



# Sandgate Primary School

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## English Policy

Updated April 2016

# Vision Statement

The National Curriculum set in place by the government from September 2014 marks a rise in the standards expected of primary school English. The document makes specific reference to the fact that spoken language, reading, writing and vocabulary are integral aspects of the teaching of **every** subject. English is both a subject in its own right and the medium for teaching all other subjects; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in **all** subjects.

In reference to the specific teaching of Reading and Writing across primary schools, the National Curriculum outlines the following:

6.3 Teachers should develop pupils' reading and writing in **all** subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

It is clear that English forms a fundamental part of the school experience and, thus, it is crucial that teaching and learning is inspiring, systematic, consistent and rigorous.

## Content of the Policy

Much of this document has been adapted from the National Curriculum and, where relevant, statutory requirement are listed as [STATUTORY].

Further guidance is given throughout the document, at times including in-school expectations. Where these have been set as a non-negotiable, they are listed as [SCHOOL-REQUIREMENT].

For ease of movement, many items in this document have been [hyperlinked](#), including the contents below. By clicking on the hyperlink, you can more easily navigate through the document.

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# Spoken Language

6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Years 1 -6 – Spoken Language	
The Government expectation is that all year groups are incorporating aspects of spoken language into their teaching, as the precursor to success in both Reading and Writing. [STATUTORY]	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	

FOUNDATION – Spoken Language	Years 1 -6 – Spoken Language
[SCHOOL REQUIREMENT]	[SCHOOL REQUIREMENT]
	<p><b>Children are given the opportunity to demonstrate and develop their spoken language through:</b></p> <ul style="list-style-type: none"> <li>writing and learning poems, presenting these to the class.</li> <li>learning model texts during the teaching of writing, using actions to assist their understanding.</li> <li>group and whole-class discussion during the teaching of reading.</li> </ul>

ADDITIONAL GUIDANCE	ADDITIONAL GUIDANCE
	<p>Throughout the teaching of writing, it is important to look for available opportunities to develop an audience, giving the children’s learning a purpose. This also allows children to practice their spoken language whilst celebrating their writing. Assemblies and Learning Together Events are a fantastic opportunity when it comes to audience, giving children a deadline and therefore the opportunity to rehearse and practise. Using part of an assembly you are leading to involve the children gives them something to work towards, giving their learning purpose.</p> <p>An effective strategy might also be to send Hot Tasks / short burst writing home following completion, ensuring children know that this is going to happen during the build up.</p>

FOUNDATION – Reading	YEAR 1 – Reading	YEAR 2 – Reading	YEAR 3 & 4 – Reading	YEAR 5 & 6 – Reading
	COMPREHENSION Pupils should be taught to [STATUATORY]:	COMPREHENSION Pupils should be taught to [STATUATORY]:	COMPREHENSION Pupils should be taught to [STATUATORY]:	COMPREHENSION Pupils should be taught to [STATUATORY]:
	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader’s interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views.</li> </ul>

	<b>WORD READING</b> Pupils should be taught to [STATUATORY]:	<b>WORD READING</b> Pupils should be taught to [STATUATORY]:	<b>WORD READING</b> Pupils should be taught to [STATUATORY]:	<b>WORD READING</b> Pupils should be taught to [STATUATORY]:
	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

<b>FOUNDATION – Reading</b>	<b>Year 1 – Reading</b>	<b>Year 2 – Reading</b>	<b>Year 3 – Reading</b>	<b>Year 4 – Reading</b>	<b>Year 5 – Reading</b>	<b>Year 6 – Reading</b>
<b>[SCHOOL REQUIREMENT]</b>	<b>[SCHOOL REQUIREMENT]</b>	<b>[SCHOOL REQUIREMENT]</b>	<b>[SCHOOL REQUIREMENT]</b>	<b>[SCHOOL REQUIREMENT]</b>	<b>[SCHOOL REQUIREMENT]</b>	<b>[SCHOOL REQUIREMENT]</b>
<p>Independent reading of books at appropriate phonetic level.</p> <p>Opportunities to listen to and discuss books beyond their phonetic ability.</p>	<p><b>Children are given the opportunity to demonstrate and develop their reading through:</b></p> <ul style="list-style-type: none"> <li>• independent reading which incorporates: <ul style="list-style-type: none"> <li>• reading with an adult three times per week and with the class teacher at least once every week.</li> <li>• reading for 30 minutes per day, between home and school. This is included as part of children’s Home Learning.</li> <li>• recording all independent reading in a journal.</li> <li>• reading at least 80% of books from inside their Zone of Proximal Development, as given from the STAR Test (where children have progressed to Accelerated Reader)</li> <li>• taking comprehension quizzes on the books they read.</li> <li>• celebrating the quizzes they take in class and at home, through a celebration display and TOPs reports.</li> <li>• reviewing progress at home using the Home Connect software.</li> </ul> </li> <li>• planned daily whole-class teaching of Reading which incorporates: <ul style="list-style-type: none"> <li>• the reading and exploration of books which would normally be beyond the individual readers if they were reading the book independently.</li> <li>• opportunities to discuss their thoughts and ideas with others in whole-class and/or group scenarios.</li> <li>• specific teaching of the Word Reading and Comprehension skills outlined in the National Curriculum.</li> <li>• opportunities to ask and answer questions about what they have read, including in a simple written format.</li> </ul> </li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their reading through:</b></p> <ul style="list-style-type: none"> <li>• independent reading which incorporates: <ul style="list-style-type: none"> <li>• reading with an adult three times per week and with the class teacher at least once every week.</li> <li>• reading for 30 minutes per day, between home and school. This is included as part of children’s Home Learning.</li> <li>• recording all independent reading in a journal.</li> <li>• reading at least 80% of books from inside their Zone of Proximal Development, as given from the STAR Test.</li> <li>• taking comprehension quizzes on the books they read.</li> <li>• celebrating the quizzes they take in class and at home, through a celebration display and TOPs reports.</li> <li>• reviewing progress at home using the Home Connect software.</li> </ul> </li> <li>• planned daily whole-class teaching of Reading which incorporates: <ul style="list-style-type: none"> <li>• the reading and exploration of books which would normally be beyond the individual readers if they were reading the book independently.</li> <li>• opportunities to discuss their thoughts and ideas with others in whole-class and/or group scenarios.</li> <li>• specific teaching of the Word Reading and Comprehension skills outlined in the National Curriculum.</li> <li>• opportunities to ask and answer questions about what they have read, including in a written format.</li> </ul> </li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their reading through:</b></p> <ul style="list-style-type: none"> <li>• independent reading which incorporates: <ul style="list-style-type: none"> <li>• reading with an adult once per week and with the class teacher at least once every two weeks.</li> <li>• reading for 30 minutes per day, between home and school. This is included as part of children’s Home Learning.</li> <li>• recording all independent reading in a journal.</li> <li>• reading at least 80% of books from inside their Zone of Proximal Development, as given from the STAR Test.</li> <li>• taking comprehension quizzes on the books they read.</li> <li>• celebrating the quizzes they take in class and at home, through a celebration display and TOPs reports.</li> <li>• reviewing progress at home using the Home Connect software.</li> </ul> </li> <li>• planned daily whole-class teaching of Reading which incorporates: <ul style="list-style-type: none"> <li>• the reading and exploration of books which would normally be beyond the individual readers if they were reading the book independently.</li> <li>• opportunities to discuss their thoughts and ideas with others in whole-class and/or group scenarios.</li> <li>• specific, explicit teaching of the Word Reading and Comprehension skills outlined in the National Curriculum.</li> <li>• opportunities to apply specific, explicit reading skills to a range of contexts, including shorter and longer texts, and pictures.</li> <li>• opportunities to ask and answer questions about what they have read, including in a written format.</li> </ul> </li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their reading through:</b></p> <ul style="list-style-type: none"> <li>• independent reading which incorporates: <ul style="list-style-type: none"> <li>• reading with the class teacher at least once every two weeks. Where additional adults are available (including parent helpers and/or student teachers, every attempt should be made to ensure all readers read with an adult once per week).</li> <li>• reading for 30 minutes per day, between home and school. This is included as part of children’s Home Learning.</li> <li>• recording all independent reading in a journal.</li> <li>• reading at least 80% of books from inside their Zone of Proximal Development, as given from the STAR Test.</li> <li>• taking comprehension quizzes on the books they read.</li> <li>• celebrating the quizzes they take in class and at home, through a celebration display and TOPs reports.</li> <li>• reviewing progress at home using the Home Connect software.</li> </ul> </li> <li>• planned daily whole-class teaching of Reading which incorporates: <ul style="list-style-type: none"> <li>• the reading and exploration of books which would normally be beyond the individual readers if they were reading the book independently.</li> <li>• opportunities to discuss their thoughts and ideas with others in whole-class and/or group scenarios.</li> <li>• specific, explicit teaching of the Word Reading and Comprehension skills outlined in the National Curriculum.</li> <li>• opportunities to apply specific, explicit reading skills to a range of contexts, including shorter and longer texts, and pictures.</li> <li>• opportunities to ask and answer questions about what they have read, including in a written format.</li> </ul> </li> </ul>		

# Reading Assessed Skills – per year group

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The following domains are the teacher-assessed skills outlined for the 2015-16 academic year. Further detail of these, including the boxes specifying achievement towards Band 1-3, can be found in the teacher assessment grids.

KEY PERFORMANCE INDICATORS: BIG IDEAS IN FOUNDATION	1.) WORD READING						2.) READING COMPREHENSION							
	1a.) PHONIC KNOWLEDGE AND SKILLS	1b.) GPCs		1c.) SYLLABLES	1d.) FLUENCY & ACCURACY	1e.) COMMON EXCEPTION WORDS	2a.) VOCABULARY	2b.) DISCUSSION SKILLS	2c.) ENGAGING & RESPONDING TO TEXTS	2d.) UNDERSTANDING AND INTERPRETING TEXTS				
FOUNDATION	1a.1) Children use phonic knowledge to decode regular words.	1b.1) Children use phonic knowledge to decode regular words.		1c.1) Children use phonic knowledge to decode regular words.	1d.1) Children read simple sentences. Children decode regular words and decode them aloud accurately.	1e.1) Children read common irregular words.	2a.1) Children demonstrate an understanding of the vocabulary they are reading.	2b.1) Children talk with others about what they have read.	2c.1) Children talk with others about what they have read.	2d.1) Children understand simple sentences. Children demonstrate an understanding of their reading when talking to others.				
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 1	1.) WORD READING						2.) READING COMPREHENSION							
YEAR 1	1a.1) Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	1b.1) Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	1b.2) Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught.	1c.1) Read other words of more than one syllable that contain taught GPCs.	1d.1) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	1e.1) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	2a.1) Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known.	2b.1) Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	2c.1) Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	2d.1) <b>Retrieve and Record:</b> Retrieve, record and present information from both fiction and non-fiction		2d.2) <b>Making inferences:</b> Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events.	2d.3) <b>Predicting:</b> Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far.	2d.4) <b>Meaning Breakdown:</b> Understand both the books they can read accurately and fluently by: checking that the text makes sense to them as they read and correcting.
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 2	1.) WORD READING						2.) READING COMPREHENSION							
YEAR 2	1a.1) Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	1b.1) Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		1c.1) Read accurately words of two or more syllables that contain the same graphemes as taught (left)	1d.1) Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	1e.1) Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	2a.1) Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary	2b.1) Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	2c.1) Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	2d.1) <b>Retrieve and Record:</b> Retrieve, record and present information from both fiction and non-fiction	2d.2) <b>Sequencing:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related.	2d.3) <b>Making inferences:</b> Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done	2d.4) <b>Predicting:</b> Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far	2d.5) <b>Meaning Breakdown:</b> Understand both the books that they can already read by: checking that the text makes sense to them as they read and correcting inaccurate reading.
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 3	1.) WORD READING						2.) READING COMPREHENSION							
YEAR 3	1a.1) Pupils can read and understand the meanings of a wide range of words with affixes, including those with multiple affixes.				1c.1) FLUENCY & ACCURACY		2a.) VOCABULARY	2b.) DISCUSSION SKILLS	2c.) ENGAGING & RESPONDING TO TEXTS	2d.) UNDERSTANDING AND INTERPRETING TEXTS				
YEAR 3					1b.1) Pupils can accurately read an increasing range of age-appropriate books, both silently and out loud.		2a.1) Develop positive attitudes to reading and understanding of what they read by: using a range of strategies to check the meaning of words that they have read	2b.1) Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	2c.1) Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	2d.1) <b>Retrieve and Record:</b> Retrieve, record and present information from both fiction and non-fiction	2d.2) <b>Summarise main ideas:</b> Understand what they read, in books they can read independently, by: identifying & summarising main ideas drawn from more than one paragraph.	2d.3) <b>Make inferences:</b> Understand what they read, in books they can read independently, by: drawing inferences.	2d.4) <b>Predict:</b> Understand what they read by: predicting what might happen from details stated and implied.	2d.4) <b>Themes:</b> Develop understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing.

KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 4	1.) WORD READING			2.) READING COMPREHENSION								
	1a.) WORD RECOGNITION		1b.) FLUENCY & ACCURACY		2a.) VOCABULARY	2b.) DISCUSSION SKILLS	2c.) ENGAGING & RESPONDING TO TEXTS	2d.) UNDERSTANDING AND INTERPRETING TEXTS				
YEAR 4	1a.1) Pupils can read and understand the meanings of a wide range of words with affixes, including those with multiple affixes.		1b.1) Pupils can accurately read an increasing range of age-appropriate books, both silently and out loud.		2a.1) Develop positive attitudes to reading and understanding of what they read by: using a range of strategies to check the meaning of words that they have read	2b.1) Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	2c.1) Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	2d.1) <b>Retrieve and Record:</b> Retrieve, record and present information from both fiction and non-fiction	2d.2) <b>Summarise Main Ideas:</b> Understand what they read by: identifying main ideas / themes drawn from more than one paragraph and summarising these.	2d.3) <b>Make inferences:</b> Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	2d.4) <b>Predict:</b> Understand what they read by: predicting what might happen from details stated and implied.	2d.5) <b>Explain how content is related:</b> identifying how language, structure and presentation contribute to meaning
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 5	1.) WORD READING			2.) READING COMPREHENSION								
	1a.) WORD RECOGNITION				2a.) VOCABULARY	2b.) DISCUSSION SKILLS	2c.) ENGAGING & RESPONDING TO TEXTS	2d.) UNDERSTANDING AND INTERPRETING TEXTS				
YEAR 5	1a.1) Pupils can read and understand the meanings of a wide range of words with affixes, including those with multiple affixes.				2a.1) Develop positive attitudes to reading and understanding of what they read by: using a range of strategies to check the meaning of words that they have read	2b.1) Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	2c.1) Maintain positive attitudes and understanding by: Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	2d.1) <b>Retrieve and Record:</b> Retrieve, Record and present information from both fiction and non-fiction	2d.2) <b>Summarise Main Ideas:</b> Understand what they read by: summarising the main ideas, identifying and discussing themes and conventions in a wide range of writing.	2d.3) <b>Make inferences:</b> Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	2d.4) <b>Predict:</b> Understand what they read by: predicting what might happen from details stated and implied.	2d.5) <b>Explain how content is related:</b> identifying how language, structure and presentation contribute to meaning
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 6	1.) WORD READING			2.) READING COMPREHENSION								
	1a.) WORD RECOGNITION				2a.) VOCABULARY	2b.) DISCUSSION SKILLS	2c.) ENGAGING & RESPONDING TO TEXTS	2d.) UNDERSTANDING AND INTERPRETING TEXTS				
YEAR 6	1a.1) Pupils can read and understand the meanings of a wide range of words with affixes, including those with multiple affixes.				2a.1) Develop positive attitudes to reading and understanding of what they read by: using a range of strategies to check the meaning of words that they have read	2b.1) Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	2c.1) Maintain positive attitudes and understanding by: Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	2d.1) <b>Retrieve and Record:</b> Retrieve, Record and present information from both fiction and non-fiction	2d.2) <b>Summarise Main Ideas:</b> Understand what they read by: summarising the main ideas, identifying and discussing themes and conventions in a wide range of writing.	2d.3) <b>Make inferences:</b> Understand what they read by: drawing inferences such as characters' feelings, thoughts and motives, justifying with evidence.	2d.4) <b>Predict:</b> Understand what they read by: predicting what might happen from details stated and implied.	2d.5) <b>Explain how content is related:</b> identifying how language, structure and presentation contribute to meaning

In this section of the document, writing has been broken into its constituent parts. The statutory requirements precede the in-school requirements in the following structure:

[Transcription: Statutory](#)

[Transcription: School-Requirement](#)

[Composition: Statutory](#)

[Composition: School-Requirement](#)

For ease of reference, the Grammar, Punctuation and Vocabulary content listed under 'Writing' in the national curriculum has been grouped with the [Grammar and Spelling appendices](#).

FOUNDATION – Writing	YEAR 1 – Writing	YEAR 2 - Writing	YEAR 3 & 4 - Writing	YEAR 5 & 6 - Writing
	TRANSCRIPTION Pupils should be taught to [STATUATORY]:	TRANSCRIPTION Pupils should be taught to [STATUATORY]:	TRANSCRIPTION Pupils should be taught to [STATUATORY]:	TRANSCRIPTION Pupils should be taught to [STATUATORY]:
	<p><b>Spelling</b> (see English Appendix 1)</p> <ul style="list-style-type: none"> <li>spell:               <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet:               <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes:               <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p><b>Spelling</b> (see English Appendix 1)</p> <ul style="list-style-type: none"> <li>spell by:               <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> </li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Spelling</b> (see English Appendix 1)</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p><b>Spelling</b> (see <a href="#">English Appendix: Spelling</a>)</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>

FOUNDATION – Writing	YEAR 1 – Writing	YEAR 2 - Writing	YEAR 3 and 4 - Writing	YEAR 5 and 6 - Writing
TRANSCRIPTION [SCHOOL REQUIREMENT]	TRANSCRIPTION [SCHOOL REQUIREMENT]	TRANSCRIPTION [SCHOOL REQUIREMENT]	TRANSCRIPTION [SCHOOL REQUIREMENT]	TRANSCRIPTION [SCHOOL REQUIREMENT]
<p><b>Children are given the opportunity to demonstrate and develop their spelling through:</b></p> <ul style="list-style-type: none"> <li>• weekly spellings / phonics sent home to learn.</li> <li>• strategies sent home with spellings / phonics to <i>help</i> children learn their spellings.</li> <li>• discrete <b>teaching</b> of specific phonics patterns.</li> <li>• opportunities to <b>practise</b> phonic patterns.</li> <li>• the opportunity to read books closely matched to their current phonetic ability.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their handwriting through:</b></p> <ul style="list-style-type: none"> <li>• daily opportunities to develop children’s posture and control of equipment and tools.</li> <li>• regular progressive pattern work which prepares children for the cursive style (see additional guidance), using a range of tools.</li> <li>• frequent reinforcement of appropriate posture during learning.</li> <li>• specific teaching of how to form spelling patterns in conjunction with their progress through the phonics programme (e.g. sh, ch, th, ll, ss).</li> <li>• specific teaching of lead-in lines; that all letters start and end on the line.</li> <li>• immersion in the cursive script through use of the electronic cursive font for peg and label names (where possible, this should be highlighted alongside print to draw similarities to common printed text as children would see in their books).</li> <li>• an expectation that by the end of the Foundation stage, all children will be practising formations with the lead-in lines consistent with the cursive handwriting script adopted across the whole school.</li> <li>• specified provision for left-handed writers and other SEN/D, identified on the provision map.</li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their spelling through:</b></p> <ul style="list-style-type: none"> <li>• weekly spellings / phonics sent home to learn.</li> <li>• strategies sent home with spellings to <i>help</i> children learn their spellings.</li> <li>• weekly spelling tests.</li> <li>• an expectation of 100% success in spelling tests.</li> <li>• re-testing of words which children have incorrectly spelled.</li> <li>• discrete <b>teaching</b> of specific spelling and phonic patterns.</li> <li>• opportunities to <b>practise</b> spelling and phonic patterns.</li> <li>• feedback from the class teacher which encourages them to explore spelling patterns and rules.</li> <li>• the opportunity to read books closely matched to their current phonetic ability.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their handwriting through:</b></p> <ul style="list-style-type: none"> <li>• continuing discrete practice of handwriting on near-daily basis (could be linked to other areas of curriculum: e.g. writing an L.I., practising spelling rules etc.).</li> <li>• specific teaching of how to form each lower-case letter, starting on the line.</li> <li>• specific teaching of how to form capital letters, recognising that these do not have a lead-in line.</li> <li>• specific teaching of how to form digits 0-9 and recognise the size of numbers relevant to each other.</li> <li>• regular pattern work to support and develop muscle memory.</li> <li>• frequent reinforcement of appropriate posture during learning.</li> <li>• reinforcement of all letters during shared writing, using ‘tramline’ flipchart paper to highlight letter similarities.</li> <li>• feedback from the class teacher which encourages accurate handwriting in all learning.</li> <li>• the use of a handwriting book for all English learning, where appropriate.</li> <li>• an expectation that most children will, by the end of Year 2, be joining their writing.</li> <li>• the opportunity for additional intervention groups where children do not know how to form lower and upper-case letters on entry to Year 2.</li> <li>• specified provision for left-handed writers and other SEN/D, identified on the provision map.</li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their spelling through:</b></p> <ul style="list-style-type: none"> <li>• weekly spellings sent home to learn.</li> <li>• strategies sent home with spellings to <i>help</i> children learn their spellings.</li> <li>• weekly spelling tests.</li> <li>• an expectation of 100% success in spelling tests.</li> <li>• re-testing of words which children have incorrectly spelled.</li> <li>• discrete <b>teaching</b> of specific spelling patterns.</li> <li>• opportunities to <b>practise</b> spelling patterns.</li> <li>• feedback from the class teacher which encourages them to explore spelling patterns and rules.</li> <li>• the opportunity to read books closely matched to their current phonetic ability.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their handwriting through:</b></p> <ul style="list-style-type: none"> <li>• continuing discrete practice of handwriting on near-daily basis (could be linked to other areas of curriculum: e.g. writing an L.I., practising spelling rules etc.).</li> <li>• specific teaching of the difference between the size of letters in relation to each other, including the difference between capital and lower-case letters.</li> <li>• specific teaching of how to join each letter using the cursive script adopted by the school.</li> <li>• regular pattern work to support and develop muscle memory.</li> <li>• frequent reinforcement of appropriate posture during learning.</li> <li>• reinforcement of all letters during shared writing, using ‘tramline’ flipchart paper to highlight letter similarities.</li> <li>• feedback from the class teacher which encourages accurate handwriting in all learning.</li> <li>• the use of a handwriting book for all English learning, where appropriate.</li> <li>• an expectation that most children will, by the end of Year 2, be joining their writing.</li> <li>• the opportunity for additional intervention groups where children do not know how to form lower and upper-case letters on entry to Year 2.</li> <li>• specified provision for left-handed writers and other SEN/D, identified on the provision map.</li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their spelling through:</b></p> <ul style="list-style-type: none"> <li>• weekly spellings sent home to learn.</li> <li>• strategies sent home with spellings to <i>help</i> children learn their spellings.</li> <li>• weekly spelling tests.</li> <li>• an expectation of 100% success in spelling tests.</li> <li>• re-testing of words which children have incorrectly spelled.</li> <li>• discrete <b>teaching</b> of specific spelling patterns.</li> <li>• opportunities to <b>practise</b> spelling patterns, using Schofield and Sims workbooks where appropriate.</li> <li>• redrafting work, using dictionaries to support understanding.</li> <li>• feedback from the class teacher which encourages them to explore spelling patterns and rules.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their handwriting through:</b></p> <ul style="list-style-type: none"> <li>• continuing discrete practice of handwriting on a weekly basis (could be linked to other areas of curriculum: e.g. writing an L.I., practising spelling rules etc.).</li> <li>• specific teaching of how to join letters after a washing-line join; this does not lead from the base-line.</li> <li>• regular pattern work to support and develop muscle memory.</li> <li>• frequent reinforcement of appropriate posture during learning.</li> <li>• reinforcement of all letters during shared writing, using ‘tramline’ flipchart paper to highlight letter similarities.</li> <li>• feedback from the class teacher which encourages accurate handwriting in all learning.</li> <li>• the use of a handwriting pen or pencil which is matched to their handwriting needs.</li> <li>• the use of a handwriting book for all English learning, where appropriate.</li> <li>• an expectation that all children will be writing in a legible joined style across all areas of the curriculum by Year 4.</li> <li>• the opportunity for additional intervention groups where writing is not legible and joined on entry to Year 4.</li> <li>• specified provision for left-handed writers and other SEN/D, identified on the provision map.</li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their spelling through:</b></p> <ul style="list-style-type: none"> <li>• weekly spellings sent home to learn.</li> <li>• strategies sent home with spellings to <i>help</i> children learn their spellings.</li> <li>• weekly spelling tests.</li> <li>• an expectation of 100% success in spelling tests.</li> <li>• re-testing of words which children have incorrectly spelled.</li> <li>• discrete <b>teaching</b> of specific spelling patterns.</li> <li>• opportunities to <b>practise</b> spelling patterns, using Schofield and Sims workbooks where appropriate.</li> <li>• redrafting work, using dictionaries to support understanding.</li> <li>• feedback from the class teacher which encourages them to explore spelling patterns and rules.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their handwriting through:</b></p> <ul style="list-style-type: none"> <li>• frequent reinforcement of appropriate posture during learning.</li> <li>• reinforcement of tricky letters during shared writing (<b>fjkqrst</b>) using ‘tramline’ flipchart paper to highlight letter similarities.</li> <li>• specific teaching of handwriting during spelling activities, allowing children to practise the spelling pattern in conjunction with handwriting.</li> <li>• feedback from the class teacher which encourages accurate handwriting in all learning.</li> <li>• the use of a handwriting pen which is matched to their handwriting needs.</li> <li>• the use of a handwriting book for all English learning, where appropriate.</li> <li>• specific teaching of how to adapt their handwriting to a specific task through the wider curriculum (e.g. emails in Computing, labelling in Science).</li> <li>• the opportunity for additional intervention groups where writing is not legible and joined on entry to Years 5 &amp; 6.</li> <li>• specified provision for left-handed writers and other SEN/D, identified on the provision map.</li> </ul>

FOUNDATION – Writing	YEAR 1 – Writing	YEAR 2 - Writing	YEAR 3 & 4 - Writing	YEAR 5 & 6 - Writing
COMPOSITION Pupils should be taught to [STATUATORY]:	COMPOSITION Pupils should be taught to [STATUATORY]:	COMPOSITION Pupils should be taught to [STATUATORY]:	COMPOSITION Pupils should be taught to [STATUATORY]:	COMPOSITION Pupils should be taught to [STATUATORY]:
	<p><b>Write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p><b>Discuss what they have written with the teacher or other pupils.</b></p> <p><b>Read aloud their writing clearly enough to be heard by their peers and the teacher.</b></p>	<p><b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p><b>Read aloud what they have written with appropriate intonation to make the meaning clear.</b></p>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix: GPV</a>)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</b></p>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising (<i>summarising</i>) longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</b></p>

FOUNDATION	YEARS 1 - 6					
COMPOSITION - [SCHOOL REQUIREMENT]	COMPOSITION – [SCHOOL REQUIREMENT]					
<p><b>Children are given the opportunity to demonstrate and develop their planning skills through:</b></p> <ul style="list-style-type: none"> <li>specific teaching of ‘invention’ strategies, giving children the tools with which to invent their own narrative.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their drafting and writing skills through:</b></p> <ul style="list-style-type: none"> <li>specific teaching of how to write both fiction and non-fiction throughout the year (see genre coverage above).</li> <li>individual targets which are personalised and targeted towards specific skills (sometimes genre-specific), set at least once per term.</li> <li>frequent opportunities for shared writing, followed by independent writing.</li> <li>at least twice-termly opportunities to write <b>entirely</b> independent of any adult support, through the cold and hot tasks.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their evaluation and editing skills through:</b></p> <ul style="list-style-type: none"> <li>reading aloud to check for errors.</li> <li>use of the ‘marking code’ to prompt children to edit a specific area of writing.</li> </ul>	<p><b>Children are given the opportunity to demonstrate and develop their planning skills through:</b></p> <ul style="list-style-type: none"> <li>specific teaching of different planning structures and how these can be useful for different styles and stages of planning.</li> <li>specific teaching of how a boxed-up plan can be used for the final stages of planning before writing.</li> <li>specific teaching of the similarities and differences between boxing up for different text-types.</li> <li>opportunities to use a short boxed-up structure to precede most independent writing.</li> <li>specific teaching of ‘invention’ strategies, giving children the tools with which to invent their own narrative.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their drafting and writing skills through:</b></p> <ul style="list-style-type: none"> <li>specific teaching of how to write both fiction and non-fiction throughout the year (see genre coverage below).</li> <li>opportunities to refer to a class ‘toolkit’ for a genre throughout the writing process.</li> <li>individual targets which are personalised and targeted towards specific skills (sometimes genre-specific), set at least once per term.</li> <li>specific, discrete teaching of the grammar, punctuation and vocabulary concepts outlined in the national curriculum.</li> <li>frequent opportunities for shared writing, followed by independent writing.</li> <li>weekly opportunities for extended independent writing, including short-burst writing.</li> <li>opportunities to evaluate well-written model texts which are targeted towards the focus genre.</li> <li>frequent opportunities to revisit previously taught text-types through the wider curriculum or weekly short-burst writing, using a class toolkit as necessary.</li> <li>feedback which allows children to build on their learning.</li> <li>at least twice-termly opportunities to write <b>entirely</b> independent of any adult support, through the cold and hot tasks.</li> </ul> <p><b>Children are given the opportunity to demonstrate and develop their evaluation and editing skills through:</b></p> <ul style="list-style-type: none"> <li>reviewing their own writing for evidence of where they have met targets.</li> <li>reading aloud to check for errors.</li> <li>working in pairs to moderate one piece of writing.</li> <li>placing work under the visualiser to review as a whole-class.</li> <li>dotting spellings they are unsure of then using reference facilities to check spellings.</li> <li>self-evaluating their writing against the learning intention or other specified criteria.</li> <li>redrafting a piece of writing, both before and after marking by an adult.</li> <li>use of the ‘marking code’ to prompt children to edit a specific area of writing.</li> <li>use of a green pen or pencil to respond to feedback and edit.</li> </ul>					
FOUNDATION – Genre Coverage	YEAR 1 – Genre Coverage	YEAR 2 - Genre Coverage	YEAR 3 - Genre Coverage	YEAR 4 - Genre Coverage	YEAR 5 - Genre Coverage	YEAR 6 - Genre Coverage
Fiction 1	Fiction 1	Fiction 1	Fiction 1	Fiction 1	Fiction 1	Fiction 1
Fiction 2	Fiction 2	Fiction 2	Fiction 2	Fiction 2	Fiction 2	Fiction 2
Fiction 3	Fiction 3	Fiction 3	Fiction 3	Fiction 3	Fiction 3	Fiction 3
Instructions	Instructions	Non-chronological Report	Instructions	Recount	Non-chronological Report	Explanation
Recount	Recount	Explanation	Persuasion	Explanation	Persuasion	Discussion
Non-chronological Report	Persuasion	Discussion	Non-chronological Report	Discussion	Recount	SATs Revision

# Grammar, Punctuation & Vocabulary

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For ease of reference, the Vocabulary, Grammar and Punctuation requirement from the Writing curriculum has been grouped here alongside the Grammar, Punctuation, Vocabulary and Spelling appendices.

FOUNDATION - Writing	YEAR 1 – Writing	YEAR 2 - Writing	YEAR 3 & 4 - Writing		YEAR 5 & 6 - Writing	
VOCABULARY, GRAMMAR AND PUNCTUATION	VOCABULARY, GRAMMAR AND PUNCTUATION [STATUTORY]	VOCABULARY, GRAMMAR AND PUNCTUATION [STATUTORY]	VOCABULARY, GRAMMAR AND PUNCTUATION [STATUTORY]		VOCABULARY, GRAMMAR AND PUNCTUATION [STATUTORY]	
	<p>Develop their understanding of the concepts set out in English Appendix 2 (below) by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> </ul> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 (below) by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the sing. possessive.</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (when, if, that, because) &amp; co-ordination (or, and, but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> <p>Use the grammatical terminology in App. 2 in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 (below) by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul> <p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		<p>Develop their understanding of the concepts set out in English Appendix 2 (below) by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	
Word – work for Foundation	Word – work for year 1 [STATUTORY]	Word – work for year 2 [STATUTORY]	Word – work for year 3 [STATUTORY]	Word – work for year 4 [STATUTORY]	Word – work for year 5 [STATUTORY]	Word – work for year 6 [STATUTORY]
	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Formation of nouns using suffixes such as –ness, –er and by <a href="#">compounding</a> [for example, whiteboard, superman].</p> <p>Formation of <a href="#">adjectives</a> using <a href="#">suffixes</a> such as –ful, –less (A fuller list of suffixes can be found <a href="#">here</a>).</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence – work for Foundation	Sentence – work for year 1 [STATUTORY]	Sentence – work for year 2 [STATUTORY]	Sentence – work for year 3 [STATUTORY]	Sentence – work for year 4 [STATUTORY]	Sentence – work for year 5 [STATUTORY]	Sentence – work for year 6 [STATUTORY]
	<p>How words can combine to make <a href="#">sentences</a>.</p> <p>Joining words and joining <a href="#">clauses</a> using 'and' (co-ordinating conjunction).</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>

Text – work for Foundation	Text – work for year 1 [STATUTORY]	Text – work for year 2 [STATUTORY]	Text – work for year 3 [STATUTORY]	Text – work for year 4 [STATUTORY]	Text – work for year 5 [STATUTORY]	Text – work for year 6 [STATUTORY]
	Sequencing sentences to form short narratives.	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]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation – work for Foundation	Punctuation – work for year 1 [STATUTORY]	Punctuation – work for year 2 [STATUTORY]	Punctuation – work for year 3 [STATUTORY]	Punctuation – work for year 4 [STATUTORY]	Punctuation – work for year 5 [STATUTORY]	Punctuation – work for year 6 [STATUTORY]
	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal <u>pronoun</u> : I.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils – work for Foundation	Terminology for pupils – work for year 1 [STATUTORY]	Terminology for pupils – work for year 2 [STATUTORY]	Terminology for pupils – work for year 3 [STATUTORY]	Terminology for pupils – work for year 4 [STATUTORY]	Terminology for pupils – work for year 5 [STATUTORY]	Terminology for pupils – work for year 6 [STATUTORY]
	letter, capital letter, word, singular, <u>plural</u> , <u>sentence</u> , <u>punctuation</u> , full stop, question mark, exclamation mark	<u>noun</u> , <u>noun phrase</u> , statement, question, exclamation, command, <u>compound</u> , <u>suffix</u> , <u>adjective</u> , <u>adverb</u> , <u>verb tense</u> ( <u>past</u> , <u>present</u> ), <u>apostrophe</u> , comma	<u>preposition</u> , <u>conjunction</u> , <u>word family</u> , <u>prefix</u> , <u>clause</u> , <u>subordinate clause</u> , direct speech, <u>consonant</u> , consonant letter, <u>vowel</u> , vowel letter, inverted commas (or 'speech marks')	<u>determiner</u> , <u>pronoun</u> , possessive pronoun, <u>adverbial</u>	<u>modal verb</u> , relative pronoun, <u>relative clause</u> , parenthesis, bracket, dash, <u>cohesion</u> , ambiguity	<u>subject</u> , <u>object</u> , <u>active</u> , <u>passive</u> , <u>synonym</u> , <u>antonym</u> , <u>ellipsis</u> , hyphen, colon, semi-colon, bullet points

FOUNDATION - Writing	YEAR 1 – Writing	YEAR 2 - Writing	YEAR 3 - Writing	YEAR 4 - Writing	YEAR 5 - Writing	YEAR 6 – Writing
VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]	VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]	VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]	VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]	VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]	VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]	VOCABULARY, GRAMMAR AND PUNCTUATION [SCHOOL REQUIREMENT]
	<p>Children are given the opportunity to demonstrate and develop their understanding of the GPV content through:</p> <ul style="list-style-type: none"> <li>specific teaching of concepts through the vehicle of the genre they are studying.</li> <li>specific, discrete teaching of rules and patterns.</li> <li>opportunities to develop fluency through appropriately challenging activities.</li> <li>reinforcement during shared writing.</li> <li>appropriate feedback which reinforces the taught rules and conventions.</li> <li>appropriate questioning which targets children's understanding of the terminology they are expected to know.</li> <li>bi-termly formal assessment using the Rising Stars Grammar, Punctuation and Spelling test.</li> </ul>	<p>Children are given the opportunity to demonstrate and develop their understanding of the GPV content through:</p> <ul style="list-style-type: none"> <li>specific teaching of concepts through the vehicle of the genre they are studying.</li> <li>specific, discrete teaching of rules and patterns.</li> <li>opportunities to develop fluency through appropriately challenging activities.</li> <li>reinforcement during shared writing.</li> <li>appropriate feedback which reinforces the taught rules and conventions.</li> <li>appropriate questioning which targets children's understanding of the terminology they are expected to know.</li> <li>bi-termly formal assessment using the Rising Stars Grammar, Punctuation and Spelling test.</li> </ul>	<p>Children are given the opportunity to demonstrate and develop their understanding of the GPV content through:</p> <ul style="list-style-type: none"> <li>specific teaching of concepts through the vehicle of the genre they are studying.</li> <li>specific, discrete teaching of rules and patterns.</li> <li>opportunities to develop fluency through appropriately challenging activities.</li> <li>reinforcement during shared writing.</li> <li>appropriate feedback which reinforces the taught rules and conventions.</li> <li>appropriate questioning which targets children's understanding of the terminology they are expected to know.</li> <li>bi-termly formal assessment using the Rising Stars Grammar, Punctuation and Spelling test.</li> <li>appropriate targeted interventions for children entering Year 3 without a secure grasp of the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ul>	<p>Children are given the opportunity to demonstrate and develop their understanding of the GPV content through:</p> <ul style="list-style-type: none"> <li>specific teaching of concepts through the vehicle of the genre they are studying.</li> <li>specific, discrete teaching of rules and patterns.</li> <li>opportunities to develop fluency through appropriately challenging activities.</li> <li>reinforcement during shared writing.</li> <li>appropriate feedback which reinforces the taught rules and conventions.</li> <li>appropriate questioning which targets children's understanding of the terminology they are expected to know.</li> <li>bi-termly formal assessment using the Rising Stars Grammar, Punctuation and Spelling test.</li> <li>the expectation that no child leaves Year 4 without a secure grasp of the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>appropriate targeted interventions for children entering Year 4 without a secure grasp of the use of apostrophes.</li> </ul>	<p>Children are given the opportunity to demonstrate and develop their understanding of the GPV content through:</p> <ul style="list-style-type: none"> <li>specific teaching of concepts through the vehicle of the genre they are studying.</li> <li>specific, discrete teaching of rules and patterns.</li> <li>opportunities to develop fluency through appropriately challenging activities.</li> <li>reinforcement during shared writing.</li> <li>appropriate feedback which reinforces the taught rules and conventions.</li> <li>appropriate questioning which targets children's understanding of the terminology they are expected to know.</li> <li>bi-termly formal assessment using the Rising Stars Grammar, Punctuation and Spelling test.</li> <li>appropriate targeted interventions for children entering Year 5 without a secure grasp of the previous years' content.</li> <li>the expectation that no child leaves Year 5 without a secure grasp of the use of apostrophes.</li> </ul>	<p>Children are given the opportunity to demonstrate and develop their understanding of the GPV content through:</p> <ul style="list-style-type: none"> <li>specific teaching of concepts through the vehicle of the genre they are studying.</li> <li>specific, discrete teaching of rules and patterns.</li> <li>opportunities to develop fluency through appropriately challenging activities.</li> <li>reinforcement during shared writing.</li> <li>appropriate feedback which reinforces the taught rules and conventions.</li> <li>appropriate questioning which targets children's understanding of the terminology they are expected to know.</li> <li>bi-termly formal assessment using the Rising Stars Grammar, Punctuation and Spelling test.</li> <li>appropriate targeted interventions for children entering Year 6 without a secure grasp of the previous years' content.</li> </ul>

# Spelling

The School Requirements for spelling are listed alongside the other writing requirements [here](#).

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Spelling – work for year 1 [STATUTORY]		Spelling – work for year 2 [STATUTORY]		Spelling – work for year 3 & 4 [STATUTORY]		Spelling – work for year 5 & 6 [STATUTORY]	
<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"> <li>all letters of the alphabet and the sounds which they most commonly represent</li> <li>consonant digraphs which have been taught and the sounds which they represent</li> <li>vowel digraphs which have been taught and the sounds which they represent</li> <li>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>words with adjacent consonants</li> <li>guidance and rules which have been taught</li> </ul>		<p>Revision of work from year 1 As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.</p>		<p>Revision of work from years 1 and 2 Pay special attention to the rules for adding suffixes [School Requirement] To be targeted in Year 3: ③ [School Requirement] To be targeted in Year 4: ④</p>		<p>Revise work done in previous years [School Requirement] To be targeted in Year 5: ⑤ [School Requirement] To be targeted in Year 6: ⑥</p>	
<p><b>(SUGGESTED) Common exception words:</b> <i>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 – and/or others, according to the programme used</i></p>		<p><b>(SUGGESTED) Common exception words</b> <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, 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 – and/or others according to programme used.</i> Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>		<p><b>Common exception &amp; tricky words ③ ④</b> <i>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear, early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</i></p>		<p><b>Common exception &amp; tricky words ⑤ ⑥</b> <i>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</i></p>	
<p><b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b> <i>off, well, miss, buzz, back</i> Exceptions: <i>if, pal, us, bus, yes.</i></p>		<p><b>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</b> <i>badge, edge, bridge, dodge, fudge</i> <i>age, huge, change, charge, bulge, village</i> <i>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</i></p>		<p><b>③ Adding suffixes beginning with vowel letters to words of more than one syllable</b> <i>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</i></p>		<p><b>⑤ Endings which sound like /ʃə/ spelt –cious or –tious</b> <i>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</i> Exception: <i>anxious</i></p>	
<p><b>The /ŋ/ sound spelt n before k</b> <i>bank, think, honk, sunk</i></p>		<p><b>The /s/ sound spelt c before e, i and y</b> <i>race, ice, cell, city, fancy</i></p>		<p><b>④ The /i/ sound spelt y elsewhere than at the end of words</b> <i>myth, gym, Egypt, pyramid, mystery</i></p>		<p><b>⑤ Endings which sound like /ʃəl/</b> <i>official, special, artificial, partial, confidential, essential</i></p>	
<p><b>Division of words into syllables</b> <i>pocket, rabbit, carrot, thunder, sunset</i></p>		<p><b>The /n/ sound spelt kn and (less often) gn at the beginning of words</b> <i>knock, know, knee, gnat, gnaw</i></p>		<p><b>③ The /ʌ/ sound spelt ou</b> <i>young, touch, double, trouble, country</i></p>		<p><b>⑥ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</b> <i>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</i></p>	
<p><b>-tch</b> <i>catch, fetch, kitchen, notch, hutch</i> Exceptions: <i>rich, which, much, such.</i></p>		<p><b>The /r/ sound spelt wr at the beginning of words</b> <i>write, written, wrote, wrong, wrap</i></p>		<p><b>More prefixes</b> ③ dis- mis- <i>disappoint, disagree, misbehave, misspell</i> ③ re- means ‘again’ or ‘back’. re-: <i>redo, refresh, return, reappear, redecorate</i> ③ sub- means ‘under’. sub-: <i>subdivide, subheading, submarine, submerge</i> ③ super- means ‘above’. super-: <i>supermarket, superman, superstar</i></p>		<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. dis-: <i>disappoint, disagree, disobey</i> mis-: <i>misbehave, mislead, misspell (mis + spell)</i></p> <p>The prefix in- can mean both ‘not’ and ‘in’/‘into’. In the words given here it means</p>	
<p><b>The /v/ sound at the end of words</b> English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’. <i>have, live, give</i></p>		<p><b>The /l/ or /əl/ sound spelt –le at the end of words</b> <i>table, apple, bottle, little, middle</i></p>					
<p><b>Adding s and es to</b> If the ending sounds like /s/ or /z/, it is</p>							

<b>words (plural of nouns and the third person singular of verbs)</b> <i>cats, dogs, spends, rocks, thanks, catches</i>	spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.	<b>The /l/ or /əl/ sound spelt –el at the end of words</b> <i>camel, tunnel, squirrel, travel, towel, tinsel</i>	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	<b>3</b> anti– means ‘against’. anti–: <i>antiseptic, anticlockwise, antisocial</i> auto– means ‘self’ or ‘own’. auto–: <i>autobiography, autograph</i> <b>4</b> inter– means ‘between’ or ‘among’. <i>inter–: interact, intercity, international, interrelated</i> (inter + related) <b>4</b> in- <i>inactive, incorrect, illegal, illegible, immature, immoral, impossible, impatient, imperfect</i>	‘not’. in–: inactive, incorrect Before a root word starting with l, in– becomes il. illegal, illegible Before a root word starting with ‘m’ or ‘p’, in– becomes im–. <i>immature, immortal, impossible, impatient, imperfect</i> Before a root word starting with r, in– becomes ir–. <i>irregular, irrelevant, irresponsible</i>		
<b>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</b> <i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>	–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.	<b>The /l/ or /əl/ sound spelt –al at the end of words</b> <i>metal, pedal, capital, hospital, animal</i>	Not many nouns end in –al, but many adjectives do.	<b>4</b> The suffix –ation <i>information, adoration, sensation, preparation, admiration</i>	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	<b>5</b> Words ending in –able and –ible <b>Words ending in –ably and –ibly</b> <i>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</i>	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the – able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).
<b>Adding –er and –est to adjectives where no change is needed to the root word</b> <i>grander, grandest, fresher, freshest, quicker, quickest</i>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	<b>The /aɪ/ sound spelt –y at the end of words</b> <i>cry, fly, dry, try, reply, July</i>	This is by far the most common spelling for this sound at the end of words	<b>3</b> The suffix –ly <i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i>  Exceptions: (1) <i>happily, angrily.</i> (2) <i>gently, simply, humbly, nobly</i> (3) <i>basically, frantically, dramatically</i> (4) <i>truly, duly, wholly.</i>	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. Exceptions: (1) If 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) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. (4) The words truly, duly, wholly.		
<b>Words ending –y (/i:/ or /ɪ/)</b> <i>very, happy, funny, party, family</i>		<b>Adding –es to nouns and verbs ending in –y</b> <i>flies, tries, replies, copies, babies, carries</i>	The y is changed to i before –es is added.	<b>3</b> Words with endings sounding like /ɜə/ or /tʃə/ <i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i>	The ending sounding like /ɜə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g <i>teacher, catcher, richer, stretcher</i>	<b>5</b> Words with the /i:/ sound spelt <b>ei</b> after <b>c</b> <i>deceive, conceive, receive, perceive, ceiling</i> <b>Exceptions:</b> <i>protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). deceive, conceive, receive, perceive, ceiling</i>	The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.  See exceptions to the rule.
<b>New consonant spellings ph and wh</b> <i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	<b>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</b> <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	<b>4</b> Endings which sound like /ɜən/ <i>division, invasion, confusion, decision, collision, television</i>	f the ending sounds like /ɜən/, it is spelt as –sion.	<b>6</b> Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring,	
<b>Using k for the /k/ sound</b> <i>Kent, sketch, kit, skin, frisky</i>	The /k/ sound is spelt as k rather than as c before e, i and y.	<b>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</b> <i>hiking, hiked, hiker, nicer, nicest, shiny</i>	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	<b>4</b> The suffix –ous <i>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</i>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	<b>5</b> Words containing the letter-string <b>ough</b> <i>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</i>	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.
<b>Adding the prefix –un</b> <i>unhappy, undo, unload, unfair, unlock</i>	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	<b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b> <i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes	<b>4</b> Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian <i>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</i>	Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	<b>5</b> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <i>doubt, island, lamb, solemn, thistle, knight</i>	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.
<b>Compound words</b> <i>football, playground, farmyard, bedroom, blackberry</i>	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	<b>The /ɔ:/ sound spelt a before l and ll</b> <i>all, ball, call, walk, talk, always</i>	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	<b>4</b> Words with the /k/ sound spelt <b>ch</b> (Greek in origin) <i>scheme, chorus, chemist, echo, character</i>		<b>6</b> Homophones and other words that are often confused <i>advise/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who</i>	In the pairs of words opposite, nouns end –ce and verbs end –se. Advise and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal:
<b>Vowel digraphs and trigraphs listed in NC</b>		<b>The /ɪ/ sound spelt o</b> <i>other, mother, brother, nothing, Monday</i>		<b>4</b> Words with the /j/ sound spelt <b>ch</b> (mostly French in origin) <i>chef, chalet, machine, brochure</i>			
<b>ai, oi</b> <i>rain, wait, train, paid, afraid oil, join, coin, point, soil</i>	The digraphs ai and oi are virtually never used at the end of English words.	<b>The /i:/ sound spelt –ey</b> <i>key, donkey, monkey, chimney, valley</i>	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	<b>4</b> Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) <i>league, tongue, antique, unique</i>			
<b>ay, oy</b> <i>day, play, say, way, stay boy, toy, enjoy, annoy</i>	ay and oy are used for those sounds at the end of words and at the end of syllables.						
<b>u–e</b> <i>June, rule, rude, use, tube, tune</i>	Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e.						
<b>e–e</b> <i>these, theme, complete</i>							
<b>i–e</b> <i>five, ride, like, time, side</i>							
<b>o–e</b> <i>home, those, woke</i>							

<b>a-e</b> <i>made, came, same, take, safe</i>		<b>The /ɑ/ sound spelt a after w and qu</b> <i>want, watch, wander, quantity, squash</i>	a is the most common spelling for the /ɑ/ ('hot') sound after w and qu	<b>4 Words with the /s/ sound spelt sc (Latin in origin)</b> <i>science, scene, discipline, fascinate, crescent</i>	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	<i>has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on</i>	to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).
<b>ar</b> <i>car, start, park, arm, garden</i>		<b>The /ɜ:/ sound spelt ar after w</b> <i>war, warm, towards</i>	There are not many of these words.	<b>4 Words with the /ei/ sound spelt ei, eigh, or ey</b> <i>vein, weigh, eight, neighbour, they, obey</i>			
<b>ee</b> <i>see, tree, green, meet</i>							
<b>ea (/i:/)</b> <i>sea, dream, meat, each, read (present tense)</i>		<b>The /ɜ/ sound spelt s</b> <i>television, treasure, usual</i>		<b>4 Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix: Cyprus's)</b>	The apostrophe is after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (irregular plural: children's).		
<b>ea (/ɛ/)</b> <i>head, bread, meant, instead, read (past tense)</i>		<b>The suffixes –ment, –ness, –ful, –less and –ly</b> <i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</i>	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable	<b>3 Homophones and near-homophone accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</b>			
<b>er (/ɜ:/)</b> <i>(stressed sound): her, term, verb, person</i>							
<b>er (/ə/)</b> <i>(unstressed schwa sound): better, under, summer, winter, sister</i>		<b>Contractions</b> <i>can't, didn't, hasn't, couldn't, it's, I'll</i>	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.				
<b>ir</b> <i>girl, bird, shirt, first, third</i>							
<b>ur</b> <i>turn, hurt, church, burst, Thursday</i>		<b>The possessive apostrophe (singular nouns)</b> <i>Megan's, Ravi's, the girl's, the child's, the man's</i>					
<b>oo (/u:/)</b> <i>food, pool, moon, zoo, soon</i>	Very few words end with oo; few that do are often words that primary children in year 1 will encounter: zoo						
<b>oo (/ʊ/)</b> <i>book, took, foot, wood, good</i>		<b>Words ending in –tion</b> <i>station, fiction, motion, national, section</i>	It is important to know the difference in meaning between homophones.				
<b>oa</b> <i>boat, coat, road, coach</i>	The digraph oa is very rare at the end of an English word.	<b>Homophones and near-homophones</b> <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>					
<b>oe</b> <i>toe, goes</i>							
<b>ou</b> <i>out, about, mouth, around, sound</i>	The only common English word ending in ou is you						
<b>ow (/aʊ/) ow (/əʊ/) ue ew</b> <i>now, how, brown, down, town, blow, snow, grow, blue, clue, Tuesday new, few, grew, flew, drew, threw</i>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.						
<b>ie (/aɪ/)</b> <i>lie, tie, pie, cried, tried, dried</i>							
<b>ie (/i:/)</b> <i>chief, field, thief</i>							
<b>igh</b> <i>high, night, light, bright, right</i>							
<b>or</b> <i>for, short, born, horse, morning</i>							
<b>ore</b> <i>more, score, before, wore, shore</i>							
<b>aw</b> <i>saw, draw, yawn, crawl</i>							
<b>au</b> <i>author, August, dinosaur, astronaut</i>							
<b>air</b> <i>air, fair, pair, hair, chair</i>							
<b>ear</b> <i>dear, hear, beard, near, year</i>							
<b>ear (/ɛə/)</b> <i>bear, pear, wear</i>							
<b>are (/ɛə/)</b> <i>bare, dare, care, share</i>							
						<b>6 Homophones and other words that are often confused (continued)</b>  <i>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</i>	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.

KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 1	PRE-REQUISITES					WRITING TRANSCRIPTION				WRITING - COMPOSITION				WRITING - VOCABULARY, GRAMMAR & PUNCTUATION					
	It is expected that these high-profile skills will be entirely secure on entry to the year group. Where this has not occurred, these skills should be the priority					PHONICS & SPELLING			HANDWRITING	PLANNING, DRAFTING & EDITING WRITING			CONTEXTS FOR WRITING	PUNCTUATION			GRAMMAR		
YEAR 1	Hold a pencil confidently, using the tripod grip.	Name the letters of the alphabet in order.				Division of words into syllables. Grapheme- (/Phoneme/) Correspondents: ff, ll, ss, zz, ck (/f/, /l/, /s/, /z/ and /k/), nk (e.g. bank), -tch, -v (and -ve /v/), -y, k (/k/)	Spell words containing each of the 40+ phonemes taught and the identified digraphs and trigraphs. Spell the days of the week.	Prefixes and Suffixes: adding -s (and -es) to create plurals; adding -ing, -ed and -er to verbs (where no other change is needed); adding -er and -est to adjectives (no other change); the prefix un-. Compound words.	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Write in sentences: sequencing sentences to form short narratives	Write in sentences: re-reading what they have written to check that it makes sense, including by reading aloud.			Uses capital letters and full stops to demarcate sentences	Begin to use question marks and exclamation marks to demarcate sentences	Use capital letters for proper nouns and (people/places/days) and the pronoun 'I'	Learn how to use: simple co-ordination (using and) to join sentences		
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 2	PRE-REQUISITES					WRITING TRANSCRIPTION				WRITING COMPOSITION				WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION					
	It is expected that these high-profile skills will be entirely secure on entry to the year group. Where this has not occurred, these skills should be the priority					PHONICS AND SPELLING			HANDWRITING	PLANNING, DRAFTING & EDITING WRITING			CONTEXTS FOR WRITING	PUNCTUATION			GRAMMAR		
YEAR 2	Use capital letters for proper nouns and (people/places/days) and the pronoun 'I'	Correctly demarcate all sentences using full stops.	Name the letters of the alphabet in order	Writing in simple sentences.		Grapheme- (/Phoneme/) Correspondents: -dge, -ge, c (/s/), kn, wr, -le/-el/-al/-il, -y (and -ies), -ed/-ing/-er/-est/-y to words ending in -y, -e (after a consonant), words of one syllable	Grapheme- (/Phoneme/) Correspondents: a before l or ll (/orl/), o (/u/), ey (/i:/), a (/o/ e.g. want), or and ar after w (/er/ & /or/), s (e.g. vision). Suffixes: -ment, -ness, -ful, -less, -ly and -tion	Contractions using apostrophes. Possessive apostrophe (singular nouns). Homophones and near homophones	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters in a joined script.	Able to write at sufficient length independently, maintaining consistent accuracy throughout the piece of writing.	Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation, including by reading aloud.		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list		Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but	Learn how to use: the present and past tenses correctly and consistently including the progressive form	Uses sentences with different forms in their writing (statements, questions, exclamations and commands)	Uses some expanded noun phrases to describe and specify.
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 3	PRE-REQUISITES					WRITING TRANSCRIPTION				WRITING COMPOSITION				WRITING: VOCABULARY, GRAMMAR AND PUNCTUATION					
	It is expected that these high-profile skills will be entirely secure on entry to the year group. Where this has not occurred, these skills should be the priority					SPELLING			HANDWRITING	PLANNING, DRAFTING & EDITING WRITING			CONTEXTS FOR WRITING	PUNCTUATION			GRAMMAR		
YEAR 3	Use capital letters for proper nouns and (people/places/days) and the pronoun 'I'	Correctly demarcate all sentences using full stops.	Apostrophes used for all contractions	Spell words containing the 40+ phonemes taught	Simple past tense used securely	Suffixes: adding suffixes beginning with vowel letters to words of more than one syllable, suffix -ly	Adding prefixes: re- de- pre- mis- dis- un- sub- super- anti- auto-	Homophones and near homophones	Write upper and lower-case letter, and capitals, of an appropriate size, orientation and relationship to one another fluently in a joined script.	Draft and write by: organising paragraphs around a theme	Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and sub-headings	Proof-read for spelling and punctuation errors		Inverted commas to punctuate direct speech		Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense	Use the correct form of 'a' or 'an'	Use a range of subordinating and co-ordinating conjunctions to join linked sentences.	
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 4	PRE-REQUISITES					WRITING TRANSCRIPTION				WRITING COMPOSITION				WRITING - VOCABULARY, GRAMMAR & PUNCTUATION					
	It is expected that these high-profile skills will be entirely secure on entry to the year group. Where this has not occurred, these skills should be the priority					SPELLING			HANDWRITING	PLANNING, DRAFTING & EDITING WRITING			CONTEXTS FOR WRITING	PUNCTUATION			GRAMMAR		
YEAR 4	Use capital letters for proper nouns and (people/places/days) and the pronoun 'I'	Correctly demarcate all sentences using full stops.	Apostrophes used for all contractions	Simple past tense used securely.	Use a range of subordinating and co-ordinating conjunctions to join linked sentences.	Suffixes: -ation -sion -tion -ssion -cian -ous	Adding prefixes: in- il- im- inter-	Possessive apostrophes, including with plurals	Write all letters of an appropriate size, orientation and relationship to one another rapidly in a joined script.	Draft and write by: organising paragraphs around a theme	Proof-read for spelling and punctuation errors		Use of inverted commas and other punctuation to indicate direct speech, including using commas, question marks and exclamation marks.	apostrophes to mark plural possession;	Use of commas after fronted adverbials	Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and causal [uses fronted adverbials]	Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense [uses standard English forms for verb inflections instead of local spoken forms]	

KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 5	PRE-REQUISITES					WRITING TRANSCRIPTION				WRITING COMPOSITION			WRITING - VOCABULARY, GRAMMAR & PUNCTUATION					
	It is expected that these high-profile skills will be entirely secure on entry to the year group. Where this has not occurred, these skills should be the priority					SPELLING			HANDWRITING	PLANNING, DRAFTING & EDITING WRITING		CONTEXTS FOR WRITING	PUNCTUATION		GRAMMAR			
YEAR 5	Use capital letters for proper nouns and (people/places/days) and the pronoun 'I'	Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing	Apostrophes used for all contractions	Write all letters of an appropriate size, rapidly in a joined script.	Writing in accurate sentences, joining sentences using conjunctions.	Words ending in: -able, -ible, -ably, -ibly, -cious, -tious	Words with 'silent' letters or unstressed vowels:	Words containing: ei or ie after c; words containing -ough		Draft and write by: using a wide range of devices to build cohesion within and across paragraphs, including adverbials.	Proof-read for spelling and punctuation errors	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Brackets, dashes or commas to indicate parenthesis or to mark clauses.		Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility	Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause		
KEY PERFORMANCE INDICATORS: BIG IDEAS IN YEAR 6	PRE-REQUISITES					WRITING TRANSCRIPTION				WRITING COMPOSITION			WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION					
	It is expected that these high-profile skills will be entirely secure on entry to the year group. Where this has not occurred, these skills should be the priority					SPELLING			HANDWRITING	PLANNING, DRAFTING & EDITING WRITING		CONTEXTS FOR WRITING	PUNCTUATION		GRAMMAR			
YEAR 6	Use capital letters for proper nouns and (people/places/days) and the pronoun 'I'	Tenses accurately chosen and maintained.	Apostrophes for contraction and possession	Write all letters of an appropriate size, rapidly in a joined script.	Writing in accurate sentences, joining sentences using conjunctions.	Words ending in: -ant, -ance/-ancy, -ent, -ence/-ency; -fer;	Homophones and other words that are often confused.	Use of the hyphen		The pupil is able to use a range of cohesive devices, including adverbials, within and across sentences and paragraphs	When writing a short story, the pupil is able to create atmosphere, integrating dialogue to convey character and advance the action	Proof-read for spelling and punctuation errors	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate vocabulary and grammatical structures.	Use of the semi-colon, colon (lists) and dash. Punctuation of bullet points. How hyphens can be used to avoid ambiguity.	Develop their understanding of the concepts set out in English Appendix 2 by: using the passive and modal verbs.	The pupil is able to use a wide range of clause structures, sometimes varying their position within the sentence.	The pupil is able to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.	

Term	Guidance	Example
<b>active voice</b>	An active <a href="#">verb</a> has its usual pattern of <a href="#">subject</a> and <a href="#">object</a> (in contrast with the <a href="#">passive</a> ).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>
<b>adjective</b>	The surest way to identify adjectives is by the ways they can be used: before a noun, to make the noun's meaning more specific (i.e. to <a href="#">modify</a> the noun), or after the verb <i>be</i> , as its <a href="#">complement</a> .  Adjectives cannot be modified by other adjectives. This distinguishes them from <a href="#">nouns</a> , which can be.  Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because <a href="#">verbs</a> , <a href="#">nouns</a> and <a href="#">adverbs</a> can do the same thing.	<i>The pupils did some really <a href="#">good</a> work.</i> [adjective used before a noun, to modify it] <i>Their work was <a href="#">good</a>.</i> [adjective used after the verb <i>be</i> , as its complement]  Not adjectives: <i>The lamp <a href="#">glowed</a>.</i> [verb] <i>It was such a bright <a href="#">red</a>!</i> [noun] <i>He spoke <a href="#">loudly</a>.</i> [adverb] <i>It was a French <a href="#">grammar</a> book.</i> [noun]
<b>adverb</b>	The surest way to identify adverbs is by the ways they can be used: they can <a href="#">modify</a> a <a href="#">verb</a> , an <a href="#">adjective</a> , another adverb or even a whole clause.  Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as <a href="#">adverbials</a> , such as <a href="#">preposition phrases</a> , <a href="#">noun phrases</a> and <a href="#">subordinate clauses</a> .	<i>Usha <a href="#">soon</a> started snoring <a href="#">loudly</a>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i> ] <i>That match was <a href="#">really</a> exciting!</i> [adverb modifying the adjective <i>exciting</i> ] <i>We don't get to play games <a href="#">very</a> often.</i> [adverb modifying the other adverb, <i>often</i> ] <i><a href="#">Fortunately</a>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]  Not adverbs: <i>Usha went <a href="#">up the stairs</a>.</i> [preposition phrase used as adverbial] <i>She finished her work <a href="#">this evening</a>.</i> [noun phrase used as adverbial] <i>She finished <a href="#">when the teacher got cross</a>.</i> [subordinate clause used as adverbial]
<b>adverbial</b>	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, <a href="#">adverbs</a> can be used as adverbials, but many other types of words and phrases can be used this way, including <a href="#">preposition phrases</a> and <a href="#">subordinate clauses</a> .	<i>The bus leaves <a href="#">in five minutes</a>.</i> [preposition phrase as adverbial: modifies <i>leaves</i> ] <i>She promised to see him <a href="#">last night</a>.</i> [noun phrase modifying either <i>promised</i> or <i>see</i> , according to the intended meaning] <i>She worked until she had finished.</i> [subordinate clause as adverbial]
<b>antonym</b>	Two words are antonyms if their meanings are opposites.	<i>hot – cold</i> <i>light – dark</i> <i>light – heavy</i>
<b>apostrophe</b>	Apostrophes have two completely different uses:  contractions/contracted form: showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i> )  marking <a href="#">possessives</a> (e.g. <i>Hannah's mother</i> ).	<i><a href="#">I'm</a> going out and I <a href="#">won't</a> be long.</i> [showing missing letters] <i><a href="#">Hannah's</a> mother went to town in <a href="#">Justin's</a> car.</i> [marking possessives]
<b>article</b>	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of <a href="#">determiner</a> .	<i><a href="#">The</a> dog found <a href="#">a</a> bone in <a href="#">an</a> old box.</i>
<b>auxiliary verb</b>	The auxiliary <a href="#">verbs</a> are: <i>be</i> , <i>have</i> , <i>do</i> and the <a href="#">modal verbs</a> . They can be used to make questions and negative statements. In addition:  <i>be</i> is used in the <a href="#">progressive</a> and <a href="#">passive</a>  <i>have</i> is used in the <a href="#">perfect</a>  <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present	<i>They <a href="#">are</a> winning the match.</i> [ <i>be</i> used in the progressive] <i><a href="#">Have</a> you finished your picture?</i> [ <i>have</i> used to make a question, and the perfect] <i>No, I <a href="#">don't</a> know him.</i> [ <i>do</i> used to make a negative; no other auxiliary is present] <i><a href="#">Will</a> you come with me or not?</i> [modal verb <i>will</i> used to make a question about the other person's willingness]
<b>clause</b>	A clause is a special type of <a href="#">phrase</a> whose <a href="#">head</a> is a <a href="#">verb</a> . Clauses can sometimes be complete sentences. Clauses may be <a href="#">main</a> or <a href="#">subordinate</a> .  Traditionally, a clause had to have a <a href="#">finite verb</a> , but most modern grammarians also recognise non-finite clauses.	<i>It was raining.</i> [single-clause sentence] <i>It was raining but we were indoors.</i> [two finite clauses] <i><a href="#">If you are coming to the party</a>, please let us know.</i> [finite subordinate clause inside a finite main clause] <i>Usha went upstairs <a href="#">to play on her computer</a>.</i> [non-finite clause]
<b>cohesion</b>	A text has cohesion if it is clear how the meanings of its parts fit together. <a href="#">Cohesive devices</a> can help to do this.  In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	<b>A visit</b> has been arranged for <b>Year 6</b> , to the <b>Mountain Peaks Field Study Centre</b> , leaving school at 9.30am. <b>This is an overnight visit</b> . <b>The centre</b> has beautiful grounds and <i>a nature trail</i> . During the afternoon, <b>the children</b> will follow <i>the trail</i> .
<b>cohesive device</b>	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <a href="#">cohesion</a> .  Some examples of cohesive devices are:  <a href="#">determiners</a> and <a href="#">pronouns</a> , which can refer back to earlier words  <a href="#">conjunctions</a> and <a href="#">adverbs</a> , which can make relations between words clear  <a href="#">ellipsis</a> of expected words.	<i>Julia's dad bought her a football. <a href="#">The</a> football was expensive!</i> [determiner; refers us back to a particular football] <i>Joe was given a bike for Christmas. <a href="#">He</a> liked <a href="#">it</a> very much.</i> [the pronouns refer back to Joe and the bike] <i>We'll be going shopping <a href="#">before</a> we go to the park.</i> [ <a href="#">conjunction</a> ; makes a relationship of time clear] <i>I'm afraid we're going to have to wait for the next train. <a href="#">Meanwhile</a>, we could have a cup of tea.</i> [ <a href="#">adverb</a> ; refers back to the time of waiting] <i>Where are you going? [ ] To school!</i> [ellipsis of the expected words <i>I'm going</i> ; links the answer back to the question]

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<b>complement</b>	A verb's subject complement adds more information about its <a href="#">subject</a> , and its object complement does the same for its <a href="#">object</a> . Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.	<i>She is <u>our teacher</u>.</i> [adds more information about the subject, <i>she</i> ] <i>They seem very competent.</i> [adds more information about the subject, <i>they</i> ] <i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i> ]
<b>compound, compounding</b>	A compound word contains at least two <a href="#">root words</a> in its <a href="#">morphology</a> ; e.g. <i>whiteboard</i> , <i>superman</i> . Compounding is very important in English.	<i>blackbird</i> , <i>blow-dry</i> , <i>bookshop</i> , <i>ice-cream</i> , <i>English teacher</i> , <i>inkjet</i> , <i>one-eyed</i> , <i>bone-dry</i> , <i>baby-sit</i> , <i>daydream</i> , <i>outgrow</i>
<b>conjunction</b>	A conjunction links two words or phrases together. There are two main types of conjunctions: <a href="#">co-ordinating</a> conjunctions (e.g. <i>and</i> ) link two words or phrases together as an equal pair subordinating conjunctions (e.g. <i>when</i> ) introduce a <a href="#">subordinate clause</a> .	<i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair] <i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair] <i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause] <i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]
<b>consonant</b>	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> and <i>y</i> can represent <a href="#">vowel</a> sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the bottom lip touching the top teeth] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
<b>continuous</b>	See <a href="#">progressive</a>	
<b>co-ordinate, co-ordination</b>	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating <a href="#">conjunction</a> (i.e. <i>and</i> , <i>but</i> , <i>or</i> ). In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined. The difference between co-ordination and <a href="#">subordination</a> is that, in subordination, the two linked elements are not equal.	<i>Susan <u>and</u> <b>Amra</b> met in a café.</i> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair] <i><b>They</b> <u>talked and drank tea</u> for an hour.</i> [links two clauses as an equal pair] <i>Susan got a bus <u>but</u> <b>Amra</b> walked.</i> [links two clauses as an equal pair] Not co-ordination: <i>They ate <u>before</u> they met.</i> [ <i>before</i> introduces a subordinate clause]
<b>determiner</b>	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: <a href="#">articles</a> ( <i>the</i> , <i>a</i> or <i>an</i> ) demonstratives (e.g. <i>this</i> , <i>those</i> ) <a href="#">possessives</a> (e.g. <i>my</i> , <i>your</i> ) quantifiers (e.g. <i>some</i> , <i>every</i> ).	<i><u>the</u> home team</i> [article, specifies the team as known] <i><u>a</u> good team</i> [article, specifies the team as unknown] <i><u>that</u> pupil</i> [demonstrative, known] <i><u>Julia's</u> parents</i> [possessive, known] <i><u>some</u> big boys</i> [quantifier, unknown] Contrast: <i>home <u>the</u> team</i> , <i>big <u>some</u> boys</i> [both incorrect, because the determiner should come before other modifiers]
<b>digraph</b>	A type of <a href="#">grapheme</a> where two letters represent one <a href="#">phoneme</a> . Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph <u>ea</u> in <u>each</u> is pronounced /i:/. The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/. The split digraph <u>i-e</u> in <u>ling</u> is pronounced /aɪ/.
<b>ellipsis</b>	Ellipsis is the omission of a word or phrase which is expected and predictable.	<i>Frankie waved to Ivana and <del>she</del> watched her drive away.</i> <i>She did it because she wanted to <del>do it</del>.</i>
<b>etymology</b>	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.	The word <i>school</i> was borrowed from a Greek word <i>σχολή</i> ( <i>skholé</i> ) meaning 'leisure'. The word <i>verb</i> comes from Latin <i>verbum</i> , meaning 'word'. The word <i>mutton</i> comes from French <i>mouton</i> , meaning 'sheep'.
<b>finite verb</b>	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.	<i>Lizzie <u>does</u> the dishes every day.</i> [ <a href="#">present tense</a> ] <i>Even Hana <u>did</u> the dishes yesterday.</i> [ <a href="#">past tense</a> ] <i><u>Do</u> the dishes, Naser!</i> [imperative] Not finite verbs: <i>I have <u>done</u> them.</i> [combined with the finite verb <i>have</i> ] <i>I will <u>do</u> them.</i> [combined with the finite verb <i>will</i> ] <i>I want to <u>do</u> them!</i> [combined with the finite verb <i>want</i> ]
<b>fronting, fronted</b>	A word or phrase that normally comes after the <a href="#">verb</a> may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an <a href="#">adverbial</a> which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	<i><u>Before we begin</u>, make sure you've got a pencil.</i> [Without fronting: <i>Make sure you've got a pencil before we begin.</i> ] <i><u>The day after tomorrow</u>, I'm visiting my granddad.</i> [Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i> ]

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<b>future</b>	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a <a href="#">present-tense verb</a> .  See also <a href="#">tense</a> .  Unlike many other languages (such as French, Spanish or Italian), English has no distinct ‘future tense’ form of the verb comparable with its <a href="#">present</a> and <a href="#">past</a> tenses.	<i>He <u>will leave</u> tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i> ] <i>He <u>may leave</u> tomorrow.</i> [present-tense <i>may</i> followed by infinitive <i>leave</i> ] <i>He <u>leaves</u> tomorrow.</i> [present-tense <i>leaves</i> ] <i>He <u>is going to leave</u> tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i> ]
<b>GPC</b>	See <a href="#">grapheme-phoneme correspondences</a> .	
<b>grapheme</b>	A letter, or combination of letters, that corresponds to a single <a href="#">phoneme</a> within a word.	The grapheme <u>t</u> in the words <i>te<u>n</u></i> , <i>be<u>t</u></i> and <i>a<u>t</u>e</i> corresponds to the phoneme /t/.  The grapheme <u>ph</u> in the word <i>do<u>lphin</u></i> corresponds to the phoneme /f/.
<b>grapheme-phoneme correspondences</b>	The links between letters, or combinations of letters ( <a href="#">graphemes</a> ) and the speech sounds ( <a href="#">phonemes</a> ) that they represent.  In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme <i>s</i> corresponds to the phoneme /s/ in the word <i><u>see</u></i> , but...  ...it corresponds to the phoneme /z/ in the word <i><u>easy</u></i> .
<b>head</b>	See <a href="#">phrase</a> .	
<b>homonym</b>	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	<i>Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u>.</i>  <i>The noise a dog makes is called a <u>bark</u>. Trees have <u>bark</u>.</i>
<b>homophone</b>	Two different words are homophones if they sound exactly the same when pronounced.	<i><u>hear</u>, <u>here</u></i>  <i><u>some</u>, <u>sum</u></i>
<b>infinitive</b>	A verb’s infinitive is the basic form used as the head-word in a dictionary (e.g. <i>walk</i> , <i>be</i> ).  Infinitives are often used:  after <i>to</i>  after <a href="#">modal verbs</a> .	<i>I want to <u>walk</u>.</i>  <i>I will <u>be</u> quiet.</i>
<b>inflection</b>	When we add <i>-ed</i> to <i>walk</i> , or change <i>mouse</i> to <i>mice</i> , this change of <a href="#">morphology</a> produces an inflection (‘bending’) of the basic word which has special grammar (e.g. <a href="#">past tense</a> or <a href="#">plural</a> ). In contrast, adding <i>-er</i> to <i>walk</i> produces a completely different word, <i>walker</i> , which is part of the same <a href="#">word family</a> . Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	<i>dogs</i> is an inflection of <i>dog</i> .  <i>went</i> is an inflection of <i>go</i> .  <i>better</i> is an inflection of <i>good</i> .
<b>intransitive verb</b>	A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See ‘ <a href="#">transitive verb</a> ’.	<i>We all <u>laughed</u>.</i>  <i>We would like to stay longer, but we must <u>leave</u>.</i>
<b>main clause</b>	A <a href="#">sentence</a> contains at least one <a href="#">clause</a> which is not a <a href="#">subordinate clause</a> ; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	<i><u>It was raining</u> but <u>the sun was shining</u>.</i> [two main clauses]  <i><u>The man who wrote it</u> told me <u>that it was true</u>.</i> [one main clause containing two subordinate clauses.]  <i>She said, “<u>It rained all day</u>.”</i> [one main clause containing another.]
<b>modal verb</b>	Modal verbs are used to change the meaning of other <a href="#">verbs</a> . They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will</i> , <i>would</i> , <i>can</i> , <i>could</i> , <i>may</i> , <i>might</i> , <i>shall</i> , <i>should</i> , <i>must</i> and <i>ought</i> .  A modal verb only has <a href="#">finite</a> forms and has no <a href="#">suffixes</a> (e.g. <i>I sing</i> – <i>he sings</i> , but not <i>I must</i> – <i>he musts</i> ).	<i>I <u>can</u> do this maths work by myself.</i>  <i>This ride <u>may</u> be too scary for you!</i>  <i>You <u>should</u> help your little brother.</i>  <i>Is it going to rain? Yes, it <u>might</u>.</i>  <i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i> , where <i>being</i> is not a modal verb]
<b>modify, modifier</b>	One word or phrase modifies another by making its meaning more specific.  Because the two words make a <a href="#">phrase</a> , the ‘modifier’ is normally close to the modified word.	In the phrase <i>primary-school teacher</i> :  <i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher)  <i>school</i> is modified by <i>primary</i> (to mean a specific kind of school).
<b>morphology</b>	A word’s morphology is its internal make-up in terms of <a href="#">root words</a> and <a href="#">suffixes</a> or <a href="#">prefixes</a> , as well as other kinds of change such as the change of <i>mouse</i> to <i>mice</i> .  Morphology may be used to produce different <a href="#">inflections</a> of the same word (e.g. <i>boy</i> – <i>boys</i> ), or entirely new words (e.g. <i>boy</i> – <i>boyish</i> ) belonging to the same <a href="#">word family</a> .  A word that contains two or more root words is a <a href="#">compound</a> (e.g. <i>news+paper</i> , <i>ice+cream</i> ).	<i>dogs</i> has the morphological make-up: <i>dog</i> + <i>s</i> .  <i>unhelpfulness</i> has the morphological make-up:  <i>unhelpful</i> + <i>ness</i>  where <i>unhelpful</i> = <i>un</i> + <i>helpful</i>  and <i>helpful</i> = <i>help</i> + <i>ful</i>
<b>noun</b>	The surest way to identify nouns is by the ways they can be used after <a href="#">determiners</a> such as <i>the</i> : for example, most nouns will fit into the frame “The ___ matters/matter.”  Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’; this is often true, but it doesn’t help to distinguish nouns from other <a href="#">word classes</a> . For example, <a href="#">prepositions</a> can name places and <a href="#">verbs</a> can name ‘things’ such as actions.  Nouns may be classified as <b>common</b> (e.g. <i>boy</i> , <i>day</i> ) or <b>proper</b> (e.g. <i>Ivan</i> , <i>Wednesday</i> ), and also as <b>countable</b> (e.g. <i>thing</i> , <i>boy</i> ) or <b>non-countable</b> (e.g. <i>stuff</i> , <i>money</i> ). These classes can be recognised by the determiners they combine with.	<i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i>  <i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i>  <i><u>Actions</u> speak louder than <u>words</u>.</i>  Not nouns:  <i>He’s <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun]  <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]

Term	Guidance	Example
		<p>common, countable: <i>a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></i></p> <p>common, non-countable: <i><u>money</u>, some <u>chocolate</u>, less <u>imagination</u></i></p> <p>proper, countable: <i><u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></i></p>
noun phrase	A noun phrase is a <a href="#">phrase</a> with a noun as its <a href="#">head</a> , e.g. <i>some foxes, foxes with bushy tails</i> . Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i> .	<p><i>Adult foxes can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase]</p> <p><i>Almost all healthy adult foxes in this area can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p>
object	<p>An object is normally a <a href="#">noun</a>, <a href="#">pronoun</a> or <a href="#">noun phrase</a> that comes straight after the <a href="#">verb</a>, and shows what the verb is acting upon.</p> <p>Objects can be turned into the <a href="#">subject</a> of a <a href="#">passive</a> verb, and cannot be <a href="#">adjectives</a> (contrast with <a href="#">complements</a>).</p>	<p><i>Year 2 designed <u>puppets</u>.</i> [noun acting as object]</p> <p><i>I like <u>that</u>.</i> [pronoun acting as object]</p> <p>Some people suggested <u>a pretty display</u>. [noun phrase acting as object]</p> <p>Contrast:</p> <p><i>A display was suggested.</i> [object of active verb becomes the subject of the passive verb]</p> <p><i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]</p>
participle	<p>Verbs in English have two participles, called ‘present participle’ (e.g. <i>walking, taking</i>) and ‘past participle’ (e.g. <i>walked, taken</i>).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <p>they don’t necessarily have anything to do with present or past time</p> <p>although past participles are used as <a href="#">perfects</a> (e.g. <i>has eaten</i>) they are also used as <a href="#">passives</a> (e.g. <i>was eaten</i>).</p>	<p><i>He is <u>walking</u> to school.</i> [present participle in a <a href="#">progressive</a>]</p> <p><i>He has <u>taken</u> the bus to school.</i> [past participle in a <a href="#">perfect</a>]</p> <p><i>The photo was <u>taken</u> in the rain.</i> [past participle in a <a href="#">passive</a>]</p>
passive	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <p>the past <a href="#">participle</a> form <i>eaten</i></p> <p>the normal <a href="#">object</a> (<i>it</i>) turned into the <a href="#">subject</a></p> <p>the normal subject (<i>our dog</i>) turned into an optional <a href="#">preposition phrase</a> with <i>by</i> as its <a href="#">head</a></p> <p>the verb <i>be(was)</i>, or some other verb such as <i>get</i>.</p> <p>Contrast <a href="#">active</a>.</p> <p>A verb is not ‘passive’ just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p><i>A visit was <u>arranged</u> by the school.</i></p> <p><i>Our cat got <u>run</u> over by a bus.</i></p> <p>Active versions:</p> <p><i>The school arranged a visit.</i></p> <p><i>A bus ran over our cat.</i></p> <p>Not passive:</p> <p><i>He received a warning.</i> [past tense, active <i>received</i>]</p> <p><i>We had an accident.</i> [past tense, active <i>had</i>]</p>
past tense	<p><a href="#">Verbs</a> in the past tense are commonly used to:</p> <p>talk about the past</p> <p>talk about imagined situations</p> <p>make a request sound more polite.</p> <p>Most verbs take a <a href="#">suffix</a> <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p> <p>See also <a href="#">tense</a>.</p>	<p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the past]</p> <p><i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I <u>was</u> hoping you’d help tomorrow.</i> [makes an implied request sound more polite]</p>
perfect	<p>The perfect form of a <a href="#">verb</a> generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. ‘Had gone to lunch’ takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by:</p> <p>turning the verb into its past <a href="#">participle inflection</a></p> <p>adding a form of the verb <i>have</i> before it.</p> <p>It can also be combined with the <a href="#">progressive</a> (e.g. <i>he has been going</i>).</p>	<p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now she has some songs]</p> <p><i>I <u>had eaten</u> lunch when you came.</i> [past perfect; I wasn’t hungry when you came]</p>
phoneme	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <p><i>/t/</i> contrasts with <i>/k/</i> to signal the difference between <i>tap</i> and <i>cap</i></p> <p><i>/t/</i> contrasts with <i>/l/</i> to signal the difference between <i>bought</i> and <i>ball</i>.</p> <p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p> <p>There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single <a href="#">grapheme</a>.</p>	<p>The word <i>cat</i> has three letters and three phonemes: /kæt/</p> <p>The word <i>catch</i> has five letters and three phonemes: /kætʃ/</p> <p>The word <i>caught</i> has six letters and three phonemes: /kɔ:t/</p>
phrase	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the ‘head’. The phrase is a <a href="#">noun phrase</a> if its head is a noun, a <a href="#">preposition phrase</a> if its head is a preposition, and so on; but if the head is a <a href="#">verb</a> , the phrase is called a <a href="#">clause</a> . Phrases can be made up of other phrases.	<p><i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p>
plural	<p>A plural <a href="#">noun</a> normally has a <a href="#">suffix</a> <i>-s</i> or <i>-es</i> and means ‘more than one’.</p> <p>There are a few nouns with different <a href="#">morphology</a> in the plural (e.g. <i>mice, formulae</i>).</p>	<p><i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p>

Term	Guidance	Example
<b>possessive</b>	A possessive can be: a <a href="#">noun</a> followed by an <a href="#">apostrophe</a> , with or without s a possessive <a href="#">pronoun</a> . The relation expressed by a possessive goes well beyond ordinary ideas of ‘possession’. A possessive may act as a <a href="#">determiner</a> .	<i>Tariq's book</i> [Tariq has the book] <i>The boys' arrival</i> [the boys arrive] <i>His obituary</i> [the obituary is about him] <i>That essay is mine.</i> [I wrote the essay]
<b>prefix</b>	A prefix is added at the beginning of a <a href="#">word</a> in order to turn it into another word. Contrast <a href="#">suffix</a> .	<i>overtake, disappear</i>
<b>preposition</b>	A preposition links a following <a href="#">noun</a> , <a href="#">pronoun</a> or <a href="#">noun phrase</a> to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like <i>before</i> or <i>since</i> can act either as prepositions or as <a href="#">conjunctions</a> .	<i>Tom waved goodbye to Christy. She'll be back from Australia in two weeks.</i> <i>I haven't seen my dog since this morning.</i> Contrast: <i>I'm going, since no-one wants me here!</i> [conjunction: links two clauses]
<b>preposition phrase</b>	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	<i>He was in bed.</i> <i>I met them after the party.</i>
<b>present tense</b>	<a href="#">Verbs</a> in the present tense are commonly used to: talk about the present talk about the <a href="#">future</a> . They may take a suffix –s (depending on the <a href="#">subject</a> ). See also <a href="#">tense</a> .	<i>Jamal goes to the pool every day.</i> [describes a habit that exists now] <i>He can swim.</i> [describes a state that is true now] <i>The bus arrives at three.</i> [scheduled now] <i>My friends are coming to play.</i> [describes a plan in progress now]
<b>progressive</b>	The progressive (also known as the ‘continuous’) form of a <a href="#">verb</a> generally describes events in progress. It is formed by combining the verb's present <a href="#">participle</a> (e.g. <i>singing</i> ) with a form of the verb <i>be</i> (e.g. <i>he was singing</i> ). The progressive can also be combined with the <a href="#">perfect</a> (e.g. <i>he has been singing</i> ).	<i>Michael is singing in the store room.</i> [present progressive] <i>Amanda was making a patchwork quilt.</i> [past progressive] <i>Usha had been practising for an hour when I called.</i> [past perfect progressive]
<b>pronoun</b>	Pronouns are normally used like <a href="#">nouns</a> , except that: they are grammatically more specialised it is harder to <a href="#">modify</a> them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	<i>Amanda waved to Michael.</i> <i>She waved to him.</i> <i>John's mother is over there. His mother is over there.</i> <i>The visit will be an overnight visit. This will be an overnight visit.</i> <i>Simon is the person: Simon broke it. He is the one who broke it.</i>
<b>punctuation</b>	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - ( ) " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate <a href="#">sentence</a> boundaries.	<i>"I'm going out, Usha, and I won't be long," Mum said.</i>
<b>Received Pronunciation</b>	Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the national curriculum.	
<b>register</b>	Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are ‘varieties’ of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.	<i>I regret to inform you that Mr Joseph Smith has passed away.</i> [formal letter] <i>Have you heard that Joe has died?</i> [casual speech] <i>Joe falls down and dies, centre stage.</i> [stage direction]
<b>relative clause</b>	A relative clause is a special type of <a href="#">subordinate clause</a> that modifies a <a href="#">noun</a> . It often does this by using a relative <a href="#">pronoun</a> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted. A relative clause may also be attached to a <a href="#">clause</a> . In that case, the pronoun refers back to the whole clause, rather than referring back to a noun. In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.	<i>That's the <b>boy who lives near school.</b></i> [ <i>who</i> refers back to <i>boy</i> ] <i>The <b>prize that I won</b> was a book.</i> [ <i>that</i> refers back to <i>prize</i> ] <i>The <b>prize I won</b> was a book.</i> [the pronoun <i>that</i> is omitted] <i>Tom broke the game, <b>which annoyed Ali.</b></i> [ <i>which</i> refers back to the whole clause]
<b>root word</b>	<a href="#">Morphology</a> breaks words down into root words, which can stand alone, and <a href="#">suffixes</a> or <a href="#">prefixes</a> which can't. For example, <i>help</i> is the root word for other words in its <a href="#">word family</a> such as <i>helpful</i> and <i>helpless</i> , and also for its <a href="#">inflections</a> such as <i>helping</i> . <a href="#">Compound</a> words (e.g. <i>help-desk</i> ) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.	<i>played</i> [the root word is <i>play</i> ] <i>unfair</i> [the root word is <i>fair</i> ] <i>football</i> [the root words are <i>foot</i> and <i>ball</i> ]
<b>schwa</b>	The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English. It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.	/əlon/ [ <i>a</i> long] /bʌtə/ [ <i>bu</i> tter] /dɒktə/ [ <i>do</i> ctor]

Term	Guidance	Example
<b>sentence</b>	<p>A sentence is a group of <a href="#">words</a> which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms '<b>single-clause sentence</b>' and '<b>multi-clause sentence</b>' may be more helpful.</p>	<p><i>John went to his friend's house. He stayed there till tea-time.</i></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.]</p> <p><i>You are my friend.</i> [statement]</p> <p><i>Are you my friend?</i> [question]</p> <p><i>Be my friend!</i> [command]</p> <p><i>What a good friend you are!</i> [exclamation]</p> <p><i>Ali went home on his bike to his goldfish and his current library book about pets.</i> [single-clause sentence]</p> <p><i>She went shopping but took back everything she had bought because she didn't like any of it.</i> [multi-clause sentence]</p>
<b>split digraph</b>	See <a href="#">digraph</a> .	
<b>Standard English</b>	<p>Standard English can be recognised by the use of a very small range of forms such as <i>those books, I did it and I wasn't doing anything</i> (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most <a href="#">registers</a>. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.</p>	<p><i>I did it because they were not willing to undertake any more work on those houses.</i> [formal Standard English]</p> <p><i>I did it cos they wouldn't do any more work on those houses.</i> [casual Standard English]</p> <p><i>I done it cos they wouldn't do no more work on them houses.</i> [casual non-Standard English]</p>
<b>stress</b>	A <a href="#">syllable</a> is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	<p><i>about</i></p> <p><i>visit</i></p>
<b>subject</b>	<p>The subject of a verb is normally the <a href="#">noun</a>, <a href="#">noun phrase</a> or <a href="#">pronoun</a> that names the 'do-er' or 'be-er'. The subject's normal position is:</p> <p>just before the <a href="#">verb</a> in a statement</p> <p>just after the <a href="#">auxiliary verb</a>, in a question.</p> <p>Unlike the verb's <a href="#">object</a> and <a href="#">complement</a>, the subject can determine the form of the verb (e.g. <i>I am, you are</i>).</p>	<p><i>Rula's mother went out.</i></p> <p><i>That is uncertain.</i></p> <p><i>The children will study the animals.</i></p> <p><i>Will the children study the animals?</i></p>
<b>subjunctive</b>	In some languages, the <a href="#">inflections</a> of a <a href="#">verb</a> include a large range of special forms which are used typically in <a href="#">subordinate clauses</a> , and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.	<p><i>The school requires that all pupils <u>be</u> honest.</i></p> <p><i>The school rules demand that pupils not <u>enter</u> the gym at lunchtime.</i></p> <p><i>If Zoë <u>were</u> the class president, things would be much better.</i></p>
<b>subordinate, subordination</b>	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:</p> <p>an adjective is subordinate to the noun it <a href="#">modifies</a></p> <p><a href="#">subjects</a> and <a href="#">objects</a> are subordinate to their <a href="#">verbs</a>.</p> <p>Subordination is much more common than the equal relationship of <a href="#">co-ordination</a>.</p> <p>See also <a href="#">subordinate clause</a>.</p>	<p><i>big dogs</i> [<i>big</i> is subordinate to <i>dogs</i>]</p> <p><i>Big dogs need long walks.</i> [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>]</p> <p><i>We can watch TV <u>when we've finished</u>.</i> [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>
<b>subordinate clause</b>	<p>A clause which is <a href="#">subordinate</a> to some other part of the same <a href="#">sentence</a> is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it <a href="#">modifies</a>). Subordinate clauses contrast with <a href="#">co-ordinate</a> clauses as in <i>It was sour but looked very tasty</i>. (Contrast: <a href="#">main clause</a>)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street <u>where Ben lives</u>.</i> [<a href="#">relative clause</a>; modifies <i>street</i>]</p> <p><i>He watched her <u>as she disappeared</u>.</i> [<a href="#">adverbial</a>; modifies <i>watched</i>]</p> <p><i><u>What you said</u> was very nice.</i> [acts as <a href="#">subject</a> of <i>was</i>]</p> <p><i>She noticed <u>an hour had passed</u>.</i> [acts as <a href="#">object</a> of <i>noticed</i>]</p> <p>Not subordinate: <i>He shouted, "<u>Look out!</u>"</i></p>
<b>suffix</b>	<p>A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike <a href="#">root words</a>, suffixes cannot stand on their own as a complete word.</p> <p>Contrast <a href="#">prefix</a>.</p>	<p><i>call – <u>called</u></i></p> <p><i>teach – <u>teacher</u></i> [turns a <a href="#">verb</a> into a <a href="#">noun</a>]</p> <p><i>terror – <u>terrorise</u></i> [turns a noun into a verb]</p> <p><i>green – <u>greenish</u></i> [leaves <a href="#">word class</a> unchanged]</p>
<b>syllable</b>	A syllable sounds like a beat in a <a href="#">word</a> . Syllables consist of at least one <a href="#">vowel</a> , and possibly one or more <a href="#">consonants</a> .	<p><i>Cat</i> has one syllable.</p> <p><i>Fairy</i> has two syllables.</p> <p><i>Hippopotamus</i> has five syllables.</p>
<b>synonym</b>	Two words are synonyms if they have the same meaning, or similar meanings. Contrast <a href="#">antonym</a> .	<p><i>talk – speak</i></p> <p><i>old – elderly</i></p>
<b>tense</b>	In English, tense is the choice between <a href="#">present</a> and <a href="#">past verbs</a> , which is special because it is signalled by <a href="#">inflections</a> and normally indicates differences of time. In	<i>He <u>studies</u>.</i> [present tense – present time]

Term	Guidance	Example
	<p>contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: <a href="#">future</a>.)</p> <p>The simple tenses (present and past) may be combined in English with the <a href="#">perfect</a> and <a href="#">progressive</a>.</p>	<p><i>He <u>studied</u> yesterday.</i> [past tense – past time]</p> <p><i>He <u>studies</u> tomorrow, or else!</i> [present tense – future time]</p> <p><i>He <u>may study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>He <u>plans to study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>If he <u>studied</u> tomorrow, he'd see the difference!</i> [past tense – imagined future]</p> <p>Contrast three distinct tense forms in Spanish:</p> <p><i>Estudia.</i> [present tense]</p> <p><i>Estudió.</i> [past tense]</p> <p><i>Estudiará.</i> [future tense]</p>
<b>transitive verb</b>	A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an <a href="#">intransitive verb</a> , which does not.	<p><i>He <u>loves</u> Juliet.</i></p> <p><i>She <u>understands</u> English grammar.</i></p>
<b>trigraph</b>	A type of <a href="#">grapheme</a> where three letters represent one <a href="#">phoneme</a> .	<i>High, pure, patch, hedge</i>
<b>unstressed</b>	See <a href="#">stressed</a> .	
<b>verb</b>	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a <a href="#">tense</a>, either <a href="#">present</a> or <a href="#">past</a> (see also <a href="#">future</a>).</p> <p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from <a href="#">nouns</a> (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as <a href="#">auxiliary</a>, or <a href="#">modal</a>; as <a href="#">transitive</a> or <a href="#">intransitive</a>; and as states or events.</p>	<p><i>He <u>lives</u> in Birmingham.</i> [present tense]</p> <p><i>The teacher <u>wrote</u> a song for the class.</i> [past tense]</p> <p><i>He <u>likes</u> chocolate.</i> [present tense; not an action]</p> <p><i>He <u>knew</u> my father.</i> [past tense; not an action]</p> <p>Not verbs:</p> <p><i>The <u>walk</u> to Halina's house will take an hour.</i> [noun]</p> <p><i>All that <u>surfing</u> makes Morwenna so sleepy!</i> [noun]</p>
<b>vowel</b>	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form <a href="#">syllables</a> by themselves, or they may combine with <a href="#">consonants</a>.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>	
<b>word</b>	<p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.</p> <p>Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. <i>well-built, he's</i>).</p>	<p><i><u>headteacher</u> or <u>head teacher</u></i> [can be written with or without a space]</p> <p><i>I'm going out.</i></p> <p><i><u>9.30 am</u></i></p>
<b>word class</b>	Every <a href="#">word</a> belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: <a href="#">noun</a> , <a href="#">verb</a> , <a href="#">adjective</a> , <a href="#">adverb</a> , <a href="#">preposition</a> , <a href="#">determiner</a> , <a href="#">pronoun</a> , <a href="#">conjunction</a> . Word classes are sometimes called 'parts of speech'.	
<b>word family</b>	The <a href="#">words</a> in a word family are normally related to each other by a combination of <a href="#">morphology</a> , grammar and meaning.	<p><i>teach – teacher</i></p> <p><i>extend – extent – extensive</i></p> <p><i>grammar – grammatical – grammarian</i></p>