

Glossary

clause - a group of words containing a subject and verb

compound sentence – two simple sentences joined with a conjunction (and, but, or, so)

conjunction – a word to join ideas within the same sentence (and, but, or, so, when, if, whilst, after, before etc)

connective – a word to join ideas in separate sentences (first, after, furthermore, in addition etc)

genre – text type (mystery story, newspaper report, persuasive letter etc)

Grapheme - written letters representing units of sounds

narrative - story

phoneme – unit of sound in a word

verb – doing word

Joined Handwriting

- Children should sit correctly at a table, holding a pencil comfortably and correctly.



- They should begin to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.

Letter Formation



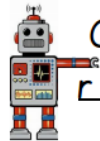
Curly Caterpillars:

c a d o s g q e f



Long Ladders:

l i t u j y



One armed robots:

r b n m k p



Zig Zag Monsters:

z v w x k

- Words should be separated with spaces.

1 2 3 4 5 6 7 8 9 0

Year 1 Fundamentals of Spelling, Punctuation, Grammar and Handwriting



Before children leave Year 1 they should be able to...



Spelling

- Spell words containing each of the 40+ phonemes.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mn	kn	wr	se		s	ci		
					c		se			
					ce					
b	c	g	h	j	p	qu	t	w	x	y
bb	k	gg		g	pp		tt	wh		
	ck			ge						ch
	ch			dge						tch
a	e	i	o	u	ay	ee	igh	ow		
					a-e	y	i-e	o-e		
					ai	ea	ie	oa		
						e	i	o		
							y			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	er	ow	oi			
ue			ore		ur					
ew			aw	au						

- Spell common exception words and days of the week.

the	you	where	his	were
a	your	love	has	was
do	they	come	I	is
to	be	some	my	go
today	he	one	here	so
of	me	once	there	by
said	she	ask	full	put
says	we	friend	house	push
are	no	school	our	pull

Alphabet

- Name the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound.

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Prefixes and Suffixes

- Use and understand plural noun suffixes -s and -es (dog, dogs, wish, wishes).
- Know that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind).



Ways to help your child

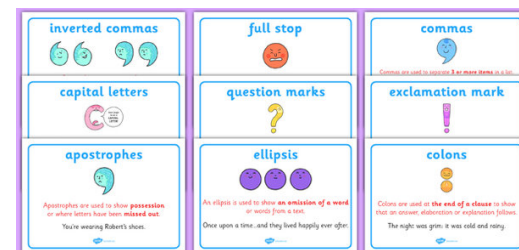
Practise using common words in sentences out loud and written down. Ensure children understand the meaning of the words they are using.

Punctuation

- Use capital letter for: names, places, days of week and personal pronoun I.
- Begin to use capital letters, full stops, question marks and exclamation marks in sentences.

Grammar

- Know words combine to make sentences and can sequence sentences to form short narratives.



- Join words and clauses using and.



Glossary

clause - a group of words containing a subject and verb

conjunction – a word to join ideas within the same sentence (and, but, or, so, when, if, whilst, after, before etc)

homophone— words that sound the same but have different spellings

expanded noun phrase—description (adjective / adverb) that changes the meaning of the noun

noun—an object, person or thing

progressive form (tense) - a progressive action—leading up to the present (I **have been** waiting for this bus for half an hour.)

subject - person or thing doing something in a sentence

verb - doing word

Joined Handwriting

- Use cursive script.

1. Diagonal join to letters without ascenders:

ai ar un in am ear aw
ir hu ti ki du up ag

2. Horizontal join to letters without ascenders:

ou vi wi op ow ov ri ru
ve we re fe fu ob ol

3. Diagonal join to letters with ascenders:

ab ul it ib if ub th ck
ch it

4. Horizontal join to letters with ascenders:

ol wh ot ft fl of rt rk
wh ol ob

- Form lower case and capital letters of the correct size, orientation and relationship to one another.

Ways to help your child

Practising patterns of joined up letters (such as a string of connected 'c's) helps children master cursive. 'The more your child practises patterning, the sooner they will establish the neuro-motor pathways that make them automatic.'

Year 2 Fundamentals of Spelling, Punctuation, Grammar and Handwriting



Before children leave Year 2 they should be able to...



Spelling

Whole word spelling

- Spell words with alternative graphemes for known phonemes including common homophones.
- Spell common exception words.

door	hold	grass
floor	told	pass
poor	every	plant
because	everybody	path
find	even	bath
kind	great	hour
mind	break	move
behind	steak	prove
child	pretty	improve
children*	beautiful	sure
wild	after	sugar
climb	fast	eye
most	last	who
only	past	whole
both	clothes	any
old	busy	many
could	people	again
should	water	half
would	money	Mr
cold	father	Mrs
gold	class	parents
		Christmas

Apostrophes

Uses the possessive apostrophe with singular nouns and spells words with contracted forms.

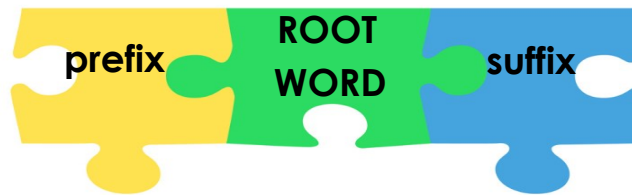
The **dog's** food looked unappealing to the cat.

I **can't** believe my eyes!



Prefixes and Suffixes

- Add suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment -ness, -ful, -less and -ly to root words.



Ways to help your child

Children learn that to add some suffixes, you have to change the root word. E.g 'pat' has to have another 't' added before the suffix 'ed' can be added. 'Copy' has to have the 'y' removed before 'ied' is added. Encourage children to identify these patterns in words.

Punctuation

- Uses full stops, capital letters and exclamation marks to demarcate sentences.
- Uses commas to separate items in a list.

The boy ate his delicious, green apple.

I bought two coats, a cat, three umbrellas and a toadstool from the shop.

Grammar

- Use expanded noun phrases to expand and specify.
- Use subordinating conjunctions (when, if, that, because) and coordinating conjunctions (or, and, but) to join clauses.
- Use the present and past tenses correctly and consistently including progressive form.

Glossary

adverb - describes a verb (usually ends in-ly and describes how, where, when and how often something happened)

article - determines the noun (i.e a cat, **the** cat, **an** apple etc)

clause - a group of words containing a subject and verb

conjunction - word to join ideas, phrases and sentences -within sentences- (e.g. and, but, or, so, when, if, although, until, because etc)

present perfect (tense) - a progressive action - leading up to the present (I **have been** waiting for this bus for half an hour.)

Joined Handwriting

- Use continuous cursive.

1. Diagonal join to letters without ascenders:

ai ar un in am ear aw
ir hu ti ki du up ag

2. Horizontal join to letters without ascenders:

ou vi wi op ow ov ri ru
ve we re fe fu ob ol

3. Diagonal join to letters with ascenders:

ab ul it ib if ub th ck
ch it

4. Horizontal join to letters with ascenders:

ol wh ot ft fl of rt rk
wh ol ob

- Use the diagonal and horizontal strokes that are needed to join letters & know which letters, when adjacent to one another, are best left unjoined.

Ways to help your child

Motivate your child by providing him/her with a variety of tools such as felt tips, chalks and paint as handwriting requires a lot of practise.

www.teachhandwriting.co.uk

Year 3 Fundamentals of Spelling, Punctuation, Grammar and Handwriting



Before children leave Year 3 they should be able to...



Spelling

Whole word spelling

- Spell >50/100 of the commonly misspelt words.

accident (ally) actually 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
through various weight woman/ women occasion (ally) special notice	experiment extreme famous favourite February forward (s) fruit grammar	often opposite ordinary particular peculiar perhaps popular position	possess (ion) possible potatoes pressure probably promise purpose quarter minute
question recent regular reign remember sentence separate material medicine	increase important interest island knowledge learn length library mention	straight strange strength suppose surprise therefore though although thought	group guard guide heard heart height history imagine naughty natural

Prefixes and Suffixes

- Add suffixes (ing, er, en, ed) to words with >1 syllable and use and understand the suffixes -ation, -ly and -ous.
- Use and understand prefixes un-, dis-, mis- and in-
- Spell words ending -sion, -ure and ei (-eigh/-ey), words with 'y' within them and with ou (-uh).



Apostrophes

- Place the possessive apostrophe accurately in words with regular and irregular plurals.

Julia found the family of **foxes'** den.

The **children's** feet were cold from pond dipping.

Punctuation

- Use inverted commas to punctuate direct speech.



Grammar

- Use articles **a** and **an** correctly.
- Express time, place and cause using conjunctions, adverbs and prepositions (e.g.. on, above, next to...)
- Extend sentences with more than one clause by using a wide range of conjunctions.
- Use present perfect form of verbs.

Glossary

homophone - words that sound the same but have different spellings

expanded noun phrase - description (adjective / adverb) that changes the meaning of the noun

fronted adverbials - adverbs of time, place and manner that appear at the beginning of sentences (e.g.

Quickly, Mrs Robbins leapt to her feet.)

Inflection - the name for the way a word changes to indicate tense, number

- ♦ **eat/eats/ ate/eating/eaten**
- ♦ **fast/faster/fastest**

noun - an object, person or thing

progressive form (tense) - a progressive action—leading up to the present (I **have** been waiting for this bus for half an hour.)

Joined Handwriting

- Use continuous cursive.

1. Diagonal join to letters without ascenders:

ai ar un in am ear aw
ir hu ti ki du up ag

2. Horizontal join to letters without ascenders:

ou vi wi op ow ov ri ru
ve we re fe fu ob ol

3. Diagonal join to letters with ascenders:

ab ul it ib if ub th ck
ch it

4. Horizontal join to letters with ascenders:

ol wh ot ft fl of rt rk
wh ol ob

- Down strokes of letters are parallel and equidistant and lines of writing are sufficiently spaced so that ascenders and descenders do not touch.

Ways to help your child

Read stories and talk about what makes them good. Encourage children to use literary language from books.

Year 4 Fundamentals of Spelling, Punctuation, Grammar and Handwriting



Before children leave Year 4 they should be able to...



Glossary

homophone - words that sound the same but have different spellings

modal verbs - helper verbs that support the main verb by expressing additional information (**can/could, may/might, must, will/would, and shall/should**)

noun - an object, person or thing

parenthesis - brackets

perfect form - an action that has happened in the past but has consequences on the present (e.g. I **have** been to school)

relative clauses - modifies nouns using relative pronouns by adding additional information (The cow, which was spotty, lay down in the field)

relative pronoun - which, that, who, whom, whose

verb - doing word

Joined Handwriting

- Use continuous cursive.
- Write legibly, fluently and with increasing speed varying style depending on piece i.e. note taking or published piece.

1. Diagonal join to letters without ascenders:

*ai ar un in am ear aw
ir hu ti ki du up ag*

2. Horizontal join to letters without ascenders:

*ou vi wi op ow ov ri ru
ve we re fe fu ob ol*

3. Diagonal join to letters with ascenders:

*ab ul it ib if ub th ck
ch it*

4. Horizontal join to letters with ascenders:

*ol wh ot ft fl of rt rk
wh ol ob*

Ways to help your child

Encourage children to add additional information using relative pronouns—who, which, that, whose etc when describing characters or people.

Year 5 Fundamentals of Spelling, Punctuation, Grammar and Handwriting



Before children leave Year 5 they should be able to...



Spelling

Whole word spelling

- Spell >50/100 of the commonly misspelt words.

accommodate accompany according achieve aggressive amateur ancient apparent	appreciate attached available average awkward bargain bruise category cemetery	committee communicate community competition conscience conscious controversy dictionary	disastrous embarrass environment equipped equipment especially exaggerate excellent existence
convenience correspond criticise curiosity definite desperate determined Develop pronunciation	queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary	shoulder signature sincere (ly) soldier stomach sufficient suggest explanation symbol	system temperature thorough twelfth variety vegetable vehicle yacht opportunity
parliament persuade physical prejudice privilege profession programme marvellous	mischievous muscle necessary neighbour nuisance occupy occur Identity	Immediate (ly) individual interfere interrupt language leisure lightning	familiar foreign forty frequently government guarantee harass hindrance

- Spell words with ei after c, -ough and words with silent letters.

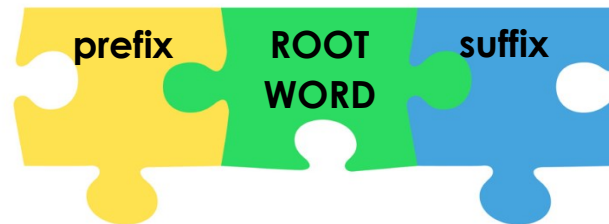
Homophones

- Accurately use word pairs with –ce and –se (advice/advise)

Practise

Suffixes & Prefixes

- Use and understand suffixes –cious or –tious and suffixes –cial and –tial and use and understand suffixes -ant, -ance or -ancy and suffixes -ent, -ence and -ency.



Punctuation

- Use brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity.

Grammar

- Use the perfect form of verbs to mark relationships of time and cause.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with the 5Ws, that or with an implied (i.e. omitted) relative pronoun.
- Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) and use verb prefixes dis-, de-, mis-, over-, re-)

Glossary

homophone - words that sound the same but have different spellings

expanded noun phrase - description (adjective / adverb) that changes the meaning of the noun

modal verbs - helper verbs that support the main verb by expressing additional information (**can/could, may/might, must, will/would, and shall/should**)

noun - an object, person or thing

subjunctive form - a mood of the verb that expresses wishes, conditions and non-factual situation (If he were less sleepy, he **would** be able to climb the mountain)

passive verbs - to be + past participle (The dog **was walking**)

Joined Handwriting

- Chooses handwriting for a particular task i.e. un-joined style for labelling, forms, emails etc.

1. Diagonal join to letters without ascenders:

*ai ar un in am ear aw
ir hu ti ki du up ag*

2. Horizontal join to letters without ascenders:

*ou vi wi op ow ov ri ru
ve we re fe fu ob ol*

3. Diagonal join to letters with ascenders:

*ab ul it ib if ub th ck
ch it*

4. Horizontal join to letters with ascenders:

*ol wh ot ft fl of rt rk
wh ol ob*

Ways to help your child.

Encourage children to discuss the effect of punctuation when reading. Can they use it in their own writing?

Year 6 Fundamentals of Spelling, Punctuation, Grammar and Handwriting



Before children leave Year 6 they should be able to...



Spelling

Whole word spelling

- Spell all of the commonly misspelt words.

accommodate accompany according achieve aggressive amateur ancient apparent	appreciate attached available average awkward bargain bruise category cemetery	committee communicate community competition conscience conscious controversy dictionary	disastrous embarrass environment equipped equipment especially exaggerate excellent existence
convenience correspond criticise curiosity definite desperate determined Develop pronunciation	queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary	shoulder signature sincere (ly) soldier stomach sufficient suggest explanation symbol	system temperature thorough twelfth variety vegetable vehicle yacht opportunity
parliament persuade physical prejudice privilege profession programme marvellous	mischievous muscle necessary neighbour nuisance occupy occur Identity	Immediate (ly) individual interfere interrupt language leisure lightning	familiar foreign forty frequently government guarantee harass hindrance

Homophones

- Accurately uses homophones and near homophones knowing the difference in meaning.

advice/advise device/devise licence/license practice/practise prophecy/propheesy aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father	guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose
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Suffixes & Prefixes

- Use and understand suffixes -able or -ible and -ably or -ibly and add suffixes beginning with vowel letters for words ending in -fer.
- Use a hyphen to join a prefix to a root word.

Punctuation

- Use the semi-colon and dash to mark the boundary between independent clauses and use a colon to introduce a list (and semi-colons within list).
- Use bullet points to list information and use hyphens to avoid ambiguity.

Grammar

- Recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms.
- Use passive verbs to affect the presentation of information in a sentence.
- Use expanded noun phrases to convey complicated information concisely.