English Curriculum

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Purpose of Study

English has a pre-eminent place in education and in society. It is a subject in its own right and the medium for teaching; for pupils, understanding language provides access to the whole curriculum. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others; through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, spiritually and socially. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to read and write fluently and confidently are, in every sense, disenfranchised.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading
The Programmes of Study for reading consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality conversation with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading. Reading widely and often increases pupils' understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing
The Programmes of Study for writing are constructed similarly to that for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these dimensions, that is, transcription and composition. In addition, pupils should be taught how to plan, revise and evaluate their writing – knowledge that is not required for reading. These aspects of writing have been incorporated into the Programmes of Study for composition.

Writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Writing also depends on fluent, legible and, eventually, speedy handwriting. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Spoken language
The National Curriculum for English reflects the importance of spoken language in pupils' development – linguistic, cognitive and social – across the whole curriculum. Teachers should ensure the continual development of pupils' confidence and competence in spoken language. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary, grammar and understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and poems, and to prepare their ideas prior to writing. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Spelling, grammar and glossary
The two appendices – on spelling and on grammar and punctuation – give an overview of the specific features that should be included in teaching the Programmes of Study. Pupils should be taught to control their speaking and writing consciously and to use the elements of spelling, grammar, and 'language about language' listed. This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons. A glossary is provided for teachers.

Throughout the Programmes of Study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum
Each Programme of Study is set out year-by-year for Key Stage 1 and two-yearly for Key Stage 2 in English. The single blocks at Key Stage 1 reflect the rapid pace of development during these two years. All maintained schools are only required to teach the Programme of Study by the end of each key stage. Within each key stage, maintained schools therefore have the flexibility to introduce content earlier or later than set out in the Programme of Study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a yearly basis and make this available online.

Inclusion
Teachers should set high expectations for all pupils and should also be aware of the requirements of the equal opportunities legislation that covers gender, race and disability. A minority of pupils will have particular requirements that arise as a consequence of Special Educational Needs, disability or learning English as an additional language. Teachers must take account of these requirements and make provision, where necessary, to support this diverse group of pupils. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Attainment targets
By the end of each key stage, pupils are expected to have the knowledge, skills and understanding of the matters taught in the relevant Programme of Study.

Literacy writing Skills and Knowledge in EYFS

Statutory Education Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Skills and knowledge? (Fluid across FS1 FS2)	What this looks like in provision/adult interactions?	Transition to KS1	Characteristics of Effective Learning
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Enjoy drawing freely - Add some marks to their drawings, which they give meaning to e.g. that says mummy. - Make marks on their picture to stand for their name (0-3)	- Providing resources to encourage children's mark-making e.g. making marks with fingers in wet sand or in a tray of flour, using sticks and leaves to make marks, brushes and powder paint. Once large-muscle co-ordination is developing well, children can develop small-muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this.	- Will mark make independently and with control - Knows that print has meaning - Can name the majority of letter of the alphabet in order	Children in EYFS learn at different rates and abilities through… • P**laying and exploring –** children investigate and experience things, and 'have a go'. • **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. • **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page, write m for mummy. - Write some or all their name. - Write some letters accurately (3-4).	- Writing opportunities in a wide range of ways in all areas e.g. clipboards outdoors, writing caddies in areas. - Children enjoy having a range of pencils, crayons, chalks and pens to choose from, linked to progressive skills planner. - Dough disco interventions to support children's fine motor before moving on to name writing, use this as a morning task to become familiar with name and writing this. - Letter formation practice in phonics (new reading guidance published suggests phonics sessions should now include writing and letter formation).	- Will attempt to 'write' things including own name, using random letters. - Can differentiate between different letters and numbers to 10. - Shows awareness of sequencing letters. Represents some sounds correctly in sequence. - Can write own name accurately. - Can ascribe meaning to own mark making. - Can say what they want to write, speaking in clearly defined statements or sentences. - Can use phonic knowledge to write words in ways which match their spoken sounds.	
- Form lower case and capitals correctly. - Spell words by identifying the sounds and then writing the sound with letters. - Write short sentences with words with known sound-letter.correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense (4-5).	- Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip (RWI cards) - Show children how to touch each finger as they say each sound, use segmenting when they are writing words and encouraging children to use phonemes they know. - Support children to form the complete sentence orally before writing. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. - As part of accelerated learning cycle in literacy use phonics throughout session making those links.	- Can form the majority of lower-case letters and capital letters correctly. - Re read what they have written and check that it makes sense. - Can hold and use a pencil accurately using a standard grip. - Can write single letters or groups of letters which have meaning. - Write short sentences with words with known letter sounds. - Can write some irregular common words. - Can write simple sentences which can be read by themselves and others. - Can spell some words correctly and others are phonetically plausible. - Can spell phonically regular words of more of more than 1 syllable as well as many irregular but high frequency words. - Uses key features of narrative in own writing.	

Early Learning Goals

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Links Fine motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy reading Skills and Knowledge in EYFS

Statutory Education Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Skills and knowledge? (Fluid across FS1 FS2)		What this looks like in provision/adult interactions?	Transition to KS1	Characteristics of Effective Learning
Comprehension	**Word reading**			
- Enjoys sharing books with an adult - Has favourite books and seeks them out to share. - Repeat words and phrases from familiar stories - Asks questions about the book and makes comments - Develop play around favourite stories using props (0-3 nursery)		- Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting e.g. reading tepee tents, cosy dens. - Themed book areas can build on children's interests. Books in all areas of classroom to give children opportunities to share and read their favourite stories, stories linked to the area they are engaged in - Link to lexile score in books for nursery, books that have repeated phrases and that will be memorable for them, use story spoons, puppets to engage children with this and have them accessible in provision.	- Can respond to familiar rhymes and stories - Can recognise familiar words and signs (e.g. their name, logos) - Can gain simple meaning by using illustrations, when not yet able to read the text - Can state simple likes/dislikes about familiar texts	Children in EYFS learn at different rates and abilities through… • **Playing and exploring –** children investigate and experience things, and 'have a go'. • **Active learning –** children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • **Creating and thinking critically –** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of the different parts of a book page sequencing. - Engage in extended conversations about stories, learning new vocabulary (3-4)	- Develop their phonological awareness so that they can: spot and suggest rhymes, count, or clap syllables in a word, recognise words with the same initial sound, such as money and mother (3-4)	- Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat - When reading draw children's attention to the parts of the books e.g. the cover, the author, the page number. - Story time to be embedded into daily routine to promote the love of reading and exploring new vocabulary in high quality texts, this can be linked to book vote, where children have got the opportunity to vote for their favourite book. - Rhyming activities with same ending sound 'at', this can be linked to phonics sessions. - Phonics sessions twice daily, focusing on initial sound and ensuring accelerated learning cycle is used when delivering these sessions.	- Can put the important parts of a story that is known to the reader in order - Shows curiosity about content in stories - Can understand the book terms: cover, beginning, middle, end, page, word, letter, line. - Knows that text runs from left to right and top downwards in English. - Can begin to use the meaning of simple unfamiliar stories to make predictions	
- Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment (close links with word reading) (4-5)	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words make up of known letter sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words - Read simple phrases and sentences made up of words with known letter sound correspondences - Re-read books to build up confidence in word reading, their fluency, understanding and enjoyment (4-5)	- Help children to read the sounds speedily. This will make sound-blending easier e.g. extra session of phonics where all children are exposed to set one sounds - Differentiated phonics sessions working on embedding individual phonemes and putting these into practice through active learning (phonics scheme or scheme bespoke to school) - Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: - Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. - Opportunities for parental engagement e.g. phonics workshops, read with me sessions to ensure consistency with reading at school and home.	- Can use knowledge of letter sound correspondence to help them read simple unknown words - Can blend CVC words - Can read and understand simple sentences - Can use phonics knowledge to decode regular words and read them aloud accurately - Can read some common irregular words - Demonstrate understanding when talking with others about what they have read - Can read phonically regular words of more than 1 syllable - Uses phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary. - Can describe main events in the simple stories they have read - Can use story language when retelling or creating stories, either orally or in writing.	

Early Learning Goals

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (comprehension)
- Anticipate (where appropriate key events in stories (comprehension)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play (comprehension)
- Say a sound for each letter in the alphabet and at least 10 digraphs (word reading)
- Read words consistent with their phonic knowledge by sound-blending (word reading)
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (word reading)

English Programme of Study: Key Stage 1 – Year 1

During Year 1 teachers should build on work from the Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter/s on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the Programmes of Study to show such words.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow the curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the Year 1 Programme of Study in terms of the books they listen to and discuss so that they develop their vocabulary and understanding of grammar. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study.

Year 1 Programme of Study	Notes and Guidance
READING **Word Reading** Pupils should be taught to: • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [1] • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [2] • read words containing taught GPCs and 's', 'es', 'ing', 'ed', 'er' and 'est' endings [3] • read other words of more than one syllable that contain taught GPCs [4] • read words quickly and accurately when they have been frequently encountered without overt sounding and blending [5] • read words with contractions, e.g. *I'm, I'll, we'll*, and understand that the apostrophe represents the omitted letter(s) [6] • read aloud accurately books which closely match their growing word-reading knowledge [7] • re-read books to build up their fluency and confidence in word reading. [8]	**READING** **Word reading** Ensure that pupils revise and consolidate the GPCs taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, move on to the Year 2 Programme of Study for word reading. [9] Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills but also for teachers to explain the meaning and thus develop pupils' vocabulary. [10] Ensure that pupils practise their reading with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. [11] Also ensure that pupils are taught how to read words with suffixes by helping them to build on the root words they can read already. [12] The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. [13]
Comprehension Pupils should be taught to: • understand the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading c. discussing events in the book d. inferring what characters might be like from what they say and do e. predicting what might happen on the basis of what has been read so far	**Comprehension** Fluent word reading greatly assists pupils' comprehension, especially when they need to read longer books. [18] Pupils' vocabulary can be improved when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. Ensure that pupils are introduced to the meaning of some new words before they start to read a book on their own so that these unknown words do not hold up their comprehension. [19]

Year 1 Programme of Study	Notes and Guidance
• develop pleasure in reading and motivation to read by: a. listening to and discussing a wide range of poems and stories at a level beyond that which they can read independently b. being encouraged to link what they read or hear read to their own experiences c. becoming very familiar with key stories, fairy stories and traditional tales d. recognising and joining in with predictable phrases e. learning by heart and reciting rhymes and poems [15] • participate in discussion about a story that is read to them, taking turns and listening to what others say [16] • explain clearly their understanding of a story that is read to them. [17]	By listening frequently to stories, poems and other books that they cannot yet read for themselves, pupils start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. [20] Ensure that discussion is demonstrated to pupils, that they are guided to participate in it and that they are helped to consider the opinions of others. [21] Role-play can help pupils to identify with and explore characters and to try out the language they have listened to. [22]
WRITING **Transcription** *Spelling* Pupils should be taught to: • spell: a. words containing each of the 40+ phonemes already taught b. common exception words, e.g. *the, said, one, two* c. the days of the week [23] • name the letters of the alphabet: a. naming the letters of the alphabet in order b. using letter names to distinguish between alternative spellings of the same sound [24] **TAUGHT TO HIGHER LEVEL PHONICS GROUPS** • add prefixes and suffixes: **TAUGHT TO HIGHER LEVEL PHONICS GROUPS** a. using the spelling rule for adding *–s* or *–es* as the plural marker for nouns and the third person singular marker for verbs b. using the prefix *un* c. using *–ing, –ed, –er* and *–est* where no change is needed in the spelling of root words (e.g. *helping, helped, helper, eating, quicker, quickest*) [25]	**WRITING** **Transcription** *Spelling* Ensure that spelling is taught alongside reading, so that pupils understand that they can read back words they have spelt. Make sure that pupils understand and apply the concepts of word structure (see Appendix 2). [33] Show pupils how to segment words into individual phonemes and then to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. [34] Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling knowledge. [35] At this stage pupils will be spelling some words in a phonically plausible way. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing those sounds. [36]

Year 1 Programme of Study	Notes and Guidance
• apply simple spelling rules and guidelines, as listed in Appendix 1 [26] • write from memory simple sentences dictated by the teacher that include words taught so far. [27] *Handwriting* Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly [28] • begin to form lower-case letters in the correct direction, starting and finishing in the right place [29] • form capital letters [30] • form digits 0–9 [31] • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. [32]	*Handwriting* Handwriting requires frequent and discrete, direct teaching. Ensure that pupils can form letters correctly and confidently. Also make sure that the size of the writing implement (pencil, pen) is not too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. [37] Make sure that left-handed pupils receive specific teaching to meet their needs. [38]
Composition Pupils should be taught to: • write sentences by: a. saying out loud what they are going to write about b. composing a sentence orally before writing it c. sequencing sentences to form short narratives d. re-reading what they have written to check it makes sense [39] • discuss what they have written with the teacher or other pupils [40] • read aloud their writing clearly enough to be heard by their peers and the teacher. [41]	**Composition** At the beginning of Year 1, not all pupils will have the spelling and handwriting skills needed to write down everything that they can compose out loud. [44] Ensure that pupils understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [45]

Year 1 Programme of Study	Notes and Guidance
Grammar and punctuation Pupils should be taught to: • understand how spoken language can be represented in writing by: a. leaving spaces between words b. using the word *and* to join words and join sentences c. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark d. using a capital letter for names of people, places, the days of the week, and the personal pronoun *I* [42] • use the grammatical terminology in Appendix 2 in discussing their writing. [43]	*Grammar and punctuation* Ensure that pupils can recognise sentence boundaries in spoken sentences and can use the vocabulary listed in Appendix 2 when discussing their writing. [46]

Year 1 Programme of Study	Notes and Guidance
READING **Word Reading** Pupils should be taught to: • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [1] • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [2] • read words containing taught GPCs and 's', 'es', 'ing', 'ed', 'er' and 'est' endings [3] • read other words of more than one syllable that contain taught GPCs [4] • read words quickly and accurately when they have been frequently encountered without overt sounding and blending [5] • read words with contractions, e.g. *I'm, I'll, we'll*, and understand that the apostrophe represents the omitted letter(s) [6] • read aloud accurately books which closely match their growing word-reading knowledge [7] • re-read books to build up their fluency and confidence in word reading. [8]	**READING** **Word reading** Ensure that pupils revise and consolidate the GPCs taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, move on to the Year 2 Programme of Study for word reading. [9] Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills but also for teachers to explain the meaning and thus develop pupils' vocabulary. [10] Ensure that pupils practise their reading with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. [11] Also ensure that pupils are taught how to read words with suffixes by helping them to build on the root words they can read already. [12] The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. [13]
Comprehension Pupils should be taught to: • understand the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading c. discussing events in the book d. inferring what characters might be like from what they say and do e. predicting what might happen on the basis of what has been read so far [14]	**Comprehension** Fluent word reading greatly assists pupils' comprehension, especially when they need to read longer books. [18] Pupils' vocabulary can be improved when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. Ensure that pupils are introduced to the meaning of some new words before they start to read a book on their own so that these unknown words do not hold up their comprehension. [19]

English Programme of Study: Key Stage 1 – Year 2

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading. They should also be able to read many common words containing GPCs taught so far, such as *shout*, *hand*, *stop*, or *dream*, without needing to blend the sounds out loud first of all. Pupils' reading of common exception words, such as *you*, *could*, *many*, or *people*, should be secure. Pupils increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them during Year 1.

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems and information books, including whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary and comprehension.

In writing, pupils at the beginning of Year 2 should be able compose individual sentences verbally and then write them down. They should be able to spell correctly many of the words covered in Year 1 (Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the /le/ ending in *table*. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose verbally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should use the Year 1 Programmes of Study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the Year 2 Programme of Study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study.

Year 2 Programme of Study	Notes and Guidance
READING **Word reading** Pupils should be taught to: • read accurately by blending the sounds in words that contain the graphemes taught so far [47] • read accurately words of two or more syllables that contain the same GPCs as above [48] • read words containing common suffixes, e.g. *adventure*, *invention*, *division* [49] • read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word [50] • read words quickly and accurately when they have been frequently encountered without overt sounding and blending [51] • read aloud books closely matched to their improving word-reading knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation [52] • re-read books to build up their fluency and confidence in word reading. [53]	**READING** **Word reading** Ensure that pupils revise and consolidate the GPCs taught in Year 1. As soon as they can read words comprising the Year 2 GPCs accurately and speedily, move on to the Years 3 and 4 Programme of Study for word reading. [54] When teaching pupils how to read longer words, show pupils syllable boundaries and how to read each syllable separately before they combine them to read the word. [55] Ensure that pupils are taught how to read suffixes by helping them to build on the root words that they have already learnt. Teach the whole suffix as well as the letters that make it up. [56] Ensure that pupils who are still at the early stages of learning to read have ample practice in reading books that are closely matched to their word-reading level. [57] Pupils who can read words quickly without sounding and blending overtly are well on the way to being able to read silently. [58]
Comprehension Pupils should be taught to: • understand the books they can already read accurately and fluently by: a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading and in stories by: c. inferring what characters might be like from what they say and do d. answering and asking questions such as: 'who did what to whom?', 'when?', 'how?' and 'why?' e. predicting what might happen on the basis of what has been read so far	**Comprehension** Encourage pupils to read all the words in a sentence and ensure that they do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. reading 'place' instead of 'palace'. [63] Introduce pupils to the meaning of new words within the context of what they are reading or about to read so that they are supported in learning new vocabulary and understanding what they are reading. 'Thinking out loud' when reading to pupils may help them to understand what skilled readers do. [64]

Year 2 Programme of Study	Notes and Guidance
f. discussing their favourite words and phrases [59] • develop pleasure in reading and motivation to read by: a. listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that which they can read independently b. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales c. recognising simple recurring literary language in stories and poetry d. continuing to build up a repertoire of poems learnt by heart and recite some of these, with appropriate intonation to make the meaning clear [60] • participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say [61] • explain and discuss their understanding of books, poems and other works, both those they listen to and those they read for themselves. [62]	Ensure that deliberate steps are taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. [65] Ensure that discussion is demonstrated to pupils, that they are guided to participate in it and that they are helped to consider the opinions of others. Ensure that they receive feedback on their discussions. [66] Role-play can help pupils to identify with and explore characters and to try out the language they have listened to. [67]
WRITING **Transcription** *Spelling* Pupils should be taught to: • spell by: a. segmenting words into phonemes and representing these by graphemes, spelling many correctly b. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. *two, to, too*) c. learning to spell common exception words d. learning to spell more words with contracted forms, e.g. *can't, don't* e. distinguishing between homophones and near-homophones [68] • add suffixes to spell longer words, e.g. *–ment*, *–ness*, *–ful* and *–less* [69] • apply spelling rules and guidelines, as listed in Appendix 1 [70]	**WRITING** **Transcription** *Spelling* In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. Ensure that the process of spelling is emphasised, that is, that it involves segmenting words into phonemes and then representing all the phonemes by graphemes in the right order. (Pupils do not need to be taught the terms 'grapheme' and 'phoneme'.) Pupils should do this both for single-syllable and multi-syllabic words. [76] At this stage pupils will still be spelling some words in a phonically plausible way. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing sounds. [77] Ensure that pupils are encouraged to apply their knowledge of suffixes from their word reading to their spelling. Also ensure that they draw from and apply their growing knowledge of word and spelling structure as well as their knowledge of the origin of words (roots). [78]

Year 2 Programme of Study	Notes and Guidance
• write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. [71] *Handwriting* Pupils should be taught to: • form lower-case letters of the correct size relative to one another [72] • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined [73] • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters [74] • use spacing between words that reflects the size of the letters. [75]	*Handwriting* Ensure that pupils revise and practise correct letter formation frequently. Pupils should be taught to write with a joined style as soon as they can securely form letters with the correct orientation. [79]
Composition Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: a. writing narratives, about personal experiences and those of others (real and fictional) b. writing about real events, e.g. visits, visitors c. writing for different purposes, e.g. letters, invitations, instructions [80] • consider what they are going to write before beginning by: a. planning or saying out loud what they are going to write about b. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language c. encapsulating what they want to say, sentence by sentence [81] • make simple additions, revisions and corrections to their own writing by: a. evaluating their writing with the teacher and other pupils b. re-reading to check that their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form	**Composition** Reading whole books, not simply extracts, helps pupils not only to increase their vocabulary and grammatical knowledge, but also to understand how different texts, including narratives, are structured. All of this can be drawn upon for their writing. [86] Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [87] Drama and role-play can contribute to pupils' writing by providing opportunities for pupils to play roles and improvise scenes, including those involving fictional characters. [88]

Year 2 Programme of Study	Notes and Guidance
c. proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) [82] • read aloud what they have written with appropriate intonation to make the meaning clear. [83] *Grammar and punctuation* Pupils should be taught to: • understand how spoken language can be represented in writing by: a. learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms b. learning how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify, e.g. *the blue butterfly* • subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*) c. using some features of written Standard English [84] • use and understand the grammatical terminology in Appendix 2 in discussing their writing. [85]	*Grammar and punctuation* Ensure that the terms for discussing language are embedded for pupils in the course of discussing their writing with them. Draw attention to the technical terms they need to learn. [89]

English Programme of Study: Lower Key Stage 2 – Years 3–4

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate *interest* level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories and poetry and learning to read silently to themselves. They should also be developing their knowledge and skills in reading non-fiction books about science, history, and geography.

Pupils should be able to write down their ideas with a reasonable degree of accuracy by this stage and with good sentence punctuation. Teachers therefore should be consolidating pupils' writing skills, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers should ensure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar that they can draw from to express their ideas. Pupils should be beginning to understand how writing is different from speech in terms of grammar. Joined handwriting should be the norm; pupils should be able to use it sufficiently speedily for it not to slow them down.

Pupils' spelling of common words should be correct, including exception words and other words that they have learnt (see Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology.

Most pupils will not need further direct teaching of word-reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.

As in Key Stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they need to say. As far as possible, however, they should follow the Year 3 and 4 Programme of Study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study. In Years 3 and 4, pupils should become more familiar and confident with using language in a greater variety of situations, including through formal presentations and debate.

Year 3–4 Programme of Study	Notes and Guidance
READING **Word reading** Pupils should be taught to: • read accurately new words of two or more syllables that they encounter in the books they read [90] • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. [91]	**READING** **Word reading** At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. [92] Ensure that when teaching pupils to read longer words, they are supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading *technical*, the pronunciation /tetchnical/ might not sound familiar, but /teknical/ should. [93]
Comprehension Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: a. listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks b. increasing their familiarity with a wide range of books, including fairy stories, myths and legends c. identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices) d. learning poetry by heart e. preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear f. recognising some different forms of poetry (e.g. free verse, narrative poetry) [94] • understand what they read in books they can read independently by: a. drawing inferences (i.e. gaining information that is not given directly in the text), such as inferring characters' feelings, thoughts and motives from their action b. predicting what might happen from details stated and implied c. recalling and summarising main ideas from different parts d. discussing words and phrases that capture the reader's interest and imagination [95]	**Comprehension** Continue to focus on pupils' comprehension as a primary element in reading. Ensure that they have opportunities to listen frequently to stories, poems and other writing, including whole books and not just extracts. [100] Reading, re-reading, and rehearsing poems and play scripts for presentation gives pupils opportunities to discuss language. It also provides them with the incentive to find out what the language means and what expression is required, so feeding into comprehension. [101] Ensure that pupils have guidance about the kinds of explanations and questions that are expected. [102]

Year 3–4 Programme of Study	Notes and Guidance
• retrieve and record information from non-fiction by: a. being clear about the information they have been asked to locate b. using titles, headings, sub-headings and indexes to locate information c. discussing what they have learnt from their reading [96] • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say [97] • explain and discuss their understanding of what they read, maintaining their focus on the topic [98] • ask questions to improve their understanding of a text. [99]	
WRITING **Transcription** *Spelling* Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (see Appendix 1) [103] • spell further homophones [104] • spell words that are often misspelt (see Appendix 1) [105] • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. [106] *Handwriting* Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined [107] • increase the legibility and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are	**WRITING** **Transcription** *Spelling* Ensure that pupils learn to spell – and have plenty of practice in spelling – new words correctly. [109] Ensure that they understand how to place the apostrophe in words with regular plurals (e.g. *girls'*, *boys'*) and in words with irregular plurals (e.g. *children's*). [110] As in Years 1 and 2, continue to help pupils to understand and apply the concepts of word structure (see Appendix 2). [111] *Handwriting* By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing. Ensure that handwriting continues to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. [112]

Year 3–4 Programme of Study	Notes and Guidance
spaced sufficiently so that the ascenders and descenders of letters do not touch. [108]	
Composition Pupils should be taught to: • plan their writing by: a. discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary b. discussing and recording ideas [113] • draft and write by: a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2) b. organising paragraphs around a theme c. in narrative texts, creating settings, characters and plot d. in non-narrative texts, using simple organisational devices such as headings and sub-headings e. using the perfect form of verbs to mark relationships of time and cause [114] • evaluate and edit by: a. assessing the effectiveness of their own and others' writing and suggesting improvements b. proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences [115] • proof-read for spelling and punctuation errors [116] • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. [117] *Grammar and punctuation* • develop their understanding of how spoken language differs from and can be represented in writing by: a. extending the range of sentences with more than one clause by using a wider range of connectives e.g. *when, if, because, although* b. choosing nouns or pronouns appropriately for clarity and cohesion c. choosing nouns or pronouns appropriately within a sentence to avoid	**Composition** Ensure that pupils continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. [121] Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [122] *Grammar and punctuation* Ensure that grammar is taught explicitly: pupils should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to real-language examples such as their own writing or books they have read. [123]

Year 3–4 Programme of Study	Notes and Guidance
ambiguity and repetition d. using conjunctions, adverbs and prepositions to express time and cause e. using fronted adverbials f. discussing dialogue in narratives or characters' language in drama [118] • indicate grammatical and other features by: a. using commas after fronted adverbials b. indicating possession by using the possessive apostrophe with singular and plural nouns c. using and punctuating direct speech [119] • use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. [120]	At this stage, ensure that pupils start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

English Programme of Study: Upper Key Stage 2 – Years 5–6

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During Years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly in terms of their decoding and spelling. However, as far as possible, these pupils should follow the Year 5 and 6 Programme of Study in terms of listening to books and other writing that they have not heard before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing in selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that pupils can consciously control the structure of sentences in their writing and understand why sentences are constructed as they are. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study. In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through their experiences of public speaking and debate.

Year 5–6 Programme of Study	Notes and Guidance
READING **Word reading** Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes, as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. [125]	**READING** **Word reading** At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, ensure that the reasons are investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter Year 5 not being able to do so. [126] Ensure that pupils are encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read *invitation* for *imitation* simply because they might be more familiar with the first word. Accuracy in reading individual words, which may be key to the meaning of a sentence or paragraph, improves comprehension. [127] When reading books with or to pupils, ensure that they continue to pay attention to new vocabulary – both a word's meaning(s) and its correct pronunciation. [128]
Comprehension Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: a. continuing to read and discuss an increasingly wide range of fiction, poetry and information books b. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the English literary heritage, and books from other cultures and traditions c. discussing similar themes occurring across stories and expressing preferences d. learning a wider range of poetry by heart e. preparing poems and play scripts to be read aloud and performed, using appropriate intonation and volume so that the meaning is clear [129] • understand what they read by: a. building on the skills developed in Years 3 and 4 b. discussing and summarising main ideas and identify key supporting details [130]	**Comprehension** Ensure that reading to pupils includes whole books, even though pupils can now read independently, so that they are introduced to books and authors that they might not select themselves. [138] Ensure that pupils are taught the technical and other terms needed for discussing what they hear and read, such as *metaphor, simile, analogy, imagery, style,* and *effect.* [139] Ensure that the skills of information retrieval that are taught are applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit. [140] Ensure that pupils have guidance about and feedback on the quality of their explanations and contributions to discussions. [141]

Year 5–6 Programme of Study	Notes and Guidance
• discuss how authors use language, including figurative language, in the books they read, and considering the impact on the reader [131] • distinguish between statements of fact and opinion [132] • retrieve, record and present information from non-fiction by: a. being clear about the information they have been asked to locate b. using contents pages and indexes to locate information c. précising longer passages d. using notes to present findings in discussion, oral presentations and different types of books or other writing [133] • participate in conversations about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously [134] • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic under discussion [135] • ask questions to improve their understanding of what they have read [136] • provide reasoned justifications for their views. [137]	
WRITING Transcription *Spelling* • Pupils should be taught to: a. use further prefixes and suffixes and understand the guidelines for adding them b. spell some words with 'silent' letters, e.g. *knight, psalm, solemn* c. continue to distinguish between homophones and other words which are often confused d. use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 e. use dictionaries to check spelling and meaning of words f. use the first three or four letters of a word to look up words in a dictionary	**WRITING** Transcription *Spelling* As in earlier years, continue to help pupils to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. [144] Ensure that pupils are taught to use dictionaries to check the spelling of a word they are unsure of. Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge to use them efficiently. [145]

Year 5–6 Programme of Study	Notes and Guidance
to check spelling, meaning or both of these. g. use a thesaurus. [142] *Handwriting and presentation* • write legibly, fluently, with increasing speed and personal style by: a. choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters b. choosing the writing implement that is best suited for a task (e.g. quick notes, letters). [143]	*Handwriting and presentation* Ensure that pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. Make sure that they are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Ensure that they are also taught to use an unjoined style (e.g. for labelling a diagram or writing an email address) and capital letters (e.g. for filling in a form). [146]
Composition Pupils should be taught to: • plan their writing by: a. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing b. noting and developing initial ideas, drawing on reading and research where necessary c. in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to [147] • draft and write by: a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning b. in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action c. using a wide range of devices to build cohesion within and across paragraphs d. using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) [148] • evaluate and edit by: a. assessing the effectiveness of their own and others' writing b. proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning c. ensuring the consistent and correct tense throughout a piece of writing	**Composition** Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. [155]

Year 5–6 Programme of Study	Notes and Guidance
d. ensuring correct subject and verb agreement when using singular and plural e. distinguishing between the language of speech and writing and choosing the appropriate register [149] • proof-read for spelling and punctuation errors [150] • perform their own compositions, using appropriate intonation and volume so that meaning is clear. [151] *Grammar and punctuation* • understand how spoken language can be represented in writing by: a. recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive b. using the passive voice to affect the presentation of information in a sentence c. using expanded noun phrases to convey complicated information concisely d. using modal verbs or adverbs to indicate degrees of possibility e. using relative clauses beginning with *who*, *which*, *where*, *why* or *whose* [152] • indicate grammatical and other features by: a. using commas to clarify meaning or avoid ambiguity in writing b. using hyphens to avoid ambiguity c. using brackets, dashes or commas to indicate parenthesis d. using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma e. punctuating bullet points consistently [153] • use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. [154]	*Grammar and punctuation* Ensure that pupils continue to add to their knowledge of linguistic terms, including those to describe grammar, in order that they can discuss their writing and reading. [156]

Appendix 1: Spelling

Most people are more accurate at reading words than they are at spelling them. For pupils, the younger they are, the truer this is.

By the end of Year 1, pupils should be able to read a large number of different words containing the GPCs they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, making the right choice of letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words they may want to write.

The lists in this appendix provide examples of words that embody each pattern which is taught, together with a number of other words, some of which embody unusual GPCs. Some pupils will already be able to spell many more words than are listed and will learn new words and general principles effortlessly; others will learn much more slowly. Teachers should allow plenty of time for revision and repetition, particularly for pupils who find spelling difficult. Once certain patterns, rules and guidelines have been taught, teachers should refer to them when they correct spelling mistakes and help pupils to remember them.

Phonic knowledge should continue to underpin spelling after Key Stage 1 but, increasingly, pupils also need to understand the role of morphology and etymology and that some words need to be learnt specifically.

The rules and guidelines are intended to help the process of learning how to spell. Although many root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, seeing the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them.

Year 1

Revision of Reception work		[157]
	Rules/guidelines	**Example words**
Consonant-vowel-consonant (cvc) words		bad, leg, fit, hop, red, run, yes, van, zip, wet, jam, kit, cup, lid, fox, quiz (*fox* and *quiz* are not phonologically cvc but are included for the sake of covering all letters of the alphabet)
Ccvc		flat, step, drip, frog, plum
Cvcc		sand, help, lost, jump, wind
Ccvcc		grand, crept, print, frost, blunt
Words with consonant digraphs		ship, fish, chips, much, thin, this, ring
Words ending 'nk'	The /ng/ sound is spelt as **n** before **k**.	bank, pink, think, honk, chunk
Words ending 'ff', 'll', 'ss', 'zz', 'ck'	The /f/, /l/, /s/ and /z/ sounds are usually spelt as **ff, ll, ss** and **zz** straight after the /a/, /e/, /i/, /o/ and /u/ sounds in short words. Exceptions: *if*, *pal*, *us*, *bus*, *yes*	off, bell, kiss, buzz, back
Words of more than one syllable	Each syllable is like a 'beat' in the word.	pocket, rabbit, thunder, panda, picnic

New work for Year 1		[158]
	Rules/guidelines	**Example words**
Tch	If the /ch/ sound comes straight after a vowel sound spelt with a single vowel letter, it is usually spelt as **tch**. Exceptions: rich, which, much, such	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	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
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 /iz/ and forms an extra syllable or 'beat' in the word, it is spelt as **–es**.	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	**–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 /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed** If the verb ends in two consonants (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonants (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs	Some should already be known, depending on the programme used, but some will be new. The endings **–ing**, **–ed**, **–er** and **–est**, if relevant, can be added straight on to all the words which can function as verbs or adjectives, except for those in italics.	
ai	The digraphs **ai** and **oi** are never used at the end of English words.	rain, sail, train, paid, snail
oi		oil, boil, join, coin
ay	**ay** and **oy** are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, Sunday
oy		boy, toy, enjoy, annoy
a–e		made, came, same, take, late
e–e		these, theme
i–e		kite, bite, like, time, slide, bike
o–e		home, those, note, bone, hole
u–e	Both the /yoo/ and /oo/ sounds can be spelt **u–e**.	June, rule, rude, use, cube, tune
ar		car, star, park, arm, garden
ee		see, tree, green, meet, week
ea (/ee/)		leaf, sea, dream, meat, read (present tense)
ea (/e/)		head, bread, ready, instead, read (past tense)
er (stressed sound)		(stressed sound): her, term, verb
er (unstressed schwa sound)	Saying the /er/ in *butter* etc. as a clear /er/ sound (as in *her*) helps in remembering how to spell it.	(unstressed schwa sound): butter, letter, summer, winter, greener
ir		girl, bird, shirt, skirt, third
ur		turn, burn, curl, hurt
oo		food, cool, moon, zoo, spoon
oo	Very few words end with the letters **oo**.	book, look, foot, wood, good
oa	The digraph **oa** is rarely used at the end of an English word.	boat, coat, road, soap
oe		toe, goes
ou	The only common English word ending in **ou** is *you*.	out, about, cloud, round, sound
ow (/ou/)		now, how, cow, down, town
ow (/oa/)		blow, snow, grow, slow, show
ue	Both the /oo/ and /yoo/ sounds can be spelt as **u–e**, **ue** and **ew**. If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.	blue, clue, true, rescue, argue
ew		new, few, grew, chew, drew, threw
ie (/igh/)		lie, pie, cried, tried, fried
ie (/ee/)		chief, field, thief
igh		high, night, light, bright, right
or		for, fork, born, horse
ore		more, sore, before, wore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, stairs, chair

ear **ear (/air/)** **are (/air/)**		ear, dear, hear, clear, near bear, pear, wear bare, dare, care, share, stare
Words ending –y (/ee/ or /i/ depending on accent)		very, happy, sorry, carry, party
New consonant spellings ph and wh	The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*).	dolphin, alphabet, phonics, elephant when, where, which, wheel, whisk
Using k for the /k/ sound	The /k/ sound is spelt as **k** rather than as **c** before **e, i** and **y**.	Kent, sketch, skeleton, kit, skip, husky
Adding the prefix –un	The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
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.	football, laptop, playground, farmyard, bedroom, blackberry
Common exception words		the, a, do, to, of, said, says, are, were, was, I, you, your, they, be, he, me, she, we, no, go, so, by, my, there, love, come, some, one, once – and/or others according to programme used.

Year 2

Revision of work from Year 1	As words with new GPCs are introduced, many previously taught GPCs can be revised at the same time, as these words will usually contain them.

New work for Year 2 [159]

	Rules and guidelines	Example words
The /j/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter **j** is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt –**dge** straight after the /a/, /e/, /i/, /o/ and /u/ sounds ('short' vowels). After all other sounds, whether vowels or consonants, the /j/ sound is spelt as **–ge** at the end of a word. In other positions in words, the /j/ sound is often (but not always) spelt as **g** before **e, i,** and **y**. The /j/ sound is always spelt as **j** before **a, o** and **u**.	badge, ledge, bridge, dodge, fudge age, huge, orange, charge, bulge, village gem, giant, ginger, giraffe, energy
The /s/ sound spelt c before e, i and y		race, prince, cell, city, fancy
The /n/ sound spelt kn– and (less often) gn– at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knot, know, knee, knife, gnat, gnaw
The /r/ sound spelt wr– at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap, wreck
The /l/ or schwa + /l/ sound spelt –le at the end of words	The **–le** spelling is the most common spelling for this sound at the end of words.	table, apple, handle, bottle, tickle, middle
The /l/ or schwa + /l/ sound spelt –el at the end of words	The **–el** spelling is much less common than **–le**. The **–el** spelling is used after **m, n, r, s, v, w**.	camel, tunnel, squirrel, tinsel, travel, towel
The /l/ or schwa + /l/ sound spelt –al at the end of words	Not many nouns end in **al**, but many adjectives do.	metal, pedal, capital, hospital, animal, tropical
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /igh/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, fry, try, reply, July
Adding –es to nouns and verbs ending in consonant + y	The **y** is changed to **i** before **–es** is added.	cries, flies, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to root words ending in consonant + y	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*.	copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel + consonant + e	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 is added.	hiking, hiked, hiker, nicer, nicest, shiny

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant of the root word is doubled to keep the /a/, /e/, /i/, /o/, /u/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: *mixing, mixed, boxer, sixes*.	patting, patted, humming, hummed, tapping, tapped, fatter, fattest, runner, runny
The /aw/ sound spelt a before l and ll	The /aw/ sound is usually spelt as **a** before **l** and **ll.**	all, ball, call, walk, talk, always
The /u/ sound spelt o		other, mother, brother, nothing, Monday, wonder
The /ee/ sound spelt ey	The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys*, etc.).	key, donkey, monkey, chimney, honey
The /o/ sound spelt a after w and qu	**a** is the most common spelling for the /o/ sound after **w** and **qu.**	want, wash, wander, watch, quantity, squash
The /ur/ sound spelt or after w	There are very few of these words.	word, work, worm, world
The /aw/ sound spelt ar after w	There are very few of these words.	war, warm, towards
The /zh/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful and –less	If a suffix starts with a consonant, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) *argument* (2) root words ending in consonant + y – see above.	enjoyment, sadness joyful, playful, hopeless, plainness (plain + ness)
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.	can't, didn't, hasn't, couldn't, it's, who's
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
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, to/too/two, be/bee, blue/blew, cheap/cheep, night/knight
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 as in *cat.* *Great, break* and *steak* are the only common words where the /ai/ sound is spelt **ea.**	door, floor, poor, find, kind, find, behind, wild, most, every, laugh, aunt, autumn, great, break, steak, push, pull, pretty, beautiful, hour, shoes, buy, sure, fast, past, path, bath, eye, climb, thumb, castle, listen, could, should, would – and/or others according to programme used.

Years 3 and 4

Revise work from Years 1 and 2, particularly rules for adding suffixes

New work for Years 3 and 4 [160]

	Rules and guidelines	**Example words**
Adding suffixes beginning with vowels to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant which has just one vowel letter before it, the final consonant is doubled before any ending beginning with a vowel is added. The consonant is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /u/ sound spelt ou	These words should be learnt as needed.	young, cousin, double, trouble, couple, country
More prefixes	Prefixes are added to the beginning of root words without any changes in spelling. Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with **l**, **in–** becomes **il–**. Before a root word starting with **m** or **p**, **in–** becomes **im–**. Before a root word starting *w*ith **r**, **in–** becomes **ir–**. **re–** means 'again' or 'back'. **sub–** means 'under'. **inter–** means 'between' or 'among'. **super–** means 'above'. **anti–** means 'against'. **auto–** means 'self' or 'own'.	**dis–, mis–, in–** disappear, disappoint, disobey misbehave, mislead, misspell (mis + spell) inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible **re–**: redo, refresh, return, reappear, redecorate **sub–**: subdivide, subheading, submarine, submerge **inter–**: interact, intercity, international, interrelated (inter + related) **super–**: supermarket, superman, superstar **anti–**: antiseptic, anti-clockwise, antidote **auto–**: automatic, autograph
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The **–ly** suffix starts with a consonant, so it is added straight on to most root words unless they end with **y**. If the root word ends with **y**, the **y** is changed to **i**. **Exceptions:**	sadly, completely, usually (usual + ly), comically (comical + ly) happily, angrily

	1. If the root word ends with –**le**, the **–le** is changed to **–ly**. 2. If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. 3. The words *truly, duly, wholly*.	gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /zhuh/ or /chuh/	The ending sounding like /zhuh/ is always spelt –**sure**. The ending sounding like /chuh/ 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.*	measure, treasure, pleasure, enclosure picture, adventure, creature, furniture, departure, mixture
Endings which sound like /zhun/	If the ending sounds like /zhun/, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels. Sometimes there is no obvious root word. **–our** is changed to **–or** before **–ous** is added. A final 'e' must be kept if the /j/ sound of 'g' is to be kept. If there is an /i/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e** (e.g. spontaneous, hideous, piteous).	poisonous, dangerous, mountainous, nervous, famous, various, tremendous, enormous, obvious, pompous, previous, ravenous humorous, glamorous, vigorous courageous, outrageous serious, previous, obvious, furious, envious
Endings which sound like /shun/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the endings are **–ion** and **–ian**. Clues about whether to put **t**, **s, ss** or **c** before these endings often come from the last letter or letters of the root word. **–tion** is the most common spelling. It is used if the root word ends in **t** (invent) or **te** (inflate). –**ssion** is used if the root word ends in **ss (**express) or –**mit** (permit). –**sion** is used if the root word ends in **d** or **se** (Exceptions: *attend – attention; intend – intention*) –**cian** is used if the root word ends in **c** or **cs** (e.g. *music – musician, politics – politician*).	invention, inflation, injection, action, completion, exception expression, discussion, confession, permission, transmission, admission expansion, extension, comprehension, tension musician, electrician, politician, magician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		school, chorus, chemist, Christmas, character, anchor
Words with the /sh/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure, champagne, chauffeur
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, synagogue, antique, unique, mosque
Words with the /s/ sound spelt sc (Latin in origin)	The Romans probably pronounced the **sc** in the Latin words from which these words come as /sk/, so mentally pronouncing these words that	science, scene, scissors, muscle, disciple, fascinate

	way may help with spelling – e.g. the pronunciation /**skene/** can be used when learning to spell *scene*.	
Words with the /ai/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
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', children's, men's, mice's (Note: singular proper nouns ending in an 's' use the 's notation e.g. Cyprus's population)
Homophones or near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein, scene/seen
Words to be learnt accident, advertise, approve, benefit, behave, bicycle, breath, breathe, building, calendar, certain, concentrate, chocolate, congratulate, conscience, continue, decorate, describe, dictionary, difficult, discover, disturb, early, earn, earth, educate, excite, experience, experiment, explore, extreme, February, grammar, guide, guard, half, heart, immediate, improve, increase, independent, injure, inquire, interest, island, junior, knowledge, library, material, medicine, mention, multiply, murmur, nephew, occasion, often, opposite, paragraph, particular, peculiar, position, possess, produce, professor, promise, property, prove, punctuate, quality, quantity, quarrel, quarter, recite, recover, register, regular, reign, remember, sentence, separate, sew, situate, strength, sufficient, sure, surprise, surround, thought, through, though, weary	Many root words need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many long words can be spelt correctly. Understanding relationships between words can help with spelling. A few examples: *conscience* is related to *science* – both come from the Latin word meaning 'to know'. *bicycle* is *cycle* (from the Greek for *wheel*) with **bi–** (meaning *two*) before it. *medicine* is related to *medical.* *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**. *regular* sounds as if it might end in the letters –**er**, but the clear /a/ in the related word *regularity* shows that *regular* must end with the letters **ar**.	
Words which are often misspelt when prefixes or suffixes are added	If these words are thought of in terms of root words and the rules for adding prefixes and suffixes are then applied, the words are less likely to be misspelt.	disappear (just add **dis** to **appear**) disappoint (just add **dis** to **appoint**) beginning (double the **n** at the end of **begin** to keep the short /i/ sound before it) business (**busy + ness**, with the **y** of **busy** changed to **i**

		according to the rule) necessary, unnecessary (just add **un** to **necessary**) necessarily (add **ly**, changing the **y** of **necessary** to **i** according to the rule)

Years 5 and 6

Revise work done in previous yeas

New work for Years 5 and 6 [161]

	Rules and guidelines	Example words
Endings which sound like /shus/ spelt –cious or –tious	Not many common words end like this. If the root word ends in **–ce**, the /sh/ sound is spelt as **c**, e.g. *vice – vicious, grace – gracious, space – spacious, malice – malicious.* Exception: *anxious.*	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /shul/	**–cial** is common after a vowel and **–tial** after a consonant, but there are some exceptions. **Exceptions:** initial, financial, commercial, provincial (though the spelling of the last three could be said to come from *finance, commerce* and *province.*	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/ –ancy, –ent, –ence/–ency	Use –**ant** and **–ance/–ancy** if there is a related word with a clear /a/ or /ai/ sound in the right position – –**ation** endings are often a clue. Use –**ent** and –**ence/–ency** after soft **c** (/s/ sound), soft **g** (/j/ sound) and **qu,** or if there is a related word with a clear /e/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation) hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible	The –**able** ending is far more common than the –**ible** ending. 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 six 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	adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible, horrible, terrible, visible, incredible, sensible

	heard (e.g. *sensible*).	
Adding suffixes beginning with vowels to words ending in –fer	The **r** is doubled if the –**fer** is still stressed when the ending is added. The **r** is not doubled if the **–fer** is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen to link words	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word also begins with one.	e.g. co-ordinate, re-iterate, pre-eminent, co-own
Words with the /ee/ sound spelt ei after c	The '**i** before **e** except after **c**' rule applies to words where the sound spelt by **ei** is a clear /ee/. Exceptions: *protein, caffeine, seize.*	deceive, conceive, receive, perceive, ceiling (+ deceit, conceit, receipt)
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 rough, tough, enough cough though, although, dough through thorough, borough plough
Words with 'silent' letters (i.e. letters which 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,* the **k** was sounded as /k/ and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch.*	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	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/prophesy
	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. *The weather 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)	eligible: suitable to be chosen or elected illegible: not legible (i.e. not readable) eliminate: get rid of/exclude illuminate: light up farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else a metal (*heavy as lead*)

bridal: to do with a bride at a wedding
bridle: reins etc. for controlling a horse

cereal: made from grain (e.g. *breakfast cereal*)
serial: adjective from the noun *series* – a succession of things one after the other

compliment: to make nice remarks about someone (verb) or the remark that is made (noun)
complement: related to the word *complete* – to make something complete or more complete (e.g. *Her scarf complemented her outfit*.)

descent: the act of descending (going down)
dissent: to disagree/disagreement (verb and noun)

desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)
dessert: (stress on second syllable) a sweet course after the main course of a meal

disinterested: not having a personal stake in the matter (a World Cup referee must be disinterested, i.e. must not be from one of the countries playing in the match)
uninterested: not interested, bored (a referee should be interested, not uninterested, in football)

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

morning: before noon
mourning: grieving for someone who has died

past: noun or adjective referring to a previous time (e.g. *in the past*) or preposition or adverb showing place (e.g. *He walked past me.*)
passed: past tense of the verb pass (e.g. *I passed him in the road*.)

precede: go in front of or before
proceed: go on

principal: adjective – most important (e.g. *principal ballerina*); noun – important person (e.g. *principal of a college*)
principle: basic truth or belief

profit: money that is made in selling things
prophet: someone who foretells the future

stationary: not moving
stationery: paper, envelopes etc.

steal: take something that does not belong to you
steel: metal

wary: cautious
weary: tired

who's: contraction of *who is* or *who has*
whose: belonging to someone (e.g. *Whose jacket is that?*)

Word List for Years 5 and 6

[162]

accommodate
affection
analyse
ancient
apparent
appreciate
atmosphere
attitude
average
awkward

bargain
believe
blemish
boundary
bruise

career
celebrate
century
challenge
committee
convince
correspond
coward
create
curious

debate
deceive
decimal
definite
demonstrate
deprive
destroy
develop

electric
embarrass
emigrate
encounter
encourage
endure
engineer
enrol
envelope
equator
equip
especially
estimate
Europe
European
evidence
exaggerate
excavate
exceed
explanation

favour
familiar
festival
flavour
forbid
foreign
forty
fruit

garage
genuine
germ
govern(ment)
gradual
granite
guarantee

harass
haughty
haunt
hearty
height
hinder
hindrance
hoax
honour
horizon
humility
hurricane

identify
illustrate
imagine
imitate
immense
impress
imprison
include
index
industry
inferior
influence
inhabitant
instrument
interfere
interrupt
interview
introduce
investigate

jealous
juice
junction
jury

knead
knuckle

lawyer
lecture
legend
leisure
length
lenient
lightning
liquid

magazine
majesty
majority
manage
manufacture
marvellous
medium
military
mineral
minor
miracle
mischief
mischievous
modern
modest
moisture
mosquito

narrate
nation
natural
ninth
nuisance

object
observe
occupy
omit
operate
opinion
organise
origin

parallel
parliament
permanent
persevere
phrase
popular
prefer
privilege
pronunciation
protect
punctual
purpose

qualify
quench
query

rapid
realise
reason
receive
receipt
recent
recommend
refuse
regret
relevant
remove
request
resemble
resign
restore
revise
rhyme
rhythm
ridiculous

sandwich
satisfy
saucepan
scheme
seize
severe
sign
similar
sincere
society
solemn
sphere
statue
stubborn
style
succeed
success
suggest
suit
superior
surprise
syllable
sympathy
syrup

talent
telescope
tempt
terminate
theatre
thorough
tomorrow
tremendous
triumph
twelfth
tyrant

umpire
unite
utter

vacant
variety (root word *vary*)
ventilate
villain
virtue
vocabulary
volcano
volume

wardrobe
whether
wisdom
wizard
woollen
wrench

yacht
yeast

zero
zone
zoology

Appendix 2: Grammar and punctuation

The grammar of our first language is learnt naturally and implicitly, through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.Some more complex grammar rules need to be taught explicitly. In particular, young children use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the Programme of Study. It is very important that the content in earlier years be revisited in subsequent years to consolidate knowledge and promote deeper understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. All terms in **bold** should be understood with the meanings set out in the glossary.

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
1 [163]	Regular **plural noun suffixes** *–s* or *–es* (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** How *and* can join **words** and join **sentences**	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
2 [164]	Formation of **nouns** using **suffixes** such as *–ness, –er* Formation of **adjectives** using **suffixes** such as *–ful, –less* (A fuller list of **suffixes** can be found in the spelling appendix.) Use of the **suffixes** *–er* and	**Subordination** (using *when, if, that,* or *because)* and **co-ordination** (using *or, and*, or *but*) Expanded **noun phrases** for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon*) **Sentences** with different	The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming*, *he was shouting*)	Capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
	–est to form comparisons of **adjectives** and **adverbs**	forms: statement, question, exclamation, command			
3 [165]	Formation of **nouns** using a range of **prefixes**, such as *super–, anti–, auto–* Use of the **determiners** *a* or *an* according to whether the next **word** begins with a consonant or a vowel (e.g. *a rock*, *an open box*) **Word families** based on common **words**	Expressing time and cause using **conjunctions** (e.g. *when, before, after, while, because*), **adverbs** (e.g. *then, next, soon, so*), or **prepositions** (e.g. *before, after, during, in, because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. *I have written it down so we can check what he said.*)	Introduction to speech marks to **punctuate** direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
4 [166]	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was,* or *I did* instead of *I done*)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition **Fronted adverbials**	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** across **sentences**	Use of speech marks to **punctuate** direct speech Apostrophes to mark singular and **plural** possession (e.g. *the girl's name, the boys' boots*) Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)	pronoun, possessive pronoun, adverbial
5 [167]	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	**Relative clauses** beginning with *who, which, where, why,* or *whose* Indicating degrees of possibility using **modal verbs** (e.g. *might, should, will, must*) or **adverbs** (e.g. *perhaps, surely*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
6 [168]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said* versus *reported, alleged*, or *claimed* in formal speech or writing)	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*) Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there,* or *the fact that it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast,* or *as a consequence*), and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark,* or *recover* versus *re-cover*)	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

Glossary

The following glossary includes all the technical grammatical terms used in the Programme of Study. It aims for brevity and clarity rather than exhaustive accuracy. Apart from a handful of terms which are specific to schools (*connective, root word*), the terms below are used as standard, with the meanings defined here, in most books on English grammar. For further details, teachers should consult the many books that are available.

Terms in definitions

As in any tightly structured area of knowledge, grammar and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary appear in blue, and are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learned at school; in these cases, the more familiar meaning is introduced first, and then linked to the technical definition.

active voice	A verb in the active voice has its usual pattern of subject and object – contrast passive voice.	During the afternoon, the children will follow the nature trail and learn about the trees, flowers and wildlife in this interesting habitat.
adjective	E.g. *big, extensive, vertical* Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour, but this can be confusing, because verbs, nouns and adverbs can do the same. Instead, it is better to identify adjectives by their uses: • either before a noun (e.g. *big box*) to modify the noun • or after the verb *be* (e.g. *is big*) as its complement.	The centre has extensive grounds in which a nature trail has been designed. [The grounds are extensive.] (Compare: The lamp glowed. [verb] It was such a bright red! [noun] He walked clumsily. [adverb])
adverb	E.g. *quickly, soon, very* Adverbs are often said to describe manner or time, but prepositions, nouns and subordinate clauses can also do this. Instead, it is better to identify adverbs by their uses: they modify the meaning of a verb (or any other word-class except nouns).	Usha went upstairs to play on her computer. (Compare: Usha went up the stairs. [preposition] She arrived this evening. [noun] She arrived when we expected her. [subordinate clause])
adverbial	An adverbial is part of a clause that behaves like an adverb in modifying the verb, and which may itself be an adverb, but may instead be a preposition or a subordinate clause.	... leaving school at 9.30am Usha went upstairs to play on her computer.

apostrophe	An apostrophe shows • either the place of omitted letters (e.g. *I'm* for *I am*) • or possession (e.g. *Usha's mother*).	I'm going out, Usha, and I won't be long. Usha's mother went out and she was in charge.
clause	A clause is • either a complete sentence, • or part of a sentence that could be used, with small changes, as a complete sentence. In traditional grammar a clause had to have a finite verb, but modern grammarians generally recognise non-finite clauses as well.	Usha's mother went out and she was in charge. Usha's mother went out and she was in charge. Usha went upstairs to play on her computer. Usha went upstairs to play on her computer. The centre has extensive grounds in which a nature trail has been designed.
cohesion	A text has cohesion if its meaning is coherent – i.e. if it is clear how the meanings of its parts fit together. It may contain repeated references to the same person or thing, as shown by the different underlined styles in the example; and the logical relations (e.g. time and cause) between the parts are clear.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. The centre has extensive grounds in which a nature trail has been designed. During the afternoon, the children will follow the nature trail.
cohesive device	Cohesive devices are words that make clear how a text's parts are related to one another. Some words such as determiners and pronouns are especially important for building cohesion because they refer back to earlier words. Other words such as prepositions, conjunctions and adverbs (connectives) make relations clear.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. ... The centre has extensive grounds in which a nature trail has been designed. During the afternoon, the children will follow the nature trail.
complement	A verb's complement (or 'predicative complement') 'completes' the verb's meaning by adding more information about the verb's subject (or, in some cases, its object). Unlike the verb's object, its complement may be an adjective. The verb *be* normally has a complement.	This is an overnight visit. [You make me happy.] It was Wednesday. ... she was in charge.
conjunction	E.g. *and, or, although, if* A conjunction links a following word or phrase to some other part of the sentence • either in coordination (e.g. ... *and* ....) • or as a subordinate clause (e.g. ... *although* ...).	She got herself two biscuits and a cake that she had bought yesterday. She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. We walk before we run. [conjunction] We walk before the age of two. [preposition]
connective	'Connective' is an informal name for words whose main function is to connect the ideas expressed in different clauses; such words may be prepositions, conjunctions or adverbs.	It rained on sports day so we had to compete without worrying about getting wet, but it was great fun because we got really muddy.

continuous	The continuous (also known as the 'progressive') form of a verb generally expresses action in progress at a specific time. It is formed by taking the *–ing* form of the verb (e.g. *doing, singing, reading*) and adding the verb *be* before it (e.g. *he was reading*). It can also be combined with the perfect (e.g. *he has been reading*). The past continuous form (e.g. *he was playing*) is sometimes called the 'imperfect'.	James is studying, so I won't disturb him. She was playing basketball at lunchtime. Usha had been preparing for her play for two hours when her mother called.
coordination	If words or phrases are coordinated, they are linked as equals by means of a conjunction such as *and*. (Contrast subordination.)	Susan and Amra met in a cafe. They talked and laughed for an hour. When they went home, Susan got a bus but Amra walked.
determiner	E.g. *the, a, this, any, my* A determiner stands before a noun and any other words that modify the noun. A singular noun such as *boy* or *number* (but not *coffee* or *beauty*) requires a determiner, so we can say *with the boy* but not: *with boy*. (See also: possessive.)	This is an overnight visit. Your child will be travelling by coach and will be accompanied by Mrs Talib, the class teacher, and her teaching assistant, Mrs Medway.
elision	Elision (or ellipsis) is the omission of a word or phrase which is expected and predictable.	She waved to her mother and [she] watched her as she disappeared in the fog at the bottom of the street. She did it because she wanted to [do it].
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word *school* was borrowed from a Greek word σχολή *(skhole)* meaning 'leisure'.
finite verb	A finite verb is limited ('finite') in terms of both its tense and its subject. Finite verbs are important because a written sentence normally needs at least one clause that contains a finite verb, and a finite verb must have an explicit subject.	Mum said she wasn't going to be long. The centre has extensive grounds in which a nature trail has been designed.
fronted	A word that would normally follow the verb may be 'fronted' to the start of the clause; for instance, a fronted adverbial is an adverbial which has been put at the front of the clause.	During the afternoon, the children will follow the nature trail.

future tense	English has no 'future tense' comparable with its present and past tenses. Reference to future time can be marked in a number of different ways, all of which include a present-tense verb.	It will leave tomorrow. It leaves tomorrow. It may leave tomorrow. It is going to leave tomorrow.
homophone	Two words are homophones if they have the same pronunciation.	*hear, here*
inflection	Inflection is a change ('bending') of morphology which signals a special grammatical classification of the word.	*dogs* is the plural inflection of *dog.* *went* is the past-tense inflection of *go.*
modal verb	The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*. A modal verb only has finite forms and has no suffix *-s* in the present tense even when its subject is singular. They are important for expressing degrees of certainty, or ability and obligation.	Your child will be travelling by coach. not: Your child wills be ... nor: Your child is pleased to will be travelling You will/must/might be happy. You will/must/could work harder.
modify	If one word modifies another, the modifying word stands as near as possible to the modified word and makes the latter's meaning more specific.	In *class teacher, teacher* is modified by *class* so it means 'class teacher' (a kind of teacher).
morphology	A word's morphology is its internal make-up defined in terms of a root word, with changes such as the addition of prefixes or suffixes.	*dogs* has the morphological make-up: *dog* + *s.*
noun	E.g. *cat, person, arrival, purpose* Nouns – the largest word-class of all – are sometimes called 'naming words' because they name people, places and 'things'; but many 'things' can also be named by other word classes such as verbs and prepositions. Instead, it is better to identify nouns by their possible grammatical uses, as the subject or object of a verb.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. He arrived at last, but his late arrival spoilt everything.
object	A verb's object is normally a noun or pronoun which is found immediately after the verb, and which we expect to find there. Unlike complements, objects can be turned into the subject of a passive verb, and cannot be adjectives.	They designed a nature trail. (Compare: A nature trail was designed.) Not: They designed pretty.

passive voice	A passive verb (a verb 'in the passive voice' – contrast 'active voice') normally has a suffix *ed*, follows the verb *be*, and has its normal ('active') object and subject reversed so that the active object is used as the passive subject, and the active subject appears as an optional *by* phrase. A verb is not 'passive' just because it has a 'passive' meaning – it must be the passive version of an active verb.	A visit was arranged by the school. A visit was arranged. (Compare the active: The school arranged a visit.)
past tense	A past-tense verb ('a verb in the past tense') normally has a suffix *ed*, names an event or state in the past and is a finite verb. Some verbs have irregular morphology (e.g. *was*, *came*) Past tense can also have other meanings.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. I knew that today was Sunday. If he understood you, he would trust you.
perfect	The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by taking the past participle of the verb (e.g. *shown, taken, helped*) and adding the verb *have* before it (e.g. *she has helped*). It can also be combined with the continuous (*e.g. he has been reading*).	She has recorded some popular songs for us to listen to. I had eaten lunch by the time you came to visit yesterday. Tariq will have been doing his homework all day by the time he finishes!
phrase	A phrase is a group of words containing one word which all the other words help to modify. (One possible notation double-underlines the modified word and single-underlines the rest of the phrase.) A phrase whose modified word is a verb is a clause or sentence.	She waved to her mother. She waved to her mother. She waved to her mother.
plural	A plural noun normally has a suffix *s* and means more than one example of the noun's basic meaning. There are a few nouns with irregular morphology (e.g. *mice, formulae*) or irregular meanings.	The children will follow the nature trail and learn about the trees, flowers and wildlife. The centre has extensive grounds. (but not: ... a ground)
prefix	A prefix is added at the beginning of a word in order to turn it into another word. (Contrast suffix.)	overnight, disappeared
preposition	E.g. *in, of, at, with, by, between* A preposition links a following noun or pronoun to some other word in the sentence. Unlike conjunctions, they can't link clauses.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.

present tense	A present-tense verb (‘a verb in the present tense’) normally names a situation that is true now. It normally has either no suffix or *–s* (depending on the subject), and is a finite verb.	The centre has extensive grounds. He can swim. When he arrives, he will unpack his bag. Your father tells me that you’re not happy.
possessive	A possessive is normally either a noun followed by an apostrophe and *–s*, or a possessive pronoun, and names the owner (‘possessor’) of the noun that it modifies. A possessive act as a determiner and must be replaced by an ordinary determiner if it is turned into an *of* phrase.	Tariq’s book (the book of Tariq, i.e. that Tariq owns) somebody else’s book (the book of somebody else)
pronoun	E.g. *me, him, he, his, himself, who, what, that* A pronoun functions like a noun except that it is harder to modify and grammatically more specialised.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. This is an overnight visit. The centre has extensive grounds in which a nature trail has been designed.
punctuation	Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (.,; : ? ! - — () “‘), and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One of the roles of punctuation is to indicate sentence boundaries.	“I’m going out, Usha, and I won’t be long,” Mum said.
root word	A root word is a word which does not contain any smaller root words or prefixes or suffixes.	*play, compute*, as in: So she played on the computer.
relative clause	A relative clause is a subordinate clause that modifies a noun by including it in the clause; for instance, *cake that he had left yesterday* means ‘cake like this: she had left it yesterday’.	The centre has extensive grounds in which a nature trail has been designed. She got herself a cake that she had bought yesterday.
sentence	All the words in a sentence are held together by purely grammatical links, rather than merely by links of cohesion. A sentence is defined by its grammar, but signalled by its punctuation.	Correct punctuation: A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. Incorrect punctuation: She loved her computer, she got it for Christmas.

subject	A verb's subject is normally the noun or pronoun which names the 'do-er' or 'be-er'. Unlike the verb's object and complement, the subject normally stands just before it and decides whether or not a present tense verb takes a suffix *s*. In a question, the subject follows the verb.	The children will follow the nature trail. Usha's mother went out. Will the children follow? Whether it's going to rain is uncertain. A visit has [not: have] been arranged.
subjunctive	The subjunctive form of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. Its use is complicated, because it does not always differ from non-subjunctive forms. It has a distinguishable form in the following cases: • the third person singular of any verb in the present tense does not have its usual –*s* ending • the verb *be* in the present tense is always "be" (not "am", "are" or "is") • the verb *be* in the past tense is always "were" (not "was") • the negatives of verbs in the present are formed differently • some modal verbs have a different form.	I insist that he come to visit every week. (He doesn't actually come to visit, but I would like him to.) (Compare: I insist that he comes to visit every week. [I am insisting that it's actually the case that he does visit, not simply that I would like him to.]) The school requires that all pupils be honest. (It's possible for pupils not to be honest, but the school would like them to be.) If she were the President, things would be much better. (But she isn't the President.) Father demanded that we not go to the forest. I wish you would stop! (not "will stop")
subordinate clause	A subordinate clause is subordinate to some word outside itself: it may modify this word (e.g. as a relative clause or as an adverbial), or it may be used as a verb's subject or object. How a subordinate clause fits into the larger sentence is normally marked grammatically, either by a special introductory word such as a conjunction, or by special non-finite forms of the verb. However: • some subordinate clauses have no marking. • ~~clauses that are directly quoted as 'direct speech' are~~ not subordinate clauses.	The centre has extensive grounds in which a nature trail has been designed. He watched her as she disappeared in the fog at the bottom of the street. A visit has been arranged for the Year 6 class, leaving school at 9.30am. Usha went upstairs to play on her computer. She saw an hour had passed. (This subordinate clause has no marking.)

subordination	**M o s t** words in a sentence are linked in the unequal relation of subordination (rather than the equality of coordination). For example, a modifier is subordinate to the word it modifies, and a verb's subject, object and complement are all subordinate to the verb. In each case, the subordinate word makes the other word's meaning more precise. See also subordinate clause.	A big car swept past. (*big* is subordinate to *car*; *car* and *past* are subordinate to *swept*)
suffix	A suffix is an 'ending', something added at the end of one word to turn it into another word. (Contrast prefix)	has, leaving, accompanied, teacher, assistant
tense	The choice between present and past. (English has no future tense.)	He likes it. He liked it.
verb	E.g. *be, take, arrive, imagine* Verbs are sometimes called 'doing words' because they often name an action that someone does; but this can be confusing, because they also name events (where things simply happen) or states (where nothing changes). Moreover, actions can also be named by nouns Instead, it is better to identify verbs by their ability to have a tense – either present or past (see also future tense).	He looked out of the window. A nature trail has been designed. Your child will be travelling by coach. Yusuf is tired. It rained all day. (Compare: The journey will take an hour. [noun] His tiredness was easy to understand. [noun])
word	A word is a unit of grammar that can be selected and moved around relatively independently of other such units. In punctuation, words are normally separated by word spaces. But there are challenging complexities: • When word-divisions are unclear we may be able to show this uncertainty by using hyphens. • apostrophes for omitted letters show where two words are treated as one.	headteacher or head teacher (can be written with or without a space) primary-school teacher (normally written with a hyphen) English teacher (written with a space) I'm going out… …at 9.30am. The time was 8.10pm.
word family	The words in a word family are normally related to each other by a combination of form, grammar and meaning.	teacher – teach extensive – extend – extent