



Policy for Spelling and Grammar

Wilkinson Primary School recognises that Language is the key to all learning and also valued as a subject in its own right.

Spelling, Punctuation and Grammar Policy

School Values Statement

At Wilkinson Primary School we provide a safe, healthy and caring school community, where everyone is accepted and respected. Our aim is to give access to a curriculum and a range of learning experiences of the highest standard, educating for life. We encourage children to 'Have Pride and Respect In All That We Do'.

We aim to provide children with a wide and rich experience of language presented in a structured, varied, balanced and progressive curriculum, which includes the programmes of study from the New National Curriculum. Through this we hope to develop each child's ability to communicate, providing with the skills to become competent and confident users of language in all its forms.

Aims:

- ☑ To teach spelling systematically throughout the school
- ☑ To teach phonological awareness, word recognition, graphic knowledge and spelling knowledge.
- ☑ To encourage children to develop and learn a personal bank of frequently used words.



- ☐ To equip children with the strategies to tackle unknown words independently and make a 'reasonable' suggestion
- ☐ To make children aware of the writing process so that they can write fluently, confidently and independently, concentrating on spelling when it is appropriate.

Part 1: Spelling:

Teaching Spelling:

***'Most people read words more accurately than they spell them. The younger the pupils are the truer this is.'* New Curriculum for English 2014**

It is vitally important that the children spell as accurately and as fluently as possible. There are three main strands to spelling teaching:

Learning and applying the spelling of High Frequency Words (HF Words)

Learning the sounds and spelling patterns of collections of words (e.g. 'ck' 'qu', 'ch'/'tch', 'igh', 'cian'/'tion'/'sion', 'shion')

Learning how to be as accurate as possible with 'unknown' words.

It is important that in all classes (from Year R to Year 6):

- ☐ Explicit session(s) of spelling need to happen each week
- ☐ Children will group and learn words according to spelling strings and rules

Children should be taught to:

- ☐ Segment spoken words into component phonemes
- ☐ Know which graphemes represent phonemes in words
- ☐ Know how to distinguish visually between words that have been legitimately spelled eg. wait/wate
- ☐ Know the meanings of homophones eg. been/bean so that the correct spelling is used.
- ☐ Recall, eg by mental image/ mnemonic, by memorising order of tricky letters, 'tricky' words.
- ☐ Know spelling conventions, eg. relating to double letters.
- ☐ Look for similarities in the spellings of words that are etymologically related, eg. sign/signal

Phonetic Knowledge underpins spelling in Foundation and KS1 and after. Increasingly, children will use morphology and etymology to support their spelling.



Foundation Stage and Key Stage 1 (Years 1 and 2)

How often?	<i>RML sessions daily. Literacy Hour sessions daily for children off RML scheme. Weekly session purely on spellings of the week.</i>
Differentiation	<i>RML sessions incorporating spelling will be differentiated. Literacy Hour sessions will involve differentiated groups.</i>
Typical shape of a spelling lesson	<i>Blending and segmenting Building sight vocabulary and High Frequency spellings Using words in context Teach spelling patterns (e.g. er, ir, ur) Begin to teach strategies (e.g. by writing out the mis-spelling and correct spelling of bird/burd/berd etc). Use of Fred Fingers</i>

Lower Key Stage 2 (Years 3 and 4):

How often?	<i>An activity within Literacy Hour daily. Specific spelling session each week.</i>
Differentiation	<i>Differentiated groups within the class. Simpler words given as examples of the rule</i>
Typical shape of a spelling lesson	<i>Teach the rule/pattern Practise the rule/pattern with words that fit/or don't Apply the rule pattern Use of activities from Spell Zoo Scheme</i>
Use a Spelling Folder to record work practised in spelling session	<i>Spellings in book and given as glossaries in other books as appropriate. Practise in Literacy book as necessary.</i>



Upper Key Stage 2 (Years 5 and 6):

How often?	<i>An activity within Literacy Hour daily. Specific spelling session each week</i>
Differentiation	<i>Differentiated groups within the class. Simpler words given as examples of the rule</i>
Typical shape of a spelling lesson	<i>Teach the rule/pattern Practise the rule/pattern with words that fit/or don't Apply the rule pattern</i>
Use a Spelling Folder to record work practised in spelling session	<i>Spellings in book and given as glossaries in other books as appropriate. Practise in Literacy book as necessary.</i>

It is difficult to spell unknown words; there is a range of strategies which competent spellers may use to help them approach new words. Children will do the following:

- Overlearn strategies (repetition)
- Knowing the word itself
- Knowing what the word means
- Clear pronunciation
- Rehearse the spelling of the word (I know it starts...; It sounds like.....; the end must be.....)
- Link the word to others known
- Knowing homonyms
- Be systematic
- Does it look like?
- Use dictionaries
- How many syllables/letters might this have?
- Effective teaching of spelling will incorporate a range of strategies and not expect a child to rely on one. Knowing the following strategies will mean the children can effectively embed new words into their spelling vocabulary.
- Put the word into a sentence
- Know the root word
- Link the word to the sounds it contains
- Repeat the word and spelling regularly



- Saying the word out loud and in your head
- Look, cover, write

Progression in Spelling:

FS2 Early Learning Goals for Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	get	big
but	put	will	that	this	then
them	with	see	for	now	down
look	too	the	to	I	no
go	into	he	she	we	me
be	was	you	they	all	are
my	her				
...and for those looking for a challenge:					
went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				



In accordance with the New National Curriculum 2014, in Key Stage 1 we will make a very strong emphasis on the correct spelling of HF words in their spelling sessions AND in everyday writing.

It should be emphasized that the spelling requirements of the new National Curriculum should be adhered to alongside RML scheme to best to ensure continuity and consistency.

Key Stage 1 will:

Use the National Literacy strategy requirement and the RML progression to guide the spelling patterns given as homework and practised in class.

Key Stage 2 will:

Use the National Literacy Strategy and new National Curriculum requirements to guide the Year 3 – 6 spelling rules and patterns. In addition to this, Years 3/4 and Years 5/6 will need to learn spellings that are common to their topics over these years. This will include the appendix 1 Spelling List from the New National Curriculum for Year 3 and 4, Year 5 and 6.

Spelling homework:

Spellings are set weekly for the children to learn. Spellings are differentiated for each group through the number and the complexity of the word set as an example of the spelling rule being learned that week. (The children need to know the words for their year group so as to develop their vocabulary and also to ensure they are learning the words needed for their year group as set out in the NC 2014). The “Spell Zoo” scheme will be used to provide weekly lists for the children.

Spelling homework:

Spellings are set weekly
for the children to learn.

Here is an example of
how this **might** appear
in a weekly homework
sheet:

Easier Group 1	Medium Group 2	Harder Group 3
Near	Tear	Career
Clear	Speer	Imperial
Dear	Appear	Tier
Deer	Cheer	Weird
steer	pier	sheer



Spellings are clearly differentiated:

Group 1: words, which would be more commonly used, or high frequency words. They may also be the more commonly used topic words.

Group 2: core spelling patterns and extending knowledge of the sound and how it changes in different words.

Group 3: more challenging spellings with more complex spellings of the sound being investigated.

Children are assigned to a particular spelling group but they are not precluded from learning the spellings in other bands

SPELLING TESTS:

Spelling tests occur each week for the groups undertaking the Literacy Hour. Those children within the RML scheme will have tests for new sounds, regular words, irregular words as well as a weekly test on the words taken home to learn from the NC.

The test will involve writing the words as dictated by the teacher, with some of the words dictated in a complete sentence that the children have to then write down.

Children will be encouraged to use “Look, Cover, Write” as a method of learning their spellings.

Spelling in everyday writing:

To raise the profile of the importance of good spelling, any piece of written work completed by a child, will, where appropriate, have spellings highlighted and corrected accordingly. Examples of when this correction might be appropriate include:

A common word, usually spelled correctly, has been incorrectly spelled.

‘Careless’ spelling, where a word given on the board or in a word bank, has not been looked at properly to ensure correct spelling.

A word given in previous tests has been incorrectly spelled

As part of the child’s improvement work, following the teacher’s marking, the child should look at these spelling improvements.



Assessments:

Alongside the weekly spelling tests, children will also have formal tests each term where the children will undertake a spelling test to assess their abilities. Presently, the school is using Rising Stars to assess the child's ability in spellings.

Part 2: Grammar:

Progression in grammar and punctuation

The following progression of skills is a structure that should be used as guidelines for each year group's coverage. These statements relate to National Curriculum Levels and it is vital that each teacher uses the following progression with care: some lower attaining children will need to work on previous year-group targets and may make slower progress; higher attaining and gifted children will work on the statements from later year-groups. Most children, however, will cover thoroughly the statements from their own year group.

Progression in skills (E) = Extra

objective not in National Curriculum

EYFS children will:

Write simple sentences
Sometimes use full stops and capitals
I for oneself

In addition, Year 1 children will:

Leave spaces between words
Use full stops and capitals
Join sentences and clauses with 'and'
Use question marks
Use exclamation marks
Use capital letters for people, places, days of the week and 'I'

In addition, Year 2 children will:

Know and identify verbs
Use interesting verbs when writing (E)
Know and identify nouns
Know and identify adjectives
Write extended noun phrases
Use commas for lists
Know what an apostrophe is
Use apostrophes for simple contracted forms



Use apostrophes to show singular possession
e.g. Sid's book
Recognise and write statements
Recognise and write questions
Recognise and write exclamations
Recognise and write commands
Join sentences with 'or' and 'but'
Use 'when', 'if', 'that', and 'because' to extend sentences
Write consistently in the 'past' or 'present' tense
Use the continuous form of verbs (-ing) to write about actions in progress e.g. He was thinking

In addition, Year 3 children will:

Know what a pronoun is
Know what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them (E)
Know what a conjunction is
Use causal and time conjunctions e.g. when, so, before, after, while, because
Know what adverbs are
Use adverbs as connectives to express time and cause e.g. then, next, soon, therefore
Know what prepositions are
Use prepositions to express time and cause e.g. before, after, during
Use 'have' or 'has' before a verb to create the perfect form e.g. Fred has walked to school
Know and recognise direct speech and inverted commas
Start to use inverted commas
Know what simple and compound sentences are



In addition, Year 4 children will:

Know what a possessive pronoun is e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's
Use pronouns and nouns appropriately (for clarity and cohesion)
Use connectives for cohesion across a text
Use adverbs to express frequency e.g. often and manner e.g. loudly
Know and recognise adverbial phrases and clauses
Use fronted adverbials
Know some differences between standard and non-standard English
Use commas to mark off fronted adverbials
Know what a clause is
Know what a subordinate clause is
Know what a complex sentence is (E)
Write complex sentences (E)
Use commas for marking off subordinate clauses
Use inverted commas appropriately
Use apostrophes to show plural possession e.g. The boys' house

In addition, Year 5 children will:

Know what determiners are
Know what a relative pronoun is e.g. which, that, who (whom, whose), when, where
Use relative pronouns appropriately
Combine simple, compound and complex sentences successfully in a text (E)
Know what a relative clause is e.g. beginning with who, which, where, why, whose
Use relative clauses to expand sentences



Know what a modal verb is e.g. might, should, could, would, can, may, must, shall, will

Know what a modal adverb is e.g. perhaps, surely, obviously

Use modal verbs and adverbs to indicate degrees of possibility e.g. must, perhaps

Ensure correct subject verb agreement

Use connectives for cohesion within a paragraph

Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text

Know what parenthesis is

Recognise and identify brackets and dashes

Use brackets, dashes or commas for parenthesis

Use commas to avoid ambiguity or clarify meaning



In addition, Year 6 children will:

Understand the basic grammatical structure of subject, object and verb
Know and recognise active and passive voice
Use passive voice in writing
Use more extended noun phrases to convey information concisely e.g. the colourful comic strip on the back page
Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different
Use grammar to show formality or informality
Use grammar to manipulate the reader (E)
Know how colons are used
Use colons appropriately
Know how semi-colons are used
Use semi-colons appropriately
Know how hyphens are used
Use hyphens appropriately
Know how ellipsis is used (omission of predictable words and phrase as well as ...)
Use ellipsis appropriately
Use a range of devices for cohesion across a text e.g. repetition, adverbials, connectives, ellipsis etc.
Know how to use punctuation with bullet points
Use punctuation consistently with bullet points

Teaching of grammar:

Good grammar is central to good quality writing. Children should be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

The above progression of skills is a key set of skills which the children can learn about separately in explicit Grammar Teaching sessions, though they should also work on these skills embedding them in their general writing and exploring the ways in which they enhance the quality of their expression.

Explicit teaching and learning will be undertaken during warm up sessions in all English lessons as well as during RML sessions. Grammar will be practised in the "sentence" activity



in Literacy Hours. All grammar will be used to develop and improve the child's written work. Children will be expected to be able to use grammatically correct sentences whenever they are writing or speaking.

Testing of grammar:

Currently, there is only a statutory requirement to test grammar in Year 2 and Year 6. However, there is a statutory requirement that all year groups teach grammar and without this being taught and all staff expecting grammatically correct written and spoken language, the child will not be able to access the tests set at Year 2 and Year 6. However, it is important that teachers become familiar with the way the questions are phrased so that when teaching and practising grammar exercises, the children are sure about how to answer questions such as this. Grammar is tested in formal assessments carried out each term. Currently, the school is using Rising Stars for formal assessments. Staff, therefore, need to acquaint the child with examples of such questions as part of their teaching e.g.

Put a tick in the correct box to show the function of the apostrophe in these words:

	POSSESSION	CONTRACTION
Those are Ben's pens		
Aren't you coming?		
Why don't you hurry?		
The cat's sitting on the mat		

However, the teaching of grammar is fundamentally for the development of written and spoken language and this is to be emphasised in our ambition to raise these levels across the school.



APPENDIX 1: SPELLING PRGROGRESSION – YEAR 1 – YEAR 6

YEAR 1 Pupils should be taught to (pgs 22-23)				
Spell:	Name the letters of the alphabet:	Add prefixes and suffixes:	Apply:	Write:
☐ words containing each of the 40+ phonemes already taught ☐ common exception words ☐ the days of the week ☐ <i>compound words</i>	☐ naming the letters of the alphabet in order ☐ using letter names to distinguish between alternative spellings of the same sound	☐ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ☐ using the prefix un– ☐ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	simple spelling rules and guidance, as listed in English Appendix 1 see references below	from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
References from New Curriculum Appendix 1:				



Phonemes: pgs 50 – 54 Common exception words pg 54: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our		Prefixes & Suffixes: pgs 51 & 54		
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YEAR 2 Pupils should be taught to (pgs 29-30)

Spell by:	Add suffixes:	Apply:	Write:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones	to spell longer words, including –ment, –ness, –ful, –less, –ly	spelling rules and guidance, as listed in English Appendix 1 see references below	from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
References from New Curriculum Appendix 1:			
Phonemes: pgs 55 – 57 Common exception words pg 58: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people,	Suffixes: pgs 56-57		



water, again, half, money, Mr, Mrs, parents, Christmas Homophones & near-homophones pg 58: 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 Contractions and the possessive apostrophe pg 57			
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YEAR 3 & YEAR 4 Pupils should be taught to (pg 37)			
Spell:	Prefixes & Suffixes:	Apply:	Write:
☐ further homophones ☐ spell words that are often misspelt (English Appendix 1) ☐ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use the first two or three letters of a word to check its spelling in a dictionary	from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
References from New Curriculum Appendix 1:			
Homophones & near-homophones pg 63:	Prefixes & Suffixes: pgs 59-62		



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 Possessive apostrophe with plural words pg 63 Word list (similar to 'common exception words' in KS1) pg 64			
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YEAR 5 & YEAR 6 Pupils should be taught to (pg 46)		
Spell:	Prefixes & Suffixes:	Apply:
☐ some words with 'silent' letters [for example, knight, psalm, solemn]	☐ use further prefixes and suffixes and understand the	☐ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be



☐ continue to distinguish between homophones and other words which are often confused ☐ <i>Words with the /i:/ sound spelt ei after c</i> ☐ <i>Words containing the letter-string ough</i>	guidance for adding them ☐ use of the hyphen	learnt specifically, as listed in English Appendix 1 ☐ use dictionaries to check the spelling and meaning of words ☐ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ☐ use a thesaurus
References from New Curriculum Appendix 1:		
Words with silent letters pg 68 Words with the /i:/ sound spelt ei after c pg 68 Words containing the letter-string ough pg 68 Homophones & other words which are confused pgs 69-70	Prefixes & Suffixes: pgs 66-67 <i>NB I have grouped the 'endings' words with 'suffixes' for ease</i> Use of the Hyphen: pg 67	Word list (similar to 'common exception words' in KS1) pg 71



APPENDIX 2: GRAMMAR EXPECTATIONS FROM YEAR 1 - YEAR 6

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes , such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
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)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision .	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in **bold** should be understood with the meanings set out in the glossary.

Key:
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6



Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)	How words can combine to make sentences Joining words and joining sentences using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command	Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma



Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words	Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I <i>have written it down so we can check what he said.</i>)	Introduction to inverted commas to punctuate direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
4	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)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials	pronoun, possessive pronoun, adverbial



Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings,	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym



		The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	columns, bullets, or tables, to structure text	recover versus re-cover)	
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