

Tacolneston & Morley CE VA Primary Schools Federation



As each has received a gift, use it to serve one another, as good stewards of God's varied grace

1 Peter 4:10

Work together, learn together, grow together...

English Policy

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: Autumn 2020

Head Teacher:

Governor:

Review: Autumn 2021

Statement of intent

Sound English skills are essential for progress across the curriculum in order to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Tacolneston and Morley Federation:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

1. Legal framework

1.1. This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The headteacher is responsible for:

- Appointing appropriate subject leaders.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

2.2. The **subject leaders are** responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.

- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

2.3. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this termly on pupil asset.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

2.4. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leaders in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.

- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.
- 2.5 The TAs are responsible for
- Liaising with the Class Teacher in order to implement their plans
 - Supporting the Class Teacher in the assessment of pupils' learning
 - Teaching and supporting pupils in the classroom
- 2.5. The pupil is responsible for:
- Ensuring they complete work in class to the best of their ability.
 - Ensuring that they complete homework and return to school on the date set.

3. Early years foundation stage (EYFS)

- 3.1. All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.
- 3.2. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.
- 3.3. In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2017), pupils will be taught to:
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
 - Answer 'how' and 'why' questions about their experiences and in response to stories or events.
 - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
 - Develop their own narratives and explanations by connecting ideas or events.
 - Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
 - Work as part of a group or class, and understand and follow the rules.
 - Read and understand simple sentences.
 - Use phonic knowledge to decode regular words and read them aloud accurately.
 - Read some common irregular words.
 - Demonstrate understanding when talking with others about what they have read.

- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

4. Teaching and learning

- 4.1. The English curriculum is delivered daily, although this may be through other subjects when appropriate.
- 4.2. Grammatical errors are corrected on written work by classroom teachers and discussed orally with pupils whenever possible. These may be used to inform future lessons.
- 4.3. Classroom teachers will use high-quality resources and literature, which effectively models English skills and demonstrates good practice.
- 4.4. In KS1 teachers now use 'Talk for Writing' to teach writing. This approach helps children to internalise the language structures needed to write effectively for different purposes. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.
- 4.5. Pupils will be encouraged, by their teachers, to discuss their English skills within whole class settings and with talk partners.
- 4.6. Pupils will be given sufficient time to discuss, plan and edit their work. Children may redraft their writing for inclusion in a different book e.g. topic book, class anthology or for display.
- 4.7. Handwriting will be explicitly taught in all classes, following the Nelson scheme. Children may be given additional work to support handwriting if necessary.
- 4.8. To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:
 - Weekly spelling lists. These are discussed in terms of spelling patterns, meaning and etymology before being learnt at home.
 - Vocabulary displays. Children are actively involved in developing vocabulary displays of key words and phrases linked to topics and subjects to support their work.
 - Children are encouraged to use words orally to develop a stronger sense of their meaning.

- Guided writing. Teachers regularly use guided writing in order to focus children on editing sentence structure and using more adventurous synonyms.
 - Children are taught how to use dictionaries and thesauruses. These are available for use by children and they are confident at how to use these effectively.
 - The study of a wide range of reading texts, including older fiction, both during whole class guided reading and as a stimulus in English lessons, supports the development of vocabulary.
 - Small group guided reading activities provide opportunities for vocabulary to be discussed in depth alongside 1:1 reading activities when appropriate.
 - Knowledge organisers are used to reinforce children's understanding of technical and subject specific vocabulary. (Tier 3)
- 4.9. Classroom teachers will encourage the development of speaking and listening through activities within each English lesson. Class assemblies provide a showcase for these skills.
- 4.10. Children are encouraged to discuss tasks with talk partners or within groups.
- 4.11. Pupils will be encouraged to evaluate their work, and the work of their peers, under the direction of the class teacher.
- 4.12. The classroom teacher, in collaboration with the subject leaders, will ensure that every pupils' needs are met by:
- Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity, according to the ability of the pupils.
 - Utilising TAs to ensure that all pupils are satisfactorily supported.

5. Planning

- 5.1. Planning of the English curriculum is focussed on five core areas:
- **Teaching pupils to read easily, fluently and with good understanding.** (This is achieved through 1:1, group and whole class reading activities. These are planned by the teacher and delivered by the teacher or teaching assistant).
 - **Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.** (All classes have a wide range of books available in reading corners, including accessible books at an appropriate interest level, for those children who need more support - i.e. Barrington-stoke hi-lo reading books. Group reading encourages discussion and shared

reading experience. Teachers plan regular times for children to read. The school library is accessible for children and their parents.)

- **Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.**
- **Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.**
- **Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.**

5.2. The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are as follows:

- **Long-term:** includes the topics studied in each term during the key stage. Parents are kept informed of the long term plans through the school website.
- **Medium-term:** includes the details of work studied during each term and suggested resources. Parents are informed of this termly through the class topic planning sheet.
- **Short-term:** includes the details of work studied during each lesson.

5.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating those to teachers. These are available on the school server.

5.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

5.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

5.6. In the school, English is taught both as a singular lesson and as part of cross-cultural and curriculum themes where appropriate.

5.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.

5.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

5.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

5.10. Long-term planning will be used to outline the units to be taught within each year group.

- 5.11. When developing their own medium-term planning, teachers will outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 5.12. Medium-term plans will identify learning objectives and main learning activities although these may be adapted as necessary to suit the needs of the class.
- 5.13. Medium-term plans will be shared with the subject leaders to ensure there is a progression between years.
- 5.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 5.15. Schemes of works for phonics and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge. Teachers should refer to information and resources on the school server/English Google Drive to support the teaching of spelling.
- 5.16. All English activities are designed so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.
- 5.17. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

6. Homework

- 6.1. Homework, in the form of learning spellings, will be set on a weekly basis and will support the word building and spelling work taught in class. The spelling lists for each term are available for parents via the school website and on the Google Classrooms.
- 6.2. Spelling homework will be varied according to the different abilities of pupil – this includes number of words set or the actual words. Advice on how best to practise spellings is detailed for parents on the school website. Parents should speak with their child's teacher if they have any concerns. These will be assessed weekly on a set day.
- 6.3. Writing tasks will be set as appropriate. Children will be expected to complete a written task and attach this to the Google Classroom. The class teacher will ensure that all children are taught how to do this. ₂
- 6.4. Pupils are expected to read nightly and record this in a reading record book. Parents are expected to hear their child read and make records in their child's reading record book in KS1 and lower KS2. Children are expected to make their own independent records as they progress through the school. Children should read their own choice of reading book or read to a set page in their guided reading book, as instructed by their teacher. Detailed information about how best to support your child as they work through the reading levels and beyond is detailed on the school website.

7. Assessment and reporting

- 7.1. Pupils will be assessed and their progression recorded in line with the school's assessment policy.
- 7.2. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 7.3. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 7.4. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 7.5. Assessments will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions.
 - Discussing pupils' work with them.
 - Marking work against the learning objectives.
 - Pupils' self-evaluation of their work and their peers' work.
 - Classroom tests and formal tests (including SATs tests for Y2 and Y6).
- 7.6. Teachers regularly discuss the progress of pupils, and monitor the progress of pupils during lessons. Teachers compare a child's attainment against those of the national expectations.
- 7.7. Formative assessment, carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 7.8. In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.
- 7.9. Summative assessments in writing are also used termly. Children are given a writing task to complete in their 'progress books'. This task is then marked against the assessment focuses for their year group to inform further teaching and assess their progress against national expectations.
- 7.10. Standardised tests will be used throughout the year to ensure progress and to highlight areas for further teaching. The school uses the NFER assessment tests (past SATs papers in years 2 and 6), in order to gauge attainment and track progress. See Assessment Policy.
- 7.11. Parents will be provided with interim reports, and an opportunity to discuss their child's progress, at each parents evening in the Autumn and Spring term. Interim

reports will detail the child's attitude and learning skills, their current attainment and areas which they need to work on further. A full written report about their child's progress and attainment, will be provided during the Summer term every year. Parents are welcome to make an appointment to discuss these further if they wish. (NB. Due to current Covid19 restrictions, teachers may make alternative arrangements – such as telephone conversations – to communicate with parents.

7.12. The progress of pupils with SEND will be monitored by the SENCO.

8. Cross-curricular links

- 8.1. When planning, teachers develop English skills alongside other curriculum areas to ensure that children appreciate their importance and get as much opportunity as possible to practise and develop their skills across the curriculum.
- 8.2. Teachers make links between vocabulary, etymology and spelling. The meaning of subject specific vocabulary is explicitly taught and children are encouraged to use these in their own writing.
- 8.3. Word lists and knowledge organisers support children's use of subject specific vocabulary across the curriculum.
- 8.4. Children are encouraged to develop their own research skills using sets of books, purchased to support the teaching of humanities and science topics and stored in the Morley School Library, alongside research on the internet.
- 8.5. Children in KS1 learn rhymes and stories which contribute strongly to their understanding of number in mathematics.
- 8.6. In science, children are expected to make direct observations which relate to all four senses, research topics and write reports – developing a greater understanding of the style of scientific reports as they progress through the school.

9. Equal opportunities

- 9.1. All pupils will have equal access to the English curriculum.
- 9.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- 9.3. If English is an additional language (EAL), whenever possible, a TA will be allocated to the pupil to provide extra help where needed.
- 9.4. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

- 9.5. Cultural and gender differences are positively reflected in lessons and teaching materials used.
- 9.6. ICT may be used to support a child to access the curriculum.

10. Monitoring and review

- 10.1. This policy will be reviewed annually by the subject leaders.
- 10.2. The subject leaders will monitor teaching and learning in English at Morley and Tacolneston schools, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 10.3. A named member of the governing body will be briefed to oversee the teaching of English, and meets regularly with the subject leaders to review progress.
- 10.4. Any changes made to this policy will be communicated to all teaching staff.

Appendices:

Appendix 1: English Programmes of Study: Key Stages 1 and 2

Appendix 2: Writing moderation sheets for each year group

Appendix 3: Teaching grammar to improve writing for each year group

Appendix 4: Writing strand tracker: vocabulary, grammar and punctuation

Appendix 5: Grammar Glossary

APPENDIX 1

English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum (DFE 2013)

Years 1-6

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1

Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- 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.
 - Being encouraged to link what they read, or hear read, to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Writing – transcription:

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
 - The days of the week.
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Writing – composition:

- Write sentences by:
 - Saying out loud what they are going to write about.

- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - Leaving spaces between words.
 - Joining words and joining clauses using.
 - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
 - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know, or background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Making inferences on what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
- 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.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription:

- Pupils should be taught to spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

- 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.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) for example, the girl's book.
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by **the teacher** that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Pupils should be taught to:
 - Form lower-case letters of the correct size relative to one another.
 - 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.
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - Use spacing between words that reflects the size of the letters.

Writing – comprehension:

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional).
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.

- 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.
- Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statement, question, exclamation, command.
 - Expand upon phrases to describe and specify, for example, the blue butterfly.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
 - The grammar for year 2 in English Appendix 2.
 - Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to 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.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension:

- 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.
- Reading books that are structured in different ways and reading for a range of purposes.
- Using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interests and imagination.
- Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
 - Retrieve and record information from non-fiction.
 - 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.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).

- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- 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.
- 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).

Writing – composition:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters and plot.
 - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and other's writing and suggest improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- 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.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for years 3 and 4 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Reading – word reading:

- 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.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - 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.
 - Recommending books that they have read to their peers, giving reasons for their choices.

- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- 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.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- 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.
- 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.
- Provide reasoned justifications for their views.

Writing – transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.

- 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.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Writing – composition:

- 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.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
 - Précising longer passages.
 - Using a wide range of devices to build cohesion within and across paragraphs.
 - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing.
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
 - Learning the grammar for Years 5 and 6 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

APPENDIX 2

Term:

Year: 1 Moderating Writing

Year 1: Working towards the expected standard				
The pupils can, after discussion with the teacher:				
write a single sentence demarcated with capital letters and full stops.				
segment many spoken words into phonemes and represent these by graphemes				
spell some common exception words				
begin to form lower-case letters in the correct direction, starting and finishing in the right place.				
recognise where spaces between words have been missed.				
Year 1: Working at the expected standard				
join words and clauses with the conjunction 'and'				
use past, present and future accurately in speech and begin to incorporate these in their writing				
demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark				
spell some Y1 common exception words* and the days of the week				
segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way				
form many letters and digits correctly, with some difference between upper and lower-case letters				
use spaces between words.				
Year 1: Working at greater depth within the expected standard				
begin to write effectively and coherently for different purposes				
join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)				
use capital letters and full stops mostly correctly				
spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words				
form most letters correctly.				

Term:

Year: 2 Moderating Writing

Year 2: Working towards the expected standard				
write sentences that are sequenced to form a short narrative (real or fictional)				
demarcate some sentences with capital letters and full stops				
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others				
spell some common exception words*				
form lower-case letters in the correct direction, starting and finishing in the right place				
form lower-case letters of the correct size relative to one another in some of their writing				
use spacing between words.				
Year 2: Working at the expected standard				
write simple, coherent narratives about personal experiences and those of others (real or fictional)				
write about real events, recording these simply and clearly				
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
use present and past tense mostly correctly and consistently				
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses				
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others				
spell many common exception words*				
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
use spacing between words that reflects the size of the letters.				
Year 2: Working at greater depth within the expected standard				

write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing				
make simple additions, revisions and proof-reading corrections to their own writing				
use the punctuation taught at key stage 1 mostly correctly				
spell most common exception words*				
add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*				
use the diagonal and horizontal strokes needed to join some letters.				

Next steps for teaching and learning

Year: 3 Moderating Writing

Year 3: Working towards the expected standard				
write simple, coherent narratives				
write in a range of non-narrative forms				
use the range of punctuation taught up to and including Y2 mostly correctly				
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses				
spell many common exception words				
use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly				

form capital letters and lower-case letters correctly.				
Year 3: Working at the expected standard				
write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)				
create settings, characters and plot in narrative				
use speech punctuation correctly when following modelled writing				
use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail				
use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)				
use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)				
spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible				
spell most common exception words*				
increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)				
join letters with diagonal and horizontal strokes where appropriate				
Year 3: Working at greater depth within the expected standard				
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing				
use detail and vocabulary to interest and engage the reader				
use paragraphs				
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).				

Year: 4 Moderating Writing

Year 4: Working towards the expected				
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standard				
write for a range of purposes				
begin to use paragraphs				
create settings and characters in narrative				
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)				
use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4				
spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list				
write legibly				
Year 4: Working at the expected standard				
write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)				
create settings, characters and plot in narrative				
use speech punctuation correctly most of the time				
use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)				
use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)				
use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)				
use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)				
spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings				
write legibly and with increasing fluency, paying attention to size and spacing				
maintain the use of joined handwriting ² throughout independent writing.				
Year 4: Working at greater depth within the expected standard				

write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing				
develop character through description, actions and dialogue				
begin to make choices about using sentences of different lengths and types				
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).				

Year: 5 Moderating Writing

Year 5: Working towards the expected standard				
write for a range of purposes				
use paragraphs to organise ideas				
in narratives, describe settings and characters				
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4				
spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible				
write legibly				
Year 5: Working at the expected standard				
write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)				
in narratives, describe settings, characters and atmosphere				
begin to convey character and advance the action through dialogue, maintaining a balance of speech and description				
select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)				
use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of				

time and place; pronouns; synonyms), in much of their writing				
use verb tenses consistently and correctly throughout most of their writing				
use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)				
spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary				
write legibly, fluently and with increasing speed				
Year 5: Working at greater depth within the expected standard				
begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)				
choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect				
sustain and develop ideas within paragraphs				
begin to independently use punctuation^ and sentence constructions to show the difference between formal and informal writing3 (e.g. contractions in speech).				

Year: 6 Moderating Writing

Year 6: Working towards the expected standard				
write for a range of purposes				
use paragraphs to organise ideas				
in narratives, describe settings and characters				
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly				
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*				
write legibly				

Year 6: Working at the expected standard				
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)				
in narratives, describe settings, characters and atmosphere				
integrate dialogue in narratives to convey character and advance the action				
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)				
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs				
use verb tenses consistently and correctly throughout their writing				
use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)				
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary				
maintain legibility in joined handwriting when writing at speed				
Year 6: Working at greater depth within the expected standard				
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)				
distinguish between the language of speech and writing and choose the appropriate register				
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this				
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity				
There are no additional statements for spelling or handwriting				

APPENDIX 3

Teaching Grammar to Improve Writing in Year 1

Year 1: Detail of content to be introduced (statutory requirements)	
Word	<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 adjectives and verbs (unkind, undoing, untie the boat)</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and.</p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>Letter, capital letter</p> <p>Word, singular, plural</p> <p>Sentence</p> <p>Punctuation, full stop, question mark, exclamation mark</p>
<p><i>The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.</i></p> <p>Red: heavy focus</p> <p>These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of the poetry units)</p> <p>Purple: medium focus</p> <p>These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit per term (with the possible exception of the poetry units)</p> <p>Green: light focus</p> <p>These statements will have limited impact on improving children's writing. They are relevant to developing writing within a very limited number of genres. An opportunity to teach these statements should be found in at least one unit each year (with the possible exception of the poetry units)</p>	

Teaching Grammar to Improve Writing in Year 2

Year 2: Detail of content to be introduced (statutory requirements)	
Word	<p>Formation of nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes - er, -est in adjectives</p> <p>Use of of -ly in Standard English to turn adjectives into adverbs.</p>
Sentence	<p>Subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical terms in a sentence indicate its function as a statement, question, exclamation or command.</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (she is drumming)</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling.</p> <p>To mark singular possession in nouns (the girl's name)</p>
Terminology for pupils	<p>Noun, noun phrase</p> <p>Statement, question, exclamation, command</p> <p>Command, suffix</p> <p>Adjective, adverb, verb</p> <p>Tense (past, present)</p> <p>Apostrophe, comma</p>
<p><i>The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.</i></p> <p>Red: heavy focus</p> <p>These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of the poetry units)</p> <p>Purple: medium focus</p>	

These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit per term (with the possible exception of the poetry units)

Green: light focus

These statements will have limited impact on improving children's writing. They are relevant to developing writing within a very limited number of genres. An opportunity to teach these statements should be found in at least one unit each year (with the possible exception of the poetry units)

Teaching Grammar to Improve Writing in Year 3

Year 3: Detail of content to be introduced (statutory requirements)	
Word	<p>Formation of nouns using a range of prefixes (super, anti, auto)</p> <p>Use the forms a/an according to whether the next word begins with a consonant or a vowel (a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (solve, solution, dissolve, insoluble)</p>
Sentence	<p>Expressing time, place and cause using:</p> <p>Conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p>
Text	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of simple past (he has gone out to play contrasted with He went out to play)</p>
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	<p>Preposition, conjunction</p> <p>Word family, prefix</p> <p>Clause, subordinate clause</p> <p>Direct speech</p> <p>Consonant, consonant letter vowel, vowel, letter</p> <p>Inverted commas.</p>
<p><i>The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.</i></p> <p>Red: heavy focus</p>	

These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of the poetry units)

Purple: medium focus

These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit per term (with the possible exception of the poetry units)

Green: light focus

These statements will have limited impact on improving children's writing. They are relevant to developing writing within a very limited number of genres. An opportunity to teach these statements should be found in at least one unit each year (with the possible exception of the poetry units)

Teaching Grammar to Improve Writing in Year 4

Year 4: Detail of content to be introduced (statutory requirements)	
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, OR I did instead of I done)
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the strict teacher with the curly hair) Fronted adverbials (Later that day)
Text	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.
Punctuation	Use of inverted commas and other punctuation to indicate direct speech (a comma after a reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (the girl's name, the girls' names) Use of commas after fronted adverbials.
Terminology for pupils	Determiner

	Pronoun, possessive pronoun adverbial
<p><i>The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.</i></p> <p>Red: heavy focus These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of the poetry units)</p> <p>Purple: medium focus These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit per term (with the possible exception of the poetry units)</p> <p>Green: light focus These statements will have limited impact on improving children's writing. They are relevant to developing writing within a very limited number of genres. An opportunity to teach these statements should be found in at least one unit each year (with the possible exception of the poetry units)</p>	

Teaching Grammar to Improve Writing in Year 5

Year 5: Detail of content to be introduced (statutory requirements)	
Word	Converting nouns or adjectives into verbs using suffixes (ate, ise, ify) Verb prefixes (dis, de, mis, over, re)
Sentence	Relative clauses beginning with who, which, where, when, whose, that or an omitted personal pronoun. Indicating degrees of possibility using adverbs (perhaps, surely) Modal verb (might, should, will, must)
Text	Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (later) Adverbials of place (nearby) Adverbials of number (secondly)

	Tense choices (he had seen her before)
Punctuation	Brackets Dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity
<p>The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.</p> <p>Red: heavy focus These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of the poetry units)</p> <p>Purple: medium focus These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit per term (with the possible exception of the poetry units)</p> <p>Green: light focus These statements will have limited impact on improving children's writing. They are relevant to developing writing within a very limited number of genres. An opportunity to teach these statements should be found in at least one unit each year (with the possible exception of the poetry units)</p>	

Teaching Grammar to Improve Writing in Year 6

Year 6: Detail of content to be introduced (statutory requirements)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (find out/discover) (ask for/request) How words are related by meaning as synonyms and antonyms (big, large, little)
Sentence	Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me))

	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of sentence tags: He's your friend, isn't he?)</p> <p>The use of the subjunctive forms such as 'If I were.... Were they to come...in some very formal writing and speech.</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as - on the other hand, in contrast, as a consequence)</p> <p>Ellipsis</p> <p>Layout devices (headings, sub-headings, columns, bullets or tables to structure the text)</p>
Punctuation	<p>Use of the semi-colon, colon or dash to mark the boundary between independent clauses (It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (man eating shark versus man-eating shark)</p>
Terminology for pupils	<p>Subject, object</p> <p>Active, passive</p> <p>Synonym, antonym</p> <p>Ellipsis, hyphen, colon, semi-colon, bullet points.</p>

The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.

Red: heavy focus

These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of the poetry units)

Purple: medium focus

These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit per term (with the possible exception of the poetry units)

Green: light focus

These statements will have limited impact on improving children's writing. They are relevant to developing writing within a very limited number of genres. An opportunity to teach these statements should be found in at least one unit each year (with the possible exception of the poetry units)

APPENDIX 4

Writing strand tracker: vocabulary, grammar and punctuation

Bold – sourced from NC/ELG

Strand	Skill	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TEXT	Layout devices including: punctuation for layout and organisation	Identify layout features in reading, naming key features (title, blurb, title)	Spaces between words Write lists, labels and captions. Use the title to predict content of the book when reading.	Use headings and sub-headings in reading to orientate round a text.	Headings and sub-headings to aid presentation	Headings and sub-headings to aid presentation	Introduction to bullet points to list information	Consistent punctuation of bullet points to list information. Headings, sub-headings, columns, bullets or tables.
	Building a series of sentences to create a whole text and develop cohesion	Speaking: They develop their own narratives and explanations by connecting ideas or events. Match short sentences or captions to a series of several pictures.	Sequencing sentences to form short narratives	Plan and write stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Correct choice and consistent use of tense throughout writing.	Introduction to paragraphs as a way to group related material. Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) Beginning to choose appropriate pronoun for clarity,	Use of paragraphs to organise ideas around a theme. Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) Appropriate choice of pronoun or noun within and across	Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials. Linking ideas across paragraphs using adverbials of time (later, at that	Link ideas across paragraphs using a wider range of cohesive devices: Pronouns (see year 4) Adverbials (see year 5) Repetition of word or phrase Ellipsis

					<p>cohesion and to avoid repetition e.g. I played with my dog and he loved it.</p>	<p>sentences to aid cohesion and avoid repetition. e.g. Elephants are herbivores. They live in herds.</p>	<p>moment) adverbials of place (nearby, high above me) and number (firstly, secondly)</p> <p>Use tenses to link ideas (He had seen her before)</p>	
SENTENCE	Developing the content of a sentence: adding information	<p>Reading: Children read and understand simple sentences</p> <p>Writing: They write simple sentences which can read by themselves and others.</p>	<p>How words combine to make sentences.</p> <p>Read age-appropriate books fluently, e.g. using punctuation to convey meaning (re-order a cut up sentence based upon a book)</p> <p>Understand and orally use a variety of grammatical structures.</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type.</p> <p>Expanded noun phrases for description and specification (The blue butterfly,</p>	<p>Expanded noun phrases for description and specification (The blue butterfly, plain flour, the man in the moon)</p> <p>Use of prepositions in phrases (before, after, during, in, across, between)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the strict teacher with the curly hair)</p>	<p>Using expanded noun phrases to convey complicated information concisely (The shy boy with the pale, delicate features; a soft material that can be moulded.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Select level of formality needed.</p> <p>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas.</p>

			plain flour, the man in the moon) Add more information to a sentence through adverbs ending in -ly (She walked quickly)			omitted pronoun. Indicating degrees of possibility using adverbs (e.g. possibly, perhaps, surely)	
Developing the structure of a sentence: using adverbs to link ideas within and across sentences	Speaking They develop their own narratives and explanations by connecting ideas or events.	Begin to use a few time words to aid sequencing (first, next, one day) To be formally introduced as adverbs to indicate time in year 3 Spell the words (as part of the phonics programme) first, then, one day	Use a range of time words to aid sequencing (first, next, then, finally) To be formally introduced as adverbs to indicate time in year 3.	Use a range of adverbs and adverbial phrases to add information within a sentence to begin and front sentences using them (then, next, soon, this morning, in the afternoon, long ago)	Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence (later, ..., at day, ...)	Use adverbials to build cohesion across sentences and paragraphs (firstly, however, in addition to this)	Linking ideas across paragraphs using a wider range of cohesive devices, for example, the use of adverbials (a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast e.g. on the other hand, in contrast, as a consequence)
Verb forms	Speaking They use past, present and future forms accurately when talking	Use present tense (She helps the boy) Use past tense (She helped the boy)	Use present progressive (She is helping the boy) Use past progressive	Use present perfect tense (She has helped the boy)	Use Standard English forms of verb inflections instead of local spoken	Use modal verbs (She might help the boy/She should help the	Use the passive voice to affect the presentation of information of a sentence

		<p>about events that have happened or are to happen in the future.</p> <p>Read words with simple suffixes (e.g. -ed, -ing, -s) both in phonics and text reading.</p> <p>Spell simple words with the suffixes -ing, -s</p>	<p>Adding the endings (-ing, -ed, -er) to verbs where no change is needed to the root word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1)</p>	e (She was helping the boy)		<p>forms e.g. We were not we was/ I did not I done.</p>	<p>boy/ She must help the boy) to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause (He had eaten lunch when you arrived)</p> <p>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</p>	<p>(The boy was helped)</p> <p>Using the perfect form of verbs to mark relationships of time and cause (He had eaten lunch when you arrived.</p> <p>Use subjunctive forms of verbs to show level of formality e.g. If I were you/ If he were rich.</p> <p>The judge demands that he attend court. It is vital that they be prepared to speak.</p>
PUNCTUATION	Use of the apostrophe	Read and understand some contracted words (I'm)	Read words with contractions (I'm, I'll, we'll) and	Use apostrophes to mark where	Begin to use apostrophes to mark	Use apostrophes to mark plural	Uses a full range of punctuation	Uses a full range of punctuation accurately to

	and singular possession (Biff's cat) in context.	understand that the apostrophe represents the omitted letters Spell some contracted words as part of the CEW list	letters are missing in spelling. Use apostrophes to mark singular possession in nouns (the girl's name)	plural possession (the girl's name, the girls' names) The grammatical difference between plural and possessive -s	possession the girl's name, the girls' names) The grammatical difference between plural and possessive -s	accurately to demarcate within sentences including apostrophes and proof reads for accuracy	demarcate within sentences including apostrophes and proof reads for accuracy
Demarcation to mark sentence boundaries	Show awareness of punctuation in reading and begin to use full stops in writing Identify capital letter, full stop.	Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names and the personal pronoun I Compose sentences orally before writing it.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately.	Begin to understand how to start a new line for dialogue for a new speaker.	Start a new line for dialogue for a new speaker.	Use a full range of punctuation to accurately demarcate sentences, including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy.	Use a full range of punctuation to accurately demarcate sentences, including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy.
Demarcation within sentences	Understand the concept of a word. Read word by word (one to one correspondence)	Separate words with spaces. Knows to use capital letters for proper nouns e.g. days of the week,	Uses commas to separate items in a list Accurately use capital letters for proper nouns e.g.	Begin to use inverted commas to punctuate direct speech.	Use inverted commas and other punctuation to indicate direct speech (a comma after the	Use brackets, dashes or commas to indicate parentheses is (commas marking boundaries	Uses a full range of punctuation accurately to demarcate within sentences using commas to mark

		places and people's names.	days of the week, places and people's names.		<p>reporting clause; and the punctuation within the inverted commas: The conductor shouted, "Sit down!"</p> <p>Use of fronted adverbials (Every Friday, they went to the park)</p>	<p>s between independent clauses)</p> <p>E.g. My brother, who lives in Australia, will be visiting.</p> <p>Despite the rain, they went outside.</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Exposure to semi-colons and hyphens in reading.</p> <p>Introduction to colons to introduce a list and semi-colons between words and phrases in a more complex list.</p>	<p>grammatical boundaries (with occasional lapses in accuracy) and proof reads for accuracy</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses (It's raining; I'm fed up. Don't touch the dog - he might bite)</p> <p>Use the colon to introduce the list and use of semi-colons within lists (She met a range of people at the palace: Prince Charles, Princess Anne, HRH Prince Philip)</p> <p>Use hyphens to avoid ambiguity (the man eating shark)</p>
Nouns	Forms words that are plural	Spell regular plural noun	Form nouns using	Form nouns using a range of	Understand grammatic	Apply knowledge of nouns	Apply knowledge of nouns when

	nouns by adding -s	<p>suffixes (dog-dogs, wish-wishes)</p> <p>Write proper nouns with capitals (days of the week, names)</p> <p>Read words containing -s, -es (including change to root)</p>	<p>suffixes such as -ment, -ion, -tion, -ness, -er (enjoyment, fitness)</p> <p>Formation of nouns by compounding (whiteboard, superman)</p>	prefixes (super, anti, auto)	<p>al</p> <p>difference between plural and possessive -s</p>	<p>when differentiating between homophones (choosing suffixes -ance/-ence)</p>	differentiating between homophones (choosing suffixes -ance/-ence)
Verbs, adverbs and adjectives	Form words that are adjectives by adding -er (longer, thicker) or verbs by adding -ing (quacking, going)	<p>Spell suffixes that can be added to verbs where no change is needed in the spelling (helping, helped, helper)</p> <p>How the prefix -un changes the meaning of verbs and adjectives (unkind, undoing)</p> <p>Read words containing -s, -es, -ing, -ed, -er, -est endings (including</p>	<p>Spell adjectives using suffixes such as -ful, -less. Use the suffixes -er, -est in adjectives.</p> <p>Use -ly in Standard English to turn adjectives into adverbs.</p> <p>Use knowledge of adjectives when making correct choice of spelling</p>	Spell word families based on uncommon words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)	<p>For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix (forget, forgetting, forgotten, prefer, preferred)</p>	<p>Convert nouns and adjectives into verbs using suffixes (-ate, -ify)</p> <p>Use verb prefixes (dis-, de-, mis-, over-, re-)</p>	Understand how words are related by meaning as synonyms and antonyms (big, large, little)

			change to root)	e.g. adjectives which end in /l/ sound are mostly spelt 'al'				
	Standard English	<p>Writing They write simple sentences which can be read by themselves and others</p> <p>Spell some CEW accurately</p> <p>Speaking They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Read back words they have spelt</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Misspellings if words that pupils have been taught to spell should be corrected.</p> <p>Spell CEW correctly</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell the words: was, were, am, are</p>	<p>Use some features of written Standard English</p> <p>Make correct choice and consistent use of present tense and past tense throughout the writing</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box)</p>	<p>Use Standard English forms for verb inflections instead of local spoken forms (we were, we was, I did, I done)</p>	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (find out, discover/ask for, request)</p> <p>Levels of formality:</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (He's your friend, isn't he?)</p> <p>Use of subjunctive forms of verbs to show level of formality</p>

							(If I were you)
Composition	Planning and Modelling	NA	Saying out aloud what they are going to write about composing a sentence orally before writing it.	Planning or saying out loud what they are going to write about. Writing down ideas and/key words, including new vocabulary	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas.	Identifying the audience for and the purpose for the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary.	
	Drafting and writing	NA	Sequencing ideas	Encapsulating what they want to say, sentence by sentence.	Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	
	Evaluating and editing	NA	Discussing what they have written with the teacher or other pupils.	Evaluating their writing with the teacher and other pupils in order to make simple additions, revisions and corrections.	Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency.	Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
	Proof Reading	NA	Re-reading what they have written to check that it makes sense.	Re-reading to check that their writing makes sense. Proofreading to check for errors in	Proof reading for spelling and punctuation errors	Reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	

				spelling, punctuation and grammar.		
Presenting (reading aloud)	NA	Reading their writing aloud, clearly enough to be heard by their peers and the teacher.	Reading aloud what they have written with appropriate intonation to make the meaning clear.	Proof reading for spelling and punctuation errors	Proof reading their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	

APPENDIX 5

Grammar Glossary

Produced by Primary English Education Consultancy

The Primary English Grammar Glossary

In February 2013 the Department for Education published 'The National Curriculum in England: Framework document for consultation'. The document includes two statutory appendices – on spelling and on grammar and punctuation – giving an overview of the specific features that should be included in teaching the programmes of study:

*Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, and punctuation and 'language about language' ...this is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. **A non-statutory glossary is provided for teachers**...throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. **It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching**" p. 15 [emphasis added]*

The glossary has been reproduced here but with supplementary links to existing resources to support teaching and learning. We have called it the Primary English

Grammar Glossary.

Whilst we acknowledge the materials are in consultation form, and therefore subject to change, the Primary English Grammar Glossary has been created to build teacher familiarity with the planned terminology for the new National Curriculum for English. In all cases the definitions preferred by the DfE have been used and where appropriate relevant teaching materials have been signposted. Where teaching resources have not been indicated this is because the terminology is intended as teacher subject-knowledge.

In the summer of 2013 the Grammar, Punctuation and Spelling test (GPS) will be taken by children in Y6 for the first time. Illustrative examples of the test show that the

terminology preferred by the DfE has been used. The Coventry Primary English Grammar Glossary has been produced to support teachers in using this terminology with children. The Primary English Grammar glossary will also support teachers to continue using resources they know well and modify their current terminology so that children are able to access the GPS test.

The Primary English Team

Spring 2013.

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Grammatical Term	Grammatical Definition	Example	Resources
Active Voice	A verb in the active voice has its usual pattern of subject and object – contrast passive voice	<i>The school arranged a visit.</i> Passive voice: <i>A visit was arranged</i>	Grammar for Writing Y6 unit 45 Y6 unit 48
Adjective	The surest way to identify adjectives is by the ways they can be used: <ul style="list-style-type: none"> • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb <i>be</i> as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, 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 verbs, nouns and adverbs can do the same thing.	<i>The pupils did some really good work.</i> [adjective used before a noun, to modify it] <i>Their work was good.</i> [adjective used after the verb <i>be</i> , as its complement] Not adjectives: <i>The lamp glowed.</i> [verb] <i>It was such a bright red!</i> [noun] <i>He walked clumsily.</i> [adverb] <i>It was a French grammar book.</i> [noun]	Grammar for Writing Y3 unit 10 Y4 unit 26 Y6 unit 44
Adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, or even	<i>Usha went upstairs to play on her computer.</i> [adverb modifying the verb <i>went</i>]	Grammar for Writing Y 4 unit 23 Y5 unit 39 Y 6 unit 44

	<p>another adverb. Put another way, adverbs can make the meanings of these words more specific.</p> <p>Adverbs are often said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes, because prepositions, nouns and subordinate clauses can also do this.</p>	<p><i>That match was really exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games very often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p>Not adverbs: <i>Usha went up the stairs.</i> [preposition] <i>She finished her work this evening.</i> [noun] <i>She finished when the teacher got cross.</i> [subordinate clause]</p>	
Adverbial	<p>An adverbial is a word or phrase that makes the meaning of a verb more specific (i.e. it modifies the verb).</p> <p>Of course, adverbs can be used as an adverbial, but many types of words and phrases can be used this way, including preposition phrases and subordinate clauses.</p>	<p><i>The bus leaves in five minutes.</i> [preposition phrase as adverbial: modifies <i>leaves</i>]</p> <p><i>Alex forgot to buy Easter eggs.</i> [subordinate clause as adverbial: modifies <i>forgot</i>]</p> <p><i>Priscilla complained constantly.</i> [adverb: modifies <i>complained</i>]</p>	<p>Grammar for Writing Y5 unit 42 Y6 unit 44 Compendium of Games</p>
Apostrophe	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> • showing the place of missing letters (e.g. I'm for I am) • showing possession (e.g. Hannah's mother) 	<p><i>I'm going out and I won't be long.</i> [showing missing letters]</p> <p><i>Hannah's mother went to town in Justin's car.</i> [showing possession]</p>	<p>Grammar for Writing Y4 unit 27 Compendium of Games</p>
Article	<p>The articles are <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite).</p> <p>Articles are a type of determiner</p>	<p><i>The dog found a bone in an old box.</i></p>	
Auxillary Verbs	<p>The auxiliary verbs are <i>be</i>, <i>have</i> and <i>do</i>, plus all the modal verbs. They can all be used to make questions and negative statements. In addition:</p>	<p><i>They are winning the match</i> [<i>be</i> used in the continuous]</p>	<p>Grammar for Writing Y5 unit 37</p>

	<ul style="list-style-type: none"> • <i>be</i> is used in the continuous and passive • <i>have</i> is used in the perfect • <i>do</i> is used to make questions and negative statements if no other auxiliary verb is present. 	<p><i>Have you finished your picture?</i> [<i>have</i> used to make a question, and the perfect]</p> <p><i>No, I don't know him.</i> [<i>do</i> used to make a negative; no auxiliary is present]</p> <p><i>Will you come with me or not?</i> [modal verb <i>will</i> used to make a question]</p>	
Clause	<p>A clause is a special type of phrase, whose main word (or "head") is a verb that describes an event or state of affairs.</p> <p>Clauses can sometimes be complete sentences.</p> <p>Traditionally a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.</p>	<p><i>Eleni's mother was out so Eleni was left in charge.</i></p> <p><i>Eleni's mother was out so Eleni was left in charge.</i></p> <p><i>Usha went upstairs to play on her computer.</i> [nonfinite clause]</p>	<p>Grammar for Writing</p> <p>Y4 unit 17</p> <p>Y4 unit 28</p> <p>Y5 unit 34</p> <p>Y5 unit 40</p> <p>Y5 unit 43</p> <p>Y6 unit 47</p> <p>Compendium of Games</p>
Cohesion	<p>A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different colours and underlines), and the logical relations, such as time and cause, between different parts are clear.</p>	<p><i>A visit has been arranged for the Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30 am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.</i></p>	
Cohesive Devise	<p>Cohesive devices are words that make clear how the different parts of a text fit together. In other words, they create cohesion.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> • determiners and pronouns, which can refer back to earlier words • prepositions, conjunctions and adverbs, which can 	<p><i>Julia's dad bought her a football. The football was expensive!</i> [determiner; refers us back to a particular football]</p> <p><i>We'll be going shopping before we go to the park.</i> [conjunction; makes a relationship of time clear]</p>	<p>Grammar For Writing</p> <p>Prepositions: Y5 unit 42, Y6 unit 44</p> <p>Conjunctions: Y3 unit 17, Y4 unit 32, Y5 unit 34, Y6 unit 47</p> <p>Pronouns: Y3 unit 15, Y5 unit 39</p>

	<p>make relations between words clear</p> <ul style="list-style-type: none"> • ellipsis of expected words. 	<p><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]</p>	<p>Adverbs: Y4 unit 23, Y5 unit 39, Y6 unit 44</p>
Complement	<p>A verb's complement adds more information about the verb's subject (or, in some cases, its object). Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p>	<p><i>She is our teacher.</i> [adds more information about the subject, <i>she</i>] <i>Today is Wednesday.</i> [adds more information about the subject, <i>today</i>] <i>Learning makes me happy.</i> [adds more information about the object, <i>me</i>]</p>	<p>Developing Early Writing Y2 Unit B</p>
Conjunction	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p> <ul style="list-style-type: none"> • co-ordinating 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 subordinate clause. 	<p><i>James bought a top and gloves.</i> [links the words top and gloves as an equal pair] <i>Ali is strong but he is also very fact.</i> [links two clauses as an equal pair] <i>Everyone watches when Kyle does back-flips.</i> [introduces a subordinate clause] <i>Joe can't practise kicking because he's injured.</i> [introduces a subordinate clause]</p>	<p>Grammar for Writing Y3 unit 17 Y4 unit 32 Y5 unit 34 Y6 unit 47</p>
Connective	<p>This is an informal name for words that connect the ideas expressed in different clauses; connectives may be prepositions, conjunctions or adverbs.</p>	<p><i>It rained on sports day, so we had to run without worrying about getting wet, but it was great fun because we got muddy.</i></p>	<p>Developing Early Writing Y2 Unit 10,11,A Grammar for Writing Y3 unit 18 Y6 unit 46 Spelling Bank p. 59 Compendium of Games</p>

Consonant	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 a,e,i,o,u and y can represent vowel 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 top teeth touching the bottom lip] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]	
Continuous	The continuous (also known as the "progressive") form of a verb generally describes actions in progress. It is formed by: • taking the <i>-ing</i> form of the verb (e.g. <i>singing</i> , <i>reading</i>) • adding the verb <i>be</i> before it (e.g. <i>he was reading</i>). The continuous can also be combined with the perfect (e.g. <i>he has been reading</i>).	<i>Michael is singing in the store room.</i> [present continuous] <i>Amanda was making a patchwork quilt.</i> [past continuous] <i>Usha had been practising for an hour when I called.</i> [past perfect continuous]	Spelling Bank 'ing' p.4. p. 46
Co-ordinate Co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (e.g. and). In the examples on the right, the co-ordinated elements are shown in the same colour, and the conjunction is underlined. The difference between co-ordination and subordination is that in subordination, the two linked elements are not equal.	<i>Susan and Amra met in a cafe.</i> [links the words Susan and Amra as an equal pair] <i>They talked and drank tea for an hour.</i> [links two clauses as an equal pair] <i>Susan got a bus but Amra walked.</i> [links two clauses as an equal pair] Not co-ordination: <i>They ate before they met.</i> [before introduces a subordinate clause]	
Determiner	A determiner modifies a noun, but it goes before any other modifiers (e.g. adjectives or other nouns). Some examples of determiners are: • articles (<i>the, a</i> or <i>an</i>) • demonstratives (e.g. <i>this, those</i>)	<i>the best team</i> [article] <i>that pupil</i> [demonstrative] <i>Julia's parent's</i> [possessive] <i>some boys</i> [quantifier] <i>eleven strong players</i> [numeral]	

	<ul style="list-style-type: none"> • possessives (e.g. <i>my, your</i>) • quantifiers (e.g. <i>some, every</i>) • numerals (e.g. <i>thirty-one</i>) 	Contrast: <i>best the team strong eleven players</i> [both incorrect, because the determiner should come before other modifiers]	
Digraph	A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph <i>ea</i> in <i>each</i> is pronounced /i:/ The digraph <i>sh</i> in <i>shed</i> is pronounced /ʃ/ The split digraph <i>i-e</i> in <i>line</i> is pronounced /ai/	Letters and Sounds: Notes and Guidance for Practitioners and Teachers p.19
Ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	<i>Frankie waved to Ivana and she watched her drive away.</i> <i>She did it because she wanted to do it.</i>	
Etymology	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.	The word <i>school</i> was borrowed from a Greek word (<i>skhole</i>) meaning "leisure".	Support for Spelling (introduction) p. 2-3.
Finite Verbs	Finite verbs can stand on their own as the only verb in a sentence. They can be in the present tense, the past tense, or imperatives. Verbs that are not finite, such as participle or infinitives, cannot stand on their own: they depend on another verb in the sentence.	<i>Lizzie does the dishes every day.</i> [present tense] <i>Even Hana did the dishes yesterday.</i> [past tense] <i>Do the dishes, Naser!</i> [imperative] Not finite verbs: <i>I have done them.</i> [depends on the finite verb <i>have</i>] <i>I will do them.</i> [depends on the finite verb <i>will</i>] <i>I want to do them!</i> [depends on the finite verb <i>want</i>]	
Fronting Fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been "fronted". For example, a fronted adverbial is an	<i>Before we begin, make sure you've got a pencil.</i> [Without fronting: <i>Make sure you've got a pencil before we begin.</i>]	Grammar for Writing Y6 unit 47

	adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	<i>The day after tomorrow, I'm visiting my granddad.</i> [Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i>]	
Future	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb. See also tense Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its present and past tenses.	<i>He will leave tomorrow.</i> [present-tense will followed by infinitive <i>leave</i>] <i>He may leave tomorrow.</i> [present-tense may followed by infinitive <i>leave</i>] <i>He leaves tomorrow.</i> [present-tense <i>leaves</i>]	
GPC	See grapheme-phoneme correspondences.		Letters and Sounds: Notes and Guidance for Practitioners and Teachers p. 19
Grapheme	A letter, or combination of letter, that corresponds to a single phoneme within a word.	The grapheme <i>t</i> in the words <i>ten, bet</i> and <i>ate</i> corresponds to the phoneme /t/. The grapheme <i>ph</i> in the word <i>dolphin</i> corresponds to the phoneme /f/	Letters and Sounds: Notes and Guidance for Practitioners and Teachers p. 18
Grapheme-phoneme correspondences	The links between letters, or combinations of letters, (graphemes) and the speech sounds (phonemes) 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>see</i> , but... ... it corresponds to the phoneme /z/ in the word <i>easy</i> .	Letters and Sounds: Notes and Guidance for Practitioners and Teachers p. 19
Homograph	Two words are homographs if they look exactly the same when written.	<i>A female pig is called a sow. The farmer has to sow the seeds.</i> <i>This animal is called a bear. I can't bear to look at it!</i>	

Homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	<i>Has he left yet? Yes - he went through the door on the left. The noise a dog makes is called a bark. Trees have bark.</i>	
Homophone	Two different words are homophones if they sound exactly the same when pronounced.	<i>hear, here some, sum</i>	Spelling Bank Y4 p.22 Y5 p.49 Support for Spelling p.53 – p.55
Infinitive	A verb's infinitive is its bare root-word (e.g. walk, be). It is the form that is usually found in the dictionary. Infinitives are often used: <ul style="list-style-type: none"> • after <i>to</i> • after modal verbs 	<i>I want to walk. I will be quiet.</i>	
Inflection	Inflection is a change ('bending') of morphology which signals a special grammatical classification of the word. Inflection is sometimes thought of as a change of ending, but, in fact, some words can have all their parts inflected.	<i>dogs</i> is the plural inflection of <i>dog</i> . <i>went</i> is the past-tense inflection of <i>go</i> .	Letters and Sounds: Six Phase Teaching Programme pp. 171
Modal Verb	Modal verbs are used to change the meaning of other verbs. They can express degrees of certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> . A modal verb only has finite forms and has no suffixes (e.g. <i>I sing</i> → <i>he sings</i> , but not <i>I must</i> → <i>he musts</i>).	<i>I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might.</i>	Grammar for Writing Y5 unit 37
Modify	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the “modifier” is normally close to the modified word.	In the phrase <i>primary-school</i> teacher: <ul style="list-style-type: none"> • <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). 	

Morphology	A word's morphology is its internal make-up, consisting of a root word plus any changes (e.g. the addition of suffix). Dictionaries normally give only the root word.	<i>dogs</i> has the morphological make-up: <i>dog + s</i> .	Support for spelling p.105
Noun	The surest way to identify nouns is by the ways they can be used: they go with a verb to act as its subject, and can usually be singular or plural. 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 word classes. For example, prepositions can name places and verbs can name actions.	<i>Our dog bit the burglar on his behind!</i> <i>My big brother did an amazing jump on his skateboard.</i> <i>Not nouns: He's behind you</i> [this names a place, but is a preposition, not a noun] <i>She can jump so high!</i> [this names an action, but is a verb, not a noun]	Grammar for Writing Y3 units 7, 11 Y5 unit 39 Y6 unit 44
Noun phrase	A noun phrase is a phrase (i.e. a group of grammatically connected words) with a noun as its “head” (main word). A noun phrase can normally be used in place of a noun. The noun is called the “head” of the phrase because all the other words help to modify the noun.	<i>Foxes can jump.</i> [noun phrase consisting of just a noun] <i>Adult foxes can jump.</i> [adult modifies foxes, so adult belongs to the noun phrase] <i>Almost all healthy adult foxes can jump.</i> [all the other words help to modify foxes, so they all belong to the noun phrase]	Grammar for Writing Y6 unit 44
Object	An object is normally a noun, pronoun, or noun phrase that comes straight after the verb, and shows what they verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be adjectives. (Contrast with complements)	<i>Year 2 designed that.</i> [pronoun acting as object] <i>Year 2 designed a pretty display.</i> [noun phrase a pretty display acting as object] Contrast: <i>A display was designed.</i> [object of active verb → subject of passive verb] <i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]	

Participle	<p>Verbs in English have two participles, called “present participle” (e.g. walking, taking) and “past participle” (e.g. walked, taken).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <ul style="list-style-type: none"> • they don't necessarily have anything to do with present or past time • “past participles” are also used as passives. 	<p><i>He is walking to school.</i> [present participle]</p> <p><i>He has taken the bus to school</i> [past participle]</p> <p><i>The photo was taken in the rain.</i> [past participle]</p>	
Passive voice	<p>A verb in the passive voice:</p> <ul style="list-style-type: none"> • is in its past-participle form (e.g. thrown, taken, helped) • follows the verb be • has its normal (active) object and subject reversed. <p>Contrast active voice.</p> <p>A verb is not “passive” just because it has a passive meaning: it must be the passive-voice version of an active voice verb.</p>	<p><i>A visit was arranged by the school.</i></p> <p><i>The ball was thrown.</i></p> <p>Active voice versions: <i>The school arranged a visit</i></p> <p><i>He threw the ball.</i></p> <p>Not passive voice: <i>He received a warning.</i></p> <p><i>We had an accident.</i></p>	<p>Grammar for Writing Y6 units 45, 48</p>
Past tense	<p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> • talk about the past-participle • talk about imagined situations • make a request to sound more polite <p>Most verbs take the suffix <i>-ed</i>, to form their past tense, but many commonly used verbs are irregular. See also tense</p>	<p><i>Tom and Christy showed me their new TV.</i> [names an event in the past]</p> <p><i>Alex went on holiday to Brazil.</i> [names and event in the past; irregular past of go]</p> <p><i>I wish I had a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I was hoping you'd help tomorrow.</i> [makes an implied request to sound more polite]</p>	<p>Letters and Sounds p.172</p> <p>Support for Spelling p.16</p>
Perfect	<p>The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by:</p> <ul style="list-style-type: none"> • taking the past participle of the verb (e.g. <i>thrown</i>, 	<p><i>She has downloaded some songs.</i> [present perfect; now we have some songs]</p>	

	<p><i>taken, helped</i>)</p> <ul style="list-style-type: none"> • adding the verb <i>have</i> before it (e.g. <i>she has helped</i>). <p>It can be combined with the continuous (e.g. he has been reading).</p>	<p><i>I had eaten 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> <ul style="list-style-type: none"> • /t/ contrasts with /k/ to signal the difference between tap and cap • /t/ contrasts with /l/ to signal the difference between bought and ball. <p>It is this contrast in meaning that tells us there are two distinct phonemes at work. 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 grapheme.</p>	<p>The word <i>cat</i> has three letters and three phonemes. The word <i>catch</i> has five letters and three phonemes. The word <i>caught</i> has six letters and three phonemes.</p>	<p>Letters and Sounds: Notes and Guidance for Practitioners and Teachers p. 18</p>
Phrase	<p>A phrase is a group of words that are grammatically connected. Technically speaking, they are connected because all the words in the phrase help to modify the main word of the phrase (called the “head”). If this main word is a verb, then the phrase is a clause or a sentence. Phrases can be made up of other phrases.</p>	<p><i>She waved to her mother.</i> [The main word is mother, a noun] <i>Always cross on the zebra crossing!</i> [The main word is on, a preposition.] <i>Nadia waved to her mother.</i> [The main word is waved, a verb. This phrase is also a sentence.]</p>	<p>Grammar for Writing Y6 unit 44 (noun phrase) Compendium of Games</p>
Plural	<p>A plural noun normally has a suffix -s or -es and means “more than one”. There are a few nouns with different morphology in the plural (e.g. mice, formulae).</p>	<p><i>dogs</i> [more than one dog] <i>boxes</i> [more than one box] <i>mice</i> [more than one mouse]</p>	<p>Support for Spelling p.24 Spelling Bank p.10, p.41, p. 42 Grammar for Writing Y3 unit 11 Y4 unit 30</p>
Possessive	<p>A possessive can be:</p> <ul style="list-style-type: none"> • a noun followed by an apostrophe (and sometimes s) 	<p><i>Tariq's book</i> [Tariq has the book] <i>her basketball</i> [she has the basketball]</p>	<p>Grammar for Writing Y4 unit 27</p>

	<ul style="list-style-type: none"> • a possessive pronoun. A possessive names the “possessor” of the noun that it modifies. A possessive also acts as a determiner. 		Spelling Bank p.37
Prefix	A prefix is added at the beginning of a word in order to turn it into another word. (Contrast suffix.)	overnight, disappear	Spelling Bank p.6 – 7, p.17 – 18, p.43, p.57, Support for Spelling p. 49 – 51, p.79 - 81
Preposition	A preposition links a noun or pronoun 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> act as prepositions when they link a noun, but conjunctions when they link clauses.	<i>Tom waved goodbye to Cristy. 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]	Grammar for Writing Y5 unit 42 Y6 unit 44
Present tense	Verbs in the present tense are commonly used to: <ul style="list-style-type: none"> • talk about the present • talk about the future (see also future). They may take a suffix <i>-s</i> (depending on the subject). See also tense	<i>Jamal goes to the pool every day.</i> [names a regular event] <i>He can swim.</i> [names a state that is now true] <i>The bus arrives at three.</i> [names a future event]	
Pronoun	Pronouns are usually used like nouns, except that: <ul style="list-style-type: none"> • they are grammatically more specialised • it is harder to modify them (i.e. it is harder to make their meaning more specific). In the examples, each sentence is written twice: once with pronouns (underlined), once with nouns. The colours show where the same thing is being talked about.	<i>She waved to him.</i> → <i>Amanda waved to Michael</i> <i>His mother is over there.</i> → <i>John's mother is over there.</i> <i>This will be an overnight visit.</i> → <i>The visit will be an overnight visit.</i> <i>He is the one who broke it.</i> → <i>Simon is the one: Simon broke it.</i>	Grammar for Writing Y3 unit 15 Y5 unit 39

Punctuation	Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - -- () " '), and also word-space, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries.	"I'm going out, Usha, and I won't be long," Mum said. Developing Early Writing <i>Full stops, capital letters</i> Y1 Unit 5,6,7,9, p.83 Y2 Unit C <i>Question marks</i> Y1 Unit 9, p.83 Y2 Unit 15, I <i>Commas in lists</i> Y2 Unit 15, G <i>Speech marks</i> Y2 Unit E Compendium of Games	Grammar for Writing Y5 units 34, 41, 43 Y6 unit 46 <i>Direct speech</i> Y3 units 4, 16 Y5 unit 36 <i>Exclamation marks</i> Y3 unit 3 Full stops Y3 unit 6 <i>Commas</i> Y3 unit 7, 19 Y4 units 24, 28 Y5 unit 40
Relative clause	A relative clause is a special type of subordinate clause that makes the meaning of a noun more specific (i.e. it modifies the noun). It does this by using a special pronoun to refer back to that noun. In the examples, the relative clauses are underlined, and the colour-coding pairs the pronouns with the nouns they refer back to. It is sometimes possible for the pronoun to refer back to the main clause as a whole, rather than referring back to a noun. It is also possible for the pronoun to be omitted.	That's the boy who lives near school. [<i>who</i> refers back to <i>boy</i>] The prize that I won was a book. [<i>that</i> refers back to <i>prize</i>] Tom broke the game, which annoyed Ali. [<i>which</i> refers back to the whole clause] The prize that I won was a book. [the pronoun is omitted]	Grammar for Writing Y6 unit 47
Root word	A root word is a word which is not made up of any smaller root words, or prefixes or suffixes. When looking in a dictionary, we sometimes have to look for the root word 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>]	Spelling Bank p.6 – 7. p. 17 – 18. p.44 Support for Spelling p. 49 – 51, p. 85 - 87
Sentence	A sentence is a group of words which are grammatically connected, and where nothing is grammatically missing, In other words, a sentence must be grammatically complete.	<i>John went to his friend's house.</i> Contrast: <i>John went to.</i> [The preposition <i>to</i> should be linked to a noun, but the noun is missing. This in not grammatically	Developing Early Writing Y1 Unit 1-7,9, p.78-82 Y2 Unit 12, H Grammar for Writing

		complete, and so it is not a sentence.]	Y3 unit 6 Y4 units 20, 28 Compendium of Games
Split digraph	See digraph		
Standard English	Standard English is the variety of the English language that is generally used for formal purposes in speech and writing, It is not the English of a particular region and it can be spoken with any accent.		Grammar for Writing Y5 unit 33 Y6 unit 54
Stressed	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	about visit	
Subject	The subject of a verb is normally the noun or pronoun that names the “do-er” or “be-er”. The subject's normal position is: <ul style="list-style-type: none"> • just before the verb in a statement • just after the verb, or an auxiliary verb, in a question. Unlike the verb's object and complement, the subject can determine the form of the verb. (e.g. <i>I am, you are</i>).	<i>Rula's mother went out.</i> <i>That is uncertain.</i> <i>The children will study the animals.</i> <i>Will the children study the animals?</i>	
Subjunctive	What is sometimes called the subjunctive of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. It can be hard to recognise, because it does not always differ from non-subjunctive forms. It has a distinguishable form in the following cases: <ul style="list-style-type: none"> • the third person singular of any verb in the present tense does not have its usual –s ending • the verb <i>be</i> in the present tense is always “be” (not “am”, “are” or “is”) • the verb <i>be</i> in the past tense always has the form “were” (not “was”) 	<i>The school requires that all pupils be honest.</i> [It's possible for pupils not to be honest, but the school would like them to be.] <i>If Zoe were the class president, things would be much better.</i> [But Zoe isn't the class president.] <i>The school rules demand that pupils not enter the gym at lunchtime.</i> [But it still might happen] <i>I wish you would stop!</i> [not “will stop”] <i>I insist that he come to visit every week.</i>	Spelling Bank p.5, p.13 – 14 Support for Spelling p.33 – 36, p.43 – 46.

	<ul style="list-style-type: none"> • the negatives of verbs in the present tense are formed differently • Some modal verbs have a different form. 	<p>[He doesn't actually come to visit, but I would like him to.]</p> <p>Not subjunctive: <i>I insist that he comes to visit every week.</i> [I am insisting that it's actually the case that he does visit, not simply that I would like him to.]</p>	
Subordinate Subordination	<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> <ul style="list-style-type: none"> • an adjective is subordinate to the noun it modifies • subjects and objects are subordinate to their verbs. <p>Subordination is much more common than the equal relationship of co-ordination. See also subordinate clause.</p>	<p><i>big dogs</i> [<i>big</i> is subordinate to <i>dogs</i>] <i>Big dogs need long walks.</i> [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>] <i>We can watch TV when we've finished.</i> [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>	Compendium of Games
Subordinate clause	<p>A subordinate clause is subordinate to some word outside itself:</p> <ul style="list-style-type: none"> • it may modify this word (e.g. as a relative clause or as an adverbial), or • it may be used as a verb's subject or object. <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street where Ben lives.</i> [relative clause; modifies <i>street</i>] <i>He watched her as she disappeared.</i> [adverbial; modifies <i>watched</i>] <i>What you said was very nice.</i> [acts as subject of <i>was</i>] <i>She noticed an hour had passed.</i> [acts as object of <i>noticed</i>]</p>	Grammar for Writing Y4 unit 28 Y5 units 34, 40, 43
Suffix	<p>A suffix is an 'ending', something used at the end of one word to turn it into another word. Suffixes can change one word class into another. Contrast prefix.</p>	<p><i>call</i> → <i>called</i> <i>teach</i> → <i>teacher</i> [turns a verb into a noun] <i>terror</i> → <i>terrorise</i> [turns a noun into a verb]</p>	Letters and Sounds: Six Phase Teaching Programme pp. 171
Syllable	<p>A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possible one or more consonants.</p>	<p><i>Cat</i> has one syllable. <i>Fairy</i> has two syllables</p>	

		<i>Hippopotamus</i> has five syllables.	
Tense	<p>Tense is the choice between different verb forms that is normally used to indicate time (although tense and time do not always match up.)</p> <p>Verbs in English (and other Germanic languages) have two distinct tense forms: present and past. Verbs in languages like French, Spanish and Italian have three distinct tense forms: present, past and future.</p> <p>English uses a variety of verbs in the present tense to talk about future time, such as <i>may</i>, <i>will intend</i>, or <i>plan</i>.</p> <p>English also uses verbs in the past tense to talk about imagined situations in the past, present or future.</p>	<p>He studies. [present tense → present time]</p> <p>He studied yesterday. [past tense → past time]</p> <p>He studies tomorrow, or else! [present tense future time]</p> <p>He may study tomorrow. [present tense+ infinitive → future time]</p> <p>He plans to study tomorrow. [present tense + infinitive → future time]</p> <p>If he studied tomorrow, he'd see the difference! [past tense → imagined future]</p> <p>Contrast three distinct tense forms in Spanish: <i>Estudia</i> [present tense] <i>Estudio</i> [past tense] <i>Estudiara</i> [future tense]</p>	<p>Developing Early Writing</p> <p>Y2 Unit D</p> <p>Compendium of Games</p>
Trigraph	A type of grapheme where three letters represent one phoneme.	<i>high</i> <i>pure</i> <i>patch</i> <i>hedge</i>	<p>Letters and Sounds:</p> <p>Notes and Guidance for Practitioners and Teachers p.19</p>
Unstressed	See stressed		
Verb	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past. (See also future.)</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 nouns (which can also name actions), and moreover many verbs do not name actions.</p>	<p><i>He looked out of the school bus window.</i> [present tense]</p> <p><i>The teacher wrote a song for the class.</i> [past tense]</p> <p><i>We will go to the zoo soon!</i> [present tense + infinitive]</p> <p><i>He likes chocolate.</i> [present tense]</p> <p>Not verbs: <i>The walk to Harriet's house will take an hour.</i> [noun]</p>	<p>Grammar for Writing</p> <p>Y3 units 1, 2, 7, 14</p> <p>Y4 units 22, 30</p> <p>Y5 unit 37</p>

		<i>Surfing makes Michelle so sleepy!</i> [noun]	
Vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters a,e,i,o, u and y can represent vowels.		
Word	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. Sometimes, what appears to be two words are grammatically treated as one. This may be indicated with a hyphen or apostrophe.	<i>headteacher</i> or <i>head teacher</i> [can be written with or without a space] <i>primary-school</i> teacher (normally written with a hyphen) I'm going out 9.30 am.	
Word family	The words in a word family are normally related to each other by a combination of form, grammar and meaning.	teacher – teach extensive – extend - extent	