



## 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
	<b>Ongoing:</b> <ul style="list-style-type: none"> <li>• <i>Learning to write their own name</i></li> <li>• <i>Read back words they have written</i></li> <li>• <i>Begin to use their phonic knowledge when spelling familiar and unfamiliar words (ie produce phonically plausible spellings)</i></li> </ul>		
Phonics	Word rhymes Songs – alliteration and rhyme. Sounds discrimination Teach initial sounds and digraphs from Set 1 RWInc. in class.	Assess children on Set 1 sounds. Teaching of ability groups begins. Speed Sounds Set 1 Children are taught to: <b>say the sound, read the sound and write the sound.</b> Formation and sizing of letters is also taught. Order of teaching initial sounds with some digraphs: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, ,e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk. Blend cvc words. (consonant, vowel, consonant) Eg. cup, red Decoding Red tricky words. (Common Exception words)	Speed Sounds Set 2 Children are taught to: <b>say the sound, read the sound and write the sound.</b> Order of teaching digraphs and some trigraphs: ay (may), ee (see), igh (high), ow (snow), oo (food), oo (book), ar (start), or (short), air (fair), ir (girl), ou (loud), oy (toy). Use phonic knowledge to decode regular words and read them aloud accurately.
Spelling	Recognition of their name and writing it. Alphabet displayed in classroom and referred to. Name of capital letter at the beginning of their name and their friend's name.	Children use their phonic knowledge to write words in ways which match their spoken sounds.  High Frequency words introduced in Literacy lessons.  Write some irregular common words.	Write simple sentences which can be read by themselves and others. Write phonetically plausible words. Some irregular words spelt correctly.



## 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
<b><u>Phonics</u></b>	<p><b>ff, ll, ss, zz, ck</b> e.g. off, well, miss, buzz, back.</p> <p><b>nk</b> e.g. bank, think, honk, sunk.</p> <p><b>tch</b> e.g. itch, hutch, ditch</p> <p><b>ay</b> (may I play?), <b>ee</b> (what can you see?), <b>igh</b> (I fly high), <b>ow</b> (blow the snow), <b>oo</b> (poo at the zoo), <b>oo</b> (look at a book), <b>ar</b> (start the car), <b>or</b> (shut the door), <b>air</b> (that's not fair), <b>ir</b> (whirl and twirl), <b>ou</b> (shout it out), <b>oy</b> (toy for a boy).</p>	<p><b>ea</b> (cup of tea), <b>oi</b> (spoil the boy), <b>a-e</b> (make a cake), <b>i-e</b> (nice smile), <b>o-e</b> (phone home), <b>u-e</b> (huge brute), <b>aw</b> (yawn at dawn), <b>are</b> (share and care), <b>ur</b> (purse for a nurse), <b>er</b> (better letter), <b>ow</b> (brown cow), <b>ai</b> (snail in the rain), <b>oa</b> (goat in a boat), <b>ew</b> (chew the stew), <b>ire</b> (fire fire!), <b>ear</b> (hear with your ear), <b>ure</b> (sure it's pure), <b>tion</b> (celebration), <b>tious, cious</b> (scrumptious, delicious)</p> <p><b>e-e</b> e.g. these, theme, complete</p>	<p><b>ie</b> e.g. lie, tie, pie, cried, tried, dried</p> <p><b>ie</b> e.g. chief, field, thief</p> <p><b>ore</b> e.g. more, score, before, wore, Shore</p> <p><b>au</b> e.g. author, August, dinosaur, Astronaut</p> <p><b>ear</b> e.g. bear, pear, wear</p>
<b><u>Spelling</u></b>	<p><b>Days of the week.</b></p> <p>Name <b>the letters of the alphabet in order.</b> (Refer to letter names when describing alternative spellings.)</p> <p>Division of words into <b>syllables.</b> E.g. co-co-nut</p> <p>The <b>v</b> sound at the end of words. E.g. have, live, give</p> <p>Adding <b>s</b> and <b>es</b> to words -plural of nouns eg dogs and third person singular of verbs jumps /catches</p>	<p>Adding the endings <b>-ing, -ed</b> and <b>-er</b> 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 <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word e.g. grander, grandest, fresher, freshest, quicker, quickest</p> <p>Words ending in <b>-y</b> e.g. very, happy, funny, party, family</p> <p><b>Adding the prefix -un</b> e.g. unhappy, undo, unload, unfair, Unlock</p>	<p>New consonant spellings <b>ph</b> and <b>wh</b> e.g. dolphin, alphabet, phonics, elephant, when, where, which, while</p> <p>Using <b>k</b> for the k sound e.g. Kent, sketch, kit, skin, frisky</p> <p><b>Compound words</b> e.g. football, playground, farmyard, bedroom, blackberry</p> <p><b>Common exception words</b> 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
<b>Consolidate Reception list</b>  ` Sequencing sentences `Begin to use some of the features of Standard English  <b>Fiction:</b>  <b>Plan opening around</b> character(s), setting, time of day and weather  <b>Understanding</b> - beginning /middle /end to a story <b>Understanding</b> - 5 parts to a story: <b>Opening</b> <i>Once upon a time...</i> <b>Build-up</b> <i>One day...</i> <b>Problem / Dilemma</b> <i>Suddenly.../ Unfortunately...</i> <b>Resolution</b> <i>Fortunately...</i> <b>Ending</b> <i>Finally...</i>  <b>Non-fiction:</b> <b>Identify the features</b> <b>Headings</b> <b>Introduction, middle section, end</b>  Bullet points for instructions Labelled diagrams <b>Ending</b> Concluding sentence	<b>Consolidate Reception list</b>  <b>How words can combine to make sentences</b> <b>Planning sentences for writing</b>  <b>Types of sentences:</b> Statements, Questions, Exclamations  <b>Simple Connectives to join words and sentences:</b> <i>and or but so because so that then that while when where</i> <b>Also as openers:</b> <i>While... When... Where... -'ly' openers</i> <i>Fortunately...Unfortunately, Sadly...</i>  <b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> <b>Add adjectives to simple sentences</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i>  <b>Compound sentences</b> using connectives and/or/ but/so e.g. <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i>  <b>Complex sentences:</b> <b>Use 'who'</b> e.g. <i>Once upon a time there was an old woman <b>who</b> lived in a forest.</i>	<b>Consolidate Reception list</b>  <b>Prepositions:</b> <i>inside, outside, towards, across, under</i>  <b>Determiners:</b> <i>the a my your an this that his her their some all lots of many more those these</i>  <b>Adjectives</b> to describe e.g. <i>The <b>old</b> house</i> <i>The <b>huge</b> elephant.</i>  <b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i>  <b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i>  <i>Regular <b>plural noun suffixes</b> –s or –es e.g. dogs; wishes</i>  <b>Suffixes ing, ed, er</b> e.g. <i>helping, helped, helper)</i>  <b>Prefix un–</b> <i>unkind, untie</i>	<b>Consolidate Reception list</b>  <b>Introduce in written form:</b>  Capital Letters: <b><i>Capital letter for names and personal pronoun I</i></b>  Speech bubble  Bullet points  Full stops  Question marks  Exclamation marks  Finger spaces	<b>Consolidate:</b>  Finger spaces <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Full stops</b> <b>Capital letter</b>  <b>Introduce:</b>  <b>Punctuation</b> <b>Question mark</b> <b>Exclamation mark</b> Speech bubble Bullet points  <b>Singular/ plural</b>  Adjective Verb Connective Alliteration Simile – ‘as’

## 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
<b>Common exception words to be taught include:</b> 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			
Phonics	<p>The sound spelt as <b>ge</b> and <b>dge</b> <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 <b>kn</b> and <b>gn</b> at the beginning of words. <i>E.g. knock, know, knee, gnat, gnaw</i></p> <p>The sound spelt <b>c</b> before e, i and y. <i>E.g. race, ice, cell, city, fancy</i></p> <p>The sound spelt <b>wr</b> at the beginning of words. <i>E.g. write, written, wrote, wrong, wrap</i></p>	<p>The sound spelt <b>–le</b> at the end of words. <i>E.g. table, apple, bottle, little, middle.</i></p> <p>The sound spelt <b>–el</b> at the end of words. <i>E.g. camel, tunnel, squirrel, travel, towel, tinsel</i></p> <p>The sound spelt <b>–al</b> at the end of words. <i>E.g. metal, pedal, capital, hospital, animal</i></p> <p>Words ending <b>–il</b>. <i>E.g. pencil, fossil, nostril</i></p>	<p>The sound spelt <b>a</b> before l and ll. <i>E.g. all, ball, walk,</i></p> <p>The sound spelt <b>o</b>. <i>E.g. other, mother, brother,</i></p> <p>The sound spelt <b>–ey</b>. <i>E.g. key, donkey, chimney,</i></p> <p>The sound spelt <b>a</b> after w and qu. <i>E.g. want, watch,</i></p> <p>The sound spelt <b>or</b> after w. <i>E.g. word, work, worm,</i></p> <p>The sound spelt <b>ar</b> after w. <i>E.g. war, warm, ward</i></p> <p>The sound spelt <b>s</b>. <i>E.g. television, treasure, usual</i></p>
Spelling	<p>The sound spelt <b>–y</b> at the end of words. <i>E.g. cry, fry, dry, reply, July.</i></p> <p>Adding <b>–es</b> <i>E.g. flies, tries, replies, babies,</i></p> <p>Adding <b>–ed, –ing, –er</b> and <b>–est</b> <i>E.g. copied, happier, happiest, replied ... but copying, crying,</i></p>	<p>Adding the endings <b>–ing, –ed, –er, – est</b> and <b>–y</b> <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 <b>–ment, –ness, –ful, – less</b> and <b>‘-ly’</b>. <i>E.g. enjoyment, sadness, careful, hopeless, happiness, plentiful, penniless, happily</i></p>	<p><b>Contractions.</b> <i>E.g. can’t, didn’t, hasn’t, couldn’t, it’s</i></p> <p>The <b>possessive apostrophe</b> (singular nouns). <i>E.g. Megan’s, Ravi’s, the girl’s, the child’s, the man’s</i></p> <p>Words ending in <b>–tion</b>. <i>E.g. station, fiction, motion,</i></p> <p><b>Homophones and near- homophones.</b> <i>E.g. there/their/they’re, here/hear, one/won, sun/son, bear/bare, quite/quiet</i></p>

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b></p> <p><b>Fiction</b>  <b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b>  <b>Opening</b> e.g. <i>In a land far away....</i>  <b>Build-up</b> e.g. <i>Later that day</i>  <b>Problem /Dilemma</b> e.g. <i>To his amazement</i>  <b>Resolution</b> e.g. <i>As soon as</i>  <b>Ending</b> should be more than one sentence using words like <i>luckily, fortunately</i></p> <p><b>Non-Fiction</b>  <b>Introduction:</b>  Heading, hook to engage reader, factual statement, opening question</p> <p><b>Middle section(s)</b>  Group related ideas into sections, sub headings, lists, bullet points, diagrams</p> <p><b>Ending</b>  Make final comment to reader  Extra tips! /Did-you-know?</p> <p>Consistent use of <b>tenses</b></p> <p><b>Continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> e.g. <i>she is drumming,</i></p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Types of sentences:</b>  Statements, Questions, Exclamations  Commands</p> <p><b>Wider variety of ‘-ly’ sentence starters</b>  e.g. <i>Usually, Eventually, Carefully...</i></p> <p><b>Add detail to sentences using adjectives and adverbs</b>  eg <i>The boys peeped inside the <u>dark</u> cave. Tom ran <u>quickly</u> down the hill.</i></p> <p><b>Use of compound sentences</b> using connectives: <i>and/ or / but / so</i></p> <p><b>Complex sentences:</b>  Sam, <b>who</b> was lost, sat down and cried.  The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.  <b>While</b> the animals were munching breakfast, two visitors arrived</p> <p><b>Use long and short sentences:</b>  Long sentences to add detail.  Short sentences for emphasis.</p> <p><b>List of 3 for description</b>  e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Prepositions:</b>  <i>behind above along before between after</i></p> <p><b>Alliteration</b>e.g. <i>wicked witch, slimy slugs</i></p> <p><b>Similes using</b> e.g. <i>...like sizzling sausages ...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b> (2A sentence) e.g. <i>The scary, old woman...</i></p> <p><b>Adverbs for description</b>  e.g. <i>Snow fell gently and covered the cottage.</i></p> <p><b>Adverbs for information</b>  e.g. Lift the pot carefully onto the tray.</p> <p>Form <b>nouns</b> using <b>suffixes</b> –ness, –er</p> <p>Form <b>adjectives</b> using <b>suffixes</b> –ful, –ess</p>	<p><b>Consolidate Year 1 list</b></p> <p>Use  `Capital letters  `Full stops  `Question marks  `Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener e.g. <i>Fortunately, Slowly,</i></p> <p><b>Speech bubbles and speech marks for direct speech</b></p> <p><b>Apostrophes for contraction</b> e.g. <i>don’t, can’t</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective  Verb  Connective  Alliteration  Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b>  <b>Apostrophe</b>  <b>Commas</b>  <b>‘Speech marks’</b>  <b>Suffix</b>  <b>Verb / adverb</b>  Bossy verbs  <b>Tense (past, present, future)</b>  <b>Adjective / noun</b></p>

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

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



## 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	<b>mention</b>	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	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	

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



Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b></p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> 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><b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution</b>   <b>Ending</b></p> <p><b>Paragraphs</b> 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><b>Appropriate choice of pronoun or noun across sentences</b></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description <b>Short sentences</b> to move events on quickly eg. <i>It was midnight. It's great fun.</i></p> <p><b>Develop complex sentences:</b> <b>Clauses</b> with conjunctions e.g. even, since, though, unless and while <b>Sentence of 3 for action</b> 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> <b>Starting with a simile</b> 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> <b>-‘ed’ clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <b>Expanded -‘ing’ clauses</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <b>Drop in -‘ing’ clause</b> e.g. <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Dialogue</b> - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Prepositions</b> <i>underneath beneath at beyond towards since</i></p> <p><b>Conditionals</b> - <i>could, should, would</i></p> <p><b>Comparative and superlative</b> adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p><b>Proper nouns</b>-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural &amp; possessive _s</b></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Commas</b> to mark clauses and after fronted adverbials.</p> <p><b>Full punctuation for direct speech:</b> 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><b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl’s name, the boys’ boots</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation vocabulary eg</b></p> <ul style="list-style-type: none"> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe</li> <li>• Commas</li> <li>• Colon</li> </ul> <p><b>Singular/ plural Suffix/ Prefix</b></p> <p><b>Adjective / noun Verb / Adverb</b> Bossy verbs - imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b> <b>Clause</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Apostrophe – for possession</li> </ul>

## 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><b>*Revision of y4 work</b> - especially rules for:</p> <ul style="list-style-type: none"> <li>• The suffix –ation</li> <li>• Endings which sound like –tion, –sion, –ssion, –cian</li> <li>• Possessive apostrophe with plural words</li> </ul> <p><b>*Words ending in –ant, –ance/-ancy, –ent, –ence/-ency</b> (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><b>*Words spelt with ei after c</b> e.g. deceive, conceive, receive, perceive, ceiling Exceptions: e.g. <i>protein, caffeine, seize</i></p> <p><b>*Words ending in –able and –ible/ –ably and –ibly</b> (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><b>*Words containing the letter-string Ough</b> <b>ough</b> 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><b>*Words with ‘silent’ letters</b> (e.g. doubt, island, lamb, solemn, thistle, knight) <i>Words from list: <b>foreign, government</b></i></p> <p><b>*To recognise and spell the suffixes al, ary, ic</b> (e.g. medical, stationary, historic) <i>Words from list: <b>dictionary, physical</b></i></p>	<p><b>*To spell unstressed vowels in polysyllabic words</b> (eg. Wednesday, different, frightening. <i>Words from list: <b>average, cemetery, desperate, secretary, temperature, vegetable</b></i>)</p> <p><b>*Further suffixes</b> // in full becoming / (e.g. e.g. hope + full = hopeful)</p> <p><b>*To explore spelling patterns of consonants and formulate rules</b> 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
<p><b>Consolidate Year 4 list</b></p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points This may include flashbacks <b>Introduction</b> –should include action, description or dialogue <b>Build-up</b> –develop suspense techniques <b>Problem / Dilemma</b> –may be more than one problem to be resolved <b>Resolution</b> –clear links with dilemma <b>Ending</b> –character could reflect on events or look forward to the future</p> <p><b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p>Link ideas within and across paragraphs using range of connectives and signposts Use rhetorical questions Express own opinions clearly Consistently maintain viewpoint</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences:</b> <b>Main and subordinate clauses</b> with full range of conjunctions.</p> <p><b>Expanded –ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p><b>Elaborate sentence starters</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>D:D sentence</b> e.g. The ice was cold: it stuck to my fingers.</p> <p>Lengthen or shorten sentences for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b></p> <p><b>Use of rhetorical questions</b></p> <p><b>Indicate degrees of possibility e.g. using might, should, will, must or adverbs - perhaps, surely</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)</p> <p><b>Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Rhetorical question</b></p> <p><b>Colons</b></p> <p><b>Dashes, Brackets, commas to indicate parenthesis</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation including</b></p> <ul style="list-style-type: none"> <li>Exclamation mark</li> <li>‘Speech marks’</li> <li>Direct speech</li> <li>Inverted commas</li> <li>Apostrophe contractions/ possession</li> <li>Commas</li> <li>Colon -</li> </ul> <p><b>Singular/ plural Suffix/ Prefix</b></p> <p><b>Adjective / noun Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition / Pronoun Clause</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>Parenthesis</li> <li>Bracket- dash</li> <li>Cohesion</li> <li>Ambiguity</li> <li>Metaphor</li> <li>Personification</li> <li>Onomatopoeia</li> <li>Rhetorical question</li> </ul>

## Year 6 Spelling, Punctuation and Grammar

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

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

Autumn	Spring	Summer
<p><b>*Revision of words from Year 5:</b></p> <p>Pay special attention to the rules for:</p> <ul style="list-style-type: none"> <li>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</li> <li>Words ending in –able and –ible</li> <li>Words ending in –ably and –ibly</li> <li>Spelling unstressed vowels in polysyllabic words</li> </ul> <p><b>*To investigate spellings and meanings of connectives</b> (e.g. furthermore, meanwhile. <i>Words from list: according, especially, frequently, immediately, necessary</i>)</p> <p><b>*Endings which are spelt –cious or –tious</b> (e.g. vicious, precious, <b>conscious</b>, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious <i>Words from list: conscious,</i>)</p>	<p><b>*Homophones and other words that are often confused</b> (See following page for examples)</p> <p><b>*Endings which are spelt –cial and –tial</b></p> <p>–<b>cial</b> is common after a vowel letter and –<b>tial</b> after a consonant letter, (e.g. official, special, artificial, partial, confidential, essential)</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce and province</i>)</p> <p><b>*Adding suffixes beginning with vowel letters to words ending in –fer</b></p> <p>The <b>r</b> is doubled if the –<b>fer</b> is still stressed when the ending is added. The <b>r</b> is not doubled if the –<b>fer</b> is no longer stressed. (e.g. referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference)</p>	<p><b>*To identify root words, derivations and spelling patterns as a support for spelling</b> (eg. Public, publicity, publication. <i>Words from list: attach/ <b>attached</b>/ attachable, <b>category</b>, categorise, compete, <b>competition</b>, competitive, <b>criticise (critic + ise)</b>, critical, finite, <b>definite</b>, definitely mischief, <b>mischievous</b>, mischievously, profess, <b>profession</b>, professor, sign, signify, <b>signature</b></i>)</p> <p><b>*Use of the hyphen</b></p> <p>e.g. co-ordinate, re-enter, cooperate, co-own</p> <p><b>Further prefixes</b></p> <p>(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
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Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate and extend Year 5 list and revise Grammar Curriculum</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b>            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><b>Paragraphs</b> -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            Use appropriate formal and informal styles of writing</p> <p>Linking ideas across paragraphs using wide range of <b>devices</b>: e.g. repetition of a <b>word</b> or phrase; use connections such as on the other hand, in contrast, or as a consequence;            Structure texts using headings, columns, bullets, or tables</p>	<p><b>Consolidate and extend Year 5 list and revise Grammar Curriculum</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with full range of conjunctions.</p> <p><b>Developed use of rhetorical questions for persuasion</b></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><b>Active and passive verbs</b> e.g.  <b>Active:</b> <i>Tom accidentally dropped the glass.</i>  <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i></p>	<p><b>Consolidate and extend Year 5 list and revise Grammar Curriculum</b></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><b>Consolidate and extend Year 5 list and revise Grammar Curriculum</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> 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><b>Consolidate:</b></p> <p><b>Punctuation including</b></p> <ul style="list-style-type: none"> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> </ul> <p><b>Suffix/ Prefix</b>  <b>Adjective / noun</b>  <b>Verb / Adverb</b>            Bossy verbs - imperative  <b>Tense (past, present, future)</b>  <b>Conjunction / Connective</b>  <b>Preposition / Pronoun</b>  <b>Subordinate / relative clause</b>            Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>            Alliteration            Simile / Metaphor            Synonyms            Personification            Onomatopoeia</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice</li> <li>• Subject and object</li> <li>• Hyphen</li> <li>• Colon/ semi-colon</li> </ul>