

# GRAMMAR and PUNCTUATION

Key:

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6



| Word Structure   | Product code: | Sentence Structure  | Product code:  | Text Structure  | Product code:  | Punctuation   | Product code:  |
|--|---------------|---|--|---|--|---|--|
| Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun   | GP07          | How <b>words</b> can combine to make <b>sentences</b>   | G15  | Sequencing sentences to form short narratives   | G15  | Separation of words with spaces   |  |
| <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)   |               | GP09  | Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> | G16   | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing | L13   | Introduction to <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences |
| How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]  | GP08          | <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)  | G16  | Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress [e.g. <i>she is drumming, he was shouting</i> ]  | L87  | <b>Capital letters</b> for <b>names</b> and for the personal <b>pronoun I</b>   | GP03<br>L87  |
| Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [e.g. <i>whiteboard, superman</i> ]  | GP09<br>GP04  | Expanded <b>noun phrases</b> for description and specification [e.g. <i>the blue butterfly, plain flour</i> ]   | G15<br>G16   | Introduction to <b>paragraphs</b> as a way to group related material  | L87  | Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences   | GP03   |
| Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less   | GP09          | How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command  | L87  | <b>Headings</b> and <b>sub-headings</b> to aid presentation   |  | <b>Commas</b> to separate items in a list   | GP03   |
| Use of the <b>suffixes –er, –est</b> in <b>adjectives</b> and the use of <b>–ly</b> to turn <b>adjectives</b> into <b>adverbs</b>  | GP09          | Expressing <b>time, place</b> and <b>cause</b> using: <b>Conjunctions</b> [e.g. <i>when, before, after, while, because</i> ] <b>Adverbs</b> [e.g. <i>then, next, soon, therefore</i> ] <b>Prepositions</b> [e.g. <i>before, after, during, in, because, of</i> ]  | L87  | Use of the <b>present perfect</b> form of verbs instead of the <b>simple past</b> [e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]   | L87  | <b>Apostrophes</b> to mark where letters are <b>omitted</b> in spelling and to mark <b>singular possession</b> in nouns [e.g. <i>the girl's name</i> ]  | GP06   |
| Formation of nouns using a range of prefixes [for example super–, anti–, auto–]  | GP08          | <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases [e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ]   | G16  | Use of <b>paragraphs</b> to organise ideas around a theme   | L87  | Introduction to <b>inverted commas</b> to punctuate direct speech   | L87  |
| Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [e.g. <i>a rock, an owl</i> ]   | W09           | <b>Fronted adverbials</b> [e.g. <i>Later that day, I heard the bad news.</i> ]  | L87<br>G16   | Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid cohesion and avoid repetition  |  | Use of <b>inverted commas</b> and other punctuation to indicate <b>direct speech</b> [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “ <i>Sit down!</i> ”] | GP03   |
| <b>Word families</b> based on common words, showing how words are related in form and meaning [e.g. <i>solve, solution, solver, dissolve</i> ]   | R07           | <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted <b>relative pronoun</b>  | L87  | Devices to build cohesion within a paragraph [e.g. <i>then, after, that, this, firstly</i> ]  | W09  | <b>Apostrophes</b> to mark <b>plural possession</b> [e.g. <i>the girl's name, the girls' names</i> ]  | GP05   |
| The grammatical difference between <b>plural</b> and <b>possessive –s</b>  |               | Indicating degrees of possibility using <b>adverbs</b> [e.g. <i>perhaps, surely</i> ] or <b>modal verbs</b> [e.g. <i>might, should, will, must</i> ]  | L87  | Linking ideas across paragraphs using <b>adverbials</b> of time [e.g. <i>later</i> ], place [e.g. <i>nearby</i> ] and number [e.g. <i>secondly</i> ] or tense choices [e.g. <i>he had seen her before</i> ]   | W09  | Use of <b>commas</b> after <b>fronted adverbials</b>  |  |
| <b>Standard English</b> forms for verb inflections instead of local spoken forms [e.g. <i>we were</i> instead of <i>we was</i> ]   | L87           | The use of <b>passive voice</b> to affect the presentation of information in a sentence [e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> (by me)].   | L87  | Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections [e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b> |  | <b>Brackets, dashes</b> or <b>commas</b> to indicate parenthesis  | GP03   |
| Converting nouns or adjectives into verbs using <b>suffixes</b> [e.g. –ate; –ise; –ify]  | L87           | The difference between structures typical of <b>informal</b> speech and structures appropriate for <b>formal</b> speech and writing [e.g. the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] |  | <b>Layout devices</b> [e.g. headings, sub-headings, columns, bullets or tables, to structure text]  |  | Use of <b>commas</b> to clarify meaning or avoid ambiguity  |  |
| <b>Verb prefixes</b> [e.g. <i>dis–, de–, mis–, re–</i> ]   | GP08          |   |  |   |  | Use of the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses [e.g. <i>It's raining; I'm fed up</i> ]  | L87  |
| The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing [e.g. <i>find out – discover; ask for – request; go in – enter</i> ] |               |   |  |   |  | Use of the <b>colon</b> to introduce a list and use of <b>semi-colons</b> within lists  | L87  |
| How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [e.g. <i>big, large, little</i> ]  | L87           |   |  |   |  | Punctuation of <b>bullet points</b> to list information   |  |
|  |               |   |  |   |  | How <b>hyphens</b> can be used to avoid ambiguity [e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]   | W09  |

# SPELLING

## Letters and Sounds

### Phase 1

EYF

Paves the way for the systematic teaching of phonic work to begin in Phase Two. Activities are included to develop oral blending and segmenting of the sounds of spoken words. These activities are very largely adult led. However, they must be embedded within a language-rich educational programme that takes full account of children's freely chosen activities and ability to learn through play. Activities are designed to underpin and run alongside activities in other phases.



|  |  | Knowledge of GPCs <sup>1</sup> |      |       |      |      | Skills of blending & segmenting with letters. |     | High-frequency words containing GPCs not yet taught.   |   |  |
|--|--|--------------------------------|------|-------|------|------|---|-----|--|---|--|
| <b>Phase 2</b>   | Weeks  | 1                              | 2    | 3     | 4    | 5    |   |     | Starting with a small set of GPCs and then increasing the number: Blend separate sounds together into whole words (for reading) Segment whole words into separate sounds (for spelling) (e.g. <i>in, up, cat, sit, run, and, hops, bell</i> ). Optional: Simple words of two syllables using taught GPCs (e.g. <i>sunset, laptop, picnic, robin, camel</i> ).<br><br>Blending to read simple captions. | the, to, no, go, I  |  |
|  |  | s                              | i    | g     | ck   | h    |   |     |  |   |  |
|  |  | a                              | n    | o     | e    | b    |   |     |  |   |  |
|  |  | t                              | m    | c     | u    | f ff |   |     |  |   |  |
|  |  | p                              | d    | k     | r    | l ll |   |     |  |   |  |
| Week 6 - Revise  |  |                                |      |       |      | ss   |   |     |  |   |  |
| <b>Phase 3</b>   | Weeks  | 1                              | 2    | 3     | 4    | 5    | 6   | 7   | Blend and segment sounds represented by single letters and graphemes of more than one letter, including longer words (e.g. <i>chip, moon, night, thunder</i> – choice of words will depend on which GPCs have been taught).<br><br>Blend to read simple captions, sentences and questions.   | he, she, we, me, be, was, my, you, her, they, all, are. <sup>2</sup><br><br>Emphasise parts of words containing known correspondences.  |  |
|  |  | j                              | y    | ch    | ai   | oi   | ar  | er  |  |   |  |
|  |  | v                              | z    | sh    | ee   | oo   | air   | ur  |  |   |  |
|  |  | w                              | zz   | th    | igh  | oo   | ear   | or  |  |   |  |
|  |  | x                              | qu   | ng    | oa   | ow   |   | ure |  |   |  |
| Week 8 to 12 - Revise  |  |                                |      |       |      |      |   |     |  |   |  |
| <b>Phase 4</b>   | Weeks <sup>3</sup>   | 1                              | 2    | 3     | 4    |      |   |     |  | Blend and segment words with adjacent consonants (e.g. <i>went, frog, stand, jumps, shrink</i> ).<br>Read and write different types of sentence.  | said, so, have, like, some, come, were, there, little, one, do, when, out, what. |
|  | Week 5 to 6 - Revise   | -vcc                           | ccv- | ccvcc | cccv |      |   |     |  |   |  |
| <b>Phase 5</b>   | Weeks  | 1                              | 2    | 3     | 4    | 5    | 6   | 7   | Blend and segment sounds represented by all GPCs taught so far. Try alternative pronunciations for graphemes if the first attempt sounds wrong (e.g. <i>cow</i> read as / <i>coe</i> / sounds wrong; <i>break</i> read as / <i>breek</i> / or / <i>breck</i> / sounds wrong).<br><br>Read and write different types of sentence.   | oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please  |  |
|  |  | -ou-                           | -oy  | wh-   | a-e  | c    | a   | ea  |  |   |  |
|  |  | -ea-                           | -ay  | ph    | e-e  | g    | e   | ie  |  |   |  |
|  |  | -ie-                           | -ey  | -ew   | i-e  | ch   | i   | er  |  |   |  |
|  |  | -ir-                           | -aw  | -oe   | o-e  | y    | o   | ow  |  |   |  |
|  |  |                                | -ue  | au    | u-e  |      | u   | ou  |  |   |  |
|  |  |                                |      | /zh/  |      |      |   | ey  |  |   |  |
| Week 8 to 30 - Revise  |  |                                |      |       |      |      |   |     |  |   |  |
| <b>Phase 6</b>   | Continued throughout primary   |                                |      |       |      |      |   |     |  | Increasingly fluent sounding and blending of words encountered in reading for the first time. Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary (e.g. <i>hop/hopping, hope/hoping, hope/hopeful, carry/carried, happy/happiness</i> ). Increasingly accurate spelling of words containing unusual GPCs (e.g. <i>laugh, once, two, answer, could, there</i> ). | As needed.   |
|  | Word-specific spellings – i.e. when phonemes can be spelt in more than one way, children learn which words take which spellings (e.g. <i>see/sea, bed/head/said, cloud/clown</i> ) |                                |      |       |      |      |   |     |  |   |  |
| Note that the teaching of spelling cannot be completed in Year 2 – it needs to continue rigorously throughout primary school, and beyond if necessary. |  |                                |      |       |      |      |   |     |  |   |  |

<sup>1</sup> GPCs: Grapheme–phoneme correspondences

<sup>2</sup> See Appendix 2 in the Letters and Sounds Programme

<sup>3</sup> No new GPCs taught at Phase 4