

# Livingstone Primary School - Spelling, Punctuation and Grammar Teaching Sequence

Y	Aspect of Grammar/ Punctuation/ Spelling *Statutory requirement	Definition / Guidance / Expectation by the end of the year/ content to be introduced.
R	Concept of a word	Able to count the number of words in a simple sentence. When writing, separates words with a space.
	Simple sentences	A simple sentence consists of one clause. A clause is a group of words that expresses an event or a situation. It usually contains a subject and a verb. Children should orally be able to decide whether a given phrase is a sentence or not. Using word cards they should be able to rearrange these so that it makes sense as a sentence.
	Spaces between words	Know that we leave spaces between words when we write to help the reader to read our writing.
	Full stop	Able to use a full stop at the end of a simple sentence in their writing.
	Capital Letter for names	Uses a capital letter to start their own and other people's names.
	Capital letter for personal pronoun I	When writing uses a capital letter for the personal pronoun.
1	Sentences*	Understands that a sentence makes sense and is demarcated with a capital letter and a full stop. Is able to count the sentences in a text as opposed to the lines on a page. Understands that words combine to make a sentence. Join words and clauses using and. Children should sequence sentences to form short narratives.
	Verbs*	Verbs can usually have a tense and are sometimes called doing words. While this can be a way of recognising verbs, it does not distinguish verbs from nouns (which can also name actions). Verbs tend to name states or feelings rather than actions. Example: <b>He lives in Birmingham. The teacher wrote a song for the class. The following examples are NOT verbs, but nouns, The walk to Halina's house will take an hour. All that surfing makes me sleepy.</b>
	Adjectives*	Adjectives can be used before a noun, to make the noun's meaning more specific or after the verb be, as its complement. Adjectives are sometimes called describing words because they pick out single characteristics such as colour or size. This is often true but does not help distinguish adjectives from other word classes because verbs, nouns and adverbs can all do the same thing. <b>The pupils did some really good work (adjective before noun). Their work was good (after the noun).</b>
	Suffixes*	A suffix is an ending at the end of a word to turn it into another e.g. call- called, teach- teacher (turns a verb into a noun) terror- terrorise (turns a noun into a verb) green- greenish (leaves word class unchanged). Regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes; including the effects of these suffixes on the meaning of the

		noun. Suffixes that can be added to verbs where no change is needed in the spelling of the root word (helping, helped, helper.)
	Prefix*	Children should be taught how the prefix un- changes the meaning of a verb or adjective (e.g. unkind, undoing, untie).
	Questions and question marks*	Recognise when a clause is a statement and when it is a question. Demarcate questions with question marks.
	Capital letters for names and personal pronoun I.*	Children use a capital letter for personal titles (Miss, Mrs, Mr), names of days of the week and months of the year.
	Spaces between words*	Children separate words using a space.
	Exclamation marks*	Exclamation marks are used to demarcate statements which need more impact (which may be exclamative, imperative or declarative). An exclamation mark is used to : Mark surprise, humour, joy Show fear, anger, pain, danger, Give an order or shouting. Children recognise which types of sentences need to end with an exclamation mark.
	Full stops & Capitals*	Able to start their own sentence with the appropriate capital letter. Identifies capital letters in sentences in texts. In a piece of their own writing, demarcate the sentences correctly by using accurate full stops and capitals. When reading, children use full stops to aid fluency and expression by pausing at the punctuation.
	Terminology for pupils	Letter, capital letter, word, plural, singular, sentence, punctuation, full stop, question mark, exclamation mark.
2	Compound sentences and conjunctions`	Revise understanding of a simple sentence. Children should learn and understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Teach recognising and writing compound sentences. A compound sentence is created when two simple sentences are joined with a conjunction. Both clauses are of equal weight and contain a subject and verb. <b>And, but</b> and <b>or</b> are conjunctions that join clauses to create compound sentences. Conjunctions need to be looked at alongside the text genre as they are genre specific.
	Suffixes*	Children should be taught the formation of nouns using suffixes such as -ness and -er and by compounding (e.g. whiteboard and superman.) They should be taught the formation of adjectives using suffixes such as -ful, -less; and the use of -er and -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.
	Subordination and Co-ordination*	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 e.g. an adjective is subordinate to the noun it modifies, subjects and objects are subordinate to their verbs. Subordination is much more common than the equal relationship of co-ordination. Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (such as and,

	<p>but, or). The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>
Noun phrases*	<p>A noun phrase is a phrase with a noun at it's head e.g. Adult foxes can jump (adult modifies foxes, so adult belongs to the noun phrase), Almost all healthy adult foxes in this area can jump (all the other words help to modify foxes, so they all belong to the noun phrase. Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon.)</p>
Nouns	<p>A noun is a word that denotes somebody or something.</p> <p>Many nouns can be singular or plural.</p> <p>Children are able to identify the noun in a given sentence.</p>
Verbs*	<p>A verb is a word that expresses an action, a happening, a process or a state. It can be described initially as a doing word or a being word. Sometimes two or more words make up a verb phrase such as are going, didn't want, has been waiting. All sentences need to have a verb in them. Children should be taught that a sentence must contain a verb. They should be able to identify the verb in a given sentence. Children should learn the use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. <b>she is drumming, he was shouting.</b></p>
Past and present tenses*	<p>Children recognise the past and present tenses of regular verbs and are able to add suffixes -ing and -ed correctly.</p> <p>Children are taught about the correct tense to write in according to text genre eg stories are written in the past tense.</p> <p>Children know the standard past tense form of common irregular verbs eg to be, to have, to say</p>
Adjectives*	<p>An adjective is a word that describes something or somebody. Adjectives either come before a noun, or after verbs such as be, get, seem, look eg. <b>The man feels old.</b> Adjectives are effective if used sparingly. Adjectives should add new information to the noun which the reader needs to know. Sometimes, it may be more effective to use a precise noun rather than use an adjective. Avoid repeating adjectives unless to gain a specific effect.</p> <p>Adjectives can have comparative and superlative forms.</p> <p>Comparative:                    adjective + er (one syllable adjectives and some two syllables)  more + adjective (adjectives of two or more syllables)</p> <p>Superlative:                    adjective + est (one syllable adjectives and some two syllables)  Most + adjective (adjectives of two or more syllables)</p> <p>Children should be taught to recognise adjectives and explain it as a describing word. They use adjectives in their writing in order to add detail.</p>
Adverbs*	<p>Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence.</p> <p>I really enjoyed the party. (adverb +verb)</p> <p>She's really nice. (adverb + adjective)</p> <p>He works really slowly. (adverb + adverb)</p> <p>Really, he should do better. (adverb + sentence)</p> <p>Adverbs can be placed in different positions in a sentence and are thus useful for varying sentence structure. Many adverbs</p>

	<p>are formed by adding -ly to an adjective, for example quickly, dangerously, nicely but there are many adverbs which do not end in -ly. Note too that some -ly words are adjectives (eg lovely, silly, friendly).</p> <p>Adverbs tell us how (manner): slowly, happily, dangerously, carefully</p> <p>where (place): here, there, away, home, outside</p> <p>when (time): now, yesterday, later, soon</p> <p>how often (frequency): often, never, regularly.</p> <p>degree of intensity: very slowly</p> <p>attitude of the speaker to what he or she is saying: perhaps, obviously, fortunately</p> <p>connections in meaning between sentences: however, furthermore, finally</p>
Grammatical Agreement	<p>The form of a verb changes according to its subject. There are variations between many spoken dialects and written standard English.</p> <p>Children need to be taught that spoken versions are sometimes different to the formal written versions.</p>
Person (or pronoun) and verb agreement	<p>Children ensure the verbs agree with the subject of the sentence (I run, you run, he runs, they run). Children understand which forms of common verbs should be used with which subjects eg to have, to be (I am, they are, we are, he is).</p>
Plurals	<p>Children know how to add the suffix -s in the plural and when a word ends in a y, to change the y to an i and add -es.</p>
Question Marks*	<p>Questions are sentences that are usually meant to gain a response. They may be asked to seek information, ask permission or help or as a polite demand. Some begin with question words such as who, what, when, where, why. Some questions are statements with the words reordered.</p> <p>Children identify questions and use question marks in their writing to punctuate them correctly.</p>
Full stops & Capitals*	<p>In a piece of their own writing, demarcate the sentences correctly by using accurate full stops and capitals. When reading, children use full stops to aid fluency and expression by pausing at the punctuation.</p>
Exclamation marks*	<p>Exclamation marks are used to demarcate statements which need more impact (which may be exclamative, imperative or declarative).</p> <p>An exclamation mark is used to :</p> <p>Mark surprise, humour, joy</p> <p>Show fear, anger, pain, danger,</p> <p>Give an order or shouting.</p> <p>Children recognise which types of sentences need to end with an exclamation mark.</p>
Commas in lists*	<p>When writing lists, commas are used between each item except the last one preceding the word 'and'.</p> <p>Children accurately use commas when separating items in a list.</p>
Apostrophes*	<p>The apostrophe is used in certain words to denote where they have been shortened and letters missed out.</p> <p>Children understand how and why the apostrophe is used.</p>
Common uses for capital letters	<p>To recognise that we use capital letters for headings and titles.</p> <p>To know why authors sometimes add words in capitals - for emphasis.</p>

	Terminology for Pupils	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma.
3	Nouns*	A noun is a word that denotes somebody or something. Many nouns can be singular or plural. Children are able to identify the noun in a given sentence. Children should learn the formation of nouns using a range of prefixes e.g. super-, anti-, auto-.
	Proper nouns	Proper nouns are the names of people, places, organisations, days of the week, months, seasons etc. Children recognise and identify proper nouns. They know that these words start with a capital letter.
	Articles*	Articles are a type of determiner. <b>A</b> , <b>an</b> and <b>the</b> are articles. <b>A</b> or <b>an</b> is the indefinite article; <b>the</b> is the definite article. When a noun starts with a vowel or an h, the article is <b>an</b> .
	Adverbial Phrase	Recap on adverbs from Y2. Extend learning to adverbial phrases. Adverbial phrases answer the questions: how, where, when or why e.g. An adverbial phrase or clause is a group of words that functions in the same way as a single adverb. Eg <b>by car, to school, last week, three times a day, first of all, of course.</b> <b>Last night, Danielle drove her car carefully down the road, as it was snowing heavily.</b> How did she drive - carefully (adverb) Where did she drive - down the road (adverb- where the verb is happening) When did she drive? Last night (adverb- when the verb happened)
	Adverbs*	To express time e.g. then, next, soon, therefore.
	Verbs	Keep reinforcing that written standard English is sometimes different from spoken dialect. Keep expanding the list of common irregular verb forms eg did/ done (has), catch /caught, give/ gave. Children use past and present tense consistently when writing and speaking. Children should be taught the use of the present perfect form of verbs instead of the simple past. <b>He has gone out to play contrasted with He went out to play.</b>
	sentence structure	Recap and secure understanding of simple and compound sentences from Y1 & 2. Start to develop understanding of complex sentences.
	Pronouns	Pronouns are essential in enabling people to write economically. However, overuse of pronouns confuses the reader, leaving them unsure who the pronouns refer to. Pronouns can be personal (I, you, him, it) and possessive (my, your hers). Children should be taught the term pronoun and understand that they replace nouns.
	Word Families*	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning. (Morphology- internal make-up in terms of root words and suffixes or prefixes and other kinds of change). Children should learn about word families that are based on common words, showing how words are related in form and meaning (e.g. <b>solve, solution, solver, dissolve, insoluble.</b> )
	Conjunctions *	A conjunction links two words or phrases together. There are two main types of conjunctions. These are co-ordinating conjunctions which link two words or phrases together as an equal pair; and subordinating conjunctions that introduce a

		<p>subordinate clause.</p> <p>Children should learn about expressing time, place and cause using conjunctions e.g. <b>when, before, after, while, so, because</b>. Conjunctions such as <b>if, so that, while, since, though</b> and <b>when</b> are necessary to make the link between clauses more precise. Sentences containing these conjunctions are complex.</p>
	Prepositions*	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions can describe locations or directions, but can also describe other things, like relations of time. words such as <b>before</b> or <b>since</b> can act either as prepositions or as conjunctions. E.g. Tom waved goodbye to Christy. She'll be back <b>from</b> Australia <b>in</b> two weeks. I haven't seen my dog <b>since</b> this morning. Contrast: I'm going, <b>since</b> no-one wants me here! (conjunction links two clauses.)</p> <p>A preposition is a word like at, over, by and with which is usually followed by a noun phrase. Prepositions often indicate time, position or direction. They can indicate possession, means and accompaniment. In questions, and a few other structures, prepositions often occur at the end of the clause. Who did you go out with? In formal style, the preposition can go before whom or which With whom do you want to speak? Many prepositions can also be used as adverbs without a following noun or pronoun We got on the bus (preposition followed by a noun phrase) The bus stopped and we got on (adverb - no following noun or pronoun).</p> <p>Children should be able to identify and classify a range of prepositions.</p>
	Subject / Verb Agreement	<p>Verbs change according to their 'person' - the speaker (first), the person spoken to (second), or the person being spoken about (third). Different types of text are written in a particular person.</p> <p>1<sup>st</sup> person - I  2<sup>nd</sup> person - you  3<sup>rd</sup> person - he / Sam</p>
	Plurals	<p>Recap on adding the suffix -s.</p> <p>Extend the range of rules concerning the addition of plurals.</p>
	Speech marks / Inverted commas*	<p>The terms speech marks and inverted commas should both be used simultaneously.</p> <p>Children use speech marks correctly in their writing.</p> <p>When reading they are aware that speech marks demarcate the words that a character actually says.</p>
	Terminology for pupils	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas/speech marks.</p>
		<b>For spellings to be taught at Year 3 see list of spellings for year 3 and 4.</b>
4	Plurals*	<p>Recap on rules for plurals from Y3.</p> <p>Extend the range of rules concerning the addition of plurals.</p> <p>Introduce the grammatical difference between plural and possessive -s.</p>
	Noun Phrases*	<p>Recap on understanding of nouns from Y3.</p> <p>Extend understanding to abstract nouns (refer to thoughts and feelings)</p> <p>Extend understanding to noun phrases. The term 'noun phrase' can refer to just one word eg. <b>Tom, she</b> or a group of words eg. <b>a lot of money, the best team in the world</b> that functions in the same way as a noun in a sentence.</p>

	<p>A noun phrase can include:  a determiner eg <b>these hats, a baby</b>  an adjective <b>sad face, watery grave</b>  an additional noun which acts like an adjective eg. <b>library book</b>  a prepositional phrase eg. <b>man in the moon</b>  Children should be taught that noun phrases can be expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <b>the teacher</b> expanded to: <b>the strict maths teacher with curly hair.</b>)</p>
Conjunctions / Sentence Structure	<p>Secure understanding of simple and compound sentences.  Build on understanding of complex sentences from Y3.  A complex sentence is one which has a main clause and a subordinate clause. A clause is a group of words that expresses an event or a situation. Eg <b>She was thirsty / She wanted a drink.</b> It usually contains a subject and a verb. A clause differs from a phrase as a phrase (<b>a big dog</b>) doesn't say what the dog was doing or what happened to it whereas a clause (<b>a big dog chased me</b>) says what it did. A complex sentence consists of a main clause and one or more subordinate clauses eg. <b>Although it was late, I wasn't tired.</b></p>
Paragraphs*	<p>Paragraphs clarify the organisation of a piece of writing, making it easier to read and understand. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue. The paragraphing of direct speech tends to confuse other aspects of paragraphing in many narrative texts. Paragraphing helps writers to organise their thoughts and helps readers to follow the story line, argument or dialogue.  At Livingstone our agreed layout is that for a new paragraph, we miss a line and indent at the start of the next paragraph.</p>
Verb tenses - past, present and future	<p>In English only the past and the present tenses can be made by changing the form of the verb itself. The present can also be used for future events eg. <b>The train leaves in five minutes.</b>  Children should be taught to use the past, present and future tenses correctly. They should be able to change the tense of a verb to change the meaning of a sentence.</p>
Verb inflections*	<p>When we add -ed to walk, or change mouse to mice, this change of morphology produces in an inflection or 'bending' of the basic word which has special grammar. However, adding -er to walk produces a different word, walker, which is part of the same word family.  Children should be introduced to Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was.</p>
Fronted adverbials*	<p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. A word or phrase that normally comes after the verb may be moved before the verb, when this happens it is said to be fronted. A fronted adverbial is an adverbial which has been moved before the verb e.g. Later that day, I heard the bad news.</p>
Phrases	<p>A phrase is any group of words which taken together in a sentence, function as a part of speech:  Noun phrases act as a noun <b>Reading a book is a good hobby</b> (what: the subject)  Adjectival phrases act as an adjective <b>The woman in the red shiny dress is the owner of the café</b> (which woman)  Verb phrases form a verb <b>My mum will be leaving for the station in an hour</b> (what does or did the subject do?)</p>

	Children need to be taught to recognise noun, verb and adjectival phrases.
Determiner*	<p>Determiners include many of the most frequent English words eg <b>the, a, my, this</b>. Determiners are used with nouns and they limit (determine) the reference of the noun in some way.</p> <p>Determiners include:</p> <ul style="list-style-type: none"> <li>articles (<b>a, an, the</b>)</li> <li>demonstratives (<b>this, that, these, those</b>)</li> <li>possessives (<b>my, your, his, her, its, our, their</b>)</li> <li>quantifiers (<b>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</b>)</li> <li>numbers (<b>three, fifty, three thousand</b>)</li> <li>some question words (<b>which, what, whose</b>)</li> </ul> <p>When these words are used as determiners, they are followed by a noun (though not necessarily immediately).</p> <p>Many determiners can also be used as pronouns. These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun. There are a few cases where a determiner must agree with a noun according to whether it is singular or plural eg <b>this house, these houses</b></p>
Direct Speech*	<p>Reported speech is used in fiction and in non-fiction to create variety, so that the writer does not include long stretches of direct speech. If direct speech is used sparingly, it can have greater impact; writers tend to put their most forceful points in direct speech. Sentences in which there is reported speech are among the most common form of complex sentence. He said that he would come has a main and a subordinate clause. Quite commonly the connective that is omitted. He said he would come is a complex sentence which has no connective and no comma.</p> <p>In direct speech we use the speaker's original words which are marked by speech marks (also called inverted commas or quotes). In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses and speech mark are not used.</p>
Pronouns*	<p>Pronouns often replace a noun or a noun phrase to help us avoid repetition. Children often overuse pronouns so that it is not clear to the reader who is being referred to.</p> <p>There are several kinds of pronoun:</p> <ul style="list-style-type: none"> <li>personal pronouns I, me, you, he, him, she, her, we, us, they, them, it</li> <li>possessive pronouns mine, yours, his, hers, ours, theirs, its</li> <li>reflexive pronouns myself, herself, themselves</li> <li>indefinite pronouns someone, anything, nobody, everything</li> <li>interrogative pronouns who, whom, whose, which, what</li> <li>relative pronouns who, whom, whose, which, that</li> </ul> <p>Many determiners can also be used as pronouns, including this, that, these, those and the quantifiers some, much eg these are mine, would you like some?</p>
Paragraphs*	The use of paragraphs to organise ideas around a theme.
Commas to demarcate clauses.	<p>Recap on complex sentences and that they consist of main clauses and dependent clauses.</p> <p>Commas are used to help make the meaning of the sentence clearer.</p>



	<p>Julia says her sister is ill. (sister ill)  Julia, says her sister, is ill (Julia ill).</p>
Apostrophes	<p>We use an apostrophe for the omitted letter when a verb is contracted. In contracted negative forms <b>not</b> is contracted to <b>n't</b> and joined to the verb. In formal written style, it is more usual to use the full form. There are a few other cases where an apostrophe is used to indicate letters that are in some sense 'omitted' in word other than verbs eg <b>o'clock</b>  Children understand the role and use of apostrophes in contracted forms of words.</p>
Speech punctuation*	<p>Conventions for marking direct speech:  Use of speech marks / inverted commas  Capital at start of speech  When a quotation is interrupted in mid-sentence, you don't need a capital letter when you restart the speech.  Before closing or reopening quotation marks there must always be a point of punctuation, usually a comma otherwise a full stop, question mark, or exclamation mark.  A new line should be used for each new speaker.  If a speaker quotes someone else, use single quotation marks for the words the speaker is quoting e.g. " I heard the man shout 'Run!', "Amy cried.</p>
Use of commas after fronted adverbials*	<p>A fronted adverbial is an adverb which has been moved before the verb. When writing fronted phrases, they are often followed with a comma e.g. <b>Before we begin, make sure you have got a pencil</b> (without fronting: <i>Make sure you have got your pencil before we begin.</i>)</p>
Apostrophes for possession*	<p>Children need to be clear about the difference between the 2 functions of the apostrophe - possession and omission.  Basic rules for the use of the apostrophe to show possession:  A single noun add s, Jane's hat  A plural noun ending in s, add ' boys' bags  A plural noun not ending in s, add s - women's bags  The possessive words <b>yours, his, hers, ours, theirs</b> and <b>its</b> are not written with an apostrophe.</p>
Terminology for pupils	<p>Determiner, pronoun, possessive pronoun, adverbial.</p>

	Spelling word list to be taught in Years 3 and 4	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain	circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme	famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest	island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular	peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign	remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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5	Relative clauses*	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, although the relative pronoun <i>that</i> is sometimes omitted. A relative clause can be attached to a clause. Then the pronoun refers back to the whole clause, instead of referring back to the noun. Children should learn relative clauses beginning with <b>who, which, where, when, whose, that</b> or an omitted relative pronoun.
	Modal Verbs*	Modal verbs are used to change the meaning of other verbs. The main modal verbs include <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> . Children should learn indicating degrees of possibility using adverbs (e.g. <i>perhaps</i> ) or modal verbs (e.g. <i>might, should, will, must</i> ).
	Compound, complex sentences and conjunctions	Revisit: sentence with two verbs of equal weight is a compound sentence. Further develop understanding about complex sentences. A complex sentence contains a main clause and a subordinate clause. Complex sentence can be made up of a main clause (a phrase with one verb) and one or more noun, adjectival or adverbial clauses. A main clause is one that is self-contained, that can act as a free standing sentence. Subordinate clauses start with either a subordinating conjunction or relative pronoun (or they suggest one) and they cannot act as free standing sentences. <b>They played happily until it started to rain. Nathan, filled with despair, left the pitch.</b> In this sentence, the subordinating words <b>who</b> and <b>was</b> are suggested. Many subordinate clauses begin with a conjunction which suggests the relationship between the ideas. Each clause is a 'chunk of meaning', and punctuation is sometimes needed to show the boundaries between them. This is particularly the case when the subordinate clause comes at the beginning of the sentence, or when the subordinate clause splits the main clause. Commas are used after a

	subordinate clause which begins a sentence. Although most clauses require a subject and a verb, some subordinate clauses do not. In many such cases, the verb <u>be</u> can be understood. <b>The weather, although rather cold, was pleasant enough</b> (= although it was rather cold). <b>When in Rome, do as the Romans do</b> (=when you are in Rome).
Collective Nouns	A collective noun is a word that refers to a group. Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. Children should be taught to know and recognise common collective nouns eg a team of players.
Suffixes*	Converting nouns or adjectives into verbs using suffixes (e.g.-ate; -ise; -ify).
Word Classes	Children need to be taught about different word classes and need a chance to investigate these. e.g. Noun <b>pleasure</b> Adjective <b>pleasant</b> Verb <b>please</b> Adverb <b>pleasurably</b> They also need to investigate different types of adverbial phrase: Manner (how it was done) Time (when it was done) Place ( where it was done)
Verbs*	Revise previous work on verb tenses - past, present and present used to express future events. In English, all other examples of tenses are created by using auxiliary verbs. The future is formed with modal verbs <b>will, would, shall, should</b> . Auxillary verbs (be, have, shall, will, was) add extra meaning to the main verb eg <b>we are going, Lucy has arrived</b> More than one auxillary verb can be used together eg <b>I have been waiting ages</b> . Auxillary verbs are used to express ideas such as possibility, willingness, prediction, speculation, deduction and necessity. Within appropriate text types, children should be taught to identify and use appropriate verb forms - active, interrogative and imperative. Children should be taught about verb prefixes. A prefix is added at the beginning of a word in order to turn it into another word. Verb prefix- <b>dis-, de-, mis-, over- and re-</b> .
Adverbials of time, place, number and tense choices*	Children should be introduced to linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choices (e.g. he <b>had</b> seen her before).
Standard English	Reinforce the differences between spoken language which can include some non-standard forms and standard English which should be used in writing.
Cohesion*	A text has cohesion if it is clear how the meanings of it's parts fit together. Cohesive devises help to do this. Children should be taught the devices to build cohesion within a paragraph e.g. <b>then, after that, this, firstly</b> .
Comma*	Simple sentences should not be linked by a comma. This is called the 'comma splice'; it has the effect of weakening sentences and is a very common mistake in children's writing. Simple sentences may be joined by a semi-colon or a conjunction, or

		<p>separated by a full stop.</p> <p>A complex sentence contains a main clause and one (or more) clauses whose meaning is dependent on or subordinate to the first. The main clause could stand alone as a simple sentence. Subordinate clauses can not. Links between the main clause and the subordinate clause will clarify which is the subordinate clause. Words such as <b>although, if</b> and <b>unless</b> clearly place the words that follow in a subordinate position. When sentences start with a subordinate clause, the clauses are separated by commas. A subordinate clause can stand in place of a noun phrase, in which case it is called a noun clause eg. <b>He wondered <i>whether they would be getting any tea.</i></b></p> <p>A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.</p> <p>In particular we use commas:</p> <ul style="list-style-type: none"> <li>To separate items in a list</li> <li>To mark off extra information</li> <li>After a subordinate clause which begins a sentence</li> <li>With many connecting adverbs</li> <li>To clarify meaning and avoid ambiguity</li> </ul>
	Dash -*	<p>Dash:</p> <p>A dash is a punctuation mark used especially in informal writing. They may be used to replace other punctuation marks (colons, semi-colons, commas) or brackets.</p> <ul style="list-style-type: none"> <li>To show gaps or hesitation</li> <li>An abrupt change of thought</li> <li>Use dash with a colon to introduce a list</li> <li>Use a dash to show longer pauses instead of brackets</li> </ul>
	Bracket ( )*	<p>The brackets:</p> <p>Placed round words which give extra information which is not absolutely essential e.g. an afterthought or to explain something in the sentence.</p>
	Terminology for pupils	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
		<b>For spellings to be taught in Year 5 see Year 5 and 6 spellings.</b>
6	Use standard English	<p>This includes children ensuring:</p> <ul style="list-style-type: none"> <li>Concord agreement of singular with singular and plural with plural.</li> <li>Agreement between nouns &amp; verbs</li> <li>Consistency of tense and subject</li> <li>Avoidance of double negatives</li> </ul>
	Object and subject	<p>An object is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon.</p> <p>Objects can be turned into the subject of a passive verb, and can't be adjectives.</p>

	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er.' The subjects position is normally just before the verb in a statement or just after the auxiliary verb in a question.
Nouns	Common - dog Proper - Sandra Concrete - of real objects Abstract - qualities, feelings Collective - groups Children should know and recognise all 5 types of noun.
Parts of Speech*	Word classes: Noun, Pronoun, Adjective, Verb, Adverb, Conjunction, Preposition, Interjection Knows, identifies and names all parts of speech in a given sentence.
Active and Passive Verbs*	A sentence using the active voice is one where the subject of the sentence is the 'agent' of the action expressed in the verb, and the object of the sentence is the 'recipient' of that action eg <b>The mouse frightened the elephant</b> (agent-verb-recipient). In using the passive voice, the sentence is turned around so that the normal object becomes the subject. ie the subject is now the 'recipient' of the action instead of the 'agent'. If the agent (the former subject of sentence) is retained, it is usually added after the verb and introduced with <b>by</b> , eg <b>The elephant was frightened by the mouse.</b> (recipient - verb - by agent). However the agent can sometimes be omitted completely, eg <b>The elephant was frightened.</b> The active voice is far more common than the passive, in both speech and writing. Passive sentences including the agent can sound clumsy and unnatural. They are often best avoided. Passive forms are common in impersonal, formal styles. All passive forms are made up of the verb be + past participle.
Conditional Sentences	A conditional sentence is one in which one thing depends on another. Conditional sentences often contain the conjunction <b>if</b> . A conditional sentence can refer to an imaginary situation. The term 'conditional' is sometimes used to refer to the form <b>would + verb</b> .
Informal/ formal speech*	Children should be taught the difference between vocabulary that is typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <b>find out- discover; ask for- request; go in- enter.</b> ) children should learn the difference between structures typical of informal speech and structures appropriate for formal speech in writing (e.g. He's your friend isn't he?, or the use of subjunctive forms such as if <i>I were</i> or <i>were they</i> to come in some very formal writing and speech.
Synonyms and antonyms*	Two words are antonyms if their meanings are opposite e.g. <b>hot/cold, light/dark</b> . Two words are synonyms if they have the same or similar meanings e.g. <b>talk, speech</b> . Children should be taught how words are related by meaning as synonyms and antonyms.
Paragraphing*	By Y6 pupils need to understand how to organise more complex chronological narratives into several basic paragraph units which relate to story structure. This skill should extend to narratives which do not have a simple linear chronology. They also need to be aware of, and able to use, a range of appropriate ways of introducing and / or connecting paragraphs in these narratives. Y6 pupils need to extend and develop the use of paragraph structures and connectives in a range of non-fiction text types, including recounts, procedures, reports and explanations, arguments and persuasive writing. They also need to understand how individual paragraphs can be structured, and begin to use this understanding in their own writing. Children should link ideas

	across paragraphs using a wider range of cohesive devices- repetition of a word or phrase, grammatical connections (e.g. using adverbials such as on the other hand, in contrast or as a consequence), and ellipsis (ellipsis is the omission of a word or phrase which is expected and predictable).
Layout Devices*	In Y6 children should be introduced to layout devices such as headings, sub-headings, columns, bullets, or tables to structure text.
Conjunctions	Connectives are used to help 'stick texts together' by referring and making links to what has gone before, to create links between sentences. Different types of texts may use particular types of connective, but some connectives can be used in more than one type of text. The kind of connective used is often a key identifying feature of a particular kind of text and used for a particular purpose.
Punctuation*	<p>' . ? ! , " " ; : -- ...</p> <p><b><u>Semi-Colon:</u></b> A semi-colon can be used to separate two main clauses in a sentence. These could be written as two separate sentences. However, where the two clauses are closely related in meaning a writer may prefer to use a semi-colon rather than two separate sentences. <b>I liked the book; it was a pleasure to read.</b> Semi-colons can be used to separate items in a list if these items consist of longer phrases.</p> <p><b><u>Colon:</u></b> To signal a list or explanation. Separate two statements where the second explains the first To introduce a lengthy quotation To punctuate speech in plays</p> <p><b><u>Ellipse (dots):</u></b> Show a break in a phrase or sentence Scraps of conversation. To show a word or words have been missed out.</p> <p><b><u>The Hyphen:</u></b> To join two or more words to make a new compound word but it is much more usual for such compounds to be written as single words. Hyphens are used in compound adjectives and longer phrases used as modifiers before nouns (<b>foul-smelling, well-known, state-of-the-art, hyper-active, single-minded, long-lasting, up-to-date</b>) To join two syllables of a word when separated at the end of a line To pair with capital letters e.g. <b>anti-British, U-turn</b> To separate a prefix from a root word where the letter combination will look odd e.g. <b>co-ordinate, re-emit, de-ice</b> To avoid confusion with an existing word e.g. <b>re-cover, recover</b> A hyphen is used in many compound nouns where the second part is a short word like in, off, up, by (<b>a break-in, a mix-up</b>). Hyphens are used in many words beginning with the prefixes co-, non- and ex- (<b>co-operate, non-existent, ex-husband</b>).</p> <p><b><u>Bullet Points:</u></b></p>

		Punctuation of bullet points to list information.					
		In parenthesis, commas create the least degree of separation; dashes are next, creating a jerky effect; brackets cut off part of a sentence very firmly.					
	Terminology for pupils	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					
	Spelling word list to be taught in Years 5 and 6	accommodate	committee	embarrass	immediate(ly)	persuade	shoulder
		accompany	communicate	environment	individual	physical	signature
		according	community	equip (-ped, -ment)	interfere	prejudice	sincere(ly)
		achieve	competition	especially	interrupt	privilege	soldier
		aggressive	conscience*	exaggerate	language	profession	stomach
		amateur	conscious*	excellent	leisure	programme	sufficient
		ancient	controversy	existence	lightning	pronunciation	suggest
		apparent	convenience	explanation	marvellous	queue	symbol
		appreciate	correspond	familiar	mischievous	recognise	system
		attached	criticise (critic + ise)	foreign	muscle	recommend	temperature
		available	curiosity	forty	necessary	relevant	thorough
		average	definite	frequently	neighbour	restaurant	twelfth
		awkward	desperate	government	nuisance	rhyme	variety
		bargain	determined	guarantee	occupy	rhythm	vegetable
		bruise	develop	harass	occur	sacrifice	vehicle
		category	dictionary	hindrance	opportunity	secretary	yacht
		cemetery	disastrous	identity	parliament		

**Note: Years 1, 2, 3 and 4 need to be taught using the changes in the new National Curriculum. However Year 5 will need to be taught against old National Curriculum.**

## Connectives

Conjunctions join clauses within a sentence. A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions or connecting adverbs. Connecting adverbs connect ideas but the clauses remain separate sentences. The term 'conjunction' should be used along with 'connective'. These are both 'umbrella terms' for lots of different sorts of conjunction.

<b>Connecting Adverbs</b>	Connecting adverbs connect ideas but the clauses remain separate sentences. Connecting adverbs maintain the cohesion of a text in several basic ways.	<b>Connecting adverbs to show addition:</b> also, furthermore, moreover <b>Connecting adverbs to show opposition:</b> however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way <b>Connecting adverbs to reinforce</b> besides, anyway, after all <b>Connecting adverbs to explain:</b> for example, in other words, that is to say <b>Connecting adverbs to list:</b> first of all, finally <b>Connecting adverbs to indicate result:</b> therefore, consequently, as a result, thanks to this, because of this <b>Connecting adverbs to indicate time (known as Time Connectives, should now be called connecting adverbs for time):</b> meanwhile, then, next, afterwards, after a while, suddenly, after, before, when, later, later on, after that, finally, first, when I finished, until, once, while, at first, just then, in due course, in the end, eventually, in the beginning, until then, up to that time, in the mean time, simultaneously, concurrently, <b>Connecting Adverbs to show conditions:</b> if, unless, providing, provided, so long as
<b>Connecting Pronouns</b>		who, which, what, whose, where, when, why, how
<b>Cause and Effect Conjunctions</b>	'why?'	as, because, so, unless, if, but, as long as, as though, though
<b>Subordinating Conjunctions</b>	These go at the beginning of a subordinate clause.	after, although, as, as if, as long as, before, if, in case, since, unless, when(ever), where(ever), whereas, while, until, however, finally, on the other hand, when, because, that
<b>Co-ordinating Conjunctions</b>	These join two clauses of equal weight to create a compound sentence.	and, but, or