

	Phonics and Spelling		Punctuation, Vocabulary and Grammar
<p>5&6 Years</p>	<ul style="list-style-type: none"> Endings which sound like /ja/ spelt -cial and -tial Add suffixes beginning with vowel letters to words ending in -fer Words with the /i:/ sound spelt 'ei' after 'c' Endings which sound like /jəs/ spelt -cious or -tious Words ending in -able and -ible Words ending in -ably and -ibly Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Use of the hyphen Homophones and other words that are often confused Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words containing the letter-string 'ough' 		<ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use hyphens to avoid ambiguity Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learn the grammar for years 5 and 6 in English Appendix 2 Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
<p>3&4 Years</p>	<ul style="list-style-type: none"> The prefixes 'anti-', 'auto-', 'inter-', 'super-', 'in-', 'un-', 'dis-', 'mis-', 're-' and 'sub-' The /ʊ/ sound spelt 'ou' Words ending with the /g/ sound spelt -gue Words ending 'sure' and 'ture' Use the possessive apostrophe with plural words Words ending with the /k/ sound spelt -que (French in origin) Words ending -tion, -sion, -ssion, -cian /ʃən/ The /i/ sound spelt 'y' elsewhere than at the end of words The /ʒən/ sound spelt -sion Words with the /s/ sound spelt 'sc' (Latin in origin) Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) Words with the /k/ sound spelt 'ch' (Greek in origin) Words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' Add suffixes beginning with vowel letters to words of more than one syllable The suffix -ly The suffix -ous The suffix -ation 		<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials Know the grammar for years 3 and 4 in English Appendix 2 Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Use and punctuate direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
<p>Year 2</p>	<ul style="list-style-type: none"> The /r/ sound spelt 'wr' at the beginning of words The /l/ or /al/ sound spelt -le at the end of words The /l/ or /al/ sound spelt -el at the end of words The /l/ or /al/ sound spelt -al at the end of words Words ending -il The /aʊ/ sound spelt -y at the end of words The sound spelt as /ge/ and /dge/ at the end of words, and sometimes spelt as /g/ elsewhere in words before 'e', 'i' and 'y' /dʒ/ Add -es to nouns and verbs ending in -y Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The /i:/ sound spelt -ey The /aɪ/ sound spelt /a/ after 'w' and 'qu' The /ɔ:/ sound spelt /a/ before 'l' and 'll' The /s/ sound spelt /s/ The suffixes -ment, -ness, -ful, -less and -ly 	<ul style="list-style-type: none"> Words ending in -ion Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words The /ʊ/ sound spelt /o/ The /ɜ:/ sound spelt /or/ after 'w' The /ɔ:/ sound spelt /ar/ after 'w' Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Contractions The possessive apostrophe (singular nouns) Homophones and near-homophones Common exception words The /s/ sound spelt 'c' before 'e', 'i' and 'y' 	<ul style="list-style-type: none"> Recognise sentences with different forms: statement, question, exclamation, command Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Use grammar for year 2 in English Appendix 2 Use expanded noun phrases to describe and specify (for example, the blue butterfly) Apply some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing Use the present and past tenses correctly and consistently including the progressive form
<p>Year 1</p>	<p>READ & WRITE</p> <ul style="list-style-type: none"> All letters of the alphabet and know the sounds which they most commonly represent Consonant digraphs which have been taught and the sounds which they represent Vowel digraphs which have been taught and the sounds which they represent Apply guidance and rules which have been taught Segment spoken words into sounds before choosing graphemes to represent the sounds Words with adjacent consonants <p>ai ay a-e oi oy oa oe o-e ou ow ie igh i-e ee ea e-e ir er ur ar are or au ore aw air ear oo ew ue u-e</p>	<ul style="list-style-type: none"> Words ending -y New consonant spellings 'ph' and 'wh' Use 'k' for the /k/ sound Add the prefix -un Compound words Common exception words The /ɪ/ sound spelt 'n' before 'k' The sounds /i/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' Division of words into syllables The /v/ sound at the end of words Add 's' and 'es' to words (plural of nouns and the third person singular of verbs) Add the endings -ing, -ed and -er to verbs where no change is needed to the root word Add -er and -est to adjectives where no change is needed to the root word 	<ul style="list-style-type: none"> Leave spaces between words Join words and join clauses using 'and' Use a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Know grammar for year 1 in English Appendix 2 Use grammatical terminology in English Appendix 2 in discussing their writing