

Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Year 2			
Basic Grammar/Punctuation/Spelling: Identify in the context of a sentence from the focus text. / Apply understanding to the context of a GPS question/Begins to try applying in some writing – usually the piece directly after teaching, not always successfully and generally relies heavily on the examples given in Writing and Grammar teaching. Advanced: Grammar/Punctuation/Spelling: Apply understanding to create sentences for this week's write / Apply understanding to the context of a collection of GPS questions / Applies skill and knowledge in most writing almost always successfully. Deep: Grammar/Punctuation/Spelling: Explain the rule or purpose / Evaluate another's use / Create a question and corresponding mark scheme in order to assess a peer's understanding of the concept.			
Key: Objectives that are not highlighted: The child should be demonstrating this objective as it has already been taught. Explicit teaching is required if they are not. Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.			
	Autumn 1	Spring 1	Summer 1
Composition	Plan - Say out loud what I am going to write about. - Show awareness of the purpose of the writing.	Plan - Say out loud what I am going to write about. - Show awareness of the purpose and audience of the writing.	Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.

	• Write down ideas and key words to be included in writing (including new vocabulary) on a plan that has been designed by an adult. • Fill-in a written plan for writing (this could be in the form of a map) with at least one or two sentences for each section. Draft and Write • Write narratives about personal experiences and those of others (real and fictional). • Write about real events • Begin to develop a positive attitude towards writing by writing for different purposes. • Encapsulate what I want to say, sentence by sentence. Edit and Evaluate • Make simple additions, revisions and corrections to my own writing • Evaluate my writing with the teacher and other pupils • Re-read to check that my writing makes sense and begin to consider whether the verbs to indicate time are used correctly. • Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Read aloud what I have written with	• Write down ideas and key words to be included in writing (including new vocabulary) • Create a written plan for writing (this could be in the form of a map) which includes at least one or two sentences for each section. • Use and understand the appropriate grammatical terminology to discuss my writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma). Draft and Write • Write narratives about personal experiences and those of others (real and fictional). • Write about real events • Write poetry • Develop a positive attitude towards writing by writing for different purposes. • Develop stamina for writing by writing for different purposes. • Encapsulate what I want to say, sentence by sentence. Edit and Evaluate • Make simple additions, revisions and corrections to my own writing • Evaluate my writing with the teacher and other pupils • Re-read to check that my writing makes	
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	some intonation to make the meaning clear.	sense and that verbs to indicate time are used correctly and consistently. • Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Read aloud what I have written with appropriate intonation to make the meaning clear.	
Vocabulary, Grammar and Punctuation	Vocabulary and Grammar • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Identify and use determiners. • Identify and use different adjectives. • Use some features of written Standard English. • Use coordinating conjunctions (or, and, but, so). • Use subordinating conjunctions (when, because). • Begin to differentiate between appropriate and inappropriate adjectives to add detail to the noun. • Beginning to use the present tense correctly. • Beginning to use the past tense correctly. Punctuation • Make mostly accurate use of: full stops, capital letters, question marks and exclamation marks.	Vocabulary and Grammar • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Identify and use determiners. • Identify and use different adjectives. • Use some features of written Standard English. • Use coordinating conjunctions (or, and, but, so). • Use subordinating conjunctions (when, if, that, because). • Differentiate between appropriate and inappropriate adjectives to add detail to the noun • Use expanded noun phrases to describe and specify. • Use adverbs to add detail to the verb. • Use the present tense correctly. • Use the past tense correctly. • Use the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb). • Identify and use different types of	Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.

		sentences (question, exclamation, command, statement). Punctuation • Make mostly accurate use of: full stops, capital letters, question marks and exclamation marks. • Make mostly accurate use of commas in a list.	
Transcription	Spelling in Context • Segment spoken words into phonemes and representing these by graphemes. • Spell common exception words. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling. • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /ə l/ sound spelt -le at the end of words • The /l/ or /ə l/ sound spelt -el at the end of words • The /l/ or /ə l/ sound spelt -al at the end of words • The /ɔ :/ sound spelt a before l and ll • The /ʌ / sound spelt o • The /i:/ sound spelt -ey • The /ɒ / sound spelt a after w and qu • The /ɜ :/ sound spelt or after w	Spelling in Context Continue Autumn 1 Objectives. Spelling Rules Revisit Autumn 1 Objectives • Use the apostrophe for contraction. • Use the apostrophe for possession for singular nouns. • Spell some homophones (e.g. there, their, they're) Handwriting Revisit Autumn 2 Objectives • Begin to understand which letters, when adjacent to one another, are best left unjoined.	Spelling in Context Continue Autumn 1 and Spring 1 Objectives. Spelling Rules Revisit Spring 1 and Spring 2 Objectives. Handwriting Revisit Spring 2 Objectives.

- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- Spell words ending -il

Spelling Rules

- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- Add -es to nouns and verbs ending in -y
- Add -ing
- Add -ed
- Add -er and -est
- Add -y

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin writing from the margin line.
- Write on the lines.
- Use spacing between words that reflects the size of the letters.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

	- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - Revise and practise correct letter formation frequently.		
	Autumn 2	Spring 2	Summer 2
Composition	Plan - Say out loud what I am going to write about. - Show awareness of the purpose of the writing. - Write down ideas and key words to be included in writing (including new vocabulary) - With support, create a written plan for writing (this could be in the form of a map) which includes at least one or two sentences for each section. - Use and understand the appropriate grammatical terminology to discuss my writing (noun, noun phrase, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma). Draft and Write - Write narratives about personal experiences and those of others (real and fictional). - Write about real events - Write poetry - Develop a positive attitude towards	Plan - Say out loud what I am going to write about. - Show awareness of the purpose and audience of the writing. - Write down ideas and key words to be included in writing (including new vocabulary) - Create a written plan for writing (this could be in the form of a map) which includes at least one or two sentences for each section. - Use and understand the appropriate grammatical terminology to discuss my writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma). Draft and Write - Write narratives about personal experiences and those of others (real and fictional). - Write about real events	Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.

	writing by writing for different purposes. • Begin to develop stamina for writing by writing for different purposes. • Encapsulate what I want to say, sentence by sentence. Edit and Evaluate • Make simple additions, revisions and corrections to my own writing • Evaluate my writing with the teacher and other pupils • Re-read to check that my writing makes sense and that verbs to indicate time are used correctly. • Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Read aloud what I have written with appropriate intonation to make the meaning clear.	• Write poetry • Develop a positive attitude towards writing by writing for different purposes. • Develop stamina for writing by writing for different purposes. • Encapsulate what I want to say, sentence by sentence. Edit and Evaluate • Make simple additions, revisions and corrections to my own writing • Evaluate my writing with the teacher and other pupils • Re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Read aloud what I have written with appropriate intonation to make the meaning clear.	
Vocabulary, Grammar and Punctuation	Vocabulary and Grammar • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Identify and use determiners. • Identify and use different adjectives. • Use some features of written Standard English. • Begin to use the present tense correctly. • Begin to use the past tense correctly.	Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.	Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.

	• Use coordinating conjunctions (or, and, but, so). • Use subordinating conjunctions (when, if, that, because). • Differentiate between appropriate and inappropriate adjectives to add detail to the noun • Use expanded noun phrases to describe and specify. • Use adverbs to add detail to the verb. Punctuation • Make mostly accurate use of: full stops, capital letters, question marks and exclamation marks. • Make some accurate use of commas for lists.		
Transcription	Spelling in Context Continue Autumn 1 objectives. Spelling Rules • Spell words using the suffixes –ment, –ness, –ful, –less and –ly • Spell words containing the ‘i’ sound spelt –y at the end of words • Spell words ending in –tion • Begin to use the apostrophe for contraction. • Begin to use the apostrophe for possession for singular nouns. • Begin to learn to spell some common homophones (e.g. there, their, they’re)	Spelling in Context Continue Autumn 1 and Spring 1 Objectives. Spelling Rules Revisit Autumn 2 Objectives. • Spell homophones and near-homophones. Handwriting Revisit Autumn 2 and Spring 1 Objectives. • Understand which letters, when adjacent to one another, are best left unjoined.	Spelling in Context Continue Autumn 1 and Spring 1 Objectives. Spelling Rules Revisit Spring 1 and Spring 2 Objectives. Handwriting Revisit Spring 2 Objectives.

	Handwriting • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects the size of the letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. • Use the diagonal and horizontal strokes needed to join letters.		
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Vocabulary, Grammar and Punctuation Learning Journey

The majority of examples have been taken from 'The Day the Crayons Quit' by Drew Daywalt and 'The Boy in the Striped Pyjamas' by John Boyne.

Preparing for Noun Phrases

Skill Ladder	Key Knowledge	Examples
Identify and use different types of noun. (Year 1)	A noun is a name Types of Noun • Concrete – you can sense • Abstract – you cannot sense • Common – general nouns • Proper – specific nouns (names the common noun), require a capital letter • Collective – describe a group as one Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to colour... Key example: One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept) Abstract: day, name Common: day, class, crayons, stack, letters, name Proper: Duncan Collective: stack ('a' shows the multiple letters are being treated as a single item)
Identify and use different types of adjectives. (Year 1)	Describe the noun/pronoun Be careful as they do not always come before the noun Types of Adjectives • Comparative – compares one to another (suffix er)	Your overworked friend It makes me crazy that so much of my gorgeous colour goes outside the lines.

	Superlative – compares one to all (suffix est)	Note that ‘so much’ is a determiner in this context as it is introducing a noun and giving the amount. You make me work harder than any of your other crayons.
Identify and use determiners. (Year 2)	- Introduce a noun as general or specific – do I care which one you bring me? Is it something particular or could it be any one? - All of the numbers can be determiners - Help us to identify nouns – if it has a determiner introducing it then it must be a noun!	One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. You make me work harder than any of your other crayons.
Identify and use different types of pronouns appropriately for clarity and cohesion and to avoid repetition. (Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)	- Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner. Types of pronoun - Possessive – show belonging, link to apostrophe for possession and possession of the ball in football, often double as a determiner to introduce another full noun. - Relative – introduce a relative clause. - Personal – replace the person who is speaking, who is being spoken to or who is being spoken about – actions can help the students to remember this one. Also, process of elimination – if it isn’t the other two then it must be that one!	I am beige and I am proud. Your very neat friend It’s me, Red Crayon. The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other. Possessive: Your, my Relative: who Personal: I, It, me
Use relative clauses beginning with who, which, where, when, whose, that or	A clause must contain a verb and subject	He continued to stroll and whistle and he continued not to look until he reached the window, which, by a

with an implied (i.e. omitted) relative pronoun. (Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 5 – explicitly taught)	• Main clause – the main part of the sentence. Independent. • Subordinate clause – the supporting clause. Dependent on the main clause to make sense. • Relative clause – a type of subordinate clause which tells you more about the noun.	stroke of luck, was also low enough for him to be able to see out of. One day he was perfectly content, playing at home, having three best friends for life, sliding down banisters, trying to stand on his tiptoes to see right across Berlin, and now he was stuck here in this cold, nasty house with three whispering maids and a waiter who was both unhappy and angry, where no one looked as if they could ever be cheerful again. The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.
Use prepositions to express time, place and cause. (Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 3 – explicitly taught)	• Compares one noun to another. • Time (pre), place (position), cause. • Can also be adverbs of time and place – where and when. Differentiating between a subordinating conjunction and a preposition: • A preposition is used as a part of the clause. There will only be one set of subject/verb • A subordinating conjunction will join two clauses – there will be two sets of subject/verb – one for each clause which the word is joining together.	I'm also tired of being second place to Mr Brown Crayon. (beige crayon) I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon) I love that I'm your favourite crayon for grapes, dragons and wizard's hats. (purple crayon)
Use expanded noun phrases	A group of words acting together as a noun – doing the job of a noun.	Your overworked friend

effectively to add appropriate detail, qualification and precision. (Year 2)	The group of words help you to imagine the noun – I can picture it but it is not doing anything.	It makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon) One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. You make me work harder than any of your other crayons. (red crayon)
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Creating and Punctuating Sentences

Skill Ladder	Key Knowledge	Examples
Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)	An action or feeling A verb phrase is more than one verb working together. Auxiliary verbs - Form of be - Form of have - Form of do - Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his crayons. I'm tired of being called "light brown".
Identify and use nouns. (Year 1)	A noun is a name. Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to

		colour... Key example: One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept) Abstract: day, name Common: day, class, crayons, stack, letters, name Proper: Duncan Collective: stack ('a' shows the multiple letters are being treated as a single item)
Identify and use pronouns. (Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)	Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner.	I am beige and I am proud. Your very neat friend It's me, Red Crayon. The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.

		Possessive: Your, my Relative: who Personal: I, It, me
Identify the subject, verb and object in a sentence. (Reception – Understand that sentences contain a subject and verb) (Year 1)	• Every sentence must contain a subject and verb. Many will contain objects too. • A subject performs the verb and is the noun or pronoun that the sentence is all about. • An object receives the verb and is the noun or pronoun that plays a supporting role in the sentence.	I need a break! S V O
Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. (Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks) (Year 2 – commas for lists)	• A clause must contain a verb and subject • Main clause – the main part of the sentence. Independent. • Subordinate clause – the supporting clause. Dependent on the main clause to make sense. • A full stop signals the end of the sentence. It tells the reader that they have come to the end of an idea and must now prepare to be introduced to a new idea. Come to a full stop here! • A capital letter signals the start of the sentence – start here! • Commas are used to separate.	Question: How about one of those once in a while to give me a break? (grey crayon) Statement: I know you love elephants. (grey crayon) Command: Okay, listen here, kid! (pink crayon) Exclamation: How wonderful today is! What a beautiful day! Commas in a List One day he was perfectly content, playing at home, having three best

	Sentence Types • Question – require an answer. Must end with a question mark. • Exclamation – show heightened emotion. Exclamation sentences must begin with how or what. However, we use exclamation marks to demonstrate any heightened emotion e.g. Anger, shouting, excitement • Command – telling someone to do something – often begin with an imperative verb (verb is the first word and instructs the reader of the action they must take) but not always. Usually end in a full stop. • Statement – give information. Make up the majority of our sentences.	friends for life, sliding down banisters, trying to stand on his tiptoes to see right across Berlin, and now he was stuck here in this cold, nasty house with three whispering maids and a waiter who was both unhappy and angry, where no one looked as if they could ever be cheerful again. A door into his room, a door into Gretel's room, a door into Mother and Father's room, and a door into the bathroom.
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Verb Forms

Skill Ladder	Key Knowledge	Examples
Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)	An action or feeling A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his crayons. I'm tired of being called "light brown".
Use the progressive form of verbs appropriately. (Year 1)	A verb is an action or feeling. A verb phrase is more than one verb working together.	Present progressive: is enjoying

2)	Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? Verb forms • Simple past and simple present – tell us when something has happened – has it already happened, is it happening now or is it about to happen? • Progressive form = to be + present tense verb • Perfect form = to have + past tense verb Present progressive = the form of be is present tense Past progressive = the form of be is past tense	are entering be rushing Pas t progressive: was colouring were laughing been running
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Preparing for Cohesive Devices and Extending Sentences by More than One Clause

Skill Ladder	Key Knowledge	Examples
Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)	An action or feeling A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his crayons. I'm tired of being called "light brown".

Use adverbs to add detail to the verb. (Year 2)	Adverbs/Adverbial Phrases - An adverb gives information about the verb – ad 2 verb. - It usually answers: Where did it happen? When did it happen? How did it happen? How much did it happen? - An adverbial phrase is a group of words acting as an adverb – doing the job of an adverb - Note that please is an adverb. - Do NOT teach children that they are ‘ly’ words – regardless of their age.	Now, back to us. (pink crayon) Please tell your little sister (pink crayon) You have not used me once in the past year. (pink crayon) All year long I wear myself out colouring. (red crayon) You make me work harder than any of your other crayons. (red crayon) I'm going to completely lose it. (purple crayon) It makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon) When was the last time you saw a kid get excited about colouring wheat? (beige crayon)
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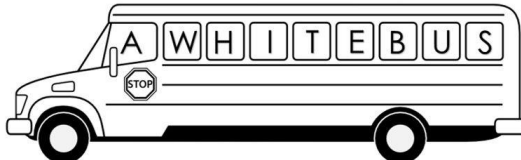
Skill Ladder	Key Knowledge	Examples
Use coordinating conjunctions. (Year 1 – and) (Year 2)	A conjunction joins ideas/establishes links and relationships between ideas.	It's not fair that Brown gets all the bears, ponies and puppies while the only things I get are turkey dinners (if I'm lucky) . (beige crayon) –
Use subordinating	It is important that children are taught the different purposes of conjunctions so that they understand how to use them e.g. additional point, opposite point, giving reasons, when.	subject and verb on both sides,

conjunctions. (Year 2)

For
And
Nor
But
Or
Yet
So

- Coordinating – links ideas with equal importance
- Subordinating – links ideas which do not have equal importance – one idea is the main idea and the other supports it – gives reasons, explains when.

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

otherwise an adverb.

I'm tired of being called "light brown" or "dark tan" because I am neither. (beige crayon)

I love that I'm your favourite crayon for grapes, dragons and wizards' hats, but it makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon)

Apostrophes

Skill Ladder	Key Knowledge	Examples
Use an apostrophe for contraction. (Year 2)	Glue two words together to become one word. Some letters are removed in the process – letters are omitted (omission) and the words are contracted (contraction)	I love that I'm your favourite crayon for grapes, dragons and wizards'

	- The apostrophe should be placed where the letters have been removed – there used to be letters here – NOT where the letters were changed and NOT necessarily at the end of the first word. - The apostrophe must always point back to what has come before.	hats. (purple crayon) It's not fair that Brown gets all the bears, ponies and puppies while the only things I get are turkey dinners (if I'm lucky). (beige crayon) I'm = I am It's = It is
Use an apostrophe to show singular possession mostly accurately. (Year 2)	- Show belonging - The apostrophe must always point back to what has come before – who it belongs to. - No apostrophe for possession for whose or its. It's and who's both stand for who is/was and it is/was – apostrophe for contraction.	I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon) I love that I'm your favourite crayon for grapes, dragons and wizards' hats. (purple crayon)

Spelling Knowledge Organiser

Words containing the following objectives must be embedded within the curriculum but do not need to be explicitly taught within a spelling lesson.

Common Exception Words

Objective	Rule	NC Examples
Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old,

	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.	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. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
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The following objectives must be explicitly taught within a spelling lesson.

Phonemes/Graphemes

Objective	Rule	NC Examples
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əʊl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

The /l/ or /əl/ sound spelt –el at the end of words	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.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
The /ɔ :/ sound spelt a before l and ll	The /ɔ :/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /ʌ / sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /ɒ / sound spelt a after w and qu	a is the most common spelling for the /ɒ / ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ :/ sound spelt or after w		word, work, worm, world, worth
The /ɔ :/ sound spelt ar after w		war, warm, towards
The /ɜ / sound spelt s		television, treasure, usual

Spelling Rules: Prefixes and Suffixes, Punctuation and Homophones/Near Homophones

Objective	Rule	NC Examples
Spell words ending –il		pencil, fossil, nostril
Spell words containing the 'i' sound spelt –y at the end of words		cry, fly, dry, try, reply, July
Add –es to nouns and verbs ending in –y	The y is changed to i before –es is added	flies, tries, replies, copies, babies, carries
Add –ing	–ing is used for present tense verbs. (1) The –e at the end of the root word is dropped before adding any suffix beginning with a vowel letter. Exception: being. (2) If the root word ends with 'y', the 'y' is kept – if it were changed to an 'i' (as with many other suffixes), it would result in ii. The only	(1) hiking (2) copying, crying, replying (3) patting, humming, dropping

	ordinary words with ii are skiing and taxiing. (3) If the root word has one syllable and ends in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled. Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix. Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	
Add -ed	-ed is used for past tense verbs (1) The -e at the end of the root word is dropped before adding any suffix beginning with a vowel letter. (2) The y is changed to i before adding the suffix. (3) If the root word has one syllable and ends in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled. Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix.	(1) hiked (2) copied, cried, replied (3) patted, hummed, dropped

	Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	
Add -er and -est	-er and -est are used for adjectives. -er compares one noun to another. -est compares one noun to all/a group. (1) The -e at the end of the root word is dropped before adding any suffix beginning with a vowel letter. (2) The y is changed to i before adding the suffix. (3) If the root word has one syllable and ends in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled. Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix. Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	(1) hiker, nicer, nicest (2) copier, happier, happiest (3) sadder, saddest, fatter, fattest, runner
Add -y	-y is used for adjectives. (1) The -e at the end of the root word is dropped before adding 'y'. (2) If the root word has one syllable and ends	shiny runny

	in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled. Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix. Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	
Spell words using the 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.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly Exceptions: (2) merriment, happiness, plentiful, penniless, happily
Spell words ending in –tion		station, fiction, motion, national, section
Use the apostrophe for contraction.	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
Use the apostrophe for possession for singular nouns.		Megan's, Ravi's, the girl's, the child's, the man's
Spell homophones and near-homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	

