

Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Year 5

Basic

Grammar/Punctuation/Spelling: Identify in the context of a page from the focus text. / Apply understanding to the context of a selection of simple GPS question. / Begins to try applying in independent writing – not always successfully and generally relies heavily on the examples given in Writing and Grammar teaching.

Composition: Identifies the audience and purpose of the writing and draws on the suggestions made in teaching in order to begin to make some adjustments in form and tone based on this e.g. avoiding the use of contractions in more formal pieces of work, avoiding the use of dialogue in information texts.

Advanced:

Grammar/Punctuation/Spelling: Apply understanding to create sentences for this week's write / Apply understanding to the context of a selection of challenging GPS questions / Applies skill and knowledge in independent writing almost always successfully.

Composition: Identifies the audience and purpose of the writing and draws on the models given in order to make choices in form and tone based on this e.g. changing sentence structure, address and use of dialogue based on the audience and purpose.

Deep:

Grammar/Punctuation/Spelling: Explain the rule or purpose / Evaluate an author's use / Make suggestions for how to improve an author's use / Create a question and corresponding mark scheme in order to assess a peer's understanding of the concept / Design a concept cartoon or model or illustration or set of teaching resources to teach a younger year group about the concept.

Composition: Identifies the audience and purpose of the writing and draws on the models given, as well as some wider reading, to make choices in form and tone based on this e.g. distinguishing between the language of speech and writing.

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 - In a teacher-led discussion, begin to consider how authors have developed characters and settings in texts that we have read when writing narratives. - Plan writing by first identifying the audience and purpose. - Begin to use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity). Draft and Write - Use paragraphs to organise ideas around a theme. - Use further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings - Select appropriate vocabulary to describe a setting. - Select appropriate vocabulary to describe a character. - Select appropriate vocabulary to build atmosphere.	Plan - As part of a partner or group discussion, begin to consider how authors have developed characters and settings in texts that we have read when writing narratives. - Plan writing by first identifying the audience and purpose. - Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity). Draft and Write - Use paragraphs to organise ideas around a theme. - Use further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings - Select appropriate vocabulary to describe a setting. - Select appropriate vocabulary to describe a character. - Select appropriate vocabulary to build	Plan - Begin to consider how authors have developed characters and settings in texts that we have read when writing narratives. - Plan writing by first identifying the audience and purpose. - Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity). Draft and Write - Use paragraphs to organise ideas around a theme. - Use further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings - Select appropriate vocabulary to describe a setting. - Select appropriate vocabulary to describe a character. - Select appropriate vocabulary to build atmosphere.

	• Select the appropriate form for writing and begin to draw on the features of other similar exemplars. • Begin to use some cohesive devices within and across sentences and paragraphs (pronouns, adverbials, subordinating conjunctions e.g. Eventually we...). • Précis longer passages. Edit • Proof-read for spelling and punctuation errors. • Ensure the correct use of tense throughout a piece of writing. Evaluate • Begin to use knowledge of grammar and language effects to help me to look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in my own and others' writing. • Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	atmosphere. • Select the appropriate form for writing and drawing on the features of other similar exemplars. • Use some cohesive devices within and across sentences and paragraphs (pronouns, adverbials, subordinating conjunctions e.g. Eventually we...). • Show some effective use of the structure of the chosen text type. • Précis longer passages. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural. Evaluate • Begin to use knowledge of grammar and language effects to help me to look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in my own and others' writing. • Begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (e.g. the child edits the determiners and pronouns in their text to distinguish between first and	• Select the appropriate form for writing and drawing on the features of other similar exemplars. • Use some cohesive devices within and across sentences and paragraphs (pronouns, adverbials, subordinating conjunctions e.g. Eventually we...). • Consistently show effective use of the structure of the chosen text type. • Précis longer passages. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural. Evaluate • Begin to use knowledge of grammar and language effects to help me to look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in my own and others' writing. • Begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (e.g. the child edits the determiners and pronouns in their text to distinguish between first and subsequent references: "... At the end of the island, I found a small stone hut. Entering the hut cautiously, I found it to
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		subsequent references: "... At the end of the island, I found a small stone hut. Entering the hut cautiously, I found it to be deserted.") Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	be deserted.") Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	Vocabulary and Grammar - Select vocabulary to describe a setting. - Select vocabulary to describe a character. - Identify the subject, verb and object in a sentence. - Identify and use nouns. - Identify and use determiners, including the correct form of 'a' or 'an'. - Identify and use different adjectives. - Identify, use and explain the purpose of a verb (including auxiliary verbs). - Use a wider range of powerful verbs - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use expanded noun phrases effectively to add appropriate detail. - Use relative clauses beginning with who, which, where and when. - Use both coordinating and subordinating conjunctions. - Use conjunctions, adverbs and prepositions to express time, place and cause. - Explain the difference between a main	Vocabulary and Grammar - Select vocabulary to describe a setting. - Select vocabulary to describe a character. - Identify the subject, verb and object in a sentence. - Identify and use nouns. - Identify and use determiners, including the correct form of 'a' or 'an'. - Identify and use different adjectives. - Identify, use and explain the purpose of a verb (including auxiliary verbs). - Use a wider range of powerful verbs - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use expanded noun phrases effectively to add appropriate detail. - Use relative clauses beginning with who, which, where and when. - Use both coordinating and subordinating conjunctions. - Use conjunctions, adverbs and prepositions to express time, place and cause. - Explain the difference between a main clause and subordinate clause.	Vocabulary and Grammar - Select vocabulary to describe a setting. - Select vocabulary to describe a character. - Identify the subject, verb and object in a sentence. - Identify and use nouns. - Identify and use determiners, including the correct form of 'a' or 'an'. - Identify and use different adjectives. - Identify, use and explain the purpose of a verb (including auxiliary verbs). - Use a wider range of powerful verbs - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use expanded noun phrases effectively to add appropriate detail. - Use relative clauses beginning with who, which, where and when. - Use both coordinating and subordinating conjunctions. - Use conjunctions, adverbs and prepositions to express time, place and cause. - Explain the difference between a main clause and subordinate clause. - Use a wide range of clause structures and

	clause and subordinate clause. • Use a wide range of clause structures. Punctuation • Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use commas after fronted adverbials. • Use inverted commas and features of direct speech accurately (including split dialogue). • Begin to punctuate bullet points consistently.	• Use a wide range of clause structures. • Begin to use stylistic features, e.g. formal/informal vocabulary, appropriate use of similes. • Begin to integrate dialogue to convey character and advance the action. Punctuation • Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use commas after fronted adverbials. • Use inverted commas and features of direct speech accurately (including split dialogue). • Make some use of colons to introduce a list. • Make some use of dashes to join two main clauses. • Punctuate bullet points consistently. • Use commas for clarity. • Use punctuation for parenthesis (dashes/brackets/commas) mostly correctly.	begin to sometimes vary their position within a sentence. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Begin to integrate dialogue to convey character and advance the action. Punctuation • Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use commas after fronted adverbials. • Use inverted commas and features of direct speech accurately (including split dialogue). • Use colons to introduce a list. • Use dashes to join two main clauses. • Punctuate bullet points consistently. • Use commas for clarity. • Use punctuation for parenthesis (dashes/brackets/commas) mostly correctly.
Transcription	Spelling in Context • Demonstrate a deep understanding of a wide range of spelling rules and word families. • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Confidently use a thesaurus to up-level basic vocabulary.	Spelling in Context • Demonstrate a deep understanding of a wide range of spelling rules and word families. • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Confidently use a thesaurus to up-level basic vocabulary.	Spelling in Context • Demonstrate a deep understanding of a wide range of spelling rules and word families. • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Confidently use a thesaurus to up-level basic vocabulary.

	• Spell words from the Years 3 and 4 word list correctly. • Spell some words from the Years 5 and 6 word list correctly. • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. Spelling Rules • Spell words using the suffix –ation • Spell words ending in –tion, –sion, –ssion, –cian • Spell words ending in –cious or –tious • Spell words ending in –cial or –tial • Spell words ending in –able and –ible • Spell words ending in –ably and –ibly • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction 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.	• Spell words from the Years 3 and 4 word list correctly. • Spell some words from the Years 5 and 6 word list correctly. • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Begin to choose the most appropriate tool (electronic and non-electronic) to up-level basic vocabulary. Spelling Rules • Spell words with the k sound and ‘sh’ sound spelt ch. • Spell words ending with the g sound spelt – gue and the k sound spelt –que. • Add suffixes beginning with vowel letters to words of more than one syllable. • Spell words ending in –sure and –ture • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction 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	• Spell words from the Years 3 and 4 word list correctly. • Spell some words from the Years 5 and 6 word list correctly. • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Confidently choose the most appropriate tool (electronic and non-electronic) to up-level basic vocabulary, including, when necessary, drawing on a combination to ensure suitable selections Spelling Rules • Spell homophones and other words that are often confused. • Spell words ending in –cious or –tious • Spell words ending in –cial or –tial • Spell words ending in –able and –ible • Spell words ending in –ably and –ibly • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction Handwriting Revisit Spring 1 Objectives.
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	• 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. • Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • Ensure that the downstrokes of letters are parallel and equidistant • Produce legible, joined handwriting, deciding whether or not to join specific letters.	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. • Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • Ensure that the downstrokes of letters are parallel and equidistant • Produce legible, joined handwriting, deciding whether or not to join specific letters. • Choose the writing implement that is best suited for a task.	
	Autumn 2	Spring 2	Summer 2
Composition	Plan • In a teacher-led discussion, begin to consider how authors have developed characters and settings in texts that we have read when writing narratives. • Plan writing by first identifying the audience and purpose. • Begin to use and understand grammatical terminology accurately and appropriately when discussing	Plan • As part of a partner or group discussion, begin to consider how authors have developed characters and settings in texts that we have read when writing narratives. • Plan writing by first identifying the audience and purpose. • Use and understand grammatical terminology accurately and appropriately	Revisit Summer 1 Objectives – apply independently to study different texts and write in a range of genres

	their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity). Draft and Write • Use paragraphs to organise ideas around a theme. • Use further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings • Select appropriate vocabulary to describe a setting. • Select appropriate vocabulary to describe a character. • Select appropriate vocabulary to build atmosphere. • Select the appropriate form for writing and begin to draw on the features of other similar exemplars. • Begin to use some cohesive devices within and across sentences and paragraphs (pronouns, adverbials, subordinating conjunctions e.g. Eventually we...). • Précis longer passages. Edit • Proof-read for spelling and punctuation errors. • Ensure the correct use of tense throughout a piece of writing.	when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity). Draft and Write • Use paragraphs to organise ideas around a theme. • Use further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings • Select appropriate vocabulary to describe a setting. • Select appropriate vocabulary to describe a character. • Select appropriate vocabulary to build atmosphere. • Select the appropriate form for writing and drawing on the features of other similar exemplars. • Use some cohesive devices within and across sentences and paragraphs (pronouns, adverbials, subordinating conjunctions e.g. Eventually we...). • Show effective use of the structure of the chosen text type. • Précis longer passages. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of	
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	Evaluate • Begin to use knowledge of grammar and language effects to help me to look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in my own and others' writing. • Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural. Evaluate • Begin to use knowledge of grammar and language effects to help me to look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in my own and others' writing. • Begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (e.g. the child edits the determiners and pronouns in their text to distinguish between first and subsequent references: "... At the end of the island, I found a small stone hut. Entering the hut cautiously, I found it to be deserted.") • Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Vocabulary, Grammar and Punctuation	Vocabulary and Grammar • Select vocabulary to describe a setting. • Select vocabulary to describe a character. • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Identify and use determiners, including the correct form of 'a' or 'an'.	Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres	Vocabulary and Grammar Revisit Summer 1 Objectives – apply independently to study different texts and write in a range of genres • Use modal verbs to indicate degrees of possibility (e.g. might, ought, must). • Use the perfect form of verbs appropriately (e.g. has walked, have run – form of have + past tense verb).

	• Identify and use different adjectives. • Identify, use and explain the purpose of a verb (including auxiliary verbs). • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use expanded noun phrases effectively to add appropriate detail. • Use relative clauses beginning with who, which, where and when. • Use both coordinating and subordinating conjunctions. • Use conjunctions, adverbs and prepositions to express time, place and cause. • Use a wider range of powerful verbs • Use modal verbs to indicate degrees of possibility (e.g. might, ought, must). • Use the perfect form of verbs appropriately (e.g. has walked, have run – form of have + past tense verb). • Use the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb). • Explain the difference between a main clause and subordinate clause. • Use a wide range of clause structures. Punctuation • Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists.		• Use the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb). Punctuation Revisit Summer 1 Objectives – apply independently to study different texts and write in a range of genres
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	• Use inverted commas and features of direct speech accurately (including split dialogue). • Begin to use colons to introduce a list. • Begin to use dashes. • Begin to use commas for clarity. • Begin to use punctuation for parenthesis.		
Transcription	Spelling in Context Revisit Autumn 1 Objectives Spelling Rules • Spell words containing the letter-string ough • Spell words with the /eɪ / sound spelt ei, eigh, or ey. • Spell words containing 'ei' and 'ie'. • Spell words with the /s/ sound spelt sc. • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction Handwriting Revisit Autumn 1 Objectives	Spelling in Context • Demonstrate a deep understanding of a wide range of spelling rules and word families. • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Confidently use a thesaurus to up-level basic vocabulary. • Spell words from the Years 3 and 4 word list correctly. • Spell some words from the Years 5 and 6 word list correctly. • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Begin to choose the most appropriate tool (electronic and non-electronic) to up-level basic vocabulary, including, when necessary, drawing on a combination to ensure suitable selections Spelling Rules	Spelling in Context Revisit Summer 1 Objectives. Spelling Rules • Spell homophones and other words that are often confused. • Spell words containing the letter-string ough • Spell words containing 'ei' and 'ie'. • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction Handwriting Revisit Spring 1 Objectives.

		• Add negative prefixes and the prefix anti- • Spell words using the prefix re- • Spell words using the prefixes sub- and super- • Spell words using the prefixes inter- and auto- • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction Handwriting Revisit Spring 1 Objectives.	
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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	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to colour...

	• 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.	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) • Superlative – compares one to all (suffix est)	Your overworked friend It makes me crazy that so much of my gorgeous colour goes outside the lines. 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 with an implied (i.e. omitted) relative pronoun. (Year 2 –	- 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	He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough

shown as part of expanded noun phrase models but not explicitly taught) (Year 5 – explicitly taught)	to make sense. Relative clause – a type of subordinate clause which tells you more about the noun.	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 effectively to add appropriate	A group of words acting together as a noun – doing the job of a noun.	Your overworked friend It makes me crazy that so much of

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.	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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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 modal verbs to indicate degrees of possibility. (Year 5)	Show possibility, certainty and obligation – how likely is it to happen?	Possibility: It might collapse around their ears. Certainty: If we all feel the same way we can persuade Father to take

		us home again. Obligation: Bruno smiled and walked towards the door, indicating that Gretel should follow him.
Use the progressive verb form appropriately. (Year 2)	A verb is 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? 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	Present progressive: is enjoying are entering be rushing Pas t progressive: was colouring were laughing been running
Use the perfect verb form accurately. (Year 3)	A verb is 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	Present perfect: has returned have enjoyed Past perfect: had coloured

	- 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 perfect: the form of have is present tense. Past perfect: the form of have is past tense.	
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Creating and Punctuating Sentences, including Bullet Points / Preparing for Punctuating and Integrating Dialogue

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	I'm not even in the rainbow. (white crayon)

	letter within a sentence for proper nouns.	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. 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.	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

	- 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!	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
Explain the difference between a main clause and subordinate clause. (Year 4)	- 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. Relative clause – a type of subordinate clause which tells you more about the noun.	She had some nasty habits, as was to be expected from sisters. When he saw himself in the mirror Bruno couldn't help but think how much like Shmuel he looked now. Bruno didn't hear much more because the voices were getting closer to the door. He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough

		for him to be able to see out of.
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 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.	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 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

	• Statement – give information. Make up the majority of our sentences.	Gretel's room, a door into Mother and Father's room, and a door into the bathroom.
Confidently punctuate bullet points consistently. (Year 5)	Bullet points separate and organise information to make it easier to read – digestible chunks. Every bullet point must be punctuated in the same manner: if the first bullet point has a capital letter and a full stop, then every bullet point should be the same. If the first bullet point has no capital letter, then every bullet point should be the same etc. 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. Pixl Primary 2020:	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!

Using **bullet points** in non-fiction writing can be a useful technique:

- They summarise an important fact
- They help you to organise your thoughts
- They help the reader to focus on the facts
- They help the reader to find information quickly
- They make the job of reading a lot of information much easier

To help the reader find information quickly:-

How to look after your teeth

There are three things we can do to keep our teeth healthy.

Visit the dentist • For cleaning • Spotting decay • Repairing teeth	Clean your teeth • At least twice daily • Rinse properly • Brush thoroughly
Eat less sugary foods • To reduce acid • To protect enamel	

	To summarise important facts:- To help the reader focus on the facts:- The skeleton has three important jobs: • It supports the softer parts of the body. • It helps the body to move, using muscles and joints. • It protects parts of the body such as the heart, lungs and brain. Facts about bones • Most adults have 206 separate bones. • Over half of your bones are found in your hands and feet. • The backbone is a flexible chain of 26 bones. To make the job of reading a lot of information easier:- Reading is a very important part of writing. Reading gives you ideas and shows how words are spelt and arranged on the page. The more you read, the better the writer you will become. Here is a list of some of the ways in which reading will help you to improve your writing. It is not written in any particular order because all these skills are equally important to becoming a good writer. • learning new words • ideas for the beginning of a story • spellings of difficult words • ideas for settings • ideas for characters • ways for setting out your writing Most people have a favourite book or author but it's always best to read the 'blurb' on the back of the book to make sure it's the type of story you might like.	
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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	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

	Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	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.	Replace the full noun to avoid repetition – try removing the pronoun, can	I am beige and I am proud.

(Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)	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!	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	• 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	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)

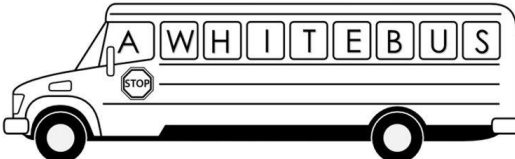
lists)	to a new idea. Come to a full stop here! • A capital letter signals the start of the sentence – start here! • Commas are used to separate Sentence Types • Question – require an answer. Must end with a question mark. • Exclamation – show heightened emotion. Exclamation sentences must begin with 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.	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 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.
Use inverted commas and features of direct speech and reported speech accurately. (Year 3)	• Direct speech is the exact words spoken – the inverted commas must point towards the words spoken. They are signals to the reader that this is a quote. Five finger approach 1. Comma before opening. 2. Open inverted commas	'What are you doing?' he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her.

	3. Capital letter 4. Punctuation 5. Close inverted commas.	'You take your hands off my things.' 'Mother,' said Bruno, marching towards her, 'what's going on? Why is Maria going through my things?' , Come downstairs with me,' said Mother, leading the way towards the large dining room where the Fury had been to dinner the week before. The monster said, 'All the other nine-year-olds are bigger than you.'
Begin to integrate dialogue to convey character and advance the action (e.g. "Haven't you got anything else to do?" Hercules' wife asked. "Now I have," he replied, and ran out of the door.) (Year 5)	Integrating dialogue to convey character and advance the action – as people, every time we speak we move and pull facial expressions/gestures. We act and react. To make our characters realistic then they must do that too. We learn a lot about people, not just from what they say but also from the non-verbal. There must be a balance between action and dialogue.	'What are you doing?' he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her. 'You take your hands off my things.' 'Mother,' said Bruno, marching towards her, 'what's going on? Why is Maria going through my things?' , Come downstairs with me,' said Mother, leading the way towards the large dining room where the Fury had been to dinner the week

		before.
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Preparing for Cohesive Devices and Extending Sentences by More than One Clause

Skill Ladder	Key Knowledge	Examples
Identify and use different types of pronouns appropriately for clarity and cohesion and to avoid repetition. (Year 3)	- 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 a range of both coordinating and subordinating conjunctions (whilst, until, despite). (Year 1 – and) (Year 2)	A conjunction joins ideas/establishes links and relationships between ideas. 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. Coordinating – links ideas with equal importance For	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) – subject and verb on both sides, otherwise an adverb. I'm tired of being called "light

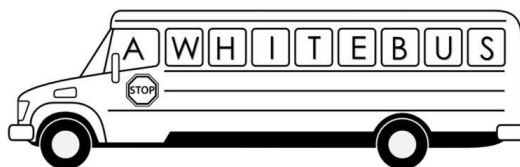
	And Nor But Or Yet So Subordinating – links ideas which do not have equal importance – one idea is the main idea and the other supports it – gives reasons, explains when. Subordinating Conjunctions  <table><tr><th>A</th><th>WH</th><th>I</th><th>T</th><th>E</th><th>B</th><th>U</th><th>S</th></tr><tr><td>although as after</td><td>wherever whenever when whereas whether which</td><td>if in case in order that</td><td>though till that</td><td>even though even if</td><td>because before</td><td>until unless</td><td>since</td></tr></table> Grammarsaurus	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	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)
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											
Use conjunctions, adverbs and prepositions to express time, place and cause. Adverbs (Year 2) Conjunctions (Year 1 – and) (Year 2) Prepositions (Year 2 – shown as part of expanded noun phrase models but not explicitly	Conjunctions A conjunction joins ideas/establishes links and relationships between ideas. 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. Coordinating – links ideas with equal importance For And	Conjunctions 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) – subject and verb on both sides, otherwise an adverb. I’m tired of being called “light																

taught) (Year 3 –
explicitly taught)

Nor
But
Or
Yet
So

- 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



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.

Prepositions

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)

Adverbs/Adverbial Phrases

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

	• 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.	kid get excited about colouring wheat? (beige crayon) Prepositions 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 a range of cohesive devices within and across sentences and paragraphs (repetition of a word, pronouns, adverbials, subordinating conjunctions e.g. Eventually we...). Pronouns (Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught) Adverbials (Year 2) Subordinating	Cohesion is when links are made across a text so that it flows. Cohesive devices are the tools we use to make the links. Cohesion can be created in a number of ways: • Adverbials: suddenly, as soon as, soon, all of a sudden, slowly etc. • Pronouns: e.g. 'stared at the present.... she knew what it was; as soon as she opened it. • Determiners: e.g. 'most books'; 'our books'. • Synonymous reference to the same subject / reference chains: a man dresses in linen; Gary; the man; he • Use of ellipses: 'when all of a sudden...Dong!' • Conjunctions: e.g. Although some of the roof is thatched • Use of subordinate clauses (e.g. using -ing verbs) Having finished; After bandaging • Repetition for effect or emphasis: - repetition of conjunctions: 'Anna fell and fell and fell' (shows how far she has fallen);	Conjunctions 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) – subject and verb on both sides, 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

Conjunctions (Year 2)	- repetition of structure: 'confusement in her head and fear in her eyes.' - repetition of individual words: 'suddenly everything started to shake, everything started to disappear, everything was gone.' • Use of headings / sub-headings to guide the reader.	outside the lines. (purple crayon) Adverbs/Adverbial Phrases 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) Pronouns I am beige and I am proud.
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		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
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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. 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	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.

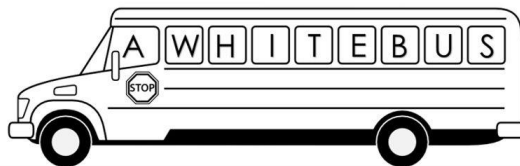
	this one. Also, process of elimination – if it isn't the other two then it must be that one!	Possessive: Your, my Relative: who Personal: I, It, me
Identify the subject, verb and object in a sentence. (Reception – Understand that sentences contain a subject and verb) (Year 1)	• Every sentence must contain 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
Explain the difference between a main clause and subordinate clause. (Year 4)	• 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. • Relative clause – a type of subordinate clause which tells you more about the noun.	She had some nasty habits, as was to be expected from sisters. When he saw himself in the mirror Bruno couldn't help but think how much like Shmuel he looked now. Bruno didn't hear much more because the voices were getting closer to the door. He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough for him to be able to see out of.

Use relative clauses beginning with who, which, where, when, whose, that or 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)	• 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. • Relative clause – a type of subordinate clause which tells you more about the noun.	He continued to stroll and whistle and he continued not to look until he reached the window, which, by a 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 a range of both coordinating and subordinating conjunctions (whilst, until, despite). (Year 1 – and) (Year 2)	A conjunction joins ideas/establishes links and relationships between ideas. 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. • Coordinating – links ideas with equal importance	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) – subject and verb on both sides, otherwise an adverb.

For
And
Nor
But
Or
Yet
So

- 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



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)

Use a wide range of clause structures, sometimes varying their position within a sentence. (Year 4)

- 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.
- Relative clause – a type of subordinate clause which tells you more about

As green crayon, I am writing to you for two reasons. – single clause.

I have no problems and **wish to congratulate you on a very successful "colouring things green" career so far.** – multi-clause

The second reason I write is for my

	the noun. - Single clause sentence – a sentence containing one clause. - Multi clause sentence – a sentence containing more than one clause. Avoid the terms complex, compound and simple. These were removed from the Primary curriculum with the change in curriculum in 2014. Our understanding of the terms is so simplified that it is actually inaccurate. As a result, children were being taught the concepts incorrectly.	friends, Yellow crayon and Orange crayon, who are no longer speaking to each other. – multi clause and containing a relative clause/subordinate clause
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Apostrophes

Skill Ladder	Key Knowledge	Examples
Use apostrophes for contraction accurately. (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) - 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.	I love that I'm your favourite crayon for grapes, dragons and wizards' 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 apostrophes to show singular and plural	- Show belonging - If there is already an 's' then the apostrophe should go at the end of the	I have to colour all the Santas at Christmas and all the hearts on

possession accurately. (Year 2)	word. Otherwise, add apostrophe and 's'. - 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.	Valentine's day. (red crayon) I love that I'm your favourite crayon for grapes, dragons and wizards' hats. (purple crayon)
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Language and Grammar Choices, including Formal/Informal Vocabulary and Figurative Language

Skill Ladder	Key Knowledge	Examples
Begin to identify some of the differences between Standard English and non-Standard English. / Identify and explain the difference between formal and informal vocabulary. (Year 3)	Informal Language - Use contractions. 'Slang' to create effects or enhance the personality of a character or create humour. - Directly addressing the reader. - Conversational language and phrases. - A colloquialism is a slang expression which has become so familiar that it is now used regularly in most writing and conversations. It can also be classed as an idiom. Punctuation - Dashes – deliberate use of dashes to separate main clauses e.g. <i>'You won't believe what happened – I dropped the plate!'</i> - Ellipsis – use of ellipsis to build tension or demonstrate hesitation e.g. <i>'I... I don't think I can... do it...'</i> - Flexible use of punctuation – creative flexibility in the application of punctuation such as whole words in capitals to add emphasis (<i>You said WHAT?</i>) or mixed/repeated end punctuation for effect (<i>Why did you think that?!</i>)	See Key Knowledge.

	• Apostrophes – apostrophes for omissions where accent or dialect is being indicated e.g. <i>'And 'ow are you gonna get that 'ome?'</i> Grammatical Structure • Deliberate breaks in a sentence - Incomplete sentences to demonstrate interruption, hesitation, surprise. • Shorter sentences - Informal writing normally includes short, simple sentences whereas formal writing will incorporate more complex and multi-clause sentences. • Deliberate errors Inclusion of deliberate errors to build a view of a character, for example inaccurate Standard English, double negatives, rhyming slang or poor enunciation <u>Formal</u> Language • Use Standard English which is the name given to the 'official' English language that follows the rules in grammar books and dictionaries. • The Traditional 'Queen's English' selection of pronouns. • When writing formally, you must also be careful of the correct use of 'I' and 'me'. • Use the pronoun "I" when the person speaking is doing the action, either alone or with someone else. Use the pronoun "me" when the person speaking is receiving the action of the verb in some way, either directly or indirectly. • Technical vocabulary which is specific to the topic. • Specific choice of modal verbs • No contractions – full expanded versions of the words <i>e.g. should not.</i> Punctuation	
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	• Stick to the rules – accurate use of punctuation with no deviation from technically correct rules for use. • No apostrophe for contraction/omission. • Semi-colons – used in a descriptive list or to join two main clauses together. • Colons – to introduce a list, introduce a quotation or to join two sentences together (second part of sentence must emphasize or illustrate the first). Grammatical Structure • Passive Voice • Subjunctive form	
Identify and use examples of figurative language and imagery (similes, metaphors, personification). (Year 5)	Figurative language – to improve descriptions and paint more vivid descriptions for the reader. • Similes – comparing something to something that it is not using ‘like’ or ‘as’ to help the reader to imagine it – usually compares something that the reader would not be able to image with something they are familiar with. • Metaphors – saying that something is something that it is not to help the reader to imagine it – usually compares something that the reader would not be able to image with something they are familiar with. • Personification – giving an inanimate object human features. Please note that it is important that the comparisons made match the desired atmosphere.	Out of the Plain reared the lonely hill Like a head bowed to the sky Its slopes clasped the fallen ever still And its face echoed the swallow's cry... The wind howled and wailed around the house like hungry wolves in the night. This simile sentence not only describes the sound of the wind but its comparison with the wolves creates an eerie, haunting feel to the piece of writing, improving suspense. Violent electric daggers streaked sharply across the sky, tearing the clouds apart.

		This metaphor sentence describes a powerful lightning strike by using words like 'violent' and 'tearing'. It also makes the lightening sound angry and dangerous.
Begin to use some stylistic features to support purpose, e.g. formal/informal vocabulary, appropriate use of similes. (Year 5)	Persuasive text Causal adverbials, powerful verbs and adjectives, technical language, present tense. Explanations Causal conjunctions/adverbials, technical language, present tense. Newspaper report Short interviews with people, powerful verbs and adjectives, interesting facts and past tense. • Repeated words – so that we remember the topic/emotion they are portraying • Factual language – to give clear information, importance and truth to what is being written • Formal language – to give a sense of authority and knowledge • Exclamations – to bring excitement, shock, surprise etc • Figurative language – to improve descriptions and paint more vivid descriptions for the reader • Questions – to make the reader question their opinions and consider the text more deeply • Emotive language – to make the reader feel guilt, anger, sorrow, fear, etc. • Imperatives – to instruct the reader and make them listen and take notice	See Key Knowledge.

	• Informal language – to create a relaxed, friendly or humorous feel Using word-play We can use a word or words with more than one meaning, similar sounds or prefixes to create humour. E.g. A dog has a fur coat and pants. A gossip is someone with a sense of rumour. Don't catch a cold, dispatch a cold. Many jokes are created by linking words together and using similar sounding words with different meanings. E.g. My dad brought me a globe for Christmas. It means the world to me. Two peanuts were walking down the road when one was assaulted (a-salted). When a clock is hungry it goes back for seconds. • Use exaggeration – make what you are describing sound bigger, better, nicer or in some other way really special. • Use intriguing or rhetorical questions to draw in the reader. • Use snappy slogans or proverbs – a little phrase or saying that helps the reader to remember the action or product they are describing. • Use alliteration or rhyme – this can amuse or create tension, fear and other effects. • Use powerful adjectives to describe objects and actions – this can make them sound terrifying or dangerous, or exciting or attractive. Bias is when an author uses his or her point of view to write about an event or topic. If the writing is biased, you only get 'one side of the story' and that is the side the author wants you to agree with.	
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	• Similes – comparing something to something that it is not using ‘like’ or ‘as’ to help the reader to imagine it – usually compares something that the reader would not be able to image with something they are familiar with. • Metaphors – saying that something is something that it is not to help the reader to imagine it – usually compares something that the reader would not be able to image with something they are familiar with. • Personification – giving an inanimate object human features. Please note that it is important that the comparisons made match the desired atmosphere.	
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Preparing for Commas, Dashes and Punctuation for Parenthesis

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. 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	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.

	this one. Also, process of elimination – if it isn't the other two then it must be that one!	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. (Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks)	• 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. 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	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!

	they must take) but not always. Usually end in a full stop. Statement – give information. Make up the majority of our sentences.	
Explain the difference between a main clause and subordinate clause. (Year 4)	- 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. Relative clause – a type of subordinate clause which tells you more about the noun.	She had some nasty habits, as was to be expected from sisters. When he saw himself in the mirror Bruno couldn't help but think how much like Shmuel he looked now. Bruno didn't hear much more because the voices were getting closer to the door. He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough for him to be able to see out of.
Make correct use of dashes to mark the boundary between clauses. (Year 5)	- 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.	Bruno had seen him on many occasions since - he came in and out of the house as if he owned the place. 'Don't argue with me - go to your room!'
Use relative clauses beginning with who, which,	A clause must contain a verb and subject	He continued to stroll and whistle

where, when, whose, that or 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.	and he continued not to look until he reached the window, which, by a 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 punctuation for parenthesis (dashes/brackets/commas) mostly correctly. (Year 5)	• Parenthesis is extra information – the information should be able to be lifted in and out and the sentence still makes sense. • Punctuation for parenthesis indicates where the extra information begins and ends. • Brackets – least important information – tells the reader that they can miss this out if they wish and they will not lose the meaning. • Commas – neutral – flows with the sentence. • Dashes – most important information – tells the reader to emphasise the	The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other. (green crayon) I'm the same colour as the page you are using me on – WHITE. (white crayon)

	information as they read it. Teach through reading out loud.	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 commas to separate items in a list. (Year 2)	• Commas separate ideas. • Through the process of separating, they naturally group ideas together. • Which words belong together as a group? • They can change the class of a word e.g. in items in a list from an adjective to a noun and the number of items (including one full name into two names). • Commas create a pause – when reading your sentence back try emphasising the pause – does it make sense to have a pause there?	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. 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.
Use commas after fronted adverbials. (Year 4)	Adverbs/Adverbial Phrases • An adverb gives information about the 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.	Nervously, she entered the classroom and searched for her seat. Trying not to appear too obvious, he strolled casually towards it. Next to me, lies a pile of books that I can't wait to read Consequently, the bridge collapsed under the terrible weight.

		After a long time, the train arrived at its destination.
Use commas to separate clauses. (Year 5)	- 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. - Relative clause – a type of subordinate clause which tells you more about the noun. - Commas separate ideas. - Through the process of separating, they naturally group ideas together. - Which words belong together as a group? - Commas create a pause – when reading your sentence back try emphasising the pause – does it make sense to have a pause there	She had some nasty habits, as was to be expected from sisters. He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough for him to be able to see out of.
Use commas for clarity. (Year 5)	- Commas separate ideas. - Through the process of separating, they naturally group ideas together. - Which words belong together as a group? - They can change the class of a word e.g. in items in a list from an adjective to a noun and the number of items (including one full name into two names).	Mangoes, which are grown in hot countries, taste delicious. This sentence means that ALL mangoes are grown in hot countries. ALL mangoes taste delicious. Mangoes which are grown in hot countries taste delicious.

	Commas create a pause – when reading your sentence back try emphasising the pause – does it make sense to have a pause there? Uses for commas: Items in a list Separating subordinate and main clauses Separating phrases from the main clause After fronted adverbials	This sentence means that ONLY mangoes which are grown in hot countries taste delicious. The old lady collected all sorts of things: silver, paper, hats, clocks and tablecloths. In this sentence, the old lady collects five items. All five words are nouns. The old lady collected all sorts of things: silver paper, hats, clocks and tablecloths. In this sentence the old lady collects four items. Silver is an adjective to describe paper. The old lady collected all sorts of things: silver, paper hats, clocks and tablecloths. In this sentence the old lady collects four items. Paper is an adjective to describe hats.
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Preparing for Colons and Semi-Colons

Skill Ladder	Key Knowledge	Examples
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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. 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
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
Explain the difference between a main clause and	A clause must contain a verb and subject	She had some nasty habits, as was

subordinate clause. (Year 4)	• 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.	to be expected from sisters. When he saw himself in the mirror Bruno couldn't help but think how much like Shmuel he looked now. Bruno didn't hear much more because the voices were getting closer to the door. He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough for him to be able to see out of.
Make mostly correct use of: capital letters, full stops, question marks, exclamation marks. (Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks)	• 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!	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!

	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.	
Make correct use of dashes to mark the boundary between clauses. (Year 5)	• 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.	Bruno had seen him on many occasions since - he came in and out of the house as if he owned the place. ‘Don’t argue with me - go to your room!’
Use colons to introduce a list. (Year 5)	• 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.	He looked the boy up and down as if he had never seen a child before and wasn’t quite sure what he was supposed to do with one: eat it, ignore it or kick it down the stairs.

	Colons - Introducing a list	
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Spelling Knowledge Organiser

Revision from Year 4

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

Objective	Rule	NC Examples
Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word.	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
Spell words containing the /ʌ / sound spelt ou.	These words should be learnt as needed.	young, touch, double, trouble, country

The following objectives must be explicitly taught within a spelling lesson.

Phonemes/Graphemes

Objective	Rule	NC Examples
Spell words with the k sound spelt ch.	N/A	scheme, chorus, chemist, echo, character
Spell words which sound like 'sh' and are spelt ch.	N/A	chef, chalet, machine, brochure
Spell words ending with the g sound spelt – gue and the k sound spelt –que.	N/A	league, tongue, antique, unique
Spell words with the /s/ sound spelt sc.	<i>Note: In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</i>	science, scene, discipline, fascinate, crescent
Spell words with the /eɪ / sound spelt ei, eigh, or ey.	N/A	vein, weigh, eight, neighbour, they, obey

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

Objective	Rule	NC Examples
Add suffixes beginning with vowel letters to words of more than one syllable.		
Add negative prefixes.	Like un–, the prefixes dis– and mis– change the word to have a negative meaning. The root word does not change spelling when they are added. The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. If the word begins with ‘r’, we use ir–. If the word begins with ‘l’ we use il–. If the word begins with ‘m’ or ‘p’ we use im–.	dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) in–: inactive, incorrect irregular, irrelevant, irresponsible illegal, illegible immature, immortal, impossible, impatient, imperfect
Spell words using the prefix anti-	anti– means ‘against’.	anti–: antiseptic, anticlockwise, antisocial
Spell words using the prefix re-	re– means ‘again’ or ‘back’.	re–: redo, refresh, return, reappear, redecorate
Spell words using the prefix sub-	sub– means ‘under’	sub–: subdivide, subheading, submarine, submerge
Spell words using the prefix super-	super– means ‘above’.	super–: supermarket, superman, superstar
Spell words using the prefix inter-	inter– means ‘between’ or ‘among’.	inter–: interact, intercity, international, interrelated (inter + related)
Spell words using the prefix auto-	auto– means ‘self’ or ‘own’.	auto–: autobiography, autograph
Spell words using the suffix –ation	The suffix –ation is added to verbs to form nouns. If the root word ends with ‘e’, drop the ‘e’ before adding ‘-ation’.	information, adoration, sensation, preparation, admiration
Spell words ending in –sure and –ture		measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Spell words ending in –sion		division, invasion, confusion, decision, collision, television
Spell words using the suffix –ous	Sometimes the root word is obvious and the usual	poisonous, dangerous, mountainous, famous, various

	rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. (1) –our is changed to –or before –ous is added. (2) A final ‘e’ of the root word must be kept to make a soft ‘g’ sound. (3) If there is an ‘ee’ sound before the –ous ending, it is usually spelt as i, but a few words have e.	tremendous, enormous, jealous (1) humorous, glamorous, vigorous (2) courageous, outrageous (3) serious, obvious, curious hideous, spontaneous, courteous
Spell words ending in –tion, –sion, –ssion, –cian	The suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Use the possessive apostrophe with plural words.	If the word ends in ‘s’, the apostrophe goes at the end of the word. If the word does not end in ‘s’, add the apostrophe and then ‘s’.	girls’, boys’, babies’, children’s, men’s, mice’s

New to Year 5

Objective	Rule	NC Examples
Spell words ending in –cious or –tious	If the root word ends in –ce, the ending is usually spelt as cious. If the root word ends in ‘tion’, the ending is usually spelt as tious. Exception: anxious.	vice – vicious, grace – gracious, space – spacious, malice – malicious, precious, conscious, delicious, suspicious. ambitious, cautious, fictitious, infectious, nutritious.
Spell words ending in –cial or –tial	–cial is common after a vowel letter and –tial after a consonant letter. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special artificial, partial, confidential, essential
Spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.	Use ant/ance/ancy if the root word can end in ‘ation’. Use ent/ence/ency if the root word ends in a soft ‘c’ or ‘g’ (‘s’ or ‘j’ sound).	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Spell words ending in –able and –ible	The –able ending is usually but not always used if a complete root word can be heard before it. The –ible ending is common if a complete root word can’t be heard before it.	adorable/adorably (adoration) applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)

	The – able ending is used if there is a related word ending in –ation If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ vowel sounds before the a of the –able ending.	changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Spell words ending in –ably and –ibly	The same rules as –ible and –able. -ible = -ibly -able = ably Often changes an adjective into an adverb.	adorable/adorably (adoration) applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Spell words containing ‘ei’ and ‘ie’.	i before e except after c (when the sound is ee)	deceive, conceive, receive, perceive, ceiling
Spell words containing the letter-string ough	None	ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough
Spell homophones and other words that are	In the pairs of words opposite, nouns end –ce	advice/advise

often confused.	and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.	• device/devise • licence/license • practice/practise • prophecy/prophecy
	• farther: further / father: a male parent • guessed: past tense of the verb guess / guest: visitor • heard: past tense of the verb hear / herd: a group of animals • led: past tense of the verb lead / lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) • morning: before noon / mourning: grieving for someone who has died • past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) / passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) • precede: go in front of or before / proceed: go on	
	• principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) / principle: basic truth or belief • profit: money that is made in selling things / prophet: someone who foretells the future • stationary: not moving / stationery: paper, envelopes etc. • steal: take something that does not belong to you / steel: metal • wary: cautious / weary: tired • who’s: contraction of who is or who has / whose: belonging to someone (e.g. Whose jacket is that?)	

- aisle: a gangway between seats (in a church, train, plane). / isle: an island.
- aloud: out loud. / allowed: permitted.
- **affect: usually a verb (e.g. The weather may affect our plans). / effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business).**
- altar: a table-like piece of furniture in a church. / alter: to change.
- ascent: the act of ascending (going up). / assent: to agree/agreement (verb and noun).
- bridal: to do with a bride at a wedding. / bridle: reins etc. for controlling a horse.

	• cereal: made from grain (e.g. breakfast cereal). / serial: adjective from the noun series – a succession of things one after the other. • compliment: to make nice remarks about someone (verb) or the remark that is made (noun). / complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). • descent: the act of descending (going down). / dissent: to disagree/disagreement (verb and noun). • desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) / dessert: (stress on second syllable) a sweet course after the main course of a meal. • draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) / draught: a current of air.
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