

**SPELLING, PUNCTUATION AND GRAMMAR**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Spelling</b>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</p> <p>Letters and Sounds (L&amp;S) Phase 1 and 2</p>	<p>Letters and Sounds (L&amp;S) Phase 3, 4 and 5</p> <p>Spells words with pre-/suffixes where <b>no</b> change is needed to the root word: un-, -s, -es, -er, -est, -ing, -ed, -y</p> <p>Spells CEW: 1<sup>st</sup> 50 HFW</p>	<p>Revise L&amp;S phase 5</p> <p>L&amp;S phase 6</p> <p>Homophones &amp; near-homophones, e.g. <i>there/their/they're</i>.</p> <p>Spells CEW: 1<sup>st</sup> 100 HFW and next 200 MFW, if L&amp;S.</p> <p>g-, -ge and -dge e.g. <i>giant, huge, fudge</i>; c e.g. <i>city, fancy</i>; kn- and gn- e.g. <i>knock, gnat</i>; wr- e.g. <i>write, written, wrote</i>; -le, -el, -al, -il e.g. <i>middle, tinsel, animal, pencil</i>; -y e.g. <i>cry, reply</i>;</p>	<p>Prefixes: dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Spells some words correctly from Y3/4 100 word list (and analogous words), and all 1<sup>st</sup> 300 HFW &amp; MFW, if L&amp;S.</p> <p>ou e.g. <i>couple</i> -sure e.g. <i>measure</i> -ture e.g. <i>creature</i> ch e.g. <i>character</i></p>	<p>Suffixes: -ation, -ly, -sion, -ous (-orous, -geous, -ious, -eous), -tion/-sion/-ssion/-cian</p> <p>Homophones and near-homophones, e.g. <i>here/hear, whose/who's, accept/except, etc.</i></p> <p>Spells most words correctly from Y3/4 100 word list (and analogous words), and all 1<sup>st</sup> 300 HFW &amp; MFW, if L&amp;S.</p>	<p>Chooses accurate ending, based on root and meaning: -cious/-tious; -cial/-tial; -ant/-ance/-ancy &amp; -ent/-ence/-ency; -able/-ably &amp; -ible/-ibly;</p> <p>Adds suffixes beginning with vowel letters to words ending in -fer (deciding whether to double the 'r' or not, e.g. <i>inference, inferring</i>).</p> <p>Uses the hyphen with prefixes (where 2 vowels would be adjacent, e.g. <i>co-ordinate, re-establish</i>).</p>	<p>Homophones and other words that are often confused, e.g. <i>practice/practise, farther/further/father, lead/led, draft/draught, etc.</i></p> <p>Spells most words correctly from Y5/6 100 word list (and analogous words, e.g. <i>necessary &gt; unnecessarily</i>), and all 1<sup>st</sup> 300 HFW &amp; MFW, if L&amp;S.</p> <p>Words with the i sound spelt ei after c, e.g. <i>receive</i>.</p> <p>Words containing the letter-string 'ough' (range of alternative</p>

			<p>a e.g. <u>w</u>alk, <u>a</u>lways;  o e.g. <u>o</u>ther,  <u>n</u>othing;  -ey e.g. don<u>key</u>,  <u>ch</u>imney;  a e.g. <u>w</u>ant,  <u>q</u>uantity;  or e.g. <u>w</u>orld, <u>w</u>orth;  ar e.g. <u>w</u>ar, <u>t</u>owards;  s e.g. <u>t</u>elevision,  <u>t</u>reasure;  ea e.g. <u>g</u>reat, <u>b</u>reak  Words with endings  where change <u>is</u>  needed to the root  word, by:  adding -s, -es , er,  -est, -ing, -ed...and  to nouns and verbs  ending in -y; adds -  y (e.g. <u>sh</u>ine &gt;  <u>sh</u>iny).  Words ending in -  tion, &amp; the suffixes  -ment,  -ness, -ful, -less  and -ly.  More contractions.</p>	<p>ch e.g. <u>ch</u>ef  -gue e.g. <u>t</u>ongue  -que e.g. <u>u</u>nique  sc-/-sc- e.g. <u>s</u>cience,  <u>f</u>ascinate  ei/eigh/ e.g. <u>w</u>eigh,  <u>n</u>eighbour, obey</p>		<p>Spells some words  correctly from Y5/6  100 word list (and  analogous words,  e.g. <u>n</u>ecessary &gt;  <u>u</u>n<u>n</u>ecessarily), and  all 1<sup>st</sup> 300 HFW &amp;  MFW, if L&amp;S.</p>	<p>pronunciations), e.g.  <u>th</u>ought, <u>t</u>ough,  <u>th</u>ough, <u>th</u>rough,  <u>th</u>orough, <u>b</u>ough.   More words with  'silent' letters, e.g.  <u>d</u>oubt, <u>i</u>sland,  <u>s</u>olemn, <u>k</u>night.</p>
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**Punctuation**

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

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.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Commas to separate items in a list.

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Introduction to inverted commas to punctuate direct speech.

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Use of commas after fronted adverbials.

Brackets, dashes or commas to indicate parenthesis.

Use of commas to clarify meaning or avoid ambiguity.

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists.

Punctuation of bullet points to list information.

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using and, but, because, so</p>	<p>Parts of a sentence: Noun, adjective, verb, adverb.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Expressing time, place and cause using</p> <ul style="list-style-type: none"> <li>• conjunctions [for example, when, before, after, while, so, because],</li> <li>• adverbs [for example, then, next, soon, therefore]</li> <li>• prepositions [for example, before, after, during, in, because of]</li> </ul> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past [for</p>	<p>The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of</p> <ul style="list-style-type: none"> <li>• time [for example, later],</li> <li>• place [for example, nearby]</li> </ul>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?</p> <p>The use of subjunctive forms such as If I were or Were they to come</p>
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			<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>The use of -ly in Standard English to turn adjectives into adverbs.</p>	<p>example, He has gone out to play contrasted with He went out to play]</p>	<p>that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<ul style="list-style-type: none"> <li>• number [for example, secondly]</li> <li>• tense choices [for example, he had seen her before]</li> </ul>	<p>in some very formal writing and speech.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Terminology</b>	Phoneme, grapheme, digraph, letter, capital letter, full stop	Phoneme, grapheme, digraph, trigraph, letter, capital	noun, noun phrase, statement, question, exclamation, command,	preposition, conjunction, word family, prefix, clause, subordinate clause,	determiner pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash	subject, object active, passive synonym, antonym

		letter, singular, plural, Sentence, punctuation, full stop, question mark, exclamation mark	compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')		cohesion, ambiguity	ellipsis, hyphen, colon, semi-colon, bullet points
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CEW: Common Exception Words

HFW: High Frequency Words

MFW: Medium Frequency Words

L&S: Letters and Sounds