

# **The Priestley Progress Path**

**Grammar, Punctuation & Spelling**



**Placing learning at the heart of everything we do.**

## Intent

### Raising Aspiration, Realising Ambition, Stimulating Curiosity.

*Writing is a crucial part of our curriculum at Priestley it is built up of several different pieces – spelling, punctuation and grammar. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At Priestley, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts, and values with a vision of raising pupil aspiration, realising ambition, and stimulating curiosity that will prepare them for life beyond primary school.*

*‘No matter what anybody tells you, words and ideas can change the world.’*

*John Keating*

## Impact

### Priestley and Proud

*The impact of the school’s English curriculum will be constantly evaluated as we place learning at the heart of everything we do. Children will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.*

## Implementation

### Placing learning at the heart of everything we do.

*We follow the Pearson Bug Club Phonics approach to teaching Phonics, supplemented with additional materials from Jolly Phonics and Phonics Play. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible. We use the same phonics program across the school providing continuity and a vehicle for guaranteed progression.*

*There is an expectation that grammar will be modelled and used correctly by all teachers. To ensure progression in grammar skills, all teachers use a progression of grammar document, on which they highlight the grammar skills that have been taught. Any areas of weakness that are identified as a result of independent writing or in writing tasks across the curriculum, are taught as part of the next modelled text, in focused GPS sessions or during grammar starters.*

*To ensure progression in spelling skills, all teachers use a progression of spelling document, on which they highlight the spelling objectives that have been taught. We use the Twinkl Planit spelling scheme to support the teaching of spellings. Children learn spellings at home each week. Additionally, spelling is taught daily in Key Stage 1, in Phonics lessons, and several times per week in Key Stage 2. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.*

*The educationalist Alan Peat devised a number of sentence types which have been proven to enhance progress and attainment in children’s writing. We teach these throughout the school by the teachers following the Sentence Progression Map.*



## Year One Sentence Masters

Will be able to:

### Grammar Coverage

1. write a simple sentence starting with a noun/proper noun.
2. write a simple sentence starting with a personal pronoun.
3. finish the sentence with a full stop.
4. use a regular simple-past-tense verb in a sentence: He walked to school.
5. use first person (I and we), second person (you) and third person (he, she)
6. to orally use simple co-ordinating conjunctions: and, but
7. write a compound sentence using the coordinating conjunction "and"
8. use connectives of sequence: first, second, then.
9. use subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is.
10. write a sentence that includes an adjective.
11. Use capital letters for proper nouns (people and places)
12. Use a capital letter for "I"
13. Start sentences with a capital letter.
14. Use capital letters for days of the week.
15. Separate words with spaces
16. Regular plurals where you only add an "-s" or "-es"
17. Suffixes of verbs, adding "-ed" or "-ing"
18. Use the prefix of "un" to create antonyms: happy – unhappy, kind – unkind
19. Use determiners: the, a, an, my, your, his, her
20. Adverbs of manner (how) to describe a verb, ending in "-ly"
21. Orally devise alliteration: a cool cat, a sneaky snake
22. Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above
23. Similes: as big as an elephant
24. Use question marks.
25. Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: fast – faster – fastest.
26. Choose a specific noun: "Alsatian" rather than "dog"
27. Use noun phrases: adjective + noun.
28. Use exclamation marks!

### Sentence Grammar

1. write simple sentences in the first, second and third person (subject-verb agreement) – I am happy. You are happy. He is happy.
2. write a simple sentence starting with a proper noun.
3. use noun phrases – adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun.
4. write a simple sentence but add an adjective – He has a red ball.
5. write a simple sentence and add an adverb of manner ("–ly") – I play nicely.
6. write a simple sentence with a regular simple past tense verb (adding –ed) – He worked in the classroom.
7. write a sentence in simple present continuous tense ("to be" + "–ing") – He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.
8. use capital letters at the beginning of a sentence and full stops
9. use subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is)
10. write a question with a question mark.
11. write a word/phrase or sentence with an exclamation mark.
12. use capital letters – "I", proper nouns, days of the week.
13. change general nouns to specific nouns, eg, "car" to "Ferrari"
14. how to use prepositions in a sentence
15. use alliteration.
16. use similes.
17. write a sentence using "and"



**Terms 1 & 2**

## Year One Super Spellers

Will be able to:

Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>ee:ea</b>			sea beach each peach reach teach lead read (present) speak weak deal real clean cheap beat eat cheat heat meat neat seat treat ease speak steal steam cream dream scream team mean please east beast feast easy eager appear disappear disease decrease increase reason season treason breathe defeat repeat retreat treatment
<b>oi</b>		The digraph <b>oi</b> is never used at the end of English words.	coil coin foil joins oil point soil toil choice voice rejoice avoid spoil spoilt toilet ointment joint point appointment disappoint anoint noise poison
<b>a-e</b>			made cage page cake lake make take care came game name same date gate late mate gave save wave shade brake flake shake flame shame plane grape shape plate grave shave slave care fare share square stare
<b>i-e</b>			tide wide bike hike like time fine line mine pine wine pipe wise bite kite size wise inside Smile stile while chime crime slime shine spine fire hire shire spire tire wire alive drive live prize
<b>o-e</b>			coke joke poke woke hole dome home cope hope pope rope hose nose roe vote broke broken choke smoke spoke spoken woken stone throne close those chose chosen froze frozen
<b>u-e</b>		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	cube tube rude duke tune cute chute use abuse fuse brute huge
<b>or: aw</b>			claw draw flaw in-law jaw law outlaw paw raw saw straw lawn yawn awkward awful
<b>air: are</b>			bare dare care share scared square aware
<b>ur</b>			disturb church murder murmur burn burnt return Saturn turn surprise purpose curse nurse purse burst Thursday Saturday hurt further urgent
<b>ir: er</b>		unstressed schwa sound: under	under over never silver river sister another brother mother father together paper water after brighter farmer faster fighter lighter neater prouder reader slower starter stronger teacher tighter weaker worker baker braver closer dancer driver larger later liner maker nicer rider ripper rudier shaver smiler timer wider
<b>ir: er</b>		stressed sound : her	her herb verb term stern verse nerve serve
<b>ir: ear</b>	Not on 2014		early earn earth earthquake earthworm heard learn pearl rehearse research search yearn
<b>ow</b>			allow brow cow how now brown clown crown down drown town crowd powder towel owl growl flower power shower tower bow
<b>ai</b>		The digraph <b>ai</b> is never used at the end of English words.	wait Gail hail nail pail sail again brain drain pain grain paint plain rain saint train faith affair afraid against bargain Britain certain complain curtain complain curtain despair entertain fountain mountain obtain praise raise refrain remain repair straight trapeze
<b>oa</b>		The digraph <b>oa</b> is very rare at the end of an English word.	load road toad loaf cloak oak soak soap boat coat float gloat goat oat throat approach poach coach goal groan loan moan boast coast roast toast
<b>oo: ew</b>		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>ew</b> . If words end in the /oo/ sound, <b>ew</b> is a more common spelling than <b>oo</b> .	blew chew crew dew drew few flew grew Jew new renew screw stew threw
<b>ire</b>			
<b>ear</b>			dear ear fear hear near spear year
<b>ure</b>	not in 2014 curriculum		sure pure treasure measure creature feature miniature signature temperature

# Terms 3 & 4

## Year One Super Spellers

Will be able to:



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>-ff</b>	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz & ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	cliff sniff stiff huff puff stuff off
<b>-ll</b>			ball call fall hall tall wall bell fell hell sell tell well yell
<b>-ss</b>			hiss kiss miss bless dress less mess press cross across moss fuss
<b>-zz</b>		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>ue</b> . If words end in the /oo/ sound, <b>ue</b> is a more common spelling than <b>oo</b> .	<u>buzz</u> <u>fizz</u> <u>frizz</u> <u>fuzz</u> <u>jazz</u> <u>whizz</u>
<b>-ck</b>		Links to past tense rule for a word ending in a y. Change the y to i.	back pack rack sack kick lick pick sick tick deck neck peck lock rock sock duck luck muck suck tuck back crack lack rack stack track flick block clock rock shock smock duck stuck truck
<b>-nk</b>	The /ŋ/ sound spelt n before k		bank blank plank sank stank tank blink drink ink pink sink stink wink
<b>-tch</b>		The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch hatch latch match patch thatch watch sketch fetch stretch itch pitch stitch switch witch kitchen clutch hutch
<b>-ve</b>		English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have live give
<b>-s</b>	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats hats nets nuts pets pots rats cups mops pips beds lids pads rods vans bins hens bags legs pigs boasts boats books chairs coins goals rooms seeds shops teams bikes games homes shapes tubes cages noises pages prizes roses sizes cooks thinks sweets screams speaks waves hopes hates slides
<b>-es</b>			benches lunches beaches peaches gases buses brushes bushes crashes fishes wishes classes dresses glasses kisses boxes foxes sixes taxes buzzes coaches teaches preaches reaches fishes rushes wishes crushes hisses fizzes churches
<b>-ing</b>	Adding the endings <b>-ing</b> , <b>-ed</b> and <b>-er</b> to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on. hunting, hunted, hunter,	beating boiling coaching fishing floating joining looking painting preaching reading sailing shooting sleeping teaching thinking burning counting discovering disturbing drawing filtering frightening gleaming hurting murmuring parking renewing returning starting streaming throwing watering working
<b>-ed</b>	not in 2014 curriculum		asked blocked called camped crossed killed packed passed pecked picked pressed puffed rocked sacked sniffed tricked walked enjoyed joined moaned nailed opened played sailed looked cooked soaked booted floated heated invented noted painted pointed shifted waited dented dusted ended funded grunted handed
<b>-er</b>	New consonant spellings <b>ph</b> and <b>wh</b>	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. fat, fill, fun).	hunter jumper buzzer boxer runner walker singer
<b>-er</b>	Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	colder longer older richer smaller smoother sweeter taller braver closer ripper safer wider wiser
<b>-est</b>	Using <b>k</b> for the /k/ sound	The /k/ sound is spelt as 'k' rather than as c before e, i and y.	coldest longest oldest richest smallest sweetest bravest safest brightest fastest kindest neatest slowest strongest weakest wildest bravest closest largest latest nicest ripest rudest





Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>e-e</b>			these theme complete
<b>e:ea</b>			bread dead head instead read ready spread thread meadow deaf health weapon measure pleasure treasure breath death feather weather leather threaten heaven heavy
<b>oe</b>			toe goes buffaloes cargoes dominoes echoes eskimoes heroes mangoes potatoes tomatoes volcanoes]
<b>oo: ue</b>		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>ue</b> . If words end in the /oo/ sound, <b>ue</b> is a more common spelling than <b>oo</b> .	blue clue true rescue Tuesday
<b>igh: ie</b>		Links to past tense rule for a word ending in a y. Change the y to i.	lie tie pie applied cried denied fried lied relied replied satisfied spied supplied tried
<b>ee: ie</b>			achieve belief believe brief chief field fiend friend grief mischief niece piece pier relief shield shriek siege thief
<b>or: or</b>			or cord fork form worn fort deform storm born corn morning torn horse north port short snort sort sport cornet
<b>or: ore</b>			more score before wore shore
<b>or: au</b>			sauce saucer fault haul autumn trauma haunt launch laundry taunt applause august because cause clause pause author
<b>air: ear</b>			bear pear wear
<b>ee: -y</b>			bony flaky greasy lazy nosy prickly rosy scary shiny slimy smiley smoky sparkly spiky stony tasty wavy
<b>ur</b>	not in 2014 curriculum		church purse nurse turn disturb burn surprise
<b>ph</b>	New consonant spellings <b>ph</b> and <b>wh</b>	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin alphabet autograph autobiography biography cellophane elephant geography graph nephew orphan paragraph phantom phase pheasant phrase photocopy photograph physical sphere telephone
<b>wh</b>	Adding -er and -est to adjectives where no change is needed to the root word		whale what wheat when where whether which while whine whisker whisper whistle white who whole whose why anywhere everywhere somewhere
<b>c: k</b>	Using <b>k</b> for the /k/ sound	The /k/ sound is spelt as 'k' rather than as c before e, i and y.	Kent kept kill king kiss skid skill skin skip sky kit frisky sketch
<b>un-</b>	Adding the prefix <b>-un</b>	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual
	compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	bedroom blackbird bonfire cloakroom clockwise cupboard database football goalkeeper goodnight grandfather handbag household joystick outside paintbrush playground popcorn sandwich tablecloth upstairs waterproof weekend windmill
	Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used</i>



## Year Two Sentence Masters

Will be able to:

### Grammar Coverage

1. use suffixes adding “-ness” and “-er” to form a noun (kind/ kindness, teach/ teacher)
2. add “-ly” to an adjective to make an adverb (quick/ quickly)
3. ask a question and use a question mark.
4. form simple past tense by adding “-ed”(He played at school)
5. move from generic nouns to specific nouns (dog to terrier)
6. use similes using “like” (...like hot chilies.../...cold like a glacier)
7. use compound nouns: noun + noun (football), adjective + noun (whiteboard)
8. use coordinating conjunctions to create a compound sentence (or/and/but)
9. use commands, using the imperative form of a verb (give.../take...)
10. use past continuous (progressive) tense (He was playing at school)
11. use temporal connectives (next/ last/ an hour later)
12. use the prepositional phrases (behind/ above/ along/ before/ between/ after)
13. use suffixes –formation of adjectives by adding “-ful”(care/careful)
14. use subordinate conjunctions to create a complex sentence (when/if /that/because)
15. write a sentence that ends with an exclamation mark.
16. use commas to separate lists (He had a bag/ ball and carpet)
17. use first, second and third person with subject-verb agreement.
18. use determiners/generalisers (most /some/all/many/much/more)
19. use suffixes – formation of adjectives by adding “-less”(help/ helpless)
20. write expanded noun phrases - determiner + adjective + noun (the red balloon)  
determiner + noun + prepositional phrase (the cat in the basket)
21. use simple present tense, showing subject-verb agreement - Infinitive -add “s” to the third person (I like/he/she likes, we like/they like/you like)
22. use apostrophes of omission (he didn’t/he couldn’t)
23. use onomatopoeia.
24. use suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”(big – bigger – biggest)
25. write a statement that starts with a capital letter and finishes with a full stop.
26. use present continuous tense (“to be” + “-ing”)I am playing/he/she is playing  
they are playing)
27. put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.
28. use alliteration, verb + noun (dancing dandelions/hiding hyenas)

### Sentence Grammar

1. recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence.
2. identify imperative verbs and use these in a command (Give me that pen)
3. use subject-verb agreement of the simple present (I like, she likes), adding a “-s” to the third person.
4. learn how and when to use the present continuous (I am sitting on the carpet)
5. write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared (The building was big, but the Houses of Parliament were bigger/Tom was the tallest boy in his class)
6. write a statement of fact with a capital letter and full stop.
7. write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark.
8. write a short sentence with an exclamation mark
9. write poems using alliteration to describe either a picture or a painting.
10. use inverted commas: put the spoken word into inverted commas and start with a capital letter.
11. use expanding noun phrases to include an adjective and a prepositional phrase (The red ball under the table)
12. use onomatopoeia: use pictures to create words and add an exclamation mark (Ouch!)
13. use prepositional phrases (under the carpet..., above the whiteboard...)
14. use time connectives (next, last, later)
15. use developing similes using the word “like”
16. Up-level sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb.
17. Commas to separate lists.
18. Alliteration: verb + noun – dancing dolphins
19. Apostrophes of omission
20. Write two simple sentences and join them together (and/but/or)
21. Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence (I bought a new car because my old one broke down)



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>dge</b>	The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e</b> , <b>i</b> and <b>y</b>	At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ɔ/ and /ʌ/ sounds (sometimes called 'short' vowels).	badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge
<b>dge: ge</b>		After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.	age cage page sage damage change bulge village strange
<b>dge: g</b>		In other positions in words, the /dʒ/ sound is often (but not always) spelt as <b>g</b> before <b>e</b> , <b>i</b> , and <b>y</b> .	gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger tragic
<b>dge: j</b>		The letter <b>j</b> is never used for the /dʒ/ ("dge") sound at the end of English words.	jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeys injuries jellies banjos jewellery journalist January subject
<b>s: c</b>	The /s/ sound spelt <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b>		race ice cell city fancy dice ice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city
<b>n: kn</b>	The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knee kneel knew knickers knight knit knives knob knock knot know knuckle knife
<b>n: gn</b>		The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	gnarled gnash gnat gnaw gnomes sign
<b>r: wr</b>	The /ɹ/ sound spelt <b>wr</b> at the beginning of words	This spelling probably also reflects an old pronunciation	wrap wrapper wreck wrestle wriggle wrinkle wrist write wrong wriggly wrinkly
<b>l: le</b>	The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	bubble scribble cuddle middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle bible bundle
<b>l: el</b>	/l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after <b>m</b> , <b>n</b> , <b>r</b> , <b>s</b> , <b>v</b> , <b>w</b> and more often than not after <b>s</b> .	camel tunnel squirrel travel towel tinsel marvel excel rebel quarrel angel label cancel
<b>l: al</b>	The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	accidental comical critical electrical eventual exceptional fatal final individual logical magical medical musical national natural normal
<b>l: il</b>	Words ending –il	There are not many of these words	spoil pencil fossil nostril devil
<b>igh: y end</b>	The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	by cry dry fly fry my sky sly sty try apply deny rely reply supply
<b>Plural y – ies Nouns</b>	Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before –es is added.	armies berried babies centuries cities countries diaries dictionaries enemies
<b>Plural y – ies</b>		After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.	applies bullies cries denies fries lies relies replies qualities satisfies spies supplies tries carries hurries marries scurries tidies varies worries



# Terms 3 & 4

## Year Two Super Spellers

Will be able to:



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>y to ied</b>	<b>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</b>	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	applied bullied cried denied fried lied relied replied qualified satisfied spied supplied tried carried hurried married scurried tidied varied worried
<b>y to ier</b>			angrier busier clumsier chillier cosier crazier dirtier dustier funnier happier healthier heavier hungrier lazier lonelier lovelier luckier merrier nastier
<b>y to iest</b>			angriest busiest clumsiest chilliest cosiest craziest dirtiest dustiest funniest happiest healthiest heaviest hungriest laziest loneliest loveliest luckiest
<b>y+ing</b>		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>ue</b> . If words end in the /oo/ sound, <b>ue</b> is a more common spelling than <b>oo</b> .	crying drying frying prying trying applying carrying denying hurrying marrying replying relying scurrying supplying tidying varying
<b>e to ing</b>	<b>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</b>	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. The exception is being. <b>Exceptions: jokey smiley</b>	closing driving hoping joking liking lining making naming poking saving scraping shaking sliding smiling smoking stroking taking timing tuning using waving bouncing calculating celebrating competing composing damaging
<b>e to ed</b>	<b>The /ŋ/ sound spelt n before k</b>		amazed closed lined named saved smiled tuned used waved baked hoped joked liked shaped smoked fated hated mated stated disused grumbled
<b>e to er</b>		The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions: rich, which, much, such.</b>	closer nicer driver hoper joker liker liner maker namer poker saver scraper shaker slider smiler smoker stoker taker timer tuner user waver
<b>e to est</b>		English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	closest nicest
<b>e to ey</b>	<b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b>	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	smoky wave – wavy shake – shaky shine – shiny
<b>Doubling Consonant</b>	<b>ing</b>	<b>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</b>	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.</b>
	<b>ed</b>	<b>-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on. hunting, hunted, hunter,</b>	beating boiling coaching fishing floating joining looking painting preaching reading sailing shooting sleeping teaching thinking burning counting discovering disturbing drawing filtering frightening gleaming hurting
<b>-ed</b>	<b>er</b>		asked blocked called camped crossed killed packed passed pecked picked pressed puffed rocked sacked sniffed tricked
<b>-er</b>	<b>est</b>	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	hunter jumper buzzer boxer runner walker singer
<b>-er</b>	<b>y</b>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	colder longer older richer smaller smoother sweeter taller braver closer ripper safer wider wiser
<b>or: a</b>	<b>The /ɔ:/ sound spelt a before l and ll</b>	The /ɔ:/ sound ("or") is usually spelt as a before l and ll.	all ball call walk talk always small tall wall stalk almighty almost alone
<b>u: o</b>	<b>The /ʌ/ sound spelt o</b>		along already also altogether always other mother brother nothing Monday monkey



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>plural ey</b>	The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	trolley turkey valley donkey jersey jockey journey key monkey chimney abbey
<b>o: a</b>	The /ɑ/ sound spelt a after w and qu	a is the most common spelling for the /ɑ/ ('hot') sound after w and qu.	wad wallet wand wand wander want was wash wasp watch swab swallow swamp swan swap swat squabble quality quantity quarter squash qualified
<b>er: a</b>	The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world worth earthworm
<b>or: a</b>	The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warm towards
	The /ʒ/ sound spelt s	-sion comes in to Y3/4?	television, treasure, usual
<b>ment</b>	suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. (3) root words ending in –e with an l before it changes to –ly.	achievement advertisement amusement arrangement employment encouragement enjoyment environment excitement government management movement ornament replacement statement
<b>ness</b>		The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	braveness childishness darkness fairness foolishness kindness lateness suddenness wickedness willingness emptiness happiness heaviness
<b>ful</b>		English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	boastful careful faithful forgetful handful grateful harmful hateful helpful hopeful mouthful painful playful powerful spiteful thankful useful beautiful
<b>less</b>	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /tʃ/ and forms an extra syllable or 'beat' in the word, it is spelt as –es.	ageless careless endless fearless helpless homeless hopeless lifeless painless powerless seedless shameless smokeless speechless thankless timeless useless colourless thoughtless
<b>ly</b>			blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly
<b>,</b>	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	aren't can't couldn't didn't doesn't don't hadn't hasn't haven't he'd he'll he's I'd I'll I'm I've isn't it's let's mightn't mustn't shan't she'd she'll she's shouldn't that's there's they'd they'll they're they've we'd we're we've
<b>,</b>	The possessive apostrophe (singular nouns)		Simon's coat Sarah's jumper the boy's toys the girl's friend the dog's bone the computer's mouse the
<b>-tion</b>	Words ending in –tion		action addition addition ambition attention competition condition devotion education fiction fraction information investigation multiplication prediction
<b>homophones</b>	Homophones and near homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight air- heir aisle- isle ante- -anti- eye- I bare- bear be- bee brake- break buy- by door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
	Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea. <b>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</b>	



## Year Three Sentence Masters

Will be able to:

### Grammar Coverage

1. **understand the formation of nouns using prefixes** (auto/anti/super/under)
2. **express time, place and cause, using prepositions** (before/after/during/in/ because of)
3. **use exaggerated language** (unbelievable/glorious)
4. **make the plural for nouns ending in** (ch/sh/s/z/ /x by adding es)
5. **use pronouns –to know the difference between the subject and object with the personal pronoun.**
6. **use pronouns – Possessive adjectives** (my, your, his, hers, its, ours, theirs)
7. **know when to use “a”** (preceding a consonant) **and “an”** (preceding a vowel or a word beginning with “h”)
8. **use verbs –present perfect** (“has/have” + past participle. She has gone to the shops. instead of She went to the shops)
9. **use specific/technical vocabulary to add detail** (Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline)
10. **make the plural for nouns with a single vowel, ending in “f” or “-fe”**(change the “f” or “-fe” to “-ves”: wolf – wolves) **Noun plurals with a double vowel, ending in “f”**(just add “s” to make the plural: chief – chiefs)
11. **use quantifiers** (enough, less, fewer, lots of, none of, both, each, every,
12. a few, neither, either, several)
13. **use irregular simple past-tense verbs** (awake – awoke/blow – blew)
14. **recognise word families for meaning, word class and spelling** (solve/solution/solving/ solved/solver/dissolved/soluble/insoluble)
15. **use powerful verbs - synonyms for verbs such as “said” or “go” to create more powerful verbs.**
16. **use inverted commas -Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.**
17. **use compound sentences with co-ordinating conjunctions (and/but/or/so/for/nor/yet)**
18. **recognise the difference between a phrase and a clause.**
19. **use past perfect verbs** (had + past participle)
20. **express time, place and cause using conjunctions** (when, before, after, while, so, because)
21. **use prepositions** (next to/ by the side of/in front of/ during/ though/ throughout/ because of)
22. **recognise word families based on common words** (fear/ feared/ fearful/ fears/ fearfully)
23. **use complex sentences using subordinate conjunctions** (until/although/even if)
24. **understand the pattern of three for persuasion** (Fun/ Exciting/ Adventurous!)
25. **use homophones and their meanings** (bear/ bare, pear/ pair)
26. **express time, place and cause using adverbs** (then/ next/ soon)
27. **identify all the word classes of a simple sentence.**
28. **use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”**
29. **know that pronouns, nouns and proper nouns can all be the subject of a sentence.**

### Sentence Grammar

1. **use inverted commas.**
2. **use verbs – present perfect and past perfect.**
3. **use fronted adverbial phrases – prepositional phrase, starting with an adverb (ly)**
4. **recognise pattern of three and exaggerated language for persuasion.**
5. **use complex sentences using (until/although/even if) The conjunction is found in the middle of the sentence.**
6. **use compound sentences using (and/but/for/ yet/nor/so/or)**
7. **recognise the difference between clause and phrase.**
8. **recognise the difference between fewer and less. Fewer is used for count nouns (few apples) and less is used for non-count nouns (less water)**
9. **understand personal pronouns (subject and object) and where to use them in the sentence.**
10. **use specific and technical vocabulary.**
11. **know when to use “a” and “an”**
12. **identify all the word classes of a simple sentence.**
13. **identify the subject of the sentence.**

**Terms 1 & 2**
**Year Three Super Spellers**

Will be able to:



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>i: y</b> <b>middle</b>	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical
<b>u: ou</b>	The /ʊ/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage
<b>k: ch</b>	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach-ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology
<b>sh: ch</b>	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache
<b>g: gue</b>	Words ending with the /g/ sound spelt -gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue
<b>k: que</b>	Words ending with the /k/ sound spelt -que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique
<b>s:sc</b>	Words with the /s/ sound spelt sc (Latin in origin)	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/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend

**Terms 3 & 4**

Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>ay:ei</b>	Words with the /ei/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil
<b>ay: eigh</b>			weigh eight neighbour sleigh neigh inveigh freight eight
<b>ay: ey</b>			they obey
<b>'</b>	<b>reg plural</b> Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children's).	girls' boys' babies'
<b>Prefixes</b>	<b>un-</b>	Most prefixes are added to the beginning of root words without any changes in spelling <b>the prefix un- has a negative meaning</b>	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed
	<b>dis-</b>	<b>the prefix dis- has a negative meaning</b>	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displeasure disrepair distrust disuse disadvantage disallow
	<b>mis</b>	<b>the prefix mis- has a negative meaning</b>	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune
	<b>re-</b>	<b>re- means 'again' or 'back'.</b>	refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject rehear repeat rewrite rewind remove



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
suffix -ly	<b>+ly</b> The suffix -ly The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.	The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretly separately strangely sufficiently surreptitiously suspiciously
	<b>y to an i</b>	(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily
	<b>le to ly</b>	(2) If the root word ends with -le, the -le is changed to -ly.	gently simply humbly nobly
rules for -ous	<b>The suffix -ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous
		Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous
<b>-sure</b>	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure
<b>-ture</b>	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.	The ending sounding like /tʃə/ is often spelt -ture but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture
<b>-sion</b>	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion

### Word List for Years Three and Four

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual.  
Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

**Examples:** business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.  
disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.

Understanding the relationships between words can also help with spelling.

**Examples:** bicycle is cycle (from the Greek for wheel) with bi- (meaning two) before it.  
medicine is related to medical so the /s/ sound is spelt as c.  
opposite is related to oppose, so the schwa sound in opposite is spelt as o.





## Year Four Sentence Masters

Will be able to:

### Grammar Coverage

1. use possessive apostrophes for regular singular and plural nouns.
2. use either a pronoun or the noun in sentences for cohesion and to avoid repetition.
3. use prepositions (at/ underneath/ since/ towards/ beneath/ beyond)
4. use compound nouns using hyphens.
5. understand and use repetition to persuade (Fun for now, fun for life)
6. recognise the difference between informal and formal language.
7. use possessive pronouns (yours/ mine/ theirs/yours/ hers/ hi/ its)
8. use plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" (baby/babies)
9. be able to start a sentence with "-ing", using a comma to demarcate the subordinate clause (Flying through the air, Harry crashed into a hidden tree)
10. be able to drop-in a clause with an "-ing" verb (Tom, smiling secretly, hid the magic potion book.)
11. be able to place a comma on either side of the subordinate clause.
12. use expanded noun phrases (Changing The teacher to 'The strict English teacher with the grey beard')
13. use specific determiners (their/ whose/ this/ that/ these/ those/ which)
14. recognise that verbs ending in "y": change the "y" to an "i" and add "-es" (carry /carries)
15. use comparative and superlative adjectives (change the "y" to an "i" and add either "-er" or "-est" happy /happier /happiest)
16. write a sentence that gives three actions (Tom slammed the door, threw his books on the floor and slumped to the ground.)
17. use fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"
18. use verbs – past perfect continuous ("had" + past participle + "-ing")
19. know the difference between a preposition and an adverb.
20. use capital letters for proper nouns (name/ places/ days of the week/ months/ titles/languages)
21. use prefixes to give the antonym ("im-", "in-", "ir-", "il-")
22. use plural nouns of words ending in "o" know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"
23. use powerful verbs Find synonyms of words to up-level sentences and give a greater effect.
24. use modal verbs (could/ should/ would)
25. write compound sentences using all the co-ordinating conjunctions
26. use adjectives ending in "-ed"(frightened/scared).
27. use inverted commas where the speech is preceded by the speaker (Mary yelled, "Sit down!") Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.

### Sentence Grammar

1. use possessive apostrophe for singular and regular plurals.
2. understand informal and formal language.
3. use expanded noun phrases.
4. use fronted adverbials.
5. use inverted commas.
6. use of pronouns for cohesion and to avoid repetition.
7. how to use specific determiners.
8. write a drop-in clause with an "-ing" verb
9. use modal verbs.
10. know the difference between a preposition and an adverb.
11. write compound sentences.
12. start a sentence with a preposition and a comma.
13. understand and use repetition to persuade.

## Terms 1 & 2

## Year Four Super Spellers

Will be able to:



Spelling		Statutory Requirements	Rules & Guidance (non-statutory)	Examples
Suffixes: two or more syllables.	double consonant	Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.	forgetting beginning Forgotten beginner prefer
	Single consonant		The consonant letter is not doubled if the syllable is unstressed.	Preferred gardening limiting Limited
Prefixes	sub-	Most prefixes are added to the beginning of root words without any changes in spelling but see in- below.	sub- means 'under'.	subdivide subheading submarine submerge subspecies
	inter		inter- means 'between' or 'among'.	interaction intercede interfere interim intersect interlude intermediate international intervene intercity interact interrupt
	super		super- means 'above'.	supervision supersonic superman supermarket superstar superfan superglue superfast
	anti		anti- means 'against'.	antifreeze antibody anticlockwise anti-virus antibiotic antiseptic anticlockwise antisocial
	auto		auto- means 'self' or 'own'.	autograph autobiography autograph autobiography automatic autopilot autopsy automobile
	in		The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	inaccessible inaccurate inactive inadequate inarticulate inattentive inaudible incapable incomplete inconsiderate inconvenient incorrect

## Terms 3 & 4

Spelling		Statutory Requirements	Rules & Guidance (non-statutory)	Examples
Prefixes	il-	Most prefixes are added to the beginning of root words without any changes in spelling but see in- below.	Before a root word starting with l, in- becomes il	illegal illegible illiterate illogical illegitimate
	im-		Before a root word starting with m or p, in- becomes im-	imbalance immature immeasurable immobile immoral immortal immovable impartial impassable impatient imperceptible imperfect
	ir-		Before a root word starting with r, in- becomes ir-	irrational irregular irresistible irresponsible irreversible irrelevant irritated irrational irresponsible irrevocable irreverent Irrelevant irreversible
-ation		The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information adoration sensation preparation admiration investigation frustration liberation animation operation narration quotation elation
Suffix -ly	ic to ally	The suffix -ly The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.	(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.	automatically critically logically magically mechanically medically musically physically
	odd		(4) The words truly, duly, wholly.	truly duly wholly
Rules for -ous	our to or	The suffix -ous	-our is changed to -or before -ous is added.	vigorous humorous glamorous armorous endeavorous harborous honorous
	geous		A final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept.	courageous outrageous advantageous gorgeous
	ious		If there is an /i:/ sound before the -ous ending, it is usually spelt as i,	various anxious conscientious conscious delicious furious glorious gracious infections luscious luxurious mysterious obvious previous rebellious
	eous		but a few words have e.	hideous spontaneous courteous hideous miscellaneous nauseous righteous simultaneous



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>tion</b>	<b>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</b>	<i>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</i>	<i>completion operation situation relation imagination organisation ambition position revolution solution fiction introduction caution description</i>
<b>tion</b>	<i>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</i>	<i>–tion is the most common spelling. It is used if the root word ends in t or te.</i>	<i>invention injection action hesitation translation pollution attraction affection correction construction option education</i>
<b>sion</b>		<i>–sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.</i>	<i>expansion extension comprehension tension intentions ascension</i>
<b>ssion</b>		<i>–ssion is used if the root word ends in ss or –mit.</i>	<i>admission aggression depression discussion expression impression mission oppression possession procession profession progression succession</i>
<b>cian</b>		<i>–cian is used if the root word ends in c or cs.</i>	<i>optician politician musician electrician mathematician</i>
<b>f: ph</b>	<b>Not in 2014 Curriculum</b>		<i>agoraphobia arachnophobia cacophony claustrophobia hydrophobia paragraph pharaoh pharmacist pharynx phenomenon phlegm phobia</i>
<b>’</b>	<b>Possessive apostrophe with plural words</b>	<i>(Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)</i>	<i>children’s men’s mice’s child’s tooth’s foot’s sheep’s women’s people’s boys’ dogs’</i>
	<b>Homophones or near-homophones</b>		<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not,</i>

### Word List for Years Three and Four

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual.

Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

**Examples:** business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as ‘u’, business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.

disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.

Understanding the relationships between words can also help with spelling.

**Examples:** bicycle is cycle (from the Greek for wheel) with bi- (meaning two) before it.

medicine is related to medical so the /s/ sound is spelt as c.

opposite is related to oppose, so the schwa sound in opposite is spelt as o.



## Year Five Sentence Masters

Will be able to:

### Grammar Coverage

### Sentence Grammar

1. *be able to convert nouns or adjectives into verbs using ("ate", "-ise" or "-ify")*
2. *use brackets for parenthesis.*
3. *develop technical language.*
4. *edit sentences by either expanding or reducing for meaning and effect.*
5. *move parts of sentences around to create different effects.*
6. *understand and use metaphors.*
7. *use verb prefixes ("dis-", "de-", "mis-", "over-" and "re-")*
8. *use dashes for parenthesis.*
9. *start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause.*
10. *drop-in "-ed" clauses (Poor Tom, frightened by the fierce dragon, ran home.)*
11. *understand and use future tense verbs.*
12. *understand and use rhetorical questions.*
13. *indicate degrees of possibility using modal verbs (might/should/will/must)*
14. *use commas for parenthesis.*
15. *use connectives to build cohesions (Exemplification/Results/To summarise/To sequence)*
16. *use indefinite pronouns (somebody/something/someone/nobody/nothing/no-one/everything/ anything/ nothing)*
17. *use onomatopoeia.*
18. *use personification.*
19. *indicate degrees of possibility using adverbs (perhaps/ surely)*
20. *use relative pronouns (who/which/that/whom/whose)*
21. *start a sentence with an expanded "-ed" clause (Frightened of the dark, Tom hid under the bed all night)*
22. *link ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)*
23. *use colons for play scripts and to start a list*      *Secure use of compound sentences.*
24. *embellish simple sentences.*
25. *Use relative clauses to add detail beginning with ("who", "which", "where", "when", "whose", "that", or an omitted relative pronoun)*
26. *develop fronted prepositional phrases for greater effect (Throughout the stormy winter... /Far beneath the frozen soil...)*
27. *use speech in inverted commas.*

1. *Use modal verbs of possibility and obligation.*
2. *embellish simple sentences.*
3. *use brackets for parenthesis.*
4. *use commas for parenthesis.*
5. *use dashes/hyphens for parenthesis.*
6. *expand phrases starting with an adjective and ending in "-ed" (Frightened and confused, Tom...)*
7. *Drop-in clauses starting with an "-ed", with a comma to demarcate for meaning.*
8. *use relative clauses to add detail.*
9. *use colons.*
10. *write compound sentences.*
11. *write complex sentences starting with a subordinate clause and separating the subordinate clause.*
12. *use onomatopoeia.*
13. *use metaphors.*
14. *use personification.*
15. *use rhetorical questions.*
16. *Use future tenses.*

## Terms 1 & 2

## Year Five Super Spellers

Will be able to:



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>-cious</b>	Endings which sound like /ʃəs/ spelt -cious or -tious.	Not many common words end like this. If the root word ends in -ce, the /ʃ/?/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.  <b>Exception:</b> anxious	conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious
<b>-tious</b>			ambitious cautious contentious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious
<b>-cial</b>	Endings which sound like /ʃəl/	-cial is common after a vowel letter	social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial
<b>-tial</b>		-tial after a consonant letter.  <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial
<b>-ant</b>	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e/?/ sound in the right position; -ation endings are often a clue.	important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant
<b>-ance</b>			performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance
<b>-ancy</b>			pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy

## Terms 3 & 4

Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
<b>-ent</b>	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ʃ/?/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	government development different went moment management present department president patient movement event student agreement environment treatment parent statement investment employment argument extent represent parliament equipment
<b>-ence</b>			experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence intelligence
<b>-ency</b>			agency emergency currency efficiency tendency frequency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency
<b>-able</b>	Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, 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' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable
<b>-ible</b>			accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible
<b>-ably</b>			probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably
<b>-ibly</b>			possibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly irresistibly indelibly invisibly responsibly flexibly perceptibly incredibly





Spelling		Statutory Requirements	Rules & Guidance (non-statutory)	Examples
Suffixes	-fer stressed	Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added.	conferring deferring inferring misinferring misreferring preferring conferred deferred inferred misinferred misreferred preferred referred conferral deferral referral transferral
	-fer unstressed		The r is not doubled if the -fer is no longer stressed.	referencing refereeing preferencing buffering chaffering coffering buffered chaffered chamfered coffered differed goffered interfered feral transferal circumference conference countertransference deference difference
- hyphen		Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation. 1. To avoid doubling a vowel: anti-art anti-administration co-opt (but cooperation) de-emphasize 2. To avoid tripling a consonant: shell-like 3. To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.)	co-ordinate re-enter co-operate co-own
ee;ei		Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. <b>Exceptions:</b> protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	ceiling conceit deceive perceive receive receipt conceited conceive deceit
-ough	or	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought bought thought nought brought fought
	u f			rough tough enough chough
	o			cough
	o-e			though although dough
	oo			through breakthrough
	u			thorough borough
	ow			plough bough
		Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	a - artistically logically musically romantically, b - bomb dumb lamb numb thumb doubt debt climb comb crumbs numb c - abscess ascend ascent conscience conscious crescent descend descent disciple fascinate fluorescent incandescent isosceles luminescent miscellaneous muscle obscene resuscitate scenario scene scent scissors d - Wednesday sandwich handsome edge bridge handkerchief e - breathe g - sign champagne gnaw reign align assign benign campaign cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnu resign h - honest ghost heir hour what whether rhubarb rhyme ache anchor archaeology architect archives chaos character characteristic charisma chemical chemist chemotherapy chlorine choir cholera chord choreograph chorus Christian Christmas chrome echo leprechaun loch mechanical melancholy monarch monochrome orchestra orchid psychic scheme school stomach technician technology i - business k - knead knife knight knock knot know knack knapsack knave knead knee

i - business

k - knead knife knight knock knot know knack knapsack knave knead knee

## Year Five Super Spellers

Will be able to:



Spelling	Statutory Requirements	Rules & Guidance (non-statutory)	Examples
silent	<b>Words with 'silent' letters</b> (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	<b>a</b> – artistically, logically - <b>b</b> -bomb, dumb, doubt - <b>c</b> – abscess, ascend, fascinate, fluorescent - <b>d</b> – Wednesday, sandwich, edge <b>e</b> – breathe - <b>g</b> – sign champagne, gnaw - <b>h</b> – honest, ghost, heir, what, technology - <b>i</b> – business - <b>k</b> – knead, knife knight - <b>l</b> – would, talk, half - <b>m</b> – mnemonic - <b>n</b> - autumn, column, condemn - <b>o</b> – colonel - <b>p</b> – corps, coup, pneumonia, psychology, receipt - <b>s</b> - aisle, island, debris - <b>t</b> – asthma, ballet, castle - <b>u</b> – guess, biscuit, rogue, silhouette - <b>w</b> – answer, sword - <b>x</b> – faux pas - <b>z</b> - rendezvous
	<b>Homophones and other words that are often confused</b>	In these pairs of words, nouns end –ce 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. advice/advise device/devise licence/license practice/practise prophecy/prophecy	Examples below
		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)	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 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 morning: before noon mourning: grieving for someone who has died 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 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?)

## Grammar Coverage

## Year Six Sentence Masters

Will be able to:



## Sentence Grammar

1. *use informal and formal speech* (find out / discover/ask to for / request/go in / enter)
  2. *use question tags for informality* (He's in your class, isn't he?) *use the subjunctive for formal writing* (If I were you...)
  3. *use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas.*
  4. *use dashes to mark the boundary between clauses* (It's raining – I'm fed up)
  5. *use semicolons to demarcate within a list.*
  6. *understand how to use simple sentences and how to embellish them.*
  7. *use modal verbs.*
  8. *use abstract nouns.*
  9. *use repetition for effect* (persuasion, suspense, emphasis)
  10. *use colon and bullet points for a list.*
  11. *use alliteration.*
  12. *consolidate compound sentences and coordinating conjunctions.*
  13. *use auxiliary verbs.*
  14. *use synonyms: realising that when you find a synonym, the word means something slightly different* ("big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big")
  15. *use connectives to signpost and create cohesion within a text* (order of sequence/time connectives/additional ideas/space and place/contrasting/exemplification/results/to summarise)
  16. *use hyphens for compound words to avoid ambiguity* (man eating shark or man-eating shark)
  17. *use similes.*
  18. *use complex sentences and subordinate conjunctions.*
  19. *use tense* (past, present and future)
  20. *use antonyms: using prefixes.*
  21. *layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs.*
  22. *identify the subject and object of the sentence.*
  23. *use metaphors.*
  24. *combine complex and compound clauses to create a sentence.*
  25. *use pronouns: relative and possessive.*
  26. *use collective nouns.*
  27. *use colons to mark the boundary between clauses* (It's sunny: I'm going out to play.)
  28. *use ellipses to create suspense and to show missing words in a quote.*
  29. *use personification.*
  30. *use rhetorical questions.*
  31. *use relative clauses.*
  32. *recognise the difference between passive and active sentence and when to use the passive* .
  33. *use semicolons to mark the boundary between clauses* (It's raining; I'm fed up)
  34. *use antonyms to create different effects in sentences.*
  35. *use fronted adverbials.*
  36. *use expanded noun phrases* (The witch, who crashed her broom, is over there, feeling dazed.)
  37. *use determiners and generalisers.*
  38. *use an imperative verb.*
1. *use fronted adverbials.*
  2. *use expanded noun phrases.*
  3. *use determiners and generalisers.*
  4. *use imperatives.*
  5. *use semicolons.*
  6. *use colons.*
  7. *use bullet points.*
  8. *use dashes.*
  9. *use passive and active sentences.*
  10. *use informal and formal language.*
  11. *use rhetorical questions.*
  12. *use personification.*
  13. *use metaphors.*
  14. *use alliteration.*
  15. *use similes.*
  16. *write compound sentences.*
  17. *write complex sentences.*
  18. *Combine complex and compound clauses.*
  19. *use relative clauses to create complex sentences.*
  20. *use pronouns – relative and possessive.*
  21. *use ellipses.*
  22. *use relative clauses.*
  23. *recognise the subject and object of the sentence.*
  24. *use layout devices* (could also be used in guided reading)
  25. *use past, present and future tenses.*
  26. *use auxiliary verbs.*
  27. *use modal verbs.*
  28. *embellish simple sentences.*
  29. *use repetition for effect.*
  30. *use inverted commas.*

## Terms 1 & 2

## Year Six Super Spellers

Will be able to:



### Word list for Years 5 and 6

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

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling. Examples:

Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.

The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.

Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.

### Narrative Genres

Narrative Text		Narrative Types
First or third person Inverted commas Personification Similes Metaphors Onomatopoeia Noun phrases Different sentence openers (prepositions, adverbs, connectives, "ing" words, adverbs, "-ed" words, similes) Synonyms	Antonyms Specific nouns (proper) Semicolons to separate two sentences Colons to separate two sentences of equal weighting Informal and formal language Lists of three – adjectives and actions Indefinite pronouns Emotive language	<ol style="list-style-type: none"> <li>1. <b>Adventure and mystery stories</b> – past tense</li> <li>2. <b>Myths and legends</b> – past tense</li> <li>3. <b>Stories with historical settings</b> – past tense</li> <li>4. <b>Stories set in imaginary worlds</b> – past or future tense</li> <li>5. <b>Stories with issues and dilemmas</b> – past tense</li> <li>6. <b>Flashback</b> – past and present tense</li> <li>7. <b>Traditional fairy story</b> – past tense</li> <li>8. <b>Ghost story</b> – past tense</li> </ol>

# Year Six Super Spellers

Will be able to:



## Grammar & Genres

### Criteria for Fiction and Non-Fiction Genres

This is a suggested overview for each genre, giving a list of grammar and punctuation. It is not a definitive list. It will depend on the age group as to what you will include or exclude. For each genre you will work on vocabulary such as prefixes, suffixes, antonyms, synonyms, homonyms, etc. Where possible, different sentence structures should be taught. This will be developed through the year and throughout the Key Stage.

### Non-Fiction Genres

<b><u>Explanation text</u></b> Present tense Modal verbs Time connectives Causal connectives Formal language Technical vocabulary Third person Rhetorical questions Proper nouns Past tense Active and passive Relative clauses Colons Semicolons Parenthesis using hyphens, commas and brackets	<b><u>Recount text</u></b> (This includes genres such as newspaper/journalistic writing, biography, autobiography and diary) Past tense Time connectives Formal language Third/first person (pronouns) Colons Proper nouns Formal language Adverbial phrases Prepositional phrases Similes	<b><u>Persuasive text</u></b> Present tense Past tense Future tense Modal verbs Imperative verbs Exemplification connectives Rhetorical questions Comparative and superlative adjectives Exaggerated language Repetition Groups of three First/second/third person Indefinite pronouns Emotive language Giving statistics Making opinion appear as fact	<b><u>Report text</u></b> Formal language First/third person Past/present tense Causal connectives Time connectives Exemplification connectives Comparing-and-contrasting connectives Future tense (when offering suggestions) Similes Metaphors Technical language Parenthesis using hyphens, commas and brackets	<b><u>Play scripts</u></b> Exclamation sentences with exclamation marks Colons Stage directions Informal speech Brackets Hyphens Short sentences	<b><u>Poetry text</u></b> Personification Similes Metaphors Abstract nouns Sentence openers Adjectives Repetition Antonyms Synonyms Alliteration Onomatopoeia Prepositions Powerful verbs Collective nouns Expanded noun phrases	<b><u>Discussion text</u></b> Present tense Statements Rhetorical questions Causal connectives Additional connectives Results connectives Order-of-sequence connectives Exemplification connectives Comparing-and-contrasting connectives Conditionals Imperative verbs Third person Formal language
<b><u>Non-chronological report</u></b> Third person Formal language Passive and active sentences Proper nouns Specific nouns Commas in a list Colons Bullet points Hyphens Present tense Past tense Semicolons Relative clauses Rhetorical questions	<b><u>Newspaper</u></b> Newspaper headlines Subheadings Reported speech Dashes/hyphens Present tense Past tense Quotation using inverted commas and colons First/third person Technical language Proper nouns Specific nouns Formal language Time connectives	<b><u>Biography</u></b> Third person Past tense Proper nouns Abstract nouns Informal language Different types of sentence openers Time connectives Fronted adverbial phrases Relative clauses Personification Metaphors Alliteration Similes Emotive language Quotation	<b><u>Diary</u></b> Informal language First person Time connectives Past tense Present tense Emotive language Proper nouns Specific nouns Fronted adverbial phrases Relative clauses Personification Metaphors Alliteration Similes Informal language	<b><u>Letters</u></b> (What is featured in this genre depends on the genre being taught. For example, if it is to persuade then you would follow the success criteria for a persuasion text) First person Formal language Informal language Layout	<b><u>Instructions</u></b> Time connectives Imperative verbs Present tense Second person Technical language Colons Bullet points Formal language Simple sentences Commas to separate lists Modal verbs Proper nouns Parenthesis using	<b><u>Autobiography</u></b> First person Past tense Proper nouns Abstract nouns Informal language Different types of sentence openers Time connectives Fronted adverbial phrases Relative clauses Personification Metaphors Alliteration Similes Emotive language