

Spelling Punctuation & Grammar Overview

Year 1

Spelling, Punctuation & Grammar	
Terminology for pupils: <ul style="list-style-type: none">• letter, capital letter• word, singular, plural• sentence• punctuation, full stop, question mark, exclamation mark	Grammar: <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">○ leaving spaces between words○ joining words and joining clauses using and○ learning the grammar for Year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 in discussing their writing. Punctuation: <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Spelling (See Appendix 1 for teaching points): <p>The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none">• all letters of the alphabet and the sounds which they most commonly represent• consonant digraphs which have been taught and the sounds which they represent• vowel digraphs which have been taught and the sounds which they represent• the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds• words with adjacent consonants• guidance and rules which have been taught	

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /ŋ/ sound spelt n before k	Division of words into syllables	-tch	The /v/ sound at the end of words	Adding s and es to words (plural of nouns and the third person singular of verbs)	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	Adding –er and –est to adjectives where no change is needed to the root word
<u>Example words (non-statutory)</u> off, well, miss, buzz, back	<u>Example words (non-statutory)</u> bank, think, honk, sunk	<u>Example words (non-statutory)</u> pocket, rabbit, carrot, thunder, sunset	<u>Example words (non-statutory)</u> catch, fetch, kitchen, notch, hutch	<u>Example words (non-statutory)</u> have, live, give	<u>Example words (non-statutory)</u> cats, dogs, spends, rocks, thanks, catches	<u>Example words</u> –ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	<u>Example words (non-statutory)</u> As with verbs, if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
Vowel digraphs and trigraphs		<u>Example words (non-statutory)</u>		Vowel digraphs and trigraphs		<u>Example words (non-statutory)</u>	
ai, oi		rain, wait, train, paid, afraid oil, join, coin, point, soil		oo (/u:/)		food, pool, moon, zoo, soon	
ay, oy		day, play, say, way, stay boy, toy, enjoy, annoy		oo (/ʊ/)		book, took, foot, wood, good	
a–e		made, came, same, take, safe		oa		boat, coat, road, coach, goal	
e–e		these, theme, complete		oe		toe, goes	

i-e	five, ride, like, time, side	ow (/aʊ/) ow (/əʊ/) ue ew	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
o-e	home, those, woke, hope, hole	ie (/aɪ/)	lie, tie, pie, cried, tried, dried
u-e	June, rule, rude, use, tube, tune	ie (/i:/)	chief, field, thief
ar	car, start, park, arm, garden	igh	high, night, light, bright, right
ee	see, tree, green, meet, week	or	for, short, born, horse, morning
ea (/i:/)	sea, dream, meat, each, read (present tense)	ore	more, score, before, wore, shore
ea (/ɛ/)	head, bread, meant, instead, read (past tense)	aw	saw, draw, yawn, crawl
er (/ɜ:/)	(stressed sound): her, term, verb, person	au	author, August, dinosaur, astronaut
er (/ə/)	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister	air	air, fair, pair, hair, chair
ir	girl, bird, shirt, first, third	ear	dear, hear, beard, near, year
ur	turn, hurt, church, burst, Thursday	ear (/ɛə/)	bear, pear, wear
ou	out, about, mouth, around, sound	are (/ɛə/)	bare, dare, care, share, scared

Year 2

Spelling, Punctuation & Grammar

Terminology for pupils

- noun, noun phrase
- statement, question, exclamation, command,
- compound, adjective, verb,
- suffix
- adverb
- tense (past, present)
- apostrophe, comma

Grammar

Develop their understanding of the concepts set out in English Appendix 2 by:

- Using subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*)
- Use expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- 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*]

Punctuation

Indicate grammatical and other features by:

- 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*]

Year 3

Punctuation & Grammar	
<p>Terminology for pupils</p> <ul style="list-style-type: none"> • preposition conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter vowel, vowel letter • inverted commas (or 'speech marks') 	<p>Grammar: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] <p>Punctuation: Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • Introduction to inverted commas to punctuate direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Overall spelling objectives for Year 3		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) Page 49-52. • Use the first two or three letters of a word to check its spelling in a dictionary • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. • Spell words that are often misspelt (English Appendix 1) • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling). 	<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary. • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. • Spell words that are often misspelt (English Appendix 1). • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling) 	<ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. • Spell further homophones Appendix pg 53. • Spell words that are often misspelt (English Appendix 1). • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling)

Statutory requirements	Statutory requirements	Statutory requirements
<p>The sound spelt ou.</p> <p>More prefixes.</p> <p>Un-, dis-, mis-, in-.</p> <p>Re-, meaning 'back' or 'again'. Sub-, meaning 'under'.</p> <p>Super-, meaning 'above'.</p> <p>Anti-, meaning 'against'.</p>	<p>The suffix -ly. (pg 50)</p> <p>Exceptions:</p> <ol style="list-style-type: none"> (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) (If the root word ends with -le, the -le is changed to -ly.) (3) Words with endings sounding like or. <p>Endings which sound like zen spelt -sion.</p>	<p>Words with the sound spelt ch (mostly French in origin. (pg 52)</p> <p>Words ending with the sound spelt -gue and the sound spelt -que (French in origin).</p> <p>Words with the sound spelt ei, eigh, or ey.</p> <p>Homophones and near-homophones.</p>

Year 4

Punctuation & Grammar	
<p>Terminology for pupils</p> <ul style="list-style-type: none"> • preposition conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter vowel, vowel letter • inverted commas (or 'speech marks') 	<p>Grammar: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] <p>Punctuation: Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • Introduction to inverted commas to punctuate direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Overall spelling objectives for Year 4		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) Page 49-52. • Use the first two or three letters of a word to check its spelling in a dictionary • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. • Spell words that are often misspelt (English Appendix 1). • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling). 	<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Pgs 53. • Use the first two or three letters of a word to check its spelling in a dictionary. • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. • Spell words that are often misspelt (English Appendix 1). • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling) 	<ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. • Spell further homophones Appendix pg 53. • Spell words that are often misspelt (English Appendix 1). • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Assessment from Support for Spelling).

Statutory requirements	Statutory requirements	Statutory requirements
<ul style="list-style-type: none"> • More prefixes. (pg 50) • Before a root word starting with l, in- becomes il-. • Before a root word starting with m or p, in- becomes im-. • Before a root word starting with r, in- becomes ir-. • inter- means 'between' or 'among'. • auto- means 'self' or 'own'. 	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable. (pg 49) • The sound spelt y elsewhere than at the end of words. (pg 49) • The suffix -ation. (Pg 50) • The suffix -ly. (pgs 50 +51) <p>Exceptions:</p> <ul style="list-style-type: none"> • If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>. • The words <i>truly, duly, wholly</i>. • The suffix -ous. (pg 51) • Endings which spelt -tion, -sion, -ssion, -cian. (pg 52) 	<ul style="list-style-type: none"> • Homophones and near-homophones. Pg 53) • Words with the /k/ sound spelt ch (Greek in origin). (pg 52)

Year 5

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Overall spelling objectives for Year 5.

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • To revise prefixes and learn new suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. • Write from memory simple sentences dictated by the teacher which includes words and punctuation taught so far. 	<ul style="list-style-type: none"> • To revise prefixes and learn new suffixes and understand the guidance for adding them • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. • Write from memory simple sentences dictated by the teacher which includes words and punctuation taught so far. 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Continue to distinguish between homophones and other words which are often confused • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. • Write from memory simple sentences dictated by the teacher which includes words and punctuation taught so far.
<p>Statutory requirements</p>	<p>Statutory requirements</p>	<p>Statutory requirements</p>
<ul style="list-style-type: none"> • Endings spelt –cious or –tious. (pg 56) • Endings which sound like –sial. (pg 56) • Words ending in –able and –ible. (pg 57) • Words ending in –ably and –ibly. (pg 57) 	<ul style="list-style-type: none"> • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency. (pg 56) • Words with the sound spelt ei after c. (pg 58) 	<ul style="list-style-type: none"> • Homophones and other words that are often confused. (pg 59+60) • NOT –ce and –se.

Year 6

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</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: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>