

SEN adaptations

- Task Planner- to break down instructions
- Pre teach grammar/ spelling rules
- Homework tasks to consolidate learning
- Word mats/ communication in print
- Allowing the child thinking time before requiring a response
- TA support planned for/ split modelling
- Lower attaining chn to work in focus group supported by teachers
- Peer support- paired with good language models
- Ipad use for reluctant writers
- Sound mats or word mats
- Letter formation sheets/rhymes
- Colourful semantics
- Working wall inc. key vocabulary alongside visuals/symbols
- Writing frames/scaffolds
- Individual vocabulary books
- Focus on oracy- lots of speaking and listening activities before writing
- Pictures alongside words
- Real objects/ pictorial representations
- Lesson split into manageable chunks- breaks in between
- Small group work

Early Years Foundation Stage Phonics and Spelling



As we stream for Phonics in Early Years, children will learn the sounds mentioned below at a pace that is suitable for their ability. Phonics groups are regularly assessed following the Read, Write, Inc programme and children are moved into new groups according to their attainment.

	Autumn	Spring	Summer
	<p>Ongoing:</p> <ul style="list-style-type: none"> · <i>Learning to write their own name</i> · <i>Read back words they have written</i> · <i>Begin to use their phonic knowledge when spelling familiar and unfamiliar words</i> 		
Phonics	<p>Follow RWI phonics programme</p>		
Spelling	<p>Recognition of their name and writing it. Alphabet displayed in the classroom and referred to.</p> <p>Name of capital letter at the beginning of their name and their friend's name.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. High Frequency words introduced in Literacy lessons.</p> <p>Write some irregular common words.</p>	<p>Write simple sentences which can be read by themselves and others.</p> <p>Write phonetically plausible words.</p> <p>Some irregular words spelt correctly.</p>

Year 1 Phonics, Spelling and Grammar

As we stream for Phonics in Year 1 and 2, children learn the sounds mentioned below at a pace that is suitable for their ability. Our groups are regularly assessed following the Read, Write, Inc programme to ensure that children are working at an appropriate level.

	Autumn	Spring	Summer
<u>Phonics</u>	Follow RWI phonics programme		
<u>Spelling</u>	<p>Days of the week.</p> <p>Name the letters of the alphabet in order. (Refer to letter names when describing alternative spellings.)</p> <p>Division of words into syllables. E.g. co-co-nut</p> <p>The v sound at the end of words. E.g. have, live, give</p> <p>Adding s and es to words -plural of nouns eg dogs and third person singular of verbs jumps /catches</p>	<p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper)</p> <p>Adding -er and -est to adjectives where no change is needed to the root word e.g. grander, grandest, fresher, freshest, quicker, quickest</p> <p>Words ending in -y e.g. very, happy, funny, party, family</p> <p>Adding the prefix -un e.g. unhappy, undo, unload, unfair, Unlock</p>	<p>New consonant spellings ph and wh e.g. dolphin, alphabet, phonics, elephant, when, where, which, while</p> <p>Using k for the k sound e.g. Kent, sketch, kit, skin, frisky</p> <p>Compound words e.g. football, playground, farmyard, bedroom, blackberry</p> <p>Common exception words e.g. 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</p>

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Sequencing sentences Begin to use some of the features of Standard English</p> <p>Fiction:</p> <p>Plan opening around character(s), setting, time of day and weather</p> <p>Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly.../ Unfortunately...</i> Resolution <i>Fortunately...</i> Ending <i>Finally...</i></p> <p>Non-fiction:</p> <p>Identify the features Headings Introduction, middle section, end</p> <p>Bullet points for instructions Labelled diagrams Ending Concluding sentence</p>	<p>Consolidate Reception list</p> <p>How words can combine to make sentences Planning sentences for writing</p> <p>Types of sentences: Statements, Questions, Exclamations</p> <p>Simple Connectives to join words and sentences: <i>and or but so because so that then that while when where</i> Also as openers: <i>While... When... Where... - 'ly' openers</i> <i>Fortunately...Unfortunately, Sadly...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Add adjectives to simple sentences e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives and/or/ but/so e.g. <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use 'who' e.g. <i>Once upon a time there was an old woman who lived in a forest.</i></p>	<p>Consolidate Reception list</p> <p>Prepositions: <i>inside, outside, towards, across, under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house</i> <i>The huge elephant.</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Regular plural noun suffixes <i>-s or -es e.g. dogs; wishes</i></p> <p>Suffixes ing, ed, er e.g. <i>helping, helped, helper)</i></p> <p>Prefix un- <i>unkind, untie</i></p>	<p>Consolidate Reception list</p> <p>Introduce in written form:</p> <p>Capital Letters: Capital letter for names and personal pronoun I</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Finger spaces</p>	<p>Consolidate:</p> <p>Finger spaces Letter Word Sentence Full stops Capital letter</p> <p>Introduce:</p> <p>Punctuation Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as'</p>

Year 2 Phonics, Spelling and Grammar

As we stream for Phonics in Year 1 and 2 children will learn the sounds mentioned below at a pace that is suitable for their ability. Our groups are regularly assessed following the Read, Write, Inc programme to ensure that children are working at an appropriate level.

	Autumn	Spring	Summer
<p>Common exception words to be taught include: door, floor, because, kind, find, 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, water, again, half, money, Mr, Mrs, parents, Christmas</p>			
Phonics	<p>The sound spelt as ge and dge <i>E.g. badge, edge, bridge, dodge, age, huge, change, village, join giant, magic, giraffe, energy jacket, jar, jog,</i></p> <p>The sound spelt kn and gn at the beginning of words. <i>E.g. knock, know, knee, gnat, gnaw</i></p> <p>The sound spelt c before e, i and y. <i>E.g. race, ice, cell, city, fancy</i></p> <p>The sound spelt wr at the beginning of words. <i>E.g. write, written, wrote, wrong, wrap</i></p>	<p>The sound spelt -le at the end of words. <i>E.g. table, apple, bottle, little, middle.</i></p> <p>The sound spelt -el at the end of words. <i>E.g. camel, tunnel, squirrel, travel, towel, tinsel</i></p> <p>The sound spelt -al at the end of words. <i>E.g. metal, pedal, capital, hospital, animal</i></p> <p>Words ending -il. <i>E.g. pencil, fossil, nostril</i></p>	<p>The sound spelt a before l and ll. <i>E.g. all, ball, walk,</i></p> <p>The sound spelt o. <i>E.g. other, mother, brother,</i> The sound spelt -ey. <i>E.g. key, donkey, chimney,</i> The sound spelt a after w and qu. <i>E.g. want, watch,</i> The sound spelt or after w. <i>E.g. word, work, worm,</i> The sound spelt ar after w. <i>E.g. war, warm, ward</i> The sound spelt s. <i>E.g. television, treasure, usual</i></p>
Spelling	<p>The sound spelt -y at the end of words. <i>E.g. cry, fry, dry, reply, July.</i></p> <p>Adding -es <i>E.g. flies, tries, replies, babies,</i></p> <p>Adding -ed, -ing, -er and -est <i>E.g. copied, happier, happiest, replied ... but copying, crying,</i></p>	<p>Adding the endings -ing, -ed, -er, - est and -y <i>E.g. hiking, hiked, hiker, nicer, nicest, shiny</i></p> <p><i>patting, patted, humming, hummed, sadder, saddest, runner, runny</i></p> <p>The suffixes -ment, -ness, -ful, - less and '-ly'. <i>E.g. enjoyment, sadness, careful, hopeless, happiness, plentiful, penniless,</i></p>	<p>Contractions. <i>E.g. can't, didn't, hasn't, couldn't, it's</i></p> <p>The possessive apostrophe (singular nouns). <i>E.g. Megan's, Ravi's, the girl's, the child's, the man's</i></p> <p>Words ending in -tion. <i>E.g. station, fiction, motion,</i></p> <p>Homophones and near- homophones. <i>E.g. there/their/they're, here/hear, one/won, sun/son, bear/bare, quite/quiet</i></p>

		<i>happily</i>	
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Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
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Consolidate Year 1 list

Fiction

Plan opening around character(s), setting, time of day and type of weather

Understanding 5 parts to a story with more complex vocabulary

Opening e.g. *In a land far away....*

Build-up e.g. *Later that day*

Problem /Dilemma e.g.

To his amazement

Resolution e.g. *As soon as*

Ending should be more than one sentence using words like *luckily, fortunately*

Non-Fiction

Introduction:

Heading, hook to engage reader, factual statement, opening question

Middle section(s)

Group related ideas into sections, sub headings, lists, bullet points, diagrams

Ending

Make final comment to reader

Extra tips! /Did-you-know?

Consistent use of **tenses**

Continuous form of **verbs** in the **present** and **past tense** e.g. *she is drumming,*

Consolidate Year 1 list

Types of sentences:

Statements, Questions, Exclamations Commands

Wider variety of '-ly' sentence starters e.g. *Usually, Eventually, Carefully...*

Add detail to sentences using adjectives and adverbs

e.g. *The boys peeped inside the dark cave. Tom ran quickly down the hill.*

Use of compound sentences

using connectives: *and/ or / but / so*

Complex sentences:

Sam, **who** was lost, sat down and cried. The Fire of London, **which** started in Pudding Lane, spread quickly.

While the animals were *munching breakfast, two visitors arrived*

Use long and short sentences:

Long sentences to add detail.

Short sentences for emphasis.

List of 3 for description

e.g. *He wore old shoes, a dark cloak and a red hat.*

Consolidate Year 1 list

Prepositions:

behind above along before between after

Alliteration e.g. *wicked witch, slimy slugs*

Similes using e.g.

...like sizzling sausages ...hot like a fire

Two adjectives to describe the noun (2A sentence) e.g.

The scary, old woman...

Adverbs for

description e.g.

Snow fell gently and covered the cottage.

Adverbs for information e.g. Lift the pot carefully onto the tray.

Form **nouns** using **suffixes** –ness, –er

Form **adjectives** using **suffixes** –ful, –ess

Consolidate Year 1 list

Use

`Capital letters

`Full stops

`Question marks

`Exclamation marks

Commas to

separate items in a list

Comma after –ly opener e.g.

Fortunately, Slowly,

Speech bubbles and speech marks for direct speech

Apostrophes for contraction e.g. *don't, can't*

Consolidate:

Punctuation

- Finger spaces
- **Letter**
- **Word**
- **Sentence**
- **Full stops**
- **Capital letter**
- **Question mark**
- **Exclamation mark**
- Speech bubble
- Bullet points

Singular/ plural

Adjective

Verb

Connective

Alliteration

Simile – ‘as’/ ‘like’

Introduce:

Apostrophe

Commas

‘Speech marks’

Suffix

Verb / adverb

Bossy verbs

Tense (past, present, future)

Adjective / noun

Year 3 Spelling and Grammar

Suggested Word list for Year 3

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight /eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Autumn	Spring	Summer
<p>*Revision of work from years 1 and 2, including high frequency words</p> <p>*Adding suffixes beginning with vowels to words of more than one syllable</p> <p>*The words with ou sound (i.e. young, touch, double, trouble, country)</p> <p>*Homophones or near-homophones (i.e. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll)</p> <p>*More prefixes (i.e. dis-, mis-: disappoint, disagree, disobey, misbehave, mislead, misspell (mis + spell) re-: redo, refresh, return, reappear, redecorate)</p>	<p>*Words with endings sounding 'ure' (i.e. measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure)</p> <p>*Irregular tenses (i.e. blow / blew, write/wrote, send /sent, hear / heard, think/ thought)</p> <p>*The suffix -ly (i.e. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically)</p> <p>*Homonyms (i.e. age, crane, yard, bat, minute, notice)</p>	<p>*Words spelt ei, eigh, or ey (i.e. vein, weigh, eight, neighbour, they, obey)</p> <p>*Irregular plurals (i.e. goose/ geese, woman/women, potato /es)</p> <p>*The suffix -ous (i.e. poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous)</p> <p>*To explore / collect /classify words with common roots (i.e. dec- ten decimal, geo – from earth geography)</p>

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce paragraphs to organise ideas into each story part – time, talk, topic</p> <p>Non-Fiction</p> <p>Introduction Heading Hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas into paragraphs Sub headings to introduce paragraphs Lists of steps, imperatives, bullet points, flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Consolidate Year 2 list including alliteration, similes and sentence types</p> <p>Vary long and short sentences: Long sentences to add detail Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Complex sentences: Adverb starters e.g. <i>Carefully, she crawled along the floor of the cave....</i> Adverbial phrases <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina. -'ing' clauses as starters</i> e.g. <i>Sighing, the boy finished his homework.</i> Drop in clauses using who/whom/ which/whose/that e.g. <i>The boy, whose name is George, thinks he is very brave.</i> Use when, if, because, after, although.</p> <p>Compound sentences using connectives: <i>and/ or / but / so / for /nor / yet</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p>	<p>Consolidate Year 2 list</p> <p>Prepositions <i>Next to by the side of In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, exciting unbelievable</i></p> <p>Specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Introduce imperative verbs e.g. <i>slice, crawl.</i></p> <p>Discuss appropriate word choices Nouns formed from prefixes e.g. <i>auto...</i></p>	<p>Consolidate Year 2 list including apostrophes for contraction</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses</p> <p>Inverted commas for direct speech</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> · Letter, Word · Sentence, Full stops · Capital letter · Question mark · Exclamation mark · ‘Speech marks’ · Bullet points · Apostrophe, Commas <p>Singular/ plural Suffix</p> <p>Adjective / noun Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective</p> <p>Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <ul style="list-style-type: none"> · Conjunction · Adverb

- **Preposition**
- **Direct speech**
- **Inverted commas**
- **Prefix**
- **Clause**
- **Subordinate clause**
- **Colons**

Year 4 Spelling, Punctuation and Grammar

Suggested Word list for year 4 (words in bold can be learnt within the objectives above)

appear	continue	grammar	material	possible	suppose
breath	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

Autumn	Spring	Summer
<p>*Revision of work from year 3 Pay special attention to the rules for</p> <ul style="list-style-type: none"> · Adding suffixes beginning with vowel letters to words of more than one syllable · Words with endings sounding 'ure' · the suffix -ous <p>*The words that have y elsewhere than at the end of words. (i.e. myth, gym, Egypt, pyramid, Mystery)</p> <p>*More prefixes (i.e. in-: inactive, incorrect, illegal, illegible, immature, impossible, impatient, irregular, irrelevant, irresponsible sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated super-: supermarket, superman, superstar anti-: antiseptic, anticlockwise, antisocial auto-: autobiography, autograph)</p> <p>*Spelling further homophones (i.e. knot/hot, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane)</p>	<p>*The suffix -ation (i.e. information, adoration, sensation, preparation, admiration)</p> <p>*Words ending in sion (i.e. division, invasion, confusion, decision, television)</p> <p>*Words with 'ch' that make the 'k' sound (i.e. scheme, chorus, chemist, echo, character)</p> <p>*Words with 'sh' sound that are spelt 'ch' (i.e. chef, chalet, machine, brochure)</p> <p>*Possessive apostrophe with plural words (i.e. girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's' suffix e.g. Cyprus's population)</p> <p>*To investigate what happens to words ending in f when suffixes are added (i.e. calf/calves, cuff/cuffs, knife/knives)</p>	<p>*Words ending in -tion, -sion, -ssion, -cian (i.e. invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician)</p> <p>*Words ending 'gue' and 'que' (i.e. league, tongue, antique, unique)</p> <p>*Words with the 's' sound spelt sc (i.e. science, scene, discipline, fascinate, crescent)</p> <p>*The ways in which nouns and adjectives eg fix can be made into verbs by the use of suffixes eg -ate (i.e. pollen/pollinate/, educate/education)</p> <p>*To understand how diminutives are formed using eg suffix -ette and prefix mini- (i.e. minibus, kitchenette, microfilm)</p>

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Make links within paragraphs with a range of connectives. Use bullet points and diagrams</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, or encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Consolidate Year 3 list</p> <p>Long and short sentences: Long sentences to enhance description Short sentences to move events on quickly eg. <i>It was midnight. It's great fun.</i></p> <p>Develop complex sentences: Clauses with conjunctions e.g. even, since, though, unless and while Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i> Starting with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i> -‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> Expanded -‘ing’ clauses e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> Drop in -‘ing’ clause e.g. <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>	<p>Consolidate Year 3 list</p> <p>Prepositions <i>underneath beneath at beyond towards since</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...small est</i> <i>good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural & possessive _s</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and after fronted adverbials.</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>)</p>	<p>Consolidate:</p> <p>Punctuation vocabulary</p> <ul style="list-style-type: none"> eg · Exclamation mark · ‘Speech marks’ · Direct speech · Inverted commas · Bullet points · Apostrophe · Commas · Colon <p>Singular/ plural Suffix/ Prefix</p> <p>Adjective / noun Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Clause</p> <p>Alliteration Simile – ‘as’/ ‘like’</p>

Synonyms

Introduce:

- **Pronoun**
- **Possessive
pronoun**

Year 5 Spelling, Punctuation and Grammar

Suggested Word list for year 5

apparent	cemetery	determined	explanation	interfere	occupy	rhythm
amateur	communicate	develop	familiar	language	occur	secretary
ancient	community	dictionary	foreign	leisure	persuade	shoulder
available	conscience*	environment	forty	lightning	physical	soldier
average	convenience	equip (-ped, -ment)	government	muscle	programme	stomach
bargain	curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise	twelfth
					rhyme	vegetable

Autumn	Spring	Summer
<p>*Revision of y4 work - especially rules for:</p> <ul style="list-style-type: none"> · The suffix -ation · Endings which sound like -tion, -sion, -ssion, -cian · Possessive apostrophe with plural words <p>*Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (e.g. 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)</p> <p>*Words spelt with ei after c e.g. deceive, conceive, receive, perceive, ceiling Exceptions: e.g. <i>protein, caffeine, seize</i></p> <p>*Words ending in -able and -ible/ -ably and -ibly (e.g. adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly)</p>	<p>*Words containing the letter-string Ough ough can be used to spell a number of different sounds. (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough through, thorough, borough, plough)</p> <p>*Words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight) <i>Words from list: foreign, government</i></p> <p>*To recognise and spell the suffixes al, ary, ic (e.g. medical, stationary, historic) <i>Words from list: dictionary, physical</i></p>	<p>*To spell unstressed vowels in polysyllabic words (eg. Wednesday, different, frightening. <i>Words from list: average, cemetery, desperate, secretary, temperature, vegetable</i>)</p> <p>*Further suffixes // in full becoming / (e.g. e.g. hope + full = hopeful)</p> <p>*To explore spelling patterns of consonants and formulate rules e.g. c is usually soft when followed by an i (e.g. cinema, ceiling, cyanide)</p>

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
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Consolidate Year 4 list

Plan opening using:

Description /action/dialogue

Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph.

Use change of place, time and action to link ideas across paragraphs.

Use 5 part story structure

Writing could start at any of the 5 points This may include flashbacks

Introduction –should include action, description or dialogue

Build-up –develop suspense techniques **Problem / Dilemma** –may be more than one problem to be resolved

Resolution –clear links with dilemma

Ending –character could reflect on events or look forward to the future

Independent planning across all genres and application

Secure use of range of layouts suitable to text.

Structure:

Introduction / Middle / Ending

Link ideas within and across paragraphs using range of connectives and signposts Use rhetorical

Consolidate Year 4 list

Secure use of compound sentences

Develop complex sentences:

Main and subordinate clauses with full range of conjunctions.

Expanded –ed clauses as starters e.g. *Encouraged by the bright weather, Jane set out for a long walk.*

Elaborate sentence starters e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.*

D:D sentence e.g. *The ice was cold: it stuck to my fingers.*

Lengthen or shorten sentences for meaning and /or effect

Moving sentence chunks (how, when, where) around for different effects

Use of rhetorical questions

Indicate degrees of possibility e.g. *using might, should, will, must or adverbs - perhaps, surely*

Consolidate Year 4

list Metaphor

Personification

Onomatopoeia

Empty words e.g. *someone, somewhere was out to get him*

Developed use of **technical language**

Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; –ify)

Verb prefixes (e.g. *dis–, de–, mis–, over– and re–*)

Consolidate Year 4

list Rhetorical

question

Colons

Dashes, Brackets, commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Consolidate:

Punctuation including

- Exclamation mark
- ‘Speech marks’
- Direct speech
- Inverted commas
- Apostrophe contractions/ possession
- Commas
- Colon -

Singular/ plural Suffix/ Prefix

Adjective / noun

Verb / Adverb

Bossy vbs - imperative

Tense (past, present, future)

Conjunction / Connective

Preposition / Pronoun

Clause

Alliteration

Simile – ‘as’/ ‘like’

Synonyms

Introduce:

- Parenthesis
- Bracket- dash
- Cohesion

questions

Express own opinions clearly

Consistently maintain viewpoint

· **Ambiguity**

· Metaphor

· Personification

· Onomatopoeia

· Rhetorical question

Year 6 Spelling, Punctuation and Grammar

Suggested Word list for year 6 (words in bold can be learnt within the objectives)

accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
					yacht

Autumn	Spring	Summer
<p>*Revision of words from Year 5:</p> <p>Pay special attention to the rules for:</p> <ul style="list-style-type: none"> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Spelling unstressed vowels in polysyllabic words <p>*To investigate spellings and meanings of connectives (e.g. furthermore, meanwhile. <i>Words from list: according, especially, frequently, immediately, necessary</i>)</p> <p>*Endings which are spelt –cious or -tious (e.g. vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious <i>Words from list: conscious</i>.)</p>	<p>*Homophones and other words that are often confused (See following page for examples)</p> <p>*Endings which are spelt –cial and –tial –cial is common after a vowel letter and –tial after a consonant letter, (e.g. official, special, artificial, partial, confidential, essential) Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce and province</i>)</p> <p>*Adding suffixes beginning with vowel letters to words ending in –fer The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed. (e.g. referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference)</p>	<p>*To identify root words, derivations and spelling patterns as a support for spelling (eg. Public, publicity, publication. <i>Words from list: attach/ attached/ attachable, category, categorise, compete, competition, competitive, criticise (critic + ise), critical, finite, definite, definitely mischief, mischievous, mischievously, profess, profession, professor, sign, signify, signature</i>)</p> <p>*Use of the hyphen e.g. co-ordinate, re-enter, cooperate, co-own</p> <p>Further prefixes (e.g bi- trans- tele- circum)</p>

Continue to revise rules and words from the KS2 Curriculum as appropriate throughout the year.

Examples of Homophones						
	Advice and advise Aloud / allowed	advice/advise; farther / father	past / passed desert / dessert	stationary / stationery	Steal / steel draft / draught	who's / whose heard / herd

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate and extend Year 5 list and revise Grammar Curriculum</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs Development of characterisation</p> <p>Use a variety of text layouts Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use appropriate formal and informal styles of writing</p> <p>Linking ideas across paragraphs using wide range of devices: e.g. repetition of a word or phrase; use connections such as on the</p>	<p>Consolidate and extend Year 5 list and revise Grammar Curriculum</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>The difference between structures of informal speech and formal speech and writing, e.g. <i>He's your friend, isn't he?</i>,</p> <p>Active and passive verbs e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i></p>	<p>Consolidate and extend Year 5 list and revise Grammar Curriculum</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary for informal speech and for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed</i>)</p>	<p>Consolidate and extend Year 5 list and revise Grammar Curriculum</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation including</p> <ul style="list-style-type: none"> · 'Speech marks' · Direct speech · Inverted commas · Apostrophe contractions/ possession · Commas · Parenthesis · Bracket- dash <p>Suffix/ Prefix Adjective / noun Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition / Pronoun Subordinate / relative clause Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile / Metaphor Synonyms Personification Onomatopoeia</p> <p>Introduce:</p>

<p>other hand, in contrast, or as a consequence; Structure texts using headings, columns, bullets, or tables</p>				<ul style="list-style-type: none">· Active and passive voice· Subject and object· Hyphen· Colon/ semi-colon
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