



# Grammar and Spelling Expectations

A Guide for Parents

January 2016



# Grammar and Spelling Expectations

The aim of this guide is to;

- Inform parents of the new curriculum expectations for grammar, punctuation and spelling for Years 1-6
- Provide an overview of new assessments of GPS for Year 2 and Year 6 from 2016
- Share activities to help your child learn their spellings for their weekly homework
- Share a glossary for the grammatical terminology used within the curriculum

This year the Government has changed the acronym that refers to the teaching of Grammar and Spelling from SPAG (Spelling, Punctuation and Grammar) to GPS (Grammar, Punctuation & Spelling). Grammar, spelling and punctuation are the key areas in the teaching of English.

## **What has changed in the curriculum for September 2015 ?**

The revised National Curriculum for English places a much stronger emphasis on vocabulary development, grammar, punctuation and spelling. The expectations have been raised in each year group with **many aspects having to be taught at least a year earlier than in the previous curriculum** (for example, the use of commas and apostrophes will now be taught in KS1 rather than in KS2). **Pupils are expected to recognise and use the grammatical terminology appropriate to their year group.**

## New curriculum expectations for Grammar, Punctuation & Spelling (GPS)

### Year 1

- Regular plural noun suffixes e.g. *-s and -es*
- Suffixes and prefixes e.g. *-ing, -ed, -er and un-*
- Connectives e.g. *and*
- Capital letters, full stops, question marks and exclamation marks
- Capital letters for names and for the personal pronoun I
- Words containing each of the 40+ phonemes already taught
- Spell common exception words for Year 1
- The days of the week
- Name the letters of the alphabet
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes
- Using the spelling rule for adding *-s* or *-es* as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix *un-*
- Using *-ing, -ed, -er* and *-est* where no change is needed in the spelling of root words [for example, *helping, helped, helper, eating, quicker, quickest*]

### Year 2

- Subordination and coordination e.g. *when, if, that, because* and *or, and, but*
- Expanded Noun Phrases e.g. *the blue butterfly, plain flour, the man in the moon*
- Sentences with different forms e.g. statement, question, exclamation or command
- Present/Past/Continuous tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes
- 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
- Learning to spell common exception words for Year 2

- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Nouns using suffixes *e.g. -ness, -er and by compounding e.g. whiteboard*
- Adjectives using suffixes *e.g. -ful and -less*
- Adverbs by adding *-ly*

### Year 3

- Formation of nouns using a range of prefixes *e.g. super-, anti-, auto-*
- Word families based on common words, showing how words are related in form and meaning *e.g. solve, solution, solver, dissolve, insoluble*
- Expressing time, place and cause using conjunctions *e.g. when*, adverbs *e.g. soon* or prepositions *e.g. before*
- Introduction to paragraphs, headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past *e.g. He has gone out to play* contrasted with *He went out to play*
- Inverted commas to punctuate direct speech
- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Proof-read for spelling errors

### Year 4

- Plural and possessive *-s*
- Standard English forms for verb inflections instead of local spoken forms *e.g. we were* instead of *we was*
- Fronted adverbials *e.g. Later that day, I heard the bad news.*
- Use of commas after fronted adverbials

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession e.g. *the girl's name* versus *the girls' name*
- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Year 5

- 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, when, whose, that,* or an omitted relative pronoun
- Indicating degrees of possibility using adverbs e.g. *perhaps* or modal verbs e.g. *might*
- Devices to build cohesion within a paragraph e.g. *then*
- Linking ideas across paragraphs using adverbials of time e.g. *later, place* e.g. *nearby* and number e.g. *secondly* or tense choices e.g. *he had seen her before*
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters (rarer GPCs) [for example, *knight, psalm, solemn*]
- Continue to distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

## Year 6

- Use of the passive 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*
- Use of subjunctive forms such as *If I were to as* formal writing and speech
- A wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as *on the other hand* and ellipsis
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *It's raining; I'm fed up*, use of the colon to introduce a list and use of semi-colons within lists and how hyphens can be used to avoid ambiguity *recover* versus *re-cover*
- Punctuation of bullet points to list information

## Common Exception Word List

### Year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

### Year 2

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, ass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

## Year 3 & 4 Word List

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

## Year 5 & 6 Word List

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

## **End of Key Stage Statutory Assessment Changes for 2016**

- The English grammar, punctuation and spelling test was introduced in May 2013 as part of the KS2 SATs programme for Year 6 pupils, replacing the previous English writing test.
- In line with the new raised expectations, there will be new national curriculum tests for grammar, punctuation and spellings in Years 2 and 6 introduced in 2016.
- For your child to do well in the GPS tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology.

### **What do we do at school to improve writing?**

- Grammar and punctuation are explicitly taught and practised in English lessons, and then applied in the children's own writing.
- Spelling patterns and general rules are taught and practised with weekly spelling test that is to be learnt as homework.
- Regular opportunities to write at length and on-going teacher assessment of writing.
- Writing skills applied across the Curriculum.

### **What can be done at home to improve writing?**

- [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) - This excellent website has loads of ideas for quick and easy ways to help your child with grammar, punctuation and spelling, plus games and activities you can play with your child to support their learning.  
It also has 250 free eBooks for you to share with your child as well as simple ideas, top tips, activities and games to help your child with their reading at home.
- [www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk) - This is a fantastic website with a huge range of resources and games to make GPS and literacy learning fun.
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

# **Spelling Activities to help your child learn their spellings**

## **1. Headlines**

Cut letters out of magazines and newspapers to spell your words. Paste them onto a piece of paper.

## **2. That's an order!**

Write your words out in alphabetical order.

## **3. Super Sentences**

Write a super sentence for each one of your spelling words. Your sentence should be interesting/ exciting.

## **4. Rainbow Words**

Write your spelling word and trace over it 5 times using a different colour each time.

## **5. Bubble Letters**

Write each of your spelling words in bubble letters. Then, colour them in.

## **6. Across and Down**

Write each word across and down, sharing the beginning letter.

Example: when

h

e

n

## **7. Fancy Letters**

Write each of your words out in fancy letters. Your letters could be curly or dotty.

## **8. Upper and Lower**

Write your word normally. Then re-write it, with the vowels in lowercase and the consonants in UPPERCASE.

## **9. Three Times**

Write each of your spellings words 3 times. Use a different coloured pencil or pen each time.

## **10. Spelling Flashcards**

Make a set of flashcards to practise your spelling words. When you look at your flashcard, read the word and then spell it out loud.

## Spelling Activities to help your child learn their spellings

### **11. Pyramid Writing**

Pyramid write your spelling words. Example: home

h  
ho  
hom  
home

### **12. Words Without Consonants**

Write your spelling words on a list, but replace all the consonants with a line. Then go back to the beginning of your list and see if you can fill in the correct missing consonants.

### **13. Syllables**

Write each spelling word out. Divide the word into syllables.

Example: Sept/em/ber

### **14. Words in Words**

Look for words within words: friend: I'll be your friend to the end, or together: to get her.

### **15. Type It**

Type the word many times to get used to the pattern in which your fingers move on the keyboard.

### **16. Connect the Dots**

Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.

### **17. Colourful Letters**

Write out each of your spelling words using a different colour for each letter.

### **18. Acrostic Poems**

Create an acrostic poem for 5 of your words. Example: snow

**S**oft and fluffy

**N**ever warm

**O**pen the door

**W**ade into the cold

### **19. Backwards Words**

Write each of your words forwards and backwards.

Example: Where erehW

## Spelling Activities to help your child learn their spellings

### **20. Spelling Shapes**

Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes.

### **21. Saying it Aloud**

Say it as it is written: Wed-nes-day, Feb-ru-ary, fas-cin-ating.

### **22. Air Write!**

Write your spelling words in the air using your finger. Ask someone to read your words as you write them OR have them air write and you read them.

### **24. Make a Wordsearch**

Make a wordsearch using a grid of all your spelling words. Come back and find your words.

### **23. Explore History**

Know where a word comes from: knif was the viking word for knife - they pronounced the 'k'!

### **25. Word Webs**

Make word webs around root words (e.g sign becomes design, designate, signature).

### **26. Look, Cover, Write, Check**

**Look** at the spelling

**Cover** the spelling up

**Write** it down

**Check** to see if it's correct.

### **27. Highlight it!**

Write the words using a different colour for the parts that follow the same pattern or rule (e.g. silent letters: **K**night, **K**nee, **i**sland, lam**b**)

# Glossary for the grammatical terminology used within the curriculum

Year Group	Grammar	Definition	Example
Year R	Sentence	A group of words that are put together to mean something – must include a verb.	<u>The sky is blue.</u> <u>Today is Monday.</u> <u>Her dress looked beautiful.</u>
Year 1	Noun	Name of a person, place or thing. 4 types Common – table, cat (1) Proper – John, England (1) Collective – pride, gaggle, flock (3) Abstract – love, bravery (4)	The <b>cat</b> sat on the <b>table</b> . <b>John</b> lives in <b>England</b> .  <b>Lions</b> live together in a <b>pride</b> .  Can you feel the <b>love</b> ?
	Adjective	A word that describes a noun.	The dog was <b>enormous</b> and very <b>fierce</b> .
	Verb	An action or doing word.  Some verbs are irregular – see – saw / seen catch - caught	She <b>waited</b> patiently. She <b>has been waiting</b> ... She <b>waits</b> ..
	Singular	Singular forms refer to one thing - noun.	<b>Cat Church Child Tooth</b>
	Plural	Plural forms refer to more than one – noun.  Plural usually marked by addition of - s, es  Some plurals are irregular. Some nouns are mass nouns and do not change in the plural.	<b>cats churches</b>  <b>teeth / feet fish, sheep</b>
	Conjunction	Used to join two ideas together within one sentence.	He needed his coat <b>because</b> it was cold.  The curtains danced in the wind <b>while</b> the windows crashed.
	Preposition	A word that shows the <b>position</b> of a noun.	The table was <b>under</b> the table. I was <b>inside</b> the house.  The clouds <b>above</b> ...
	Year 2	Pronoun	A word in place of a noun. Avoids repetition.
Adverb		Adverbs gives extra meaning to a verb, an adjective or a	I <b>really</b> enjoyed the party. (adverb + verb)

		whole sentence.	She's <b>really</b> nice. (adverb + adjective)  He works <b>really</b> slowly. (adverb + adverb)  <b>Really</b> , he should know better. (adverb + sentence)
	<b>Connectives</b>	Used to join a new sentence to the previous.	We went to the park and played on the swings. <b>Then</b> we had an ice cream.
	<b>Imperative</b>	To express the actions of the subject.	He <b>sat</b> quietly on the chair. Next, slowly <b>turn</b> the tap on.
	<b>Present tense</b>	Writing which expresses events happening now.	Joyce is <b>skipping</b> and <b>singing</b> a song.
	<b>Past tense</b>	Writing which expresses events that have already occurred.	Joyce <b>skipped</b> and <b>sang</b> a song.  Rex <b>looked</b> out of the car window.
	<b>Suffix</b>	A group of letters added to the end of a word to change its grammatical use.	<u>assessment</u> <u>quickly</u> <u>beautiful</u>
	<b>Prefix</b>	A group of letters added to the beginning of a word to change its grammatical use.	<u>dismiss</u> <u>untidy</u> <u>inedible</u>
<b>Year 3</b>	<b>Determiner</b>	Words used with nouns – <b>this</b> book, <b>my</b> friend, <b>a</b> book, <b>the</b> book.  They limit the reference to the noun.  They include <b>articles</b> (a / an, the), <b>possessive pronouns</b> , <b>demonstratives</b> (this / that, those / these) and <b>quantifiers</b> (some, many, no etc) and <b>numbers</b> .	<b>This</b> book is yours. I've got <b>some</b> sweets. I will have <b>an</b> apple.  <b>Which</b> colour do you prefer?
	<b>Clause</b>	Contains a <b>subject</b> and a <b>verb</b> . There are two types of clauses; Independent- this can stand alone. Dependent-works only as a whole sentence. It could begin with <b>after</b> , <b>although</b> , <b>because</b> , <b>if</b> , <b>when</b> , <b>while</b> .	<u>Independent</u>  <b>She</b> can <b>leave</b> the office now  <u>Dependent clause</u>  because <b>she finished</b> work early.
	<b>Determiner Phrase</b>	A small group of closely related words with <u>no verb</u> .	<b>If you can</b> <b>At the museum</b> propositional phrases: <b>In the house</b>  <b>Under water</b>

			Out of here
	<b>Paragraph</b>	<p>A section of a piece of writing.</p> <p>A new paragraph marks a change of focus, change of time, change of place or change of speaker.</p> <p>Should be marked by a new line and a <u>clear</u> indent.</p>	
	<b>Collective noun</b>	<p>Name of a person, place or thing.</p> <p>4 types</p> <p>Common – table, cat (1) Proper – John, England (1) Collective – pride, gaggle, flock (3) Abstract – love, bravery (4)</p>	<p>The <b>cat</b> sat on the <b>table</b>. <b>John</b> lives in <b>England</b>.</p> <p><b>Lions</b> live together in a <b>pride</b>.</p> <p>Can you feel the <b>love</b>?</p>
	<b>Relative pronoun</b>	Introduce a relative clause – who, whom, which, that	<p>The train was late, <b>which</b> annoyed me greatly.</p> <p>This is Sam, <b>who</b> can play the piano.</p>
	<b>Subject</b>	The noun or pronoun that is carrying out the action in the sentence.	<p><b>The dog</b> broke the window.</p> <p><b>The children</b> ripped the paper.</p>
	<b>Object</b>	The object in the sentence that is having the action done to it.	<p>The dog broke <b>the window</b>.</p> <p>The children ripped <b>the paper</b>.</p>
<b>Year 4</b>	<b>Subordinate clause</b>	A clause with a subject and a verb but cannot stand alone, so is in addition to the main clause.	<p><b>Although I was scared</b>, I crept inside.</p> <p>I crept inside is the main clause as it can stand alone and still make sense alone and still make sense.</p>
	<b>Relative clause</b>	A clause (with verb) using <b>who, whom, which, whose</b> to relate it back to the subject but that cannot stand alone.	<p>Polly's hair, <b>which was long and brown</b>, hung loosely around her head.</p> <p>The boy was funny, <b>which made me smile</b>.</p>
	<b>Possessive pronoun</b>	Tell who owns something	<p>They can be in front of a noun or after:</p> <p><b>My</b> pen/That pen is <b>mine</b>.</p>
	<b>Adverbial</b>	<p>Adverbials of manner – <b>how</b></p> <p>Adverbials of place – <b>where</b></p> <p>Adverbials of time – <b>when/how often</b></p>	<p>Shouted <b>loudly</b></p> <p>He drove <b>as fast as possible</b></p> <p>I saw him <b>over there</b>.</p> <p>They start work <b>at six thirty</b>.</p>

		Adverbials of probability – How certain we are	In a minute, I will start. Perhaps we should go. He will certainly say yes.
	<b>Abstract noun</b>	Name of a person, place or thing. 4 types Common – table, cat (1) Proper - John, England (1) Collective – pride, gaggle.	The cat sat on the table.  John lives in England.  Lions live together in a pride.  Can you feel the love?
	<b>Fronted adverbial</b>	a sentence to make the sentence more interesting.	On the table stood a vase of flowers. Next to the window was a bookcase. At the end of the lane, Bob paused.
	<b>Article</b>	A, an or the!! A sub-category of determiners.	an elephant a bear the teddy
<b>Year 5</b>	<b>Modal verb</b>	To show if we believe something is certain, probable or possible – or not! can/could, may/might, shall/should, will/would, must/ought	Perhaps I should stay behind. Can I get you a drink? Sam will be here soon. I must go now.
	<b>Cohesion</b>	The structure rules that allow ideas to be compiled together. If you start writing in the past tense you would stay writing in the past tense to keep the writing in cohesion.	I went to the market this morning and bought a soda; then, I went to the store a few hours later and purchased another root beer.
	<b>Ambiguity</b>	The presence of two or more possible meanings within a single word.	The Rabbi married my sister. The fisherman went to the bank. "You know, somebody actually complimented me on my driving today. They left a little note on the windscreen; it said, 'Parking Fine.'" So that was nice."
<b>Year 6</b>	<b>Passive &amp; Active voice</b>	Verbs can be active or passive. In an active sentence the subject performs the action. In a passive sentence the subject is on the receiving end of the action.	<u>Active -</u> The dog bit Ben. The subject is performing the action. <u>Passive -</u> Ben was bitten by the dog. The subject is on the receiving end of the action.