



Tame Valley Co-operative Learning Trust
A journey of limitless opportunities

Tame Valley Trust SPaG (spelling, punctuation and grammar) **Staff Handbook and** **Long Term Plan**

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Date: June 2018 (Version 2)

Due for revisions: September 2019

The 2014 national curriculum sets out expectations for children's writing skills from year one to year six. In the introduction to the programmes for each block of study, yearly for key stage one and two-yearly for key stage two, it is clear that explicit teaching of grammar is very important. *"Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing)"* This is echoed in both the year two and upper key stage two programmes of study and, interestingly, is highlighted as important for those children not currently meeting expectations in upper key stage two. Even though children's decoding skills may be poor, they should still be, *'hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these', (Upper key stage two programme of study forward, p. 41).*

In order to meet the demands of the national curriculum, we have created a document for progression which introduces these 'expected requirements' at the right time to coincide with the expectations of the national curriculum. The suggested teaching sequence is set out to allow for full coverage throughout the year. It is, however, up to the individual teacher to decide on teaching sequence but by the end of each half term the expectation is that, within reason, all of the criteria has been taught and applied. It is also expected that, as much as possible, these skills are taught through the English lesson and modelled as part of the lesson. There will be times where discreet SPaG lessons will need to be taught and applied. Again teachers' professional judgment will apply.

For us within the Trust, it is presumed that this progression of skills will ensure that we are meeting this aspect of the national curriculum, giving the children the chance to explore a variety of grammar and spellings. In addition, children and teachers will have the opportunity to meet the expectations of the national curriculum, exploring a range of punctuation in and out of context. This can then be applied and extended in their writing. We hope that this policy will help the teachers' subject knowledge and confidence in teaching this complex area of English.

So that we can assess impact of this document it is intended that each year group will be assessed regularly. This may be termly (4 times in the first year) via the 2016 or 2017 National Curriculum SPaG test (or another suitable test of the school's choice – Rising Stars for example)

We will continue to review this progression policy and adapt as we feel is necessary.

Nursery

	Grammar and Punctuation	Spelling/Phonics
Autumn	Children to be encouraged to interact with new adults and peers forming new relationships.	Phonics Phase 1 – opportunities for independent mark making. Shared reading books (use big books) Environmental sounds Instrumental sounds
Spring	Children are encouraged to speak in sentences supported by adults.	Phonics Phase 1 – Listening to sounds and matching pictures. Opportunities for independent mark making. Shared reading books. Body Percussion and Rhythm and Rhyme
Summer	Awareness of alliteration, compound blending e.g. sun + shine = sunshine. When reading stories encourage speaking and listening skills through questioning.	Writing own name with a capital letter. Begin to know initial sounds of own name, familiar people and objects. Opportunities for independent mark making and sharing books. Alliteration and Voice Sounds Voice Sounds and Oral Blending and Segmenting.

Reception – Autumn Term 1st Half		
Grammar and Punctuation	Spelling	
Welcome children to Reception. Nursery rhymes	Name Writing – Shared reading books	
Show and Tell – All about me	Phonics Phase 2	Writing own name with a capital letter
Show and Tell – Sharing	Phonics Phase 2	<i>s a t p (set 1)</i>
Show and tell – Families	Phonics Phase 2	<i>i n m d (set 2)</i>
Show and Tell – Food	Phonics Phase 2	<i>g o c k (set 3)</i>
Show and Tell – Pets	Phonics Phase 2	<i>ck e u r (set 4)</i>
Show and Tell – Weather	Phonics Phase 2	<i>h b f, ff l, (set 5)</i>

Reception – Autumn Term 2nd Half		
Grammar and Punctuation	Spelling	
Encourage children to write captions and labels to go with pictures.	Phonics Phase 2	<i>ll, ss</i>
	Revisit phase 2 and Tricky Words	<i>a, an, as</i>
ASSESS		
<i>a, and, on, not, into</i>		
<i>at, l, to, get, got,</i>		
<i>no, go, his and him</i>		
Continue Show and Tell if needed.		<i>of, dad, mum, up, the</i>

Reception – Spring Term 1st Half		
Grammar and Punctuation	Spelling	
Shared Writing Short descriptive sentences	Phonics Phase 3	<i>j v w x (set 6)</i>
	Phonics Phase 3	<i>y z, zz qu (set 7)</i>
Introduce Reading books and reading Record Books	Phonics Phase 3	<i>sh ch th ng</i>
	Phonics Phase 3	<i>ai ee oo oa</i>
	Phonics Phase 3	<i>ar or igh ur</i>
	Phonics Phase 3	<i>ow oi ear er</i>
	Phonics Phase 3	<i>air ure</i>

Reception – Spring Term 2 nd Half		
Grammar and Punctuation	Spelling/Phonics	
Modelling/ Shared Writing More independent sentences . Discuss and remind children about capital letters and full stops. Orally discuss sentence structure.	Recap Letters & Sounds Games	
	Recap Letters & Sounds Games	
	Recap Letters & Sounds Games	
	ASSESS	
	Tricky Words	was, my, you
	Tricky Words	her, they
	Tricky Words	all, are

Reception – Summer Term 1 st Half		
Grammar and Punctuation	Spelling/Phonics	
Short descriptive sentences sometimes using a conjunction. Speaking, teacher scribing, pupils rereading & copy write Independent Writing	Phonics Phase 4 cvcc	ed, nd, st
	Phonics Phase 4 cvcc	lk, nk, sk
	Phonics Phase 4 cvcc	lp, mp, sp
	Phonics Phase 4 ccvc & ccvcc	sl, pl, fl
	Phonics Phase 4 ccvc & ccvcc	cl, bl, gl
	Phonics Phase 4 ccvc & ccvcc	cr, dr, fr
	Phonics Phase 4 ccvc & ccvcc	gr, pr, tr

Reception – Summer Term 2 nd Half		
Grammar and Punctuation	Spelling/Phonics	
Short descriptive sentences sometimes using a conjunction.	Phonics Phase 4 ccvc & ccvcc	sn, sw, sm
	Phonics Phase 4 ccvc & ccvcc	sp, spr, spl
	Recap Letters & Sounds Games Phases 2-4	
	Recap Letters & Sounds Games Phases 2-4	
Nouns – introduce the term and identify different types of nouns	Recap Letters & Sounds Games Phases 2-4	
Adjectives – introduce the term and identify different types of adjectives	Phonics Screening Assessments	
Verbs – introduce the term and identify different types of verbs	Phonics Screening Assessments	
Reception - High Frequency words		
<i>I, a, up, we, on, at, he, is, go, am, to, my, no, in, of, me, it, and, for, you, are, cat, dog, day, the, big, mum, dad, all, get, was, she, see, yes, can, look, like, said, this, they, away, play, come, went, going</i>		

Year 1 – Autumn Term 1 st Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Recount – connective sentences . Yesterday, last night, an hour ago, introduce the term verb, read, write and identify different verbs	Verb next verb sentences (Alan Peat) e.g. Walking in the bush, he stopped at the sight of the crocodile.	<u>Phonics Recap</u> <i>qu, ch, sh</i>
Connective sentences – and, because, but	BOYS sentences (Alan Peat) A sentence using but, or, yet, so to give extra information e.g.It began to rain so I looked for shelter.	<u>Phase 5</u> - New graphemes – <i>ay, ou, ie, ea</i> Tricky words for reading: <i>oh, their, people</i>
Connective sentences – and, because, but	BOYS sentences (Alan Peat) A sentence using but, or, yet, so to give extra information e.g.It began to rain so I looked for shelter.	<u>Phase 5</u> -New graphemes – <i>oy, ir, ue, aw</i> Tricky words for reading: <i>Mr, Mrs, looked, called, asked</i>
Descriptive sentences Use of adjectives to qualify the noun	List sentences – three adjectives (Alan Peat) The children wore dirty, threadbare, oversized clothes.	<u>Phase 5</u> -New graphemes – <i>wh, ph, ew, oe, au, ey</i> Tricky words for spelling – <i>said, so, have, like</i>
Descriptive sentences Use of adjectives to qualify the noun	List sentences – three adjectives (Alan Peat) The children wore dirty, threadbare, oversized clothes.	<u>Phase 5</u> -New Graphemes: <i>a_e, e_e, i_e, o_e, u_e</i> Tricky words for spelling: <i>some, come, were, there</i>
Non-Fiction sentences Conjunction sentences – and, but, because	BOYS sentences (Alan Peat) A sentence using but, or, yet, so to give extra information e.g.It began to rain so I looked for shelter.	
Recap sentence types (SPaG Assessment)		<u>Phonics Assessments</u> – Phonics Tracker (2013)

Year 1 – Autumn Term 2 nd Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
<p>Question sentences. Introduce them and identify them in reading and writing</p>	<p>All the Ws sentences (Alan Peat) e.g. Short sentences that begin with: Who? What? When? Where? Why? Would? Was? Will? What if? Where next? What shall I do?</p>	<p><u>Phase 5</u> - Alternative pronunciations : <i>i, o, c, g, u</i> Tricky words for spelling: <i>little, one, do, when, what, out</i></p>
<p>Persuasion – question sentences.</p>	<p>All the Ws sentences (Alan Peat) e.g. Short sentences that begin with: Who? What? When? Where? Why? Would? Was? Will? What if? Where next? What shall I do?</p>	<p><u>Phase 5</u> - Alternative pronunciations : <i>ow, ie, ea, er</i> Tricky words for reading: <i>water, where, who, again, thought, through, work, mouse</i></p>
<p>Descriptive sentences – use of adjectives to qualify nouns.</p>	<p>List sentences – three adjectives (Alan Peat) The children wore dirty, threadbare, oversized clothes.</p>	<p><u>Phase 5</u> - Alternative pronunciations : <i>a, y, ch, ou</i> Tricky words for reading: <i>many, laughed, because, different</i></p>
<p>Descriptive sentences – use of adverbs to qualify the verb. Identify different verbs and qualify them with adverbs Instructions – imperative (bossy) verbs and numbered points.</p>	<p>Adverb from adjective sentences (Alan Peat) e.g. It was a spooky place – even the branches of the trees moved spookily.</p>	<p><u>Phase 5</u> - Alternative spellings: <i>/ai/ /c/</i> Tricky words for reading: <i>eyes, friends, once, please</i></p>
		<p><u>Phase 5</u> - Alternative spellings: <i>/ee/ /ch/</i></p>
<p>Instructions – imperative (bossy) verbs and numbered points.</p>		<p><u>Revision Week</u></p>
<p>Recap sentence types (SPaG Assessment)</p>		<p><u>Phonics Assessments</u> – Phonics Tracker (2014)</p>

Year 1 – Spring Term 1 st Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Explanation sentences – Conjunctions – and, but, so, because A .	Alan Peat BOYS sentences A sentence using but, or, yet, so to give extra information. e.g.It began to rain so I looked for shelter.	<u>Phase 5</u> - Alternative spellings: <i>/igh/ /ff/</i>
Narrative – conjunction sentences A .	Alan Peat BOYS sentences A sentence using but, or, yet, so to give extra information. e.g.It began to rain so I looked for shelter.	<u>Phase 5</u> - Alternative spellings: <i>/oa/ /m/</i>
Short descriptive sentences adjectives to qualify the noun. A .	Alan Peat 1A sentences. e.g It was an old house.	<u>Phase 5</u> - Alternative spellings: <i>/oo/(y)/oo/ /n/</i>
Recount – connective sentences A .	A sentence using but, or, yet, so to give extra information. e.g.It began to rain so I looked for shelter.	<u>Phase 5</u> - Alternative spellings: <i>/ow/ /ng/</i> <u>Phase 5</u> - Alternative spellings: <i>/ai/ /c/</i>
Question sentences A ?	Alan Peat Many Questions Sentences. What if it rained? It poured? It thundered? It became stormy?	<u>Phase 5</u> - Alternative spellings: <i>/oi/ /r/</i>
Recap sentence types (SPaG Assessment)		<u>Phonics Assessments</u> – Phonics Tracker (2015)

Year 1 – Spring Term 2nd Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Proper nouns – days of the week	The Very Hungry Caterpillar or similar books with days of the week in context as Talk for Writing text. Children then create their own days of the week stories.	(Intervention for pupils who are not yet ready for phonics screening) Phase 5 - Alternative spellings: <i>/ar/ /s/</i>
Plurals of singular nouns – one dog – two dogs		Phase 5 - Alternative spellings: <i>/ear/ /sh/</i>
Plurals of singular nouns ending in a <i>hiss</i> sound – fish, fishes		Phase 5 - Alternative spellings: <i>/air/ /v/</i>
Adding ' er ' to a verb to turn it into a noun e.g. cook-cooker	Word changer machine – words go in as a verb and come out as a noun	Phase 5 - Alternative spellings: <i>/or/ /w/</i>
Personal pronoun I		Phase 5 - Alternative spellings: <i>/ur/ /e/</i>
Identify questions and statements A . ?		<u>Revision Week</u>
Recap sentence types (SPaG Assessment)		<u>Phonics Assessments</u> – Phonics Tracker (2016)

Summer Term 1 st Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Narrative use of verbs and powerful verbs	Verb next verb sentences (Alan Peat) e.g. Walking in the bush, he stopped at the sight of the crocodile.	(Intervention for pupils who are not yet ready for phonics screening) Phase 5 - Alternative spellings: <i>/er/</i> and <i>/i/</i>
Homophones – pair, pear	Matching homophones to the correct pictures. E.g. pair of shoes.	Phase 5 - Alternative spellings: <i>/ure/</i> / <i>o/</i> Phase 5 - Alternative spellings: <i>/zh/</i> / <i>u/</i>
suffix 'er' - comparative (comparing 2 things)	Zig zag books – big, bigger, biggest Link to Smartest Giant in Town (Julia Donaldson)	suffix 'er' - comparative (comparing 2 things)
The suffix 'est' - superlative (comparing 3 or more things).		The suffix 'est' - superlative (comparing 3 or more things).
Comparatives and superlatives		Revision Week
Recap sentence types (SPaG Assessment)		<u>Phonics Assessments</u> – Phonics Tracker (2017)

Year 1 – Summer Term 2 nd Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Past tense ing , ed	Verb next verb sentences (Alan Peat) e.g. Walking in the bush, he stopped at the sight of the crocodile.	(Intervention for pupils who are not yet ready for phonics screening) Adding the endings -ing to verbs (where no change is needed to the root word)
		Adding the ending -ed to words where no change is needed to the root word. Spelling the days of the week
verbs using – er		Adding the endings -er to verbs (where no change is needed to the root word)
Statements, commands, question and explication sentences – reading, writing and understanding. Comparatives and superlatives	Short sentences (Alan Peat) All the Ws sentences (Alan Peat)	Adding the prefix un-
		spelling compound words
		<u>Revision Week</u>
Handwriting	sit correctly at a table, holding a pencil comfortably and correctly begin to form lowercase letters in the 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 practise these.	
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i>

Year 2 – Autumn Term 1 st Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Recount – adverbials of time Emphasis on verb tense A .	Temporal conjunctions – first, next, then, in the morning, after that ...	Spellings – dge At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called ‘short’ vowels). <i>badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge</i>
Short descriptive sentences Expanded noun phrases A .	2A sentence He was a tall, thin man.	Spellings – dge : ge After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. <i>age cage page sage damage change bulge village strange</i>
Question sentences – A ?	All the w’s. Who? What? Where? When? why?	Spellings – dge : g In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. <i>gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger</i>
Conjunction sentences – and, but, so, if, because, when	B.O.Y.S but, or, yet, so He was clever, but sometimes he gets things wrong. He could be really friendly or he could be really unkind. It was a beautiful day for a walk so he set off.	Spellings – dge : j The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words. <i>jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeys injuries jellies banjos jewellery journalist January subject</i>
Adverbials of time	Temporal conjunctions – first, next, then, in the morning, after that ...	Spellings - s: c The /s/ sound spelt c before e, i and y <i>race ice cell city fancy dice ice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city cease cellar cement cent centipede centre centurion century certain cycle cyclist cyclone</i>
Capital letters (including personal pronoun I)	Simple sentences	<u>Revision Week</u>
Recap sentence types (SPaG Assessment)		<i>Spell Check: Sentences for dictation</i> <i>dge, ge, g, j & s:c</i>

Year 2 – Autumn Term 2 nd Half		
Grammar and Punctuation	Sentence Suggestions and Progression	Spelling/Phonics
Question sentences A ?	All the W's Who? What? Where? Wen? Why? Would? What if?	Spellings - n: kn & n: gn The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. <i>knee kneel knew knickers knight knit knives knob knock knot know knuckle knife gnarled gnash gnat gnaw gnomes sign</i>
Conjunction sentences – coordinating conjunctions	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i>	Spellings - r: wr This spelling probably also reflects an old pronunciation <i>wrap wrapper wreck wrestle wriggle wrinkle wrist write wrong wriggly wrinkly</i>
Conjunction sentences – subordinating conjunctions	Because, when, that, if I will get my pen licence if I try hard with my writing. I will get a pen licence when I improve my writing. I got my pen licence because I worked hard on my writing.	Spellings - l: le The –le spelling is the most common spelling for this sound at the end of words. <i>bubble scribble cuddle middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle bible bundle candle dawdle handle needle noodle poodle chuckle prickle tickle uncle angle ankle grumble able cable fable sable table sample simple</i>
Sentence types – explanation sentences with what or how A !	Explanation sentences What a clever fox he is! How wonderful you are! Little Red riding Hood – What big eyes you have!	Spellings - l: el The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s. <i>camel tunnel squirrel travel towel tinsel marvel excel rebel quarrel angel label cancel</i>
Fronted adverbials - sets an action in the past. (yesterday, last night) means the verb must be in past tense. Yesterday , I went to the park with my mum. Last night , I stayed at my nans. As fast as he could , the rabbit hopped.		Spellings - l: al Not many nouns end in –al, but many adjectives do. <i>accidental comical critical electrical eventual exceptional fatal final individual logical magical medical musical national natural normal occasional original ornamental personal practical regional sensational several traditional physical racial social special official financial commercial artificial torrential confidential essential influential initial partial</i>
Compound words		<u>Revision Week</u>
Recap sentence types (SPaG Assessment)		Spell Check: Sentences for dictation <i>Kn, gn, wr, le, el, al</i>

Year 2 – Spring Term 1 st Half		
Grammar and Punctuation	Sentence Suggestions, Construction and Progression	Spelling/Phonics
<p>Recount sentences Adverbials of time before, during and after.</p>	<p>While I was playing my brother came home from his sports club. After dinner we had a delicious pudding then we watched TV.</p>	<p>Spellings - I: il There are not many of these words <i>spoil pencil fossil nostril devil</i></p>
<p>Listing and explaining First of all, finally, after much thought....</p>	<p>First of all we saw the penguins then we saw the roaring lion. Finally, we ate our packed lunch.</p>	<p>Spellings - igh: y This is by far the most common spelling for this sound at the end of words. <i>by cry dry fly fry my sky sly sty try apply deny rely reply supply</i></p>
<p>Commas used to separate items in a list.</p>	<p>It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.</p>	<p>Spellings – Plural y – ies (Nouns) The y is changed to i before –es is added. <i>armies berried babies centuries cities countries diaries dictionaries enemies fairies factories families hobbies injuries jellies ladies libraries lollies lorries memories arties photocopies ponies puppies</i></p>
<p>Expanded noun phrases</p>	<p>2A sentence - embellished sentence with adjectives The boys peered into the dark cave. He was a tall thin man.</p>	<p>Spellings – Plural y – ies The y is changed to i before –es is added. <i>applies bullies cries denies fries lies relies replies qualities satisfies spies supplies tries carries hurries marries scurries tidies varies worries</i></p>
<p>Explanation and question sentences</p>	<p>Question and Exclamation sentences All the W's Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes? What a stripy creatures it is! How wonderfully stripy it is!</p>	<p>Spellings - plural ey The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.). <i>trolley turkey valley donkey jersey jockey journey key monkey chimney abbey</i></p>
<p>Commands and statements</p>	<p>Short sentences and simple sentences embellished with adjectives or adverbs – Stop! Come here! Sit down Follow me The boys peeped into the dark cave Tom ran quickly down the hill.</p>	<p><u>Revision Week</u></p>
<p>Recap sentence types (SPaG Assessment)</p>		<p>Spell Check: Sentences for dictation ll, y, ies, ey</p>

Year 2 – Summer Term 1 st Half		
Grammar and Punctuation	Sentence Suggestions, Construction and Progression	Spelling/Phonics
Apostrophes for contraction You'll, we'll, they'll, I'll (will endings)	Stop it or you'll never win! "I'll see you later" said dad.	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, The last consonant letter of the root word is doubled to keep the vowel 'short'. Spellings – ing <i>patting clapping cutting digging dragging dropping flapping getting grabbing hopping hugging humming letting planning running shopping skipping spinning stepping wetting winning slipping stopping</i> Spellings – ed <i>chatted chopped clapped dragged dripped dropped fitted grabbed hopped hugged patted permitted pinned planned popped rubbed skipped slapped slipped stepped stopped trapped wrapped</i> Spellings – er & est <i>fatter planner shredder winner spinner skipper swimmer beginner thinner fitter robber shopper chopper hopper runner drummer rubber cutter bigger hotter</i> <i>biggest thinnest fattest fittest hottest</i> Spellings – y <i>runny sunny funny</i>
Homophones	Pairs, snap, matching	
Verbs – past and present tense	Recounts for past tense. The girl stops at the edge of the path. The fox jumps over the log and lands on his feet . I am swimming . My mum will cook the dinner when I got home.	
Sentence types – questions and commands	Short sentences – Question sentences Stop! Come here! Sit down Follow me Did you see the zebra? What flavour ice cream do you want?	
Sentence Types – explanations and statements	Simple sentences - extra detail Explanation sentences! The dog was asleep. The dog was asleep on the bed.	Spellings - or: a The sound ("or") is usually spelt as a before l and ll. <i>all ball call walk talk always small tall wall stalk almighty almost alone along already also altogether always</i>
SPaG Testing Revision		Spellings - u: o <i>other mother brother nothing Monday monkey</i>
Recap sentence types (SPaG Assessment)		Spell Check: Sentences for dictation <i>Ing, ed, er, est, y, a, o</i>

Year 2 – Spring Term 2 nd Half		
Grammar and Punctuation	Sentence Suggestions, Construction and Progression	Spelling/Phonics
Past tense (ing, ed)	The girl stopped at the edge of the path. The fox jumped over the log landed on his feet . I went swimming last night. My mum was cooking the dinner when I got home.	Spelling - Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. <i>applied bullied cried denied fried lied relied replied qualified satisfied spied supplied tried carried hurried married scurried tidied varied worried crying drying frying prying trying applying carrying denying hurrying marrying replying relying scurrying supplying tidying varying</i>
Suffixes – er (comparative) Suffixes – est (superlative)	Zig zag books – big, bigger, biggest Link to Smartest Giant in Town (Julia Donaldson) angry- angrier	<i>angrier busier clumsier chillier cosier crazier dirtier dustier funnier happier healthier heavier hungrier lazier lonelier lovelier luckier merrier nastier noisier prettier rustier sillier tidier angriest busiest clumsiest chilliest cosiest craziest dirtiest dustiest funniest happiest healthiest heaviest hungriest laziest loneliest loveliest luckiest merriest nastiest noisiest prettiest rustiest silliest tidiest</i>
Expanded noun phrases	2A sentence He was a tall thin man. Expanded Noun phrases Lots of people Plenty of food	
Apostrophes for possession Man’s car, girl’s shoe	Rhymes – poems- spells Bat’s tail Snail’s slime	Spellings- Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <i>Spellings – ing closing driving hoping joking liking lining making naming poking saving scraping shaking sliding smiling smoking stroking taking timing tuning using waving bouncing calculating celebrating</i> <i>Spellings – ed amazed closed lined named saved smiled tuned used waved baked hoped joked liked shaped smoked fated hated mated stated disused grumbled surprised included juggled</i>
Apostrophes for contraction Don’t couldn’t, shouldn’t ... (not endings)		Spellings- er, est <i>closer nicer driver hoper joker liker liner maker namer poker saver scraper shaker slider smiler smoker stroker taker timer tuner user waver</i> closest nicest Spellings – e- ey <i>smoky wave – wavy shake – shaky shine- shiny</i>
<p>Suffixes - suffixes –ment, –ness, –ful , –less and ‘-ly’ If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. (3) root words ending in –e with an l before it changes to –ly. <i>achievement advertisement amusement arrangement employment encouragement enjoyment environment excitement government management movement ornament replacement statement</i> <i>braveness childishness darkness fairness foolishness kindness lateness suddenness wickedness willingness</i> <i>boastful careful faithful forgetful handful grateful harmful hateful helpful hopeful mouthful painful playful powerful spiteful thankful</i> <i>useful beautiful delightful doubtful fanciful pitiful plentiful resentful respectful sorrowful successful thoughtful truthful wonderful</i> <i>ageless helpless homeless hopeless lifeless painless powerless seedless shameless smokeless speechless thankless timeless useless</i> <i>colourless thoughtless blindly bravely correctly fairly hardly kindly lively merrily noisily prettily readily speedily steadily wearily</i> <i>comfortably cuddly gently grumbly horribly miserably possibly probably simply sparkly suitably terribly visibly wriggly wrinkly</i></p>		
Recap sentence types (SPaG Assessment)		Spell Check: Sentences for dictation ing, ed, er, est, y, ey

Year 2 – Summer Term 2 nd Half		
Grammar and Punctuation	Sentence Suggestions, Construction and Progression	Spelling/Phonics
Revision and teach gaps		Spellings - o: a a is the most common spelling for the /o/ ('hot') sound after w and qu. <i>wad wallet wand wand wander want was wash wasp watch swab swallow swamp swan swap swat squabble quality quantity quarter squash qualified</i>
		Spellings - er: a There are not many of these words. <i>word work worm world worth earthworm</i>
		Spellings - or: a There are not many of these words. <i>war warm towards</i>
Narrative - speech – using and punctuation direct speech	Inverted Commas – covering other sentence types. <i>"What big eyes you have!" said the wolf.</i>	Spellings - suffixes –ment, –ness, –ful, –less and –ly' If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.
Application of skills		
Recap sentence types (SPaG Assessment)		Spell Check: Sentences for dictation a, (er) a, (or) a, suffixes
Handwriting	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.	
Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</i>	

Year 3/4 – Autumn Term 1st Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y3	Spellings Y4
Recount – Adverbials of time and conjunctions (y3) Selecting appropriate pronouns/noun to avoid ambiguity (y4)	BOYS sentences Adverbial phrases used as a ‘where’, ‘when’ or how starter. They, him, her, me, she, he...	Spelling - i: y (y3) The /i/ sound spelt y elsewhere than at the end of words myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical	Spelling - Adding suffixes beginning with vowel letters to words of more than one syllable If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. <i>forgetting beginning</i> <i>forgotten</i> <i>beginner prefer</i> <i>preferred</i>
		Spellings - u: ou The /u/ sound spelt ou young touch double trouble country young enough couple cousin rough tough southern nourish courage	The consonant letter is not doubled if the syllable is unstressed. gardening limiting limitation gardener limited
compound words. (superman, autopilot)		Spellings - k: ch scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology	Spelling – prefix – sub sub– means ‘under’. subdivide subheading submarine submerge subspecies
Instructions – Specific word use (y3) Imperative verbs and adverb sentences (y4)	Imperative verbs – cut, chop, fold... ...ly sentences Bravely, princess Merida stepped forward.	Spellings - sh: ch chef chalet machine brochure chaise cached parachute moustache	Spelling – prefix – inter inter– means ‘between’ or ‘among’. interaction intercede interfere interim interject interlude intermediate international intervene intercity interact interrupt
Narrative – synonyms, using a thesaurus	Word families based on common words Said- shouted, whispered, stuttered ...	Spellings - g: gue analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue	Spelling – prefix – super super– means ‘above’. supervision supersonic superman supermarket superstar superfan superglue superfast
Conjunctions – coordinating and subordinating. Y3 Wider range of conjunctions – furthermore, as well as... Y4	Secures use of compound sentences – and, or, but, so, nor, yet, Develop complex sentences – Embedded Clause Subway sandwiches, although they taste fantastic, are not good for your health.	Spellings - k: que technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique	Spelling – prefix – anti anti– means ‘against’. antifreeze antibody anticlockwise anti-virus antibiotic antiseptic anticlockwise antisocial
		Spellings - s:sc scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend	Spelling – prefix – auto auto– means ‘self’ or ‘own’. autograph autobiography autograph autobiography automatic autopilot autopsy automobile

Year 3/4 – Autumn Term 2nd Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y3	Spellings Y4
Synonyms	Word families based on common words Said- shouted, whispered, stuttered ...	Spelling - ay : ei vein abseil beige feign feint rein reign surveillance veil	Spellings - The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. inaccessible inaccurate inactive inadequate inarticulate inattentive inaudible incapable incomplete inconsiderate inconvenient incorrect incredible indecent
Fronted Adverbials (adverbs-word, phrases or clauses that start a sentence and describe the verb in the sentence)	Fronted Adverbials A few days ago , we discovered a hidden box. At the back of the eye , is the retina. In a strange way , he looked at me. If, then sentences If the bus had been on time, then he wouldn't have been late of work.	Spellings - ay: eigh & ay: ey weigh eight neighbour sleigh neigh inveigh freight eight they obey Spellings -Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children's). girls' boys' babies'	Spellings - The prefix il Before a root word starting with l, in- becomes il illegal illegible illiterate illogical illegitimate Spelling – prefix – im Before a root word starting with m or p, in- becomes im-. imbalance immature immeasurable immobile immoral immortal immovable impartial impassable impatient imperceptible imperfect impermanent impermeable
	Perfect present form (he has gone out) Simple past form (he went out)	Spellings - the prefix un- has a negative meaning unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unselfish unwell unwilling unwind unheard unaccompanied unachievable unsociable unusual Spellings - the prefix dis- has a negative meaning disable disagree disarm disclose discover disease disgrace disuse disadvantage disallow disappear disappoint	Spelling – prefix – ir Before a root word starting with r, in- becomes ir-. irrational irregular irresistible irresponsible irreversible irrelevant irrevocable irreverent irrelevant irradiation irascible irrigable irreparable irremovable Spelling – prefix – ation -added to verbs to form nouns. The rules already learnt still apply. information adoration sensation preparation admiration quotation elation rotation levitation relation dictation formation deviation restoration
Verb tenses – past tense - adding ed	====ed openers Intrigues, the boy went over to investigate the space craft.	Spellings - the prefix mis- has a negative meaning misbehave misdeal misfire mishear mislead misplace misread misspell mistake misadventure miscalculate misfortune misinformation	Revision of prefixes
Verb tenses – past tense - changing medial vowel from 'o' to 'e'		Spellings - re- means 'again' or 'back'. refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire	(SPaG Assessment)

Year 3/4 – Spring Term 1st Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y3	Spellings Y4
<p>Past progressive form (was/were+verb ing)</p> <p>Tell us more about when , how or where the action has happened .</p>	<p>Past progressive form The boys were playing in the garden with a football when...</p> <p>I was playing in the garden with a football when..</p>	<p>The suffix –ly The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly sweetly accurately anxiously arguably conscientiously immediately in/accurately in/considerately in/decently in/sensitively</p>	<p>Spelling – suffix – ly The suffix –ly The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. automatically critically logically magically mechanically medically musically physically The words truly, duly, wholly. truly duly wholly</p>
<p>Perfect present form (have/has + the past participle of the verb) Tell us more about when, how or where the action has happened .</p>	<p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p>	<p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily (2) If the root word ends with –le, the –le is changed to –ly. gently simply humbly nobly</p>	
<p>Commas – used after a fronted adverbial</p>			
<p>Apostrophes to mark possession with a singular and plural noun.</p> <p>To show plural possession with regular nouns add and apostrophe after the letter s</p>		<p>The suffix –ous Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous</p>	<p>The suffix –ous –our is changed to –or before –ous is added. vigorous humorous glamorous armorous endeavorous harborous honorous</p>
		<p>Sometimes there is no obvious root word. tremendous enormous jealous fabulous generous tempestuous scrupulous ominous</p>	<p>A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept. courageous outrageous advantageous gorgeous</p>
<p>Revision of SPaG</p>		<p>Revision of ‘ly’ and ‘ous’ suffixes</p>	<p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, various anxious conscientious infections luscious luxurious mysterious surreptitious suspicious tedious victorious suspicious precious conscious delicious obvious but a few words have e. hideous spontaneous courteous hideous miscellaneous nauseous righteous simultaneous</p>

SPaG Assessment

Year 3/4 – Spring Term 2nd Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y3	Spellings Y4
<p>Inverted commas with associated speech punctuation</p>	<p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p>	<p>Words ending with -sure sound measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure</p>	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. completion operation situation relation imagination organisation ambition position revolution solution fiction introduction caution description</p>
		<p>The ending sounding like cher is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture</p>	<p>–tion is the most common spelling. It is used if the root word ends in t or te. invention injection action hesitation translation pollution attraction affection correction construction option education</p>
<p>Synonyms</p>		<p>shun endings -sion suffix collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion</p>	<p>–sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. expansion extension comprehension tension intentions ascension</p>
<p>Using a range of sentence types – as, if, when, ing, when, adverb etc</p>	<p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i></p>	<p>Revision or recap of spellings taught this year.</p>	<p>–ssion is used if the root word ends in ss or –mit. admission aggression depression discussion expression impression mission oppression possession procession profession progression succession suppression</p>
			<p>–cian is used if the root word ends in c or cs. optician politician musician electrician mathematician</p>
			<p>Revision or recap of spellings taught this year.</p>
<p>SPaG Assessment</p>			

Year 3/4 – Summer Term 1st Half					
Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y3	Spellings Y4		
Application of skills and recap gaps in independent work.	<p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p>	<p>Homophones or near homophones</p> <p>Accept/except, affect/effect, ball/bawl, berry/burry, brake/break, fair/fare, grate/great, heel/heal/he'll, groan/grown, here/hear, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/reign, scene/seen, weather/whether, whose/who's</p>	<p>Words with the 'k' sound spelt ch (Greek origin)</p> <p>Scheme, chorus, chemist, echo, character</p>		
		<p>Conjunctions</p> <p>However, although, consequently, therefore, in addition, because, resulting, furthermore.</p>	<p>Words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt 'gue' (French origin)</p> <p>League, tongue, antique, lounge</p>		
		<p>Words written 'ou' but pronounced 'u'</p> <p>Young, country, touch, double, trouble</p>	<p>Words with the 'e' sound spelt 'ei', 'eigh' or 'ey'</p> <p>Vein, weight, eight, neighbour, they, obey</p>		
		<p>Word with the 's' sounds spelt sc (Latin origin)</p> <p>Science, scene, discipline, fascinate, crescent</p>	<p>Adventurous adjectives</p> <p>e.g - bold, caring, neglected, mean, messy, lazy, lonely, icy, hairy, gross</p>		
		Days of the week, months or the year			
		Revision or recap of spellings taught this year.			
SPaG Assessment					

Year 3/4 – Summer Term 2 nd Half			
Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y3	Spellings Y4
Application of skills and recap gaps in independent work.	Consolidation of skills taught in year 3 and 4	<p>Application of spellings and spelling rules.</p> <p>Year 3/4 Common Exception Words</p> <p><i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath</i> <i>breathe, build, busy, business, calendar, caught, centre, century, certain, circle</i> <i>complete, consider, continue, decide, describe, different, difficult, disappear</i> <i>early, earth, eight, eighth, enough, exercise, experience, experiment, extreme</i> <i>famous, February, forward, fruit, grammar, group, guard, guide, heard, heart</i> <i>height, history, imagine, increase, important, interest, island, knowledge,</i> <i>learn</i> <i>length, library, material, medicine, mention, minute, natural, naughty, notice</i> <i>occasion, occasionally, often, opposite, ordinary particular, peculiar, perhaps,</i> <i>popular, position, possession, possess, possible, potatoes, pressure, probably</i> <i>promise, purpose, quarter, question, recent, regular, reign, remember</i> <i>sentence</i> <i>separate, special, straight, strange, strength, suppose, surprise, therefore,</i> <i>though</i> <i>although, thought, though, various, weight, woman, women</i></p>	
Handwriting		<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	

Year 5/6 – Autumn Term 1st Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y5	Spellings Y6
<p>Homophones</p> <p><i>words that sound the same but have different meanings and different spellings</i></p>	<p><i>e.g</i> <i>their, there, they're.</i> <i>to, too, two</i> <i>right, write</i> <i>hole, whole</i> <i>bare, bear</i> <i>flour, flower</i> <i>etc</i></p>	<p>Suffix -cious</p> <p>Not many common words end like this. If the root word ends in –ce, the /?/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.</p> <p>Exception: anxious</p> <p>conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious propitious vexatious fractious ostentatious facetious surreptitious unpretentious</p>	<p>Revision of -cious words</p> <p>unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious infectious conscientious</p>
<p>Wider range of conjunctions</p> <p><i>Furthermore, as well as, all of a sudden, out of nowhere,</i></p>	<p>FANBOYS – co-ordinating conjunctions.</p> <p>AWHITEBUS – subordinating conjunctions</p> <p>Alan Pete P.C (Paired Conjunctions) <i>Neither money nor gifts could make him visit the haunted mansion again.</i></p>	<p>Suffix -cial</p> <p>–cial is common after a vowel letter</p> <p>social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial</p>	<p>Revision of – -cial suffix</p> <p>official, special, artificial, beneficial, commercial, crucial, facial, financial, glacial, judicial, racial, social</p>
<p>Dictionary definitions and alphabetical order</p> <p><i>e.g. predator, vicinity, parallelogram, diaphanous</i></p>		<p>Suffix –tial after a consonant letter.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p> <p>potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential</p>	<p>Revision of words with the ‘s’ sound spelt ‘sc’</p> <p>scenery, science, descend, scissors, crescent, fascinate, scented, ascend, scientist, scimitar</p>
<p>Sentence openers</p> <p><i>sentence openers, propositional phrases and fronted adverbials help organise and structure texts so they guide the reader and are suited to the intended audience and purpose. First of all..., Most would agree....</i></p>	<p><i>Edingly openers (words ending –ed, -ing, - ly)</i> <i>Scared, he ran away.</i> <i>Sniggering, they ran away.</i> <i>Unfortunately, they ran away.</i></p> <p>Alan Pete Verb, person sentences. <i>Running, Sarah almost tripped over her own feet.</i> <i>Tiptoeing, he tried to sneak past.</i></p> <p>Alan Pete Emotion word, (comma) sentences. <i>Desperate, she screamed for help.</i> <i>Terrified, she froze.</i></p>	<p>Suffix -ant</p> <p>important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant extravagant pollutant triumphant</p>	<p>Revision of ‘sure’ words</p> <p>closure, disclosure, displeasure, unsure, exposure, leisure, reassure, unsure,</p>

<p>Verb Tenses <i>tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it</i></p>		<p>Suffix - -ance performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance attendance stance ambulance relevance guidance compliance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance</p>	<p>Verbs revision streamed, spouted, glowed, blazed, swayed, crashing, retreating, fluttered, engulfed, floated, howled, flashed, circled, hovered, glided</p>
<p>Verbs in the perfect form <i>show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.</i></p>		<p>Suffix -ancy pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy</p>	<p>Revision of prefix anti- Antiseptic, antibiotic, antiseptic, antisocial.</p>
SPaG Assessment			

Year 5/6 – Autumn Term 2nd Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y5	Spellings Y6
<p>Expanded Noun Phrases</p> <p><i>add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery.</i></p>	<p><i>The <u>delicately coloured flower</u> wilted in the vase.</i></p> <p>Alan Pete 2Ad sentences. <i>Mr Twit was a dirty, horrible man with long, soggy spaghetti in his beard.</i></p>	<p>Suffix -ent Use –ent, -ence and -ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position.</p> <p>There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p> <p><i>different went moment management present department president treatment parent statement investment employment argument</i></p>	<p>Revision of Silent letter words</p> <p><i>Honest, ghost, knead, knife, knight, would, talk, yolk, receipt, island, castle, gourmet, tongue</i></p>
<p>Modal Verbs</p> <p><i>indicate likelihood (must), ability (can), permission (may) or obligation. They go before other verbs.</i></p>	<p><i>They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms).</i></p> <p><i>I must go to the party. I could go to the party. I should go to the party.</i></p>	<p>Suffix -ence</p> <p><i>experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence</i></p>	<p>Use of hyphen to join a prefix to a root word.</p> <p><i>Co-ordinate, re-enter, co-operate, co-own</i></p>
<p>Relative Clauses</p> <p><i>add more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.</i></p>	<p><i>The young man, <u>who seemed a little unsure of himself</u>, walked into the room.</i></p> <p>Alan Pete – NOUN, which, who, where. <i>Snakes, which scare me, are not always poisonous.</i></p> <p>Alan Pete Imagine 3examples: sentences. <i>Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromede 5 system, there is such a planet.</i></p>	<p>Suffix -ency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency</p>	<p>Homophones and other words that are often confused</p>
<p>Commas</p> <p><i>is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.</i></p>	<p><i>To Sharon, the doctor had an excellent bedside manner.</i></p>	<p>Suffix -able If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation</p> <p><i>changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable</i></p> <p>Suffix -ible The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	

		<i>accessible audible credible destructible edible flexible horrible impossible indestructible</i>	
Parenthesis <i>is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought.</i> Brackets <i>enclose it to show that it is separate from the rest of the sentence.</i> <i>Commas or dashes can also be used to show parenthesis.</i>	<i>Sometimes the children (who are aged between 8 and 10) play outside after dark.</i> Alan Pete O.(l.) – <i>Outward action/Inner feelings.</i> <i>She smiled at the cheeky little boy. (At the same time she was hurt by his tricks.)</i> Alan Pete 3 bad – question? Cold, dark, airlessness – which would kill the spaceman first? Alan Pete Name-adjective pair – sentences. Little Tim – happy and generous – was always fun to be around.	Suffix -ibly <i>terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly</i>	
SPaG Assessment			

Year 5/6 – Spring Term 1st Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y5	Spellings Y6
<p>Verb/subject agreement</p> <p>When two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb.</p>	<p>A dog loves a bone.</p> <p>Dogs love a bone.</p>	<p>Suffix -ent Use –ent, -ence and -ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt. different went moment management present department president treatment parent statement investment employment argument</p>	<p>Revision of Silent letter words</p> <p>Honest, ghost, knead, knife, knight, would, talk, yolk, receipt, island, castle, gourmet, tongue</p>
<p>Antonyms a word opposite in meaning to another</p>	<p>Add – Subtract, Above – Below, After – Before, Awake – Asleep, Bad – Good, Better – Worse Big – Little, Birth – Death, Boy - Girl Clean – Dirty, Close – Open, Cold – Hot</p>	<p>Suffix -ence</p> <p>experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence</p>	<p>Use of hyphen to join a prefix to a root word.</p> <p>Co-ordinate, re- enter, co-operate, co-own</p>
<p>Synonyms</p> <p>Words with similar (but not exact) meaning</p>	<p>Brave, courageous Scared, frightened Kind, thoughtful</p>	<p>Suffix -ency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency</p>	<p>Homophones and other words that are often confused</p>
<p>Colon and Semi colons</p> <p>Colons to mark independent clauses</p> <p>Semi colons - links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.</p>	<p>Alan Pete De:De sentences (Description:Detail) I was exhausted: I hadn't slept for days.</p> <p>Alan Pete Imagine 3examples: sentences. Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromede 5 system, there is such a planet.</p> <p>Alan Pete Some; Others sentences. Some people love football; others just can't stand it.</p>	<p>Suffix - ible The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). accessible audible credible destructible edible flexible horrible impossible indestructible</p>	
<p>Fronted Adverbials</p> <p>Words or phrases at the beginning of a sentence, used to describe the action that follows.A comma is normally used after an adverbial (but there are plenty of exceptions to this rule).</p>	<p>ISPACED fronted adverbials (ing, simile, preposition, adverb, conjunction, ed, dialogue)</p>	<p>Suffix -ibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly</p>	
SPaG Assessment			

Year 5/6 – Spring Term 2nd Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y5	Spellings Y6
<p>Active and passive verbs</p> <p>A verb is active when the subject of the sentence does the action. It is passive if the action is done to it.</p>	<p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom <i>accidentally dropped the glass.</i> Passive: The glass <i>was accidentally dropped by Tom.</i> Active: The class <i>heated the water.</i> Passive: The water <i>was heated.</i></p>	<p>Suffix -cious</p> <p>Not many common words end like this. If the root word ends in -ce, the /?/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.</p> <p>Exception: anxious conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious propitious vexatious fractious ostentatious facetious surreptitious unpretentious</p>	
<p>Ellipsis</p> <p>three dots to create a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.</p>	<p><i>If only she hadn't opened the door...</i></p>	<p>Suffix -cial</p> <p>-cial is common after a vowel letter social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial</p>	<p>Revision of -cious words</p> <p>unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious infectious conscientious</p>
<p>Hyphens</p> <p>Link two or three words together to show that together they make a compound adjective describing the noun.</p> <p>Link two or three words together to show they make a compound noun.</p>	<p><i>Badly-written</i> <i>Brand-new</i> <i>Good-looking</i> <i>Warm-blooded</i></p> <p><i>Mother-in-law</i> <i>Fund-raiser</i> <i>Thirteen-year-old</i> <i>Commander-in-chief.</i></p>	<p>Suffix -tial after a consonant letter.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province). potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential</p>	<p>Revision of – -cial suffix</p> <p>official, special, artificial, beneficial, commercial, crucial, facial, financial, glacial, judicial, racial, social</p>
<p>Colon (Revisit)</p> <p>Colons are commonly used to introduce lists. Commas separate items in a list. It is not used before the last item which has 'and' in front of it.</p>	<p><i>To make a smoothie you will need: strawberries, raspberries, blueberries and ice cream.</i></p>	<p>Suffix -ant</p> <p>important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant extravagant pollutant triumphant</p>	<p>Revision of words with the 's' sound spelt 'sc'</p> <p>scenery, science, descend, scissors, crescent, fascinate, scented, ascend, scientist, scimitar</p>
<p>Semi Colon (Revisit)</p> <p>links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.</p>	<p><i>I can't go to the concert; my mum won't let me.</i></p>	<p>Suffix - -ance</p> <p>performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance attendance stance ambulance relevance guidance compliance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance</p>	<p>Revision of 'sure' words</p> <p>closure, disclosure, displeasure, unsure, exposure, leisure, reassure, unsure, Verbs revision streamed, spouted, glowed, blazed,</p>

<p>Dashes shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.</p>	<p><i>I can't wait to see you – there are only three weeks to go!</i></p>	<p>Suffix -ancy pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy</p>	<p>swayed, crashing, retreating, fluttered, engulfed, floated, howled, flashed, circled, hovered, glided Revision of prefix anti- Antiseptic, antibiotic, antiseptic, antisocial.</p>
<p>SPaG Assessment</p>			

Year 5/6 – Summer Term 1st Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y5	Spellings Y6
<p>Revision of Grammar and Punctuation</p> <p>Application of skills assessed through independent writing and Big Writes</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p><i>conferring deferring inferring misinferring misreferring preferring referring retransferring transferring</i> <i>conferred deferred inferred misinferred misreferred preferred referred retransferred transferred</i> <i>conferral deferral referral transferral</i></p>	<p>Spellings Y6</p>
<p>Revision of Grammar and Punctuation</p> <p>Application of skills assessed through independent writing and Big Writes</p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p>	<p>The r is not doubled if the –fer is no longer stressed.</p> <p><i>referencing refereeing preferencing buffering chaffering coffering differing goffering offering proffering reoffering suffering chamfering interfering pilfering</i> <i>buffered chaffered chamfered coffered differed goffered interfered offered pilfered proffered reoffered suffered unbuffered conferencing feral transferal</i> <i>circumference conference countertransference deference difference indifference inference interference misreference nonconference non-interference preference reference teleconference transference videoconference</i></p> <p>Spelling - ee:ei</p> <p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). <i>ceiling conceit deceive perceive receive receipt conceited conceive deceit</i></p> <p>Words containing the letter-string ough</p> <p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. <i>ought bought thought nought brought fought rough tough enough chough</i> <i>cough</i> <i>though although dough</i> <i>through breakthrough</i> <i>thorough borough</i></p>	<p>Revision of KS1 & 2 spelling rules</p> <p>Topic Spellings</p> <p>Year 5 /6 Common Exception words</p>
<p>SPaG Assessment</p>			

Penguins – Year 5/6 – Summer Term 2nd Half

Grammar and Punctuation	Sentence Suggestions and Progression	Spellings Y5	Spellings Y6
<p>Revision of Grammar and Punctuation</p> <p>Application of skills assessed through indepent writing and Big Writes</p>		<p>Year 6 Spellings Revision of KS1 & 2 spelling rules Topic Spellings Year 5 /6 Common Exception words</p> <hr/> <p align="center">Year 5 Spellings</p> <p>Words with ‘silent’ letters</p> <p>a - artistically logically musically romantically, b -bomb dumb lamb numb thumb doubt debt climb comb crumbs numb subtle tomb c - abscess ascend ascent conscience conscious crescent descend descent disciple fascinate fluorescent incandescent isosceles luminescent miscellaneous muscle obscene resuscitate scenario scene scent scissors d - Wednesday sandwich handsome edge bridge handkerchief e – breathe g – sign champagne gnaw reign align assign benign campaign cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnu resign h - honest ghost heir hour what whether rhubarb rhyme ache anchor archaeology architect archives chaos character characteristic charisma chemical chemist chemotherapy chlorine choir cholera chord choreograph chorus Christian Christmas chrome echo leprechaun loch mechanical melancholy monarch monochrome orchestra orchid psychic scheme school stomach technical technique technology i - business k - knead knife knight knock knot know knack knapsack knave knead knee kneel knell knew knickers knife knit knob knoll knot knowledge knuckle l – would should calf half salmon talk yolk folk calm calf half m – mnemonic n - autumn column condemn damn hymn solemn o – colonel p - corps coup pneumonia psychology receipt pseudo psychiatrist psychiatry psychotherapy psychotic receipt r – s- aisle island debris apropos bourgeois t - asthma ballet castle gourmet listen rapport ricochet soften apostle bristle bustle fasten glisten hustle jostle listen moisten mortgage often * nestle rustle soften * thistle trestle whistle wrestle u - guess guard guide guilt guitar baguette biscuit build built circuit disguise guest guide guild guile guillotine guilty guise rogue silhouette w - answer sword two whole wrist write who awry playwright sword wrack wrangle wrap wrapper wrath wreak wreath wreck wreckage wren wrench wrest wrestle wretch wretched wriggle wring wrinkle wrist writ write writhe wrong wrote wrought wrung wry x – faux pas z - rendezvous</p>	
<p>Year 5 /6 Common Exception words</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>			

