**Bromesberrow St. Mary's C of E Primary School**

**Our Approach to teaching Spelling, Phonics, Grammar and Punctuation**

As a school, we have looked carefully at how we teach these core skills and have a clear, progressive approach to ensure that skills are covered through our mixed age classes.

**Spelling and Phonics Whole School Overview (Letters and Sounds + National Curriculum)**

Spelling is taught using Read, Write Ink resources but personalised so that this works for our children in mixed age classes. Phonics is also taught daily and Letters and Sounds resources and approach are used to ensure there is good progression and sequencing of learning. Teachers ensure that spelling and phonics are taught daily and that activities are planned carefully based upon children's needs. Both spelling and phonics are taught discreetly and then teachers focus on supporting children to ensure that these are being applied in their writing. We have put together a plan below to show the teaching sequence we follow in each year group:

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Reception** | Children to be taught the phase 2 phonemes in the following order alongside the written grapheme.  **Set 1 – s, a, t, p**  **Set 2 - i, n, m, d**  **Set 3 – g, o, c, k**  **Set 4 – ck, e, u, r**  **Set 5 – h, b, f, ff, l, ll, ss**  Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. Children to be taught to blend and read the following high frequency words alongside the set of phonemes  **Set 1 – a, at, as**  **Set 2 – is, it, in, an, I**  **Set 3 - and, on, not, into, can, no, go**  **Set 4 – to, get, got, the, back, put,**  **Set 5 – no, go, his, him, of, dad, mum, up**  Children to also learn the alphabet and the correlation between phoneme and letter name. | Children to be taught the phase 3 phoneme in the following order alongside the written graphemes.  **Set 6 – j, v, w, x**  **Set 7 – y, z, zz, qu**(last of Letters and Sounds ‘sets’) - **sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure**  Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound.  Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).  Children to be taught to blend and read the following high frequency words alongside the set of phonemes. - **off, can, had, back - are, see - was, will, with - my, for, too - you, this, that - they, then, them, down - her, now - all, look**  Children to be taught to read the following tricky words. - **we, me, he, be, she**  Children to read decodable two-syllable words.  Children to read and write sentences using set 1 to 6 (phase2) letters and **no, go, the, and, to, I**.  Children to practise reading and writing captions and sentences. | Children to revise and recall all Phase 2 and 3 phonemes.  Children to read and write CCVC and CVCC words.  Children to practise reading and spelling previously taught high frequency words.  Children to read and spell two-syllable words  Children to learn to spell the tricky words: **we, me, he, be, she, they, all, are, my, her**  Children to read tricky words: **said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what**  Children to read decodable words: **went, from, it’s, just, help, children,** |
| **Year 1** | **Autumn 1** -Children to revise and recall all Phase 2 and 3 phonemes.  Children to read and write CCVC and CVCC words.  Children to practise reading and spelling previously taught high frequency words.  Children to read and spell two-syllable words  Children to learn to spell the tricky words: **we, me, he, be, she, they, all, are, my, her**  Children to read tricky words: **said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what**  Children to read decodable words: **went, from, it’s, just, help, children,**  Children to be taught new graphemes for reading in the following order (Phase 5 Letters and Sounds): **wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, ‘zh’ (treasure), ore**  Children to practise reading and spelling all previously taught High Frequency Words.  Children to read and spelling polysyllabic words.  Children to read and write sentences.  Children to read the following words: **oh, old, their, people, house, about, Mr. Mrs. don’t, by, looked, time, your, called, asked, very, water, where, day, who,**  Children to spell the following words:  **said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think,** | Children to be taught alternative pronunciations for the following letters: **i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey, o**  Children to be taught alternative spellings for the following phonemes: **ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh**  Children to practise reading and spelling all previously taught High Frequency Words.  Children to read and spelling polysyllabic words.  Children to read and write sentences.  Children to read the following words  **because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man**  Children to spell the following words:  **called, school, didn’t, asked, know, can’t, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I’ll, round, tree, magic, shouted, us, other**  Adding **s** and **es** to words (plural of nouns and the third person singular of verbs) | Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.  Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.  Revisit where required.  Adding the endings –**ing, –ed**and **–er**to verbs where no change is needed to the root word  -tch - **catch, fetch, kitchen, notch, hutch**  Adding **–er**and **–est**to adjectives where no change is needed to the root word  **grander, grandest, fresher, freshest, quicker, quickest** |
| **Year 2** | The j sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - **badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust**  The /s/ sound spelt c before e, i and y  **race, ice, cell, city, fancy**  The /n/ sound spelt kn and (less often) gn at the beginning of words  **knock, know, knee, gnat, gnaw**  The /r/ sound spelt wr at the beginning of words  **write, written, wrote, wrong, wrap**  The /l/ or /əl/ sound spelt –le at the end of words  **table, apple, bottle, little, middle**  The /l/ or /əl/ sound spelt –el at the end of words  **camel, tunnel, squirrel, travel, towel, tinsel**  The /l/ or /əl/ sound spelt –al at the end of words  **metal, pedal, capital, hospital, animal**  Words ending –il  **pencil, fossil, nostril**  The /aɪ/ sound spelt –y at the end of words  **cry, fly, dry, try, reply, July**  Common exception words  **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,** | Adding –es to nouns and verbs ending in –y  **flies, tries, replies, copies, babies, carries**  Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it  **copied, copier, happier, happiest, cried, replied …but copying, crying, replying**  Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it  **hiking, hiked, hiker, nicer, nicest, shiny**  Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter  **patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny**  The /ɔ:/ sound (‘or’) is usually spelt as a before l  **all, ball, call, walk, talk, always.**  The ‘u’ sound spelt o  **other, mother, brother, nothing, Monday**  The ‘ee’ sound spelt –ey  **key, donkey, monkey, chimney, valley**  a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.  **want, watch, wander, quantity, squash**  The suffixes –ment, –ness, –ful , –less and –ly  **enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily**  Common exception words  **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**, | The ‘er’ sound spelt or after w  **word, work, worm, world, worth**  The ‘or’ sound spelt ar after w  **war, warm, towards**  Contractions  **can’t, didn’t, hasn’t, couldn’t, it’s, I’ll**  The possessive apostrophe (singular nouns)  **Megan’s, Ravi’s, the girl’s, the child’s, the man’s**  Words ending in –tion  **station, fiction, motion, national, section**  Homophones and near-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**  Common Exception Words  **any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas**  Revision of spelling based on assessment. |
| **Year 3/4** | Adding suffixes beginning with vowel letters to words of more than one syllable  **forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation**  The i sound spelt y elsewhere than at the end of words  **myth, gym, Egypt, pyramid, mystery**  The u sound spelt ou  **young, touch, double, trouble, country**  More prefixes  **dis–: disappoint, disagree, disobey**  **mis–: misbehave, mislead, misspell (mis + spell)**  **in–: inactive, incorrect**  **il - illegal, illegible**  **im - immature, immortal, impossible, impatient, imperfect**  **ir - irregular, irrelevant, irresponsible**  **re–: redo, refresh, return, reappear, redecorate**  The suffix –ous  **poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous**  Words from the Year 3 and 4 list:  **accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit** | Prefixes  **sub–: subdivide, subheading, submarine, submerge**  **inter–: interact, intercity, international, interrelated (inter + related)**  **super–: supermarket, superman, superstar**  **anti–: antiseptic, anticlockwise, antisocial**  **auto–: autobiography, autograph**  The suffix –ation  **information, adoration, sensation, preparation, admiration**  The suffix –ly  **sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)**  **happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically**  Words with endings sounding like er or ch  **measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure**  Endings which sound like un  **division, invasion, confusion, decision, collision, television**  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  **invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician**  Possessive apostrophe with plural words  **girls’, boys’, babies’, children’s, men’s, mice’s**  Words from the Year 3 and 4 list:  **grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary** | Words with the /k/ sound spelt ch (Greek in origin)  **scheme, chorus, chemist, echo, character**  Words with the sh sound spelt ch (mostly French in origin)  **chef, chalet, machine, brochure**  Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)  **league, tongue, antique, unique**  Words with the /s/ sound spelt sc (Latin in origin)  **science, scene, discipline, fascinate, crescent**  Words with the ai sound spelt ei, eigh, or ey  **vein, weigh, eight, neighbour, they, obey**  Homophones and near-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**  Words from the Year 3 and 4 list:  **particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women** |
| **Year 5/6** | Endings which sound like shus spelt –cious or –tious  **vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious**  Endings which sound like shal  **official, special, artificial, partial, confidential, essential**  Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  **observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence**  Words ending in –able and –ible Words ending in –ably and –ibly  **adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable**  Adding suffixes beginning with vowel letters to words ending in –fer  **referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference**  Words containing the letter-string ough  **ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough**  **Words from the Year 5 and 6 list**  **accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous** | Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  **doubt, island, lamb, solemn, thistle, knight**  Use of the hyphen  **co-ordinate, re-enter, co-operate, co-own**  Words with the /i:/ sound spelt ei after c  **deceive, conceive, receive, perceive, ceiling**  Homophones and other words that are often confused  **advice/advise device/devise**  **licence/license**  **practice/practise**  **prophecy/prophesy**  **farther: further father: a male parent guessed: past tense of the verb guess guest: visitor**  **heard: past tense of the verb hear herd: a group of animals**  **led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) precede: go in front of or before proceed: go on**  **(See National curriculum Appendix 1 for more examples.)**  **Words from the Year 5 and 6 list**  **embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament** | **Words from the Year 5 and 6 list**  **persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht** |

To work alongside this, we have a have a Grammar and Punctuation plan, which also ties in the Spelling rules. This is useful for us to see the overall expectations of the three key areas together and see how they interlink. Teachers use these to aid their planning, assessing what the children need as they go.

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| **Year One** | | | | | | |
| Write a simple sentence starting with a noun/proper noun | To orally use simple co-ordinating conjunctions:  *and, but* | Use capital letters for proper nouns (people and places) | | Regular plurals where you only add an “-s”or  “-es” | Orally devise alliteration:  *a cool cat*  *a sneaky snake* | Comparative and superlative adjectives, adding,  “-er” and “-est” to regular adjectives:  *fast – faster – fastest* |
| Write a simple sentence starting with a personal pronoun | Write a compound sentence using the coordinating conjunction  “and” | Use a capital letter for “I” | | Suffixes of verbs, adding  “-ed” or “-ing” | Prepositions:  *up, down, in, into, out, to, onto, under, inside, outside, above* | Choose a specific noun: “Alsatian” rather than “dog” |
| Finish the sentence with a full stop | Use connectives of sequence:  *first*, *second*, *then* | Start sentences with a capital letter | | Use the prefix of “un-“to create antonyms:  *happy – unhappy*  *kind – unkind* | Similes:  *as big as an elephant* | Use noun phrases: adjective + noun |
| Use a regular simple-past-tense verb in a sentence:  *He walked to school.* | Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and“to have”:  *I/you/we have he/she has*  *I/you/we do he/she does*  *I am you/weare he/she is* | Use capital letters for days of the week | | Use determiners:  *the, a, an, my your, his, her* | Use question marks | Use exclamation marks |
| Firstperson (I and we), second person (you) and third person (he, she) | Write a sentence that includes an adjective | Separate words with spaces | | Adverbs of manner (how) to describe a verb, ending in “-ly” |  |  |
| **Spelling** | | | **Sentence/grammar lessons** | | | |
| Singular and plural ( + “-s” or “-es”)  Conjunctions (*and, but, then, so*)  Adjectives (non-gradable) – colour, size, age  Pronouns (*I, he, she, you*)  Common nouns  Proper nouns – own names/days of the week  Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”  Verbs: Present tense for “to be”, “to do” and “to have” (*I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is*)  Connectives of sequence (*first, second, last, next, then*)  Determiners (*the, a, my, your, an, this, that, his, her, some, all*)  Simple adverbs ending in “-ly” (*nicely, madly*)  Prefix “un-” (*happy – unhappy, kind – unkind, tie – untie*)  Comparative and superlative adjectives where you add “-er” or “-est”  Prepositions  Days of the week  **It must be noted that these spelling are in addition to the spellings advised by the 2014National Curriculum.** | | | Writing simple sentences in the first, second and third person (subject-verb agreement) − *I am happy. You are happy. He is happy.*  Write a simple sentence starting with a proper noun  Noun phrases – adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun  Write a simple sentence, but add an adjective − *He has a red ball.*  Write a simple sentence and add an adverb of manner (“-ly”) −*I play nicely.*  Write a simple sentence with a regular simple past tense verb (adding –ed)*− He worked in the classroom.*  Write a sentence in simple present continuous tense (“to be” + “-ing”) − *He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.*  Use capital letters at the beginning of a sentence and full stops  Subject-verb agreement with “I”, “you”, “we”and “he/she” for the verbs “to do”, “to be” and “to have”.(*I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is)*  Write a question with a question mark  Write a word/phrase or sentence with an exclamation mark  Capital letters – “I”, proper nouns, days of the week  Changing general nouns to specific nouns,eg,“car” to“Ferrari”  How to use prepositions in a sentence  Alliteration  Similes  Write a sentence using “and” | | | |

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| **Year Two** | | | | | | |
| Suffixes −  adding “-ness” and “-er”to form a noun: *kind − kindness*  *teach – teacher* | Adding “-ly” to an adjective to make an adverb:  *quick − quickly* | Ask a question and use a question mark | | Form simple past tense by adding “-ed”:  *He played at school.* | Move from generic nouns to specific nouns, eg,“*dog”* to “*terrier”* | Similes using “like”:  *…like hot chillies…*  *…cold like a glacier* |
| Compound nouns:  noun + noun (*football*)  adjective + noun  (*whiteboard*) | Coordinating conjunctions to create a compound sentence:  *or*  *and*  *but* | Command, using the imperative form of a verb:  *give…*  *take…* | | Use past continuous (progressive) tense  *He was playing at school.* | Temporal connectives:  *next, last, an hour later* | Use the prepositional phrases:  *behind, above, along, before, between, after* |
| Suffixes −  formation of adjectives by adding “-ful”:  *care − careful* | Subordinate conjunctions to create a complex sentence:  *when*  *if*  *that*  *because* | Write a sentence that ends  with an exclamation mark | | Using commas to separate lists:  *He had a bag, ball and carpet.* | Use first, second and third person with subject-verb agreement | Using determiners/generalisers:  *most*  *some*  *all*  *many*  *much*  *more* |
| Suffixes −  formation of adjectives by adding “-less”:  *help − helpless* | Write expanded noun phrases:  determiner + adjective + noun (*the red balloon*)  determiner + noun + prepositional phrase  (*the cat in the basket*) | Use simple present tense, showing subject-verb agreement:  **Infinitive (add “s” to the third person)**  *I like*  *he/she likes*  *we like*  *they like*  *you like* | | Apostrophes of omission:  *he didn’t*  *he couldn’t* | Onomatopoeia |  |
| Suffixes −  forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”:  *big – bigger – biggest* | Write a statement that starts with a capital letter and finishes with a full stop | Use present continuous tense:  **“to be” + “-ing”**  *I am playing*  *he/she is playing*  *they are playing* | | To put spoken words(found in a speech bubble) intoinverted commas,  starting with a capital letter. | Alliteration (verb + noun):  *dancing dandelions*  *hiding hyenas* |  |
| **Spelling** | | | **Sentence/ grammar lessons** | | | |
| **Suffixes**  Adding “-less”  Adding “-ful”  Adding “-ness” and “-er” to make a noun  Doubling the final letter for an adjective and adding “-er” and “-est”  **Compound nouns**  Noun + noun = compound noun  Adjective + noun = compound noun  **Adding “-ly”**  Making an adjective into an adverb  **Conjunctions**  *or, and, but, when, because, if, that*  **Prepositions**  *behind, above, along, before, between, after*  **Generalisers/determiners**  *most, much, more, many, some, all*  **Verbs**  “-ed” and “-ing” verbs  Imperative verbs, such as: *take, give, cut*  **Time connectives**  *next, last, later*  **Pronouns**  *I, he, she, we, they, it, you*  **Questions**  *what, where, when, who, how*  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence  To identify imperative verbs and use these in a command − *Give me that pen.*  Subject-verb agreement of the simple present (*I like, she likes*),adding a “-s” to the third person  To learn how and when to use the present continuous −*I am sitting on the carpet.*  To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared:  −*The building was big, but the Houses of Parliament were bigger*.  − *Tomwas the tallest boy in his class.*  Write a statement of fact with a capital letter and full stop  Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark  Write a short sentence with an exclamation mark  Poems using alliteration to describe either a picture or a painting.  Inverted commas: put the spoken word into inverted commas and start with a capital letter.  Expanding noun phrases to include an adjective and a prepositional phrase.*− The red ball under the table*  Onomatopoeia: use pictures to create words and add an exclamation mark. − *Ouch!*  Prepositional phrases *– under the carpet…, above the whiteboard…*  Time connectives – *next, last, later*  Developing similes using the word “like”  Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb  Commas to separate lists  Alliteration: verb + noun −*dancing dolphins*  Apostrophes of omission  Write two simple sentences and join them together with “and”, “but” or “or”  Write a complex sentence using “because”, “when”, “it” or“that”,placing the conjunction in the middle of the sentence − *I bought a new car because my old one broke down.* | | | |

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| **Year Three** | | | | | | |
| Formation of nouns using **prefixes:**  *auto-*  *anti-*  *super-*  *under-* | Expressing time, place and cause, using  **prepositions**: *before, after, during, in, because of* | **Exaggerated language**: *unbelievable, glorious, etc.* | | To make the **plural** for nouns ending in “-ch”,  “-sh”, “s”, “z” or “x”by adding“-es” | **Pronouns−**  To know the difference between the subject and object with the personal pronoun | **Pronouns−**  Possessive adjectives *my, your, his, hers, its, ours, theirs* |
| Knowing when to use “a”(preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) | **Verbs−**  Present perfect:  **“has/have” + past participle**  *She has gone to the shops.* instead of  *She went to the shops.* | Specific/technical vocabulary to add detail:  ***Siamese*** *cats are a* ***variety*** *that can live to a great age. The* ***species*** *has many unusual* ***features*** *for a* ***feline****.* | | To make the **plural** for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to  “-ves”: *wolf − wolves*  Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: *chief − chiefs* | **Quantifiers:**  *enough, less, fewer, lots of, none of, both, each, every,*  *a few, neither, either, several* | **Verbs−**  Use irregular  simple past-tense verbs  *awake – awoke*  *blow – blew* |
| **Word families** for meaning, word class and spelling: *solve, solution, solving, solved, solver, dissolved, soluble, insoluble* | **Powerful verbs**:  Synonyms for verbs such as “said”or“go”to create more powerful verbs | **Inverted commas:**  Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line. | | **Compound sentences** with co-ordinating conjunctions:  *and*  *but*  *or*  *so*  *for*  *nor*  *yet* | The difference between a phrase and a clause | **Verbs−**  Past perfect:  **“had” + past participle** |
| Expressing time, place and cause using **conjunctions**: *when, before, after, while, so, because* | **Prepositions:**  *next to, by the side of, in front of, during, though, throughout, because of* | Word families based on common words:  *fear, feared, fearful, fears, fearfully* | | **Complex sentences** using subordinate conjunctions:  *until*  *although*  *even if* | Pattern of three for **persuasion**:  *Fun. Exciting. Adventurous!* | Homophones and their meanings:  *bear – bare*  *pear − pair* |
| Expressing time, place and cause using  **adverbs***: then, next, soon* | Identifying all the word classes of a simple sentence | Use a **comma** after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly” | | Know that pronouns, nouns and proper nouns can all be the subject of a sentence |  |  |
| **Spelling** | | | **Sentence/ grammar lessons** | | | |
| Word families  Prefixes – *auto-, anti-, super-, under-*  Conjunctions – *when, before, after, while, so, because*  Adverbs – *then, next, soon*  Synonyms for verbs to create more powerful vocabulary  Prepositions – *next, though, during, throughout*  Homophones  Quantifiers  Plurals ending in “f” and “-fe”  Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”  Irregular past-tense verbs  Possessive adjectives  Exaggerated language  Adverbs ending in “-ly”  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Inverted commas  Verbs – present perfect and past perfect  Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)  Pattern of three andexaggerated languagefor persuasion  Complex sentences using:*until, although, even if*. The conjunction is found in the middle of the sentence.  Compound sentences using:*and, but, for, yet, nor, so, or*  Difference between clause and phrase  Difference between fewer and less. Fewer is used for count nouns (*few apples*) and less is used for non-count nouns(*less water*)  Personal pronouns (subject and object) and where to use them in the sentence  Specific and technical vocabulary  Knowing when to use “a” and “an”  Identify all the word classes of a simple sentence  Identify the subject of the sentence  Inverted commas | | | |

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| **Year Four** | | | | | |
| **Possessive apostrophes** for regular singular and plural nouns | Using either a **pronoun** or the noun in sentences for cohesion and to avoid repetition | **Prepositions:**  *at, underneath, since, towards, beneath, beyond* | | **Compound nouns** using hyphens | **Repetition to persuade:**  *Fun for now, fun for life* |
| **Informal and formal language** | **Possessive pronouns:**  *yours, mine, theirs*  *ours, hers, his, its* | **Plurals** for nouns ending with a “y”: change the “y” to an “i” and add “-es”  *baby − babies* | | **Starting a sentence with “-ing”**, using a comma to demarcate the subordinate clause:  *Flying through the air, Harry crashed into a hidden tree.* | **Drop-in clause with an “-ing” verb:**  *Tom, smiling secretly, hid the magic potion book.*  Place a comma on either side of the subordinate clause. |
| **Expanded noun phrases:**  Changing *The teacher*to  *The strict English teacher with the grey beard* | **Specific determiners:**  *their, whose, this, that,*  *these, those, which* | **Verbs** ending in “y”: change the “y” to an “i” and add “-es”  *carry − carries* | | **Comparative and superlative adjectives:**  Change the “y” to an “i” and add either “-er” or “-est”  *happy – happier − happiest* | A sentence that gives three actions:  *Tom slammed the door, threw his books on the floor and slumped to the ground.* |
| **Fronted adverbials** followed by a comma: prepositional phrases starting with an adjectiveand ending in “-ed” | **Verbs −**  Past perfect continuous:  ***“had” + past participle + “-ing”*** | Know the difference between a preposition and an adverb | | Capital letters for **proper nouns**:  names, places, days of the week, months, titles and languages | **Prefixes** to give the antonym:  “im-”, “in-”, “ir-”, “il-” |
| **Plural nouns** of words ending in “o”:  Know which words to add “s”to, which to add “-es” to and which could take either “s” or “-es” | **Powerful verbs**  Find synonyms of words to up-level sentences and give a greater effect | **Verbs −**  Modal verbs:*could, should, would* | | **Compound sentences** using all the co-ordinating conjunctions | **Adjectives**ending in “-ed”:*frightened, scared*, etc. |
| **Using inverted commas** where the speech is preceded by the speaker:  *Mary yelled, “Sit down!”*  Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said. | |  | | *.* |  |
| **Spelling** | | | **Sentence/ grammar lessons** | | |
| Plural nouns of words ending in “o”  Specific determiners  Synonyms for verbs  Progressive/continuous verbs  Modal verbs  Proper nouns – names of people, places, titles, languages, months and days  Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-”  Adjectives ending in “-ed”  Verbs ending in “y”: change “y” to “i” and add “-es”  Noun plurals ending in “y”: change “y” to “i” and add “-es”  Comparative and superlative adjectives ending in “y”:*happy – happier − happiest*  Prepositions  Compound nouns using hyphens  Specific determiners  Possessive pronouns  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Possessive apostrophe for singular and regular plurals  Informal and formal language  Expanded noun phrases  Fronted adverbials  Inverted commas  Use of pronouns for cohesion and to avoid repetition  How to use specific determiners  Past perfect continuous tense  Change verbs in a sentence to give greater effect  Starting a sentence with an “-ing” verb  Write a drop-in clause with an “-ing” verb  Modal verbs  Know the difference between a preposition and an adverb  Compound sentences  Start a sentence with a preposition and a comma  Repetition to persuade  Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction  How to use possessive pronouns | | |

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| **Year Five** | | | | | |
| **Suffixes:**  converting nouns or adjectives into verbs using  “-ate”, “-ise” or “-ify” | **Brackets for parenthesis** | Developing technical language | **Editing** sentences by either expanding or reducing for meaning and effect | Moving parts of sentences around to create different effects | **Metaphors** |
| **Verb prefixes:**  “dis-”, “de-”, “mis-”, “over-” and “re-” | **Dashes for parenthesis** | Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause | **Drop-in “-ed” clauses:**  *Poor Tom, frightened by the fierce dragon, ran home.* | **Future tense verbs** | **Rhetorical questions** |
| Indicating degrees of possibility using **modal verbs**:*might, should, will, must* | **Commas for parenthesis** | **Connectives** to build cohesions:   * Exemplification * Results * To summarise * To sequence | **Indefinite pronouns:**  *somebody, something,*  *someone, nobody, nothing, no-one, everything, anything, nothing* | **Onomatopoeia** | **Personification** |
| Indicating degrees of possibility using **adverbs**: *perhaps, surely* | **Relative pronouns:**  *who*  *which*  *that*  *whom*  *whose* | **Start a sentence** with an expanded  “-ed” clause:  *Frightened of the dark, Tom hid under the bed all night.* | Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*) | **Colons** for play scripts and to start a list | Secure use of **compound sentences** |
| Embellishing simple sentences | **Relative clauses** to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”,or an omitted relative pronoun | Developing **fronted prepositional phrases** for greater effect:  *Throughout the stormy winter…*  *Far beneath the frozen soil…* | Speech in inverted commas |  |  |
| **Spelling** | | | **Sentence/ grammar Lessons** | | |
| Suffixes “-ate”, “-ise”, “-ify”  Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”  Modal verbs  Adverbs showing degrees of possibility  Connectives for exemplification, results and summary  Adjectives ending with “-ed”  Relative pronouns  Indefinite pronouns  Technical language  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Modal verbs of possibility and obligation  Embellishing simple sentences  Brackets for parenthesis  Commas for parenthesis  Dashes/hyphens for parenthesis  Expanding phrases starting with an adjective and ending in “-ed”  − *Frightened and confused, Tom…*  Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning  Relative clauses to add detail  Colons  Compound sentences  Complex sentences starting with a subordinate clause and separating the subordinate clause  Onomatopoeia  Metaphors  Personification  Rhetorical questions  Future tenses  Moving words, phrases and clauses in a sentence to create different effects  Editing sentences to either minimise or expand  How to use indefinite pronouns | | |

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| **Year Six** | | | | | | |
| **Informal and formal speech:**  *find out/ discover*  *ask for / request*  *go in / enter*  Using question tags for informality: *He’s in your class, isn’t he?*  Use the subjunctive for formal writing: *If I were you…* | Use **inverted commas** accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas | **Dashes** to mark the boundary between clauses:  *It’s raining − I’m fed up* | **Semicolons** to demarcate within a list | | **Simple sentences and how to embellish them** | **Modal verbs** |
| **Abstract nouns** | **Repetition for effect:**  persuasion, suspense, emphasis | **Colon and bullet points** for a list | **Alliteration** | | Consolidating **compound sentences** and coordinating conjunctions | **Auxiliary verbs** |
| **Synonyms:**  Realising that when you find a synonym, the word means something slightly different, eg,  “big” and “grand”. “Grand” can mean “one thousand”, “elaborate” and “decorative”, as well as “big”. | **Connectives** to signpost and create cohesion within a text:   * order of sequence * time connectives * additional ideas * space and place * contrasting * exemplification * results * to summarise | **Hyphens for compound words** to avoid ambiguity:  *man eating shark*  or  *man-eating shark* | **Similes** | | **Complex sentences**  and subordinate conjunctions | **Tense (past, present and future)** |
| **Antonyms:**  using prefixes | **Layout devices** such as headings, sub-headings, columns, bullet points, tables and paragraphs | Identify the **subject and object** of the sentence | **Metaphors** | | Combining **complex and compound clauses** to create a sentence | **Pronouns: relative and possessive** |
| **Collective nouns** | **Colons** to mark the boundary between clauses:  *It’s sunny: I’m going out to play.* | **Ellipses** to create suspense  and to show missing words in a quote | **Personification** | | **Rhetorical questions** | **Relative clauses** |
| The difference between **passive and active** sentence and when to use the passive | **Semicolons**  to mark the boundary between clauses:  *It’s raining; I’m fed up* | **Antonyms**  to create different effects in sentences | **Fronted adverbials** | | Expanded **noun phrases:** *The witch, who crashed her broom, is over there, feeling dazed.*  A whole sentence can be a noun phrase | **Determiners and generalisers** |
| **Imperative verb** |  |  |  | |  |  |
| **Spelling** | | | | **Sentence/ grammar lessons** | | |
| Antonyms  Synonyms  Informal and formal language  Conjunctions  Connectives  Relative pronouns  Possessive pronouns  Hyphens for compound nouns  Collective nouns  Modal verbs  Abstract nouns  Imperative verbs  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | | Fronted adverbials  Expanded noun phrases  Determiners and generalisers  Imperatives  Semicolons  Colons  Bullet points  Dashes  Passive and active sentences  Informal and formal language  Rhetorical questions  Personification  Metaphors  Alliteration  Similes  Compound sentences  Complex sentences  Combining complex and compound clauses  Relative clauses to create complex sentences  Pronouns – relative and possessive  Ellipses  Relative clauses  Subject and object of the sentence  Layout devices (could also be used in guided reading)  Past tense  Present tense  Future tense  Auxiliary verbs  Modal verbs  Embellishing simple sentences  Repetition for effect  Inverted commas | | |