P4-6 <i>Key messages and highly effective practice</i>	SBC Literacy and English Strategy 2019-2025 <i>"Promoting writing for pleasure can and does raise attainment and improves wider achievement".</i> Culture We create a positive, collaborative, and motivating writing culture within our classrooms. We allow learners to understand the purpose and audience to write to allow writing to be a meaningful experience. We engage families and partners in our writing culture. We ensure there are opportunities for cross curricular learning in writing. We allow learners to make meaningful connections across all aspects of literacy e.g., writing, reading and oracy. We provide opportunities to write across the 4 contexts of learning (Curriculum Area & Subjects, Interdisciplinary Learning, Ethos and Life of the school, Opportunities for Personal achievement) We provide opportunities for our learners to write every day. We are role models for our learners by promoting writing as an enjoyable and engaging experience. We explicitly teach and model writing skills and knowledge of language at word, sentence and text level. We engage with authors and novels to showcase good examples of how writers write. We celebrate National literacy events across our school e.g., Scottish Book Trust 50 words competition, author live events. Environment We showcase Literacy 'Learning Walls/Journeys' and celebrate these in both classrooms and communal areas within our school. We support local library, school library and class library (book nook etc.) engagement and enjoyment. We publish and share learners writing within the classroom and across the school. We provide opportunities for our learners to write within imaginary and play contexts e.g., class café completing order sheets, menus, shopping lists. We provide opportunities for learners to apply their writing in real life contexts within our school e.g., writing table, tuck shop, annotating artwork			
	Phase 1	Phase 2	Phase 3	Benchmarks
WRITING GUIDANCE P7-9 <i>Learners are motivated to write every day for a variety of purposes and audiences.</i>	Learners enjoy writing for pleasure within the context of their play. Learners can write words or a simple sentence when inspired by a variety of different provocations. E.g., shopping list, map, simple objects Learners can talk about author's writing. Learners can use different formats for a piece of writing.	Learners enjoy writing for pleasure for a sustained period. (10- 15 mins.) Learners can write simple sentences when inspired by a variety of different starting points. E.g., simple objects or images, trip out. Learners can talk about what they enjoy in other author's writing. Learners can use different formats for a piece of writing.	Learners enjoy writing for pleasure for a sustained period. (15 – 20 mins) Learners can write about a variety of different starting points. E.g., simple objects/images, trip out/text Learners can begin to talk about preferences in other author's writing. Learners can select a relevant format for a piece of writing.	Creates texts selecting subject, purpose, format, and resources for a range of purposes and audiences.



FIRST LEVEL				
2. Developing skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmarks
Sentence Structure  SENTENCE STRUCTURE P10-16 FRAGMENTS P17-29 SCRAMBLED SENTENCES P21-22	Building sentences Learners build and write simple sentences. (who, what, where when) <i>*Colourful Semantics can support.</i> Scrambled sentences Learners rearrange words into sentences with a given capital and full stop.	Building sentences Learners write simple and compound sentences. (who, what, where, when how (linked with feelings), why). Fragments Learners identify fragments vs sentences. Learners convert fragments to sentences. Scrambled sentences Learners rearrange words into sentences adding capitalisation and full stop.	Building sentences Learners write simple and compound sentences of varying lengths (who what where when how why) Fragments Learners identify fragments vs sentences. Learners convert fragments to sentences. Learners find a fragment in a sentence. Scrambled sentences Learners rearrange words into sentences of varying length adding capitalisation and punctuation.	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i> <i>Links sentences using common conjunctions, for example, and, because, but or so.</i> <i>Starts sentences in a variety of ways to engage the reader.</i> <i>Writes independently, Checks writing to ensure it makes sense.</i>
Sentence Types (Sentence Level)  SENTENCE TYPES P23-26	Learners identify and write different sentence types: statements and questions. Learners, with support (I do, we do), develop questions using a given a picture/text (who, what, where, when).	Learners identify and write different sentence types: statements, questions, commands, and exclamation. Learners develop questions using a given a picture/text (who, what, where, when, why).	Learners identify and write different sentence types: statements, questions, commands, and exclamation. Learners develop and use questions using a given a picture/text/ experience (who, what, where, when, how, why).	



FIRST LEVEL				
2.Developing skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Sentence Openers and Transitions (Sentence Level)  SENTENCE OPENERS P29-42 TRANSITIONS P43-50	Openers Learners, with prompts, use different openers to start their sentences. <i>Including: The, A Nouns, Pronouns, Simple quantifiers (some, many, all)</i> Transitions Learners with prompts, create sentences using transition words and phrases e.g. <i>First, Then, Next</i>	Openers Learners use different openers to start their sentences. <i>Including: The, A, Nouns, Pronouns, Simple Quantifiers (some, many, all, few, most)</i> Learners use 'ly' openers to start a sentence e.g., <i>Luckily, Unfortunately</i> Transitions Learners create sentences using transition words and phrases e.g. <i>First, Then, Next, After that, Finally, In conclusion</i>	Openers Learners open their sentences in a variety of ways. <i>Including: The, A, An, Pronouns, Quantifiers</i> Learners use 'ly' and 'ing' openers to start a sentence. e.g., <i>Usually, Eventually, Finally, Carefully, Slowly, Sighing, Laughing</i> e.g. <i>Sighing, the boy finished his homework.</i> Transitions Learners create sentences using transition words and phrases e.g. <i>First, Then, Next, Finally, In conclusion, For example, However</i> Learners use transition words and phrases to create a new sentence following a given sentence e.g. <i>Bats live in caves. However, they also live in trees.</i>	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i> <i>Links sentences using common conjunctions, for example, and, because, but or so.</i> <i>Starts sentences in a variety of ways to engage the reader.</i> <i>Writes independently, Checks writing to ensure it makes sense.</i>
Punctuation (Linking to Sentence structure, Sentence Types, Sentences Openers and Transitions) 	Capital letters (Sentences and Names) Ending punctuation: Full stops	Capital letters (Sentence, People and Places) Ending punctuation: Full stops Question marks Exclamation marks Commas Commas for lists	Capital letters (Sentence and Proper Nouns) Ending punctuation: - o Full stops - o Question marks - o Exclamation marks Commas - o Items on a list - o Comma after 'ly' and 'ing' openers - o Comma after transition phrases– on the other hand, however, for example	



FIRST LEVEL				
2.Developing skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Sentence Expansion (Sentence Level)  USING QUESTION WORDS P51-57 USING BECAUSE, BUT, SO P58-64 COORDINATING CONJUNCTIONS P65-72 SUBORDINATING CONJUNCTIONS P73-85	Expansion (adding detail) Learner, with support, expand and write sentences using details of When, Where, and Why. Expansion (conjunctions) Learners use co-ordinating conjunctions to complete a sentence when provided with a sentence stem. (and, but, because) ↓ Learners write sentences with a conjunction (and, but, because). Learners, with prompts, use subordinating conjunctions to complete a sentence when provided with a sentence stem (Before, After, If, When)	Expansion (adding detail) Learners expand and write sentences using details of When, Where and Why. Expansion (conjunctions) Learners use co-ordinating conjunctions to complete a sentence when provided with a sentence stem (and, but, because, so). ↓ Learners write sentences with a conjunction. (and, but, because, so) Learners use subordinating conjunctions to complete sentence when provided with a sentence stem (Before, After, If, When)	Expansion (adding detail) Learners expand and write sentences using details of When, Where, Who (2nd subject) and Why. Expansion (conjunctions) Learners understand the different purposes of because, but so when connecting two independent clauses. * Learners use co-ordinating conjunctions and subordinating conjunctions to complete sentences when provided with a sentence stem (and, but, because, so, or) (before, after, if when) ↓ Learners write sentences with coordinating and subordinating conjunctions. Learners can use a comma to separate a dependent clause from an independent clause. <i>e.g. Before they went to the park, the class had their picnic.</i>	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i> <i>Links sentences using common conjunctions, for example, and, because, but or so.</i> <i>Starts sentences in a variety of ways to engage the reader.</i> <i>Checks writing to ensure it makes sense.</i> * • because (why), • but (a change in direction), • so (what happens as a result, a cause or effect).
Punctuation (Linking to sentence expansion) 	Capital letters (Sentences and Names) Ending punctuation: Full stops	Capital letters (Sentence, People and Places) Ending punctuation: Full stops Question marks Exclamation marks Commas	Capital letters (Sentence, Proper Nouns) Ending punctuation: • Full stops, Question marks, Exclamation marks Commas • Items on a list • Comma after – ‘ly’ and ‘ing’ openers • Separate dependent clause from independent clause. Other punctuation: With Support.	



FIRST LEVEL

2.Developing skills for Writing

Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Sentence Elaboration (Sentence Level)  SENTENCE ELABORATION P86-96 APPPOSITIVES P97-102	Language Learners identify an adjective in a sentence and its connecting noun. Learners elaborate simple sentences with an adjective to describe a noun.	Language Learners identify an adjective, noun, and verb in a sentence. Learners elaborate sentences with adjectives to describe a noun. Relative Clauses Learners use a relative clause 'who' to expand information about a noun when given a sentence stem e.g. <i>At the party, there were many children who liked to eat ice-cream.</i>	Language Learners identify an adjective, noun, verb, and adverb in a sentence. Learners can identify and use different verb tenses in a sentence. Learners elaborate sentences with a range of adjectives and adverbs. Learners can elaborate sentences using adverb starters to add detail. E.g. <i>Carefully, she Suddenly, they...</i> Relative Clauses Learners use simple relative clauses 'who and which' to expand information about a noun e.g. <i>The castle which was dark and gloomy stood high on the hill.</i>	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i> <i>Starts sentences in a variety of ways to engage the reader.</i> <i>Checks writing to ensure it makes sense.</i>
Sentence Combining  SENTENCE COMBINING P106-114	Learners combine two simple sentences e.g. <i>Mary had apples. Mary had bananas.</i>	Learners combine 2 or three sentences using pronouns and conjunctions. e.g. <i>Jan likes cars. Jan likes bikes. Jan does not like boats.</i>	With support learners combine 3 or 4 sentences using pronouns and conjunctions. Learners use simple relative clause 'who and which' to combine two sentences e.g. <i>Tom was the janitor. He worked in the school. Tom, who was the janitor, worked in the school.</i>	
Punctuation (Linking to sentence elaboration and sentence combining) 	Capital letters (Sentences and Names) Ending punctuation: Full stops	Capital letters (Sentence, People and Places) Ending punctuation: Full stops Question marks Exclamation marks Commas Commas for lists	Capital letters (Sentence, Proper Nouns) Ending punctuation: • Full stops, Question marks, Exclamation marks Commas • Items on a list • Comma after –ly and ing opener • Separate subordinating phrase from independent clause e.g. <i>If a giraffe stretches his neck, he can reach the leaves at the top of the tree.</i> • Comma for who and which – relative clauses Other punctuation: With Support. Speech marks, Apostrophes – Contractions	



FIRST LEVEL				
2.Developing skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Developing vocabulary (Word Level)  (See Vocabulary guidance for further details on strategies.)	Learners can select words in their writing to convey a simple idea. Learners can identify, use, and understand Tier 2 and Tier 3 vocabulary. Focus: Nouns, Simple Adjectives Learners can: - Categorise the word. - Identify the purpose and function of the word. - Syllabise the word. - Use actions or visual cues to retain the word. - Use the word in a sentence.	Learners can select words in their writing which conveys a particular idea or meaning. Learners can identify, use, and understand Tier 2 and Tier 3 vocabulary. Focus: Nouns, Simple Adjectives, Verbs Learners can: - Categorise the word. - Identify the purpose and function of the word. - Syllabise the word. - Identify the size of the word. - Use actions or visual cues to retain the word. - Create rhyming words connected to the word – real or nonsense. - Use the word in context.	Learners can select vocabulary in their writing which conveys a particular idea or meaning. Learners can identify, use, and understand Tier 2 and Tier 3 vocabulary. Focus: Nouns, Simple Adjectives, Verbs, Simple Adverbs Learners can: - Categorise the word. - Identify the explanation of a word in everyday language. - Syllabise the word. - Identify the size of the word. - Create rhyming words connected to the word – real or nonsense. - Identify some simple synonyms and antonyms. - Use the word in more than one context.	<i>Uses relevant and/or interesting vocabulary as appropriate for the context.</i>
Tier 2 Tier 3 Vocabulary	Vocabulary			Examples
	Tier 2 Vocabulary words are high-frequency words that are frequently seen across multiple subjects. They are more difficult to learn than Tier 1 words and need explicit instruction. When to teach? Through other aspects of literacy e.g., spelling, reading etc. Teach across all other areas of the Curriculum. e.g., IDL, STEM Use to enrich the learning and develop a more sophisticated vocabulary.			Strolled, Fascinating, Affordable
	Tier 3 Vocabulary words are low frequency words that are technical specialist vocabulary around a particular context. When to teach? Teach in context of IDL, Genre Writing etc. Use to develop knowledge of more subject specific and contextual language.			Condensation, Pterodactyl, Algorithm



FIRST LEVEL				
2.Developing skills for Writing				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Paragraph level Single Paragraph Outline  PARAGRAPHS AND SINGLE PARAGRAPH OUTLINE P117-126	For short, simple paragraphs. Whole class modelling (I do, we do): Learners: Paragraph Outlining <u>Topic Sentences</u> Identify a topic sentence. Distinguish the topic sentence from other details in a paragraph. Create a topic sentence when provided with a topic title. Create a topic sentence when provided with simple details. ↓ <u>Paragraph Details</u> Given a topic sentence Sequence given details. Eliminate irrelevant details. Select relevant details from a list. Create details for a single paragraph outline. ↓ <u>Concluding Sentence</u> Identify and create a concluding sentence. Writing a paragraph Using the paragraph outline: Learners are supported (modelling I do /we do) to build a single short paragraph	For single/ short paragraphs. Modelling I do/we do, you do) Learners: Paragraph Outlining <u>Topic Sentences</u> Recognise a paragraph within a piece of text. Identify a topic sentence. Distinguish the topic sentence from details in a paragraph. Create a topic sentence when provided with a topic title. Create a topic sentence when provided with simple details. Create a topic sentence for a single paragraph outline. <u>Paragraph Details</u> Given a topic sentence: Sequence given details. Eliminate irrelevant details. Select relevant details from a list. Create details for a single paragraph outline. ↓ <u>Concluding Sentence</u> Identify and create a concluding sentence. Writing a paragraph Using the paragraph outline: Learners are supported (modelling I do/we do/ you do) to: Transform notes into sentences. Build a single/short paragraph. Use different openers and conjunctions within their writing.	Learners with increasing independence (modelling/we do, you do) Learners: Paragraph Outlining <u>Topic Sentences</u> Recognise a paragraph within a piece of text. Identify a topic sentence. Distinguish the topic sentence from details in a paragraph. Create a topic sentence when provided with simple details. Create a topic sentence for a single paragraph outline. (SPO) ↓ <u>Paragraph Details</u> Given a topic sentence: Sequence given details. Eliminate irrelevant details. Select relevant details from a list. Create details for a single paragraph outline. ↓ <u>Concluding Sentence</u> Identify and create a concluding sentence. Writing a paragraph Transform notes into sentences. Connect sentences to create a coherent paragraph. Use a variety of different types of openers and sentences within the single paragraph.	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i> <i>Links sentences using common conjunctions, for example, and, because, but or so.</i> <i>Starts sentences in a variety of ways to engage the reader.</i> <i>Writes independently, Checks writing to ensure it makes sense.</i>



Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Unelaborated Paragraphs  UNELABORATED PARAGRAPHS P127-131		Learners revise an unelaborated paragraph.	Learners revise an unelaborated paragraph.	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i> <i>Links sentences using common conjunctions, for example, and, because, but or so.</i>
Paragraph level Multiple Paragraph Level  MULTIPLE PARAGRAPH OUTLINE P132-134			Multiple paragraph level Through whole class teacher modelling I do/ We do: Build simple multiple paragraphs outlines to organise and structure their writing. Attempt simple multiple paragraphs in their writing.	<i>Starts sentences in a variety of ways to engage the reader.</i> <i>Writes independently, Checks writing to ensure it makes sense.</i>
Punctuation (Linking to paragraph level) 	Capital letters (Sentences and Names) Ending punctuation: Full stops	Capital letters (Sentence, People and Places, Days of the Week, Months) Ending punctuation: • Full stops • Question marks • Exclamation marks Commas • Commas for lists	Capital letters (Sentence, Proper Nouns) Ending punctuation: • Full stops • Question marks • Exclamation marks Commas • Items on a list • Comma after –ly and ing opener • Separate subordinating phrase from independent clause. Other punctuation: With Support. • Speech marks, Apostrophes – Contractions	



FIRST LEVEL				
2.Developing skills for Writing- Grammar				
Text Generation	Phase 1	Phase 2	Phase 3	Benchmark
Grammar (Genre specific grammar see genre progressions.) 	<i>Learners correctly use the following features in their writing.</i>	<i>Learners correctly use the following features in their writing.</i>	<i>Learners correctly use the following features in their writing.</i>	
	<u>Syntax / word order</u> Building sentences using who, what, where, when, how (feelings) Simple sentences – subject, verb, object. Compound sentences	<u>Syntax</u> Building sentences using who, what, where, when, how, why Simple sentence – subject, verb, object. Compound sentences	<u>Syntax</u> Building sentences using who, what, where, when, how, why Simple sentences Compound sentences Complex sentences (supported)	Links sentences using common conjunctions, for example, and, because, but or so. Starts sentences in a variety of ways to engage the reader. Writes independently, Checks writing to ensure it makes sense.
	<u>Parts of Speech</u> Simple Adjectives Connecting noun Pronouns Prepositions	<u>Parts of Speech</u> Adjectives Nouns Verbs, Verb inflections ing, ed, s Pronouns Prepositions	<u>Parts of Speech</u> Adjectives Nouns – Common and Proper Verbs, Verb tenses, Verb inflections Pronouns Prepositions First Person/ Third Person	
	<u>Prepositions</u> inside, outside, towards, across, under	<u>Prepositions</u> behind, above, along, before, between, after	<u>Prepositions</u> Next to, by the side of, In front of during, through, throughout because of	
	<u>Connectors</u> Co-ordinating conjunctions Subordinating conjunction with sentence stem	<u>Connectors</u> Co-ordinating conjunctions Subordinating conjunction with and without sentence stems Relative Clauses	<u>Connectors</u> Co-ordinating conjunctions Subordinating conjunction Relative Clauses	
			<u>Grammar rules</u> Indefinite article - a and an	
Grammar and Punctuation have most impact when taught within the context of genres or within direct teaching lesson for sentence and paragraph level work.				



FIRST LEVEL						3.Creating Independent and Engaged Writers (Across a variety of different genres)					
Executive Skills		The Writing Process				National Benchmarks					
 Key Messages		- Before writing, establish Topic, Purpose and Audience for writing. - Modelling and Explicit teaching is essential at all stages of the writing process. (Teacher modelling, Shared Modelling, Using good examples) - Learners practise skills using anonymous unelaborated sentences and paragraphs before they apply to their own writing.				Plans and organises ideas and information using an appropriate format. Makes notes to help plan writing and uses them to create new texts. Includes relevant information in written texts. Organises writing in a logical order and as appropriate to audience					
		Teacher Modelling									
Prepare		Plan and Outline		Draft		Revise		Edit		Present	
Before writing the teacher builds the preparation stage: Create an exciting stimulus for learners to engage with Generate ideas through dialogue (whole class, small groups, partners) Provide learners with experiences which they can write about Allow learners to link and make connections with prior knowledge. Facilitate research opportunities to allow learners to gather information and accuracy in the topic		At the planning and outlining stage, learners: Create notes to organise information. Use planning outlines to plan the main ideas, supporting details and order. - Linking sentences Single paragraph outline - Multiple paragraph outline		At the drafting stage, learners: Transfer detailed notes into complete sentences onto a screen or page. Use scaffolding tools to support the selection of openers, grammar, and punctuation. Arrange ideas in the appropriate order. Include relevant content and information. Make sentences varied and interesting. Use conjunctions to connect ideas and create flow. Select relevant and strong vocabulary.		At the revising stage, learners: Evaluate their writing in a critical way. “Putting themselves in the reader’s shoes”. Consider the meaning, understanding and coherence of their writing. Does the writing make sense? Does the writing flow? Feedback from peer, teacher, and self. Improve the content, organisation, sentence structure or word choice of their piece of writing.		At the editing stage, learners: Identify and correct errors in grammar, punctuation, capitalisation, syntax, or spelling.		At the presenting stage, learners: Celebrate their work and achievements. Publish their work in different written forms E.g., leaflet, class book. Publish their work in a variety of digital forums e.g. Showbie, class blog, school website. Perform their work to others. Share their writing with an audience. E.g., another class, partner, Showbie to share with families. Apply the skills and knowledge they have developed to new learning.	



FIRST LEVEL Genre Writing Progression Pathway Sample (Other genres available 2024 – 2025)				
INFORMATION REPORT WRITING				
Genre specific At first level it is essential to focus on the quality of sentence level writing including: <i>Construction</i> <i>Openers</i> <i>Expansion</i> <i>Elaboration</i>	Phase 1	Phase 2	Phase 3	Benchmark
	Text Construction	Text Construction	Text Construction	
	Choose/write an appropriate title.	Choose/write an appropriate title.	Choose/write an appropriate title.	<i>Creates a variety of texts for different purposes.</i>
	Write 3 or 4 simple sentences about the topic.	Write an opening question or statement to introduce the topic.	Write an opening question or statement to introduce the topic.	<i>Selects, organises and conveys information in different ways.</i>
	Write at least 4 or 5 sentences about the topic.	Include 2 or 3 sub-headings.	Write 2 or 3 sentences under each sub-heading.	<i>Uses vocabulary and language for specific purposes.</i>
GRAMMAR 	Use some interesting vocabulary specific to the topic.	Use some interesting vocabulary specific to the topic.	Use interesting vocabulary specific to the topic.	<i>Links sentences using common conjunctions, for example, and, because, but or so.</i>
	Include an illustration, diagram, photos, or a map.	Include an illustration, diagram, photos, or a map.	Include a list of at least 3 items.	
	Write in the third person	Write in the present tense.	Write in the present tense.	<i>Starts sentences in a variety of ways to engage the reader.</i>
	Write in the third person	Write in the third person	Write in the third person	<i>Checks writing to ensure it makes sense.</i>
TRANSCRIPTION 	Co-ordinating Conjunctions and but because	and but because so	and but because so yet or for	<i>Writes independently punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i>
	Openers- Subordinating conjunctions, Quantifiers and Pronouns (a few suggestions)			
	A The Before After If When Some Most Many Every Each My They			
THE WRITING PROCESS 	Capital letters, Full Stops	Capital letters, Full Stops Question Marks, Exclamation marks	Capital letters, Full Stops Question Marks, Exclamation marks Commas (in a list)	
				

