

Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Year 3			
<p>Basic Grammar/Punctuation/Spelling: Identify in the context of a sentence from the focus text. / Apply understanding to the context of a GPS question/Begins to try applying in some writing – usually the piece directly after teaching, not always successfully and generally relies heavily on the examples given in Writing and Grammar teaching.</p> <p>Advanced: Grammar/Punctuation/Spelling: Apply understanding to create sentences for this week’s write / Apply understanding to the context of a collection of GPS questions / Applies skill and knowledge in most writing almost always successfully.</p> <p>Deep: Grammar/Punctuation/Spelling: Explain the rule or purpose / Evaluate another’s use / Create a question and corresponding mark scheme in order to assess a peer’s understanding of the concept.</p>			
<p>Key:</p> <p>Objectives that are not highlighted: The child should be demonstrating this objective as it has already been taught. Explicit teaching is required if they are not.</p> <p>Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.</p>			
	Autumn 1	Spring 1	Summer 1
Composition	Plan <ul style="list-style-type: none"> Plan writing by contributing to teacher-led discussions about writing that is similar to that which we are planning to write, in order to understand the structure, vocabulary 	Plan <ul style="list-style-type: none"> Plan writing by contributing to teacher-led discussions about writing that is similar to that which we are planning to write, in order to understand the structure, vocabulary and grammar of 	Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.

	<p>and grammar of the text type.</p> <ul style="list-style-type: none"> • Show awareness of the purpose and audience of the writing. • Record key ideas shared in teacher-led discussions about writing. • Begin to use and understand grammatical terminology accurately and appropriately when discussing my writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter) <p>Draft and Write</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally. • Use some simple organisational devices in non-fiction: headings and sub-headings. • Begin to use paragraphs to organise ideas around a theme. • Create characters in narratives. • Create settings in narratives. • Write from memory simple sentences, dictated by the teacher, that include words from the years 3 and 4 word list and punctuation taught so far. <p>Edit and Evaluate</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors. • Read aloud my own writing, to a group or the whole class, starting to use appropriate intonation so that the 	<p>the text type.</p> <ul style="list-style-type: none"> • Show awareness of the purpose and audience of the writing. • Record key ideas shared in teacher-led discussions about writing. • Use and understand grammatical terminology accurately and appropriately when discussing my writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')). <p>Draft and Write</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally (including dialogue). • Use some simple organisational devices in non-fiction: headings and sub-headings. • Begin to use paragraphs to organise ideas around a theme. • Create characters in narratives. • Create settings in narratives. • Write from memory simple sentences, dictated by the teacher, that include words from the years 3 and 4 word list and punctuation taught so far. <p>Edit and Evaluate</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors. • Read aloud my own writing, to a group or the whole class, starting to use 	
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	meaning is clear.	appropriate intonation so that the meaning is clear. <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	
Vocabulary, Grammar and Punctuation	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> Identify the subject, verb and object in a sentence. Identify and use nouns. Identify and use determiners, including the correct form of 'a' or 'an'. Identify and use different adjectives. Identify, use and explain the purpose of a verb (including auxiliary verbs). Use the past and present tense correctly. Use expanded noun phrases containing modifying adjectives. Choose nouns or pronouns appropriately to avoid repetition. Use coordinating conjunctions and, but, or, so. Start to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, that, because. Begin to use simple preposition phrases (a group of words with a preposition as the head followed by a noun, 	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> Identify the subject, verb and object in a sentence. Identify and use nouns. Identify and use determiners, including the correct form of 'a' or 'an'. Identify and use different adjectives. Identify, use and explain the purpose of a verb (including auxiliary verbs). Use the past and present tense correctly. Use expanded noun phrases containing modifying adjectives. Choose nouns or pronouns appropriately to avoid repetition. Use coordinating conjunctions and, but, or, so. Start to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, that, because. Use simple preposition phrases (a group of words with a preposition as the head followed by a noun, pronoun or noun phrase e.g. He was <u>in bed</u>. I met them 	<p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p>

	<p>pronoun or noun phrase e.g. He was <u>in bed</u>. I met them <u>after the party</u>.)</p> <ul style="list-style-type: none"> • Begin to use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause. <p>Punctuation</p> <ul style="list-style-type: none"> • Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. 	<p>after the party.)</p> <ul style="list-style-type: none"> • Use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause. • Begin to identify some of the differences between Standard English and non-Standard English. <p>Punctuation</p> <ul style="list-style-type: none"> • Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use inverted commas for direct speech. 	
<p>Transcription</p>	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Use the first two letters of a word to check its spelling in a dictionary. • Begin to use word families based on common words (solve, solution, dissolve, insoluble). • Spell common exception words • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Spell some words from the Years 3 and 4 word list. 	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary. • Use word families based on common words (solve, solution, dissolve, insoluble) • Spell common exception words • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Spell some words from the Years 3 and 4 word list. 	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Make efficient use of a dictionary when writing independently. • Spell common exception words • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Spell some words from the Years 3 and 4 word list. <p>Spelling Rules</p>

	<p>Spelling Rules (Revision from Year 2)</p> <ul style="list-style-type: none"> • Use the apostrophe for possession accurately with singular nouns. • Use the apostrophe for contraction. • The /dʒ/ 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 /l/ or /əl/ sound spelt –le at the end of words / The /l/ or /əl/ sound spelt –el at the end of words / The /l/ or /əl/ sound spelt –al at the end of words • Add –es to nouns and verbs ending in –y • Add ing, ed, er and est • Spell words using the suffixes –ment, –ness, –ful, –less and –ly • Spell words ending in –tion <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects the size of the letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct 	<p>Spelling Rules</p> <ul style="list-style-type: none"> • Use the apostrophe for possession accurately with singular and plural nouns. • Use the apostrophe for contraction. • Spell words ending with the g sound spelt – gue and the k sound spelt –que. • Add suffixes beginning with vowel letters to words of more than one syllable. • Spell words using the suffix –ation • Spell words using the suffix –ly • Spell words ending in –sure and –ture <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects the size of the letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. 	<ul style="list-style-type: none"> • Use the apostrophe for possession accurately with singular and plural nouns. • Use the apostrophe for contraction. • Spell homophones and near-homophones. <p>Revisit spelling rules from Spring 1.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects the size of the letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of my handwriting.
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	<p>size relative to one another.</p> <ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of my handwriting. 	
	Autumn 2	Spring 2	Summer 2
Composition	<p>Plan</p> <ul style="list-style-type: none"> • Plan writing by contributing to teacher-led discussions about writing that is similar to that which we are planning to write, in order to understand the structure, vocabulary and grammar of the text type. • Show awareness of the purpose and audience of the writing. • Record key ideas shared in teacher-led discussions about writing. • Use and understand grammatical terminology accurately and appropriately when discussing my writing and reading (adverb, preposition conjunction, word family, 	<p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p>	<p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p>

	<p>prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</p> <p>Draft and Write</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally (including dialogue). • Use some simple organisational devices in non-fiction: headings and sub-headings. • Begin to use paragraphs to organise ideas around a theme. • Create characters in narratives. • Create settings in narratives. • Write from memory simple sentences, dictated by the teacher, that include words from the years 3 and 4 word list and punctuation taught so far. <p>Edit and Evaluate</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors. • Read aloud my own writing, to a group or the whole class, starting to use appropriate intonation so that the meaning is clear. 		
<p>Vocabulary, Grammar and Punctuation</p>	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Identify and use determiners, including the correct form of 'a' or 'an'. 	<p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p>	<p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p>

	<ul style="list-style-type: none"> • Identify and use different adjectives. • Identify, use and explain the purpose of a verb (including auxiliary verbs). • Choose nouns or pronouns appropriately to avoid repetition. • Use the past and present tense correctly. • Use the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb). • Use the present perfect form of verbs in contrast to the past tense (e.g. has walked, have run – form of have + past tense verb). • Use coordinating conjunctions and, but, or, so. • Start to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, that, because. • Begin to use simple preposition phrases (a group of words with a preposition as the head followed by a noun, pronoun or noun phrase e.g. He was <u>in</u> bed. I met them <u>after</u> the party.) • Begin to use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause. <p>Punctuation</p> <ul style="list-style-type: none"> • Make mostly correct use of: capital letters, full stops, question marks, 		
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	<p>exclamation marks, commas for lists.</p> <ul style="list-style-type: none"> • Begin to use inverted commas for direct speech. 		
Transcription	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Use the first two letters of a word to check its spelling in a dictionary. • Begin to use word families based on common words (solve, solution, dissolve, insoluble). • Spell common exception words • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Spell some words from the Years 3 and 4 word list. <p>Spelling Rules</p> <ul style="list-style-type: none"> • Use the apostrophe for possession accurately with singular nouns. • Use the apostrophe for contraction. • Spell words ending in -sion • Spell words ending in -tion, -sion, -ssion, -cian • Spell words with the k sound spelt ch. • Spell words which sound like 'sh' and are spelt ch. 	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary. • Use word families based on common words (solve, solution, dissolve, insoluble) • Spell common exception words • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Spell some words from the Years 3 and 4 word list. <p>Spelling Rules</p> <ul style="list-style-type: none"> • Use the apostrophe for possession accurately with singular and plural nouns. • Use the apostrophe for contraction. • Spell words using the suffix -ous. • Add negative prefixes. • Spell words using the prefix anti- • Spell words using the prefix re- <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil 	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Make efficient use of a dictionary when writing independently. • Spell common exception words • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word. • Spell words containing the /ʌ / sound spelt ou. • Spell some words from the Years 3 and 4 word list. <p>Spelling Rules</p> <ul style="list-style-type: none"> • Use the apostrophe for possession accurately with singular and plural nouns. • Use the apostrophe for contraction. • Spell homophones and near-homophones. <p>Revisit spelling rules from Spring 2.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects

	<ul style="list-style-type: none"> • Spell words with the /s/ sound spelt sc. • Spell words with the /eɪ / sound spelt ei, eigh, or ey. <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects the size of the letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. 	<p>comfortably and correctly.</p> <ul style="list-style-type: none"> • Begin writing from the margin line. • Write on the lines. • Use spacing between words that reflects the size of the letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of my handwriting. 	<p>the size of the letters.</p> <ul style="list-style-type: none"> • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Revise and practise correct letter formation frequently. • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of my handwriting.
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Vocabulary, Grammar and Punctuation Learning Journey

The majority of examples have been taken from 'The Day the Crayons Quit' by Drew Daywalt and 'The Boy in the Striped Pyjamas' by John Boyne.

Preparing for Noun Phrases

Skill Ladder	Key Knowledge	Examples
Identify and use different types of noun. (Year 1)	<p>A noun is a name</p> <p>Types of Noun</p> <ul style="list-style-type: none"> • Concrete – you can sense • Abstract – you cannot sense • Common – general nouns • Proper – specific nouns (names the common noun), require a capital letter • Collective – describe a group as one <p>Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.</p>	<p>I'm not even in the rainbow. (white crayon)</p> <p>Well, poor Duncan just wanted to colour...</p> <p>Key example:</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.</p> <p>Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)</p> <p>Abstract: day, name</p> <p>Common: day, class, crayons, stack, letters, name</p> <p>Proper: Duncan</p> <p>Collective: stack ('a' shows the multiple letters are being treated as</p>

		a single item)
Identify and use different types of adjectives. (Year 1)	Describe the noun/pronoun Be careful as they do not always come before the noun Types of Adjectives <ul style="list-style-type: none"> • Comparative – compares one to another (suffix er) • Superlative – compares one to all (suffix est) 	Your overworked friend It makes me crazy that so much of my gorgeous colour goes outside the lines. Note that ‘so much’ is a determiner in this context as it is introducing a noun and giving the amount. You make me work harder than any of your other crayons.
Identify and use determiners. (Year 2)	<ul style="list-style-type: none"> • Introduce a noun as general or specific – do I care which one you bring me? Is it something particular or could it be any one? • All of the numbers can be determiners • Help us to identify nouns – if it has a determiner introducing it then it must be a noun! 	One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. You make me work harder than any of your other crayons.
Choose nouns or pronouns appropriately to avoid repetition. (Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)	<ul style="list-style-type: none"> • Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner. Types of pronoun <ul style="list-style-type: none"> • Possessive – show belonging, link to apostrophe for possession and possession of the ball in football, often double as a determiner to introduce another full noun. 	I am beige and I am proud. Your very neat friend It’s me , Red Crayon. The second reason I write is for my friends, Yellow crayon and Orange

	<ul style="list-style-type: none"> • Relative – introduce a relative clause. • Personal – replace the person who is speaking, who is being spoken to or who is being spoken about – actions can help the students to remember this one. Also, process of elimination – if it isn't the other two then it must be that one! 	<p>crayon, who are no longer speaking to each other.</p> <p>Possessive: Your, my</p> <p>Relative: who</p> <p>Personal: I, It, me</p>
<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. (Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 5 – explicitly taught)</p>	<ul style="list-style-type: none"> • A clause must contain a verb and subject • Main clause – the main part of the sentence. Independent. • Subordinate clause – the supporting clause. Dependent on the main clause to make sense. • Relative clause – a type of subordinate clause which tells you more about the noun. 	<p>He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough for him to be able to see out of.</p> <p>One day he was perfectly content, playing at home, having three best friends for life, sliding down banisters, trying to stand on his tiptoes to see right across Berlin, and now he was stuck here in this cold, nasty house with three whispering maids and a waiter who was both unhappy and angry, where no one looked as if they could ever be cheerful again.</p> <p>The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.</p>

<p>Use simple preposition phrases /Use prepositions and preposition phrases to express time, place and cause. (Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 3 – explicitly taught)</p>	<ul style="list-style-type: none"> • Compares one noun to another. • Time (pre), place (position), cause. • Can also be adverbs of time and place – where and when. <p>A preposition phrase is a group of words acting together as a preposition – doing the job of a preposition.</p> <p>Differentiating between a subordinating conjunction and a preposition:</p> <ul style="list-style-type: none"> • A preposition is used as a part of the clause. There will only be one set of subject/verb • A subordinating conjunction will join two clauses – there will be two sets of subject/verb – one for each clause which the word is joining together. 	<p>I'm also tired of being second place to Mr Brown Crayon. (beige crayon)</p> <p>I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon)</p> <p>I love that I'm your favourite crayon for grapes, dragons and wizard's hats. (purple crayon)</p>
<p>Use expanded noun phrases effectively to add appropriate detail, qualification and precision. (Year 2)</p>	<p>A group of words acting together as a noun – doing the job of a noun.</p> <p>The group of words help you to imagine the noun – I can picture it but it is not doing anything.</p>	<p>Your overworked friend</p> <p>It makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon)</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.</p> <p>You make me work harder than any of your other crayons. (red crayon)</p>

Verb Forms

Skill Ladder	Key Knowledge	Examples
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<p>Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<p>An action or feeling A verb phrase is more than one verb working together.</p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? 	<p>It makes me crazy that so much of my gorgeous colour goes outside the lines.</p> <p>Duncan went to take out his crayons.</p> <p>I'm tired of being called "light brown".</p>
<p>Use the progressive verb form accurately. (Year 2)</p>	<p>A verb is an action or feeling. A verb phrase is more than one verb working together.</p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? <p>Verb forms</p> <ul style="list-style-type: none"> • Simple past and simple present – tell us when something has happened – has it already happened, is it happening now or is it about to happen? • Progressive form = to be + present tense verb • Perfect form = to have + past tense verb <p>Present progressive = the form of be is present tense Past progressive = the form of be is past tense</p>	<p>Present progressive: is enjoying are entering be rushing</p> <p>Pas t progressive: was colouring were laughing been running</p>
<p>Use the perfect verb form accurately. (Year 3)</p>	<p>A verb is an action or feeling. A verb phrase is more than one verb working together.</p>	<p>Present perfect: has returned have enjoyed</p>

	<p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? <p>Verb forms</p> <ul style="list-style-type: none"> • Simple past and simple present – tell us when something has happened – has it already happened, is it happening now or is it about to happen? • Progressive form = to be + present tense verb • Perfect form = to have + past tense verb <p>Present perfect: the form of have is present tense. Past perfect: the form of have is past tense.</p>	<p>Past perfect: had coloured</p>
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Creating and Punctuating Sentences / Preparing for Punctuating and Integrating Dialogue

Skill Ladder	Key Knowledge	Examples
<p>Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<p>An action or feeling A verb phrase is more than one verb working together.</p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? 	<p>It makes me crazy that so much of my gorgeous colour goes outside the lines.</p> <p>Duncan went to take out his crayons.</p> <p>I'm tired of being called "light brown".</p>

<p>Identify and use nouns. (Year 1)</p>	<p>A noun is a name.</p> <p>Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.</p>	<p>I'm not even in the rainbow. (white crayon)</p> <p>Well, poor Duncan just wanted to colour...</p> <p>Key example:</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.</p> <p>Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)</p> <p>Abstract: day, name</p> <p>Common: day, class, crayons, stack, letters, name</p> <p>Proper: Duncan</p> <p>Collective: stack ('a' shows the multiple letters are being treated as a single item)</p>
<p>Choose nouns or pronouns appropriately to avoid repetition. (Year 3)</p>	<ul style="list-style-type: none"> • Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner. 	<p>I am beige and I am proud.</p> <p>Your very neat friend</p>

	<p>Types of pronoun</p> <ul style="list-style-type: none"> • Possessive – show belonging, link to apostrophe for possession and possession of the ball in football, often double as a determiner to introduce another full noun. • Relative – introduce a relative clause. • Personal – replace the person who is speaking, who is being spoken to or who is being spoken about – actions can help the students to remember this one. Also, process of elimination – if it isn't the other two then it must be that one! 	<p>It's me, Red Crayon.</p> <p>The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.</p> <p>Possessive: Your, my</p> <p>Relative: who</p> <p>Personal: I, It, me</p>
<p>Identify the subject, verb and object in a sentence. (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<ul style="list-style-type: none"> • Every sentence must contain a subject and verb. Many will contain objects too. • A subject performs the verb and is the noun or pronoun that the sentence is all about. • An object receives the verb and is the noun or pronoun that plays a supporting role in the sentence. 	<p>I need a break!</p> <p>S V O</p>
<p>Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. (Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks) (Year 2 – commas for lists)</p>	<ul style="list-style-type: none"> • A clause must contain a verb and subject • Main clause – the main part of the sentence. Independent. • Subordinate clause – the supporting clause. Dependent on the main clause to make sense. • A full stop signals the end of the sentence. It tells the reader that they have come to the end of an idea and must now prepare to be introduced 	<p>Question: How about one of those once in a while to give me a break? (grey crayon)</p> <p>Statement: I know you love elephants. (grey crayon)</p>

	<p>to a new idea. Come to a full stop here!</p> <ul style="list-style-type: none"> • A capital letter signals the start of the sentence – start here! • Commas are used to separate <p>Sentence Types</p> <ul style="list-style-type: none"> • Question – require an answer. Must end with a question mark. • Exclamation – show heightened emotion. Exclamation sentences must begin with how or what. However, we use exclamation marks to demonstrate any heightened emotion e.g. Anger, shouting, excitement • Command – telling someone to do something – often begin with an imperative verb (verb is the first word and instructs the reader of the action they must take) but not always. Usually end in a full stop. • Statement – give information. Make up the majority of our sentences. 	<p>Command: Okay, listen here, kid! (pink crayon)</p> <p>Exclamation: How wonderful today is! What a beautiful day!</p> <p>Commas in a List</p> <p>One day he was perfectly content, playing at home, having three best friends for life, sliding down banisters, trying to stand on his tiptoes to see right across Berlin, and now he was stuck here in this cold, nasty house with three whispering maids and a waiter who was both unhappy and angry, where no one looked as if they could ever be cheerful again.</p> <p>A door into his room, a door into Gretel's room, a door into Mother and Father's room, and a door into the bathroom.</p>
<p>Use inverted commas for direct speech. (Year 3)</p>	<ul style="list-style-type: none"> • Direct speech is the exact words spoken – the inverted commas must point towards the words spoken. They are signals to the reader that this is a quote. 	<p>'What are you doing?' he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions, his mother</p>

	<p>Five finger approach</p> <ol style="list-style-type: none"> 1. Comma before opening. 2. Open inverted commas 3. Capital letter 4. Punctuation 5. Close inverted commas. 	<p>had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her.</p> <p>'You take your hands off my things.'</p> <p>'Mother,' said Bruno, marching towards her, 'what's going on? Why is Maria going through my things?'</p> <p>'Come downstairs with me,' said Mother, leading the way towards the large dining room where the Fury had been to dinner the week before.</p> <p>The monster said, 'All the other nine-year-olds are bigger than you.'</p>
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Preparing for Cohesive Devices and Extending Sentences by More than One Clause

Skill Ladder	Key Knowledge	Examples
<p>Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<p>An action or feeling A verb phrase is more than one verb working together.</p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it 	<p>It makes me crazy that so much of my gorgeous colour goes outside the lines.</p> <p>Duncan went to take out his crayons.</p> <p>I'm tired of being called "light brown".</p>

	to happen?	
<p>Identify and use nouns. (Year 1)</p>	<p>A noun is a name.</p> <p>Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.</p>	<p>I'm not even in the rainbow. (white crayon)</p> <p>Well, poor Duncan just wanted to colour...</p> <p>Key example:</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.</p> <p>Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)</p> <p>Abstract: day, name</p> <p>Common: day, class, crayons, stack, letters, name</p> <p>Proper: Duncan</p> <p>Collective: stack ('a' shows the multiple letters are being treated as a single item)</p>
<p>Identify and use pronouns. (Year 1 – shown as part)</p>	<ul style="list-style-type: none"> Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner. 	<p>I am beige and I am proud.</p>

<p>of subject examples but not explicitly taught) (Year 3 – explicitly taught)</p>	<p>Types of pronoun</p> <ul style="list-style-type: none"> • Possessive – show belonging, link to apostrophe for possession and possession of the ball in football, often double as a determiner to introduce another full noun. • Relative – introduce a relative clause. • Personal – replace the person who is speaking, who is being spoken to or who is being spoken about – actions can help the students to remember this one. Also, process of elimination – if it isn't the other two then it must be that one! 	<p>Your very neat friend</p> <p>It's me, Red Crayon.</p> <p>The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.</p> <p>Possessive: Your, my</p> <p>Relative: who</p> <p>Personal: I, It, me</p>
<p>Identify the subject, verb and object in a sentence. (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<ul style="list-style-type: none"> • Every sentence must contain a subject and verb. Many will contain objects too. • A subject performs the verb and is the noun or pronoun that the sentence is all about. • An object receives the verb and is the noun or pronoun that plays a supporting role in the sentence. 	<p>I need a break!</p> <p>S V O</p>
<p>Make mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists. (Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks)</p>	<ul style="list-style-type: none"> • A clause must contain a verb and subject • Main clause – the main part of the sentence. Independent. • Subordinate clause – the supporting clause. Dependent on the main clause to make sense. • A full stop signals the end of the sentence. It tells the reader that they 	<p>Question: How about one of those once in a while to give me a break? (grey crayon)</p> <p>Statement: I know you love elephants. (grey crayon)</p> <p>Command: Okay, listen here, kid!</p>

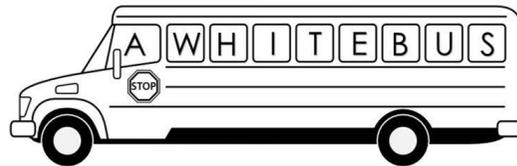
<p>(Year 2 – commas for lists)</p>	<p>have come to the end of an idea and must now prepare to be introduced to a new idea. Come to a full stop here!</p> <ul style="list-style-type: none"> • A capital letter signals the start of the sentence – start here! • Commas are used to separate <p>Sentence Types</p> <ul style="list-style-type: none"> • Question – require an answer. Must end with a question mark. • Exclamation – show heightened emotion. Exclamation sentences must begin with how or what. However, we use exclamation marks to demonstrate any heightened emotion e.g. Anger, shouting, excitement • Command – telling someone to do something – often begin with an imperative verb (verb is the first word and instructs the reader of the action they must take) but not always. Usually end in a full stop. • Statement – give information. Make up the majority of our sentences. 	<p>(pink crayon)</p> <p>Exclamation: How wonderful today is! What a beautiful day!</p> <p>Commas in a List</p> <p>One day he was perfectly content, playing at home, having three best friends for life, sliding down banisters, trying to stand on his tiptoes to see right across Berlin, and now he was stuck here in this cold, nasty house with three whispering maids and a waiter who was both unhappy and angry, where no one looked as if they could ever be cheerful again.</p> <p>A door into his room, a door into Gretel’s room, a door into Mother and Father’s room, and a door into the bathroom.</p>
<p>Use conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Adverbs (Year 2) Conjunctions (Year 1 –</p>	<p>Conjunctions A conjunction joins ideas/establishes links and relationships between ideas.</p> <p>It is important that children are taught the different purposes of conjunctions so that they understand how to use them e.g. additional point, opposite point, giving</p>	<p>Conjunctions</p> <p>It’s not fair that Brown gets all the bears, ponies and puppies while the only things I get are turkey dinners</p>

and) (Year 2)
Prepositions (Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 3 – explicitly taught)

reasons, when.

- Coordinating – links ideas with equal importance
- For
And
Nor
But
Or
Yet
So
- Subordinating – links ideas which do not have equal importance – one idea is the main idea and the other supports it – gives reasons, explains when.

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever when whereas whether which	if in case in order that	though fill that	even though even if	because before	until unless	since



Adverbs/Adverbial Phrases

- An adverb gives information about the verb – ad 2 verb.
- It usually answers: Where did it happen? When did it happen? How did it happen? How much did it happen?
- An adverbial phrase is a group of words acting as an adverb – doing the

(if I'm lucky). (beige crayon) – subject and verb on both sides, otherwise an adverb.

I'm tired of being called "light brown" or "dark tan" because I am neither. (beige crayon)

I love that I'm your favourite crayon for grapes, dragons and wizards' hats, but it makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon)

Adverbs/Adverbial Phrases

Now, back to us. (pink crayon)

Please tell your little sister (pink crayon)

You have not used me once in the past year. (pink crayon)

All year long I wear myself out colouring. (red crayon)

You make me work harder than any of your other crayons. (red crayon)

I'm going to completely lose it.

	<p>job of an adverb</p> <ul style="list-style-type: none"> Note that please is an adverb. Do NOT teach children that they are ‘ly’ words – regardless of their age. <p>Prepositions</p> <ul style="list-style-type: none"> Compares one noun to another. Time (pre), place (position), cause. Can also be adverbs of time and place – where and when. <p>Differentiating between a subordinating conjunction and a preposition:</p> <ul style="list-style-type: none"> A preposition is used as a part of the clause. There will only be one set of subject/verb A subordinating conjunction will join two clauses – there will be two sets of subject/verb – one for each clause which the word is joining together. 	<p>(purple crayon)</p> <p>It makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon)</p> <p>When was the last time you saw a kid get excited about colouring wheat? (beige crayon)</p> <p>Prepositions</p> <p>I’m also tired of being second place to Mr Brown Crayon. (beige crayon)</p> <p>I have to colour all the Santas at Christmas and all the hearts on Valentine’s day. (red crayon)</p> <p>I love that I’m your favourite crayon for grapes, dragons and wizard’s hats. (purple crayon)</p>
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Skill Ladder	Key Knowledge	Examples
Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year	An action or feeling. A verb phrase is more than one verb working together. Auxiliary verbs <ul style="list-style-type: none"> Form of be Form of have 	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his

<p>1)</p>	<ul style="list-style-type: none"> • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? 	<p>crayons.</p> <p>I'm tired of being called "light brown".</p>
<p>Identify and use nouns. (Year 1)</p>	<p>A noun is a name.</p> <p>Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.</p>	<p>I'm not even in the rainbow. (white crayon)</p> <p>Well, poor Duncan just wanted to colour...</p> <p>Key example:</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.</p> <p>Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)</p> <p>Abstract: day, name</p> <p>Common: day, class, crayons, stack, letters, name</p> <p>Proper: Duncan</p> <p>Collective: stack ('a' shows the multiple letters are being treated as a single item)</p>

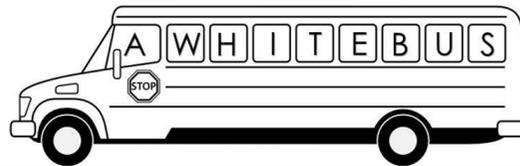
<p>Identify and use pronouns. (Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)</p>	<ul style="list-style-type: none"> Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner. <p>Types of pronoun</p> <ul style="list-style-type: none"> Possessive – show belonging, link to apostrophe for possession and possession of the ball in football, often double as a determiner to introduce another full noun. Relative – introduce a relative clause. Personal – replace the person who is speaking, who is being spoken to or who is being spoken about – actions can help the students to remember this one. Also, process of elimination – if it isn't the other two then it must be that one! 	<p>I am beige and I am proud.</p> <p>Your very neat friend</p> <p>It's me, Red Crayon.</p> <p>The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.</p> <p>Possessive: Your, my</p> <p>Relative: who</p> <p>Personal: I, It, me</p>
<p>Identify the subject, verb and object in a sentence. (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<ul style="list-style-type: none"> Every sentence must contain a subject and verb. Many will contain objects too. A subject performs the verb and is the noun or pronoun that the sentence is all about. An object receives the verb and is the noun or pronoun that plays a supporting role in the sentence. 	<p>I need a break!</p> <p>S V O</p>
<p>Start to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, that, because / Use a range of both coordinating and</p>	<p>A conjunction joins ideas/establishes links and relationships between ideas.</p> <p>It is important that children are taught the different purposes of conjunctions so that they understand how to use them e.g. additional point, opposite point, giving reasons, when.</p> <ul style="list-style-type: none"> Coordinating – links ideas with equal importance 	<p>It's not fair that Brown gets all the bears, ponies and puppies while the only things I get are turkey dinners (if I'm lucky). (beige crayon) – subject and verb on both sides, otherwise an adverb.</p>

subordinating conjunctions (whilst, until, despite). **(Year 1 – and) (Year 2)**

For
And
Nor
But
Or
Yet
So

- Subordinating – links ideas which do not have equal importance – one idea is the main idea and the other supports it – gives reasons, explains when.

Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since



I'm tired of being called "light brown" or "dark tan" because I am neither. (beige crayon)

I love that I'm your favourite crayon for grapes, dragons and wizards' hats, but it makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon)

Apostrophes

Skill Ladder	Key Knowledge	Examples
Use apostrophes for contraction accurately. (Year 2)	<ul style="list-style-type: none"> • Glue two words together to become one word. Some letters are removed in the process – letters are omitted (omission) and the words are contracted (contraction) 	I love that I'm your favourite crayon for grapes, dragons and wizards' hats. (purple crayon)

	<ul style="list-style-type: none"> The apostrophe should be placed where the letters have been removed – there used to be letters here – NOT where the letters were changed and NOT necessarily at the end of the first word. The apostrophe must always point back to what has come before. 	<p>It's not fair that Brown gets all the bears, ponies and puppies while the only things I get are turkey dinners (if I'm lucky). (beige crayon)</p> <p>I'm = I am It's = It is</p>
Use apostrophes to show singular and plural possession accurately. (Year 2)	<ul style="list-style-type: none"> Show belonging If there is already an 's' then the apostrophe should go at the end of the word. Otherwise, add apostrophe and 's'. The apostrophe must always point back to what has come before – who it belongs to. No apostrophe for possession for whose or its. It's and who's both stand for who is/was and it is/was – apostrophe for contraction. 	<p>I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon)</p> <p>I love that I'm your favourite crayon for grapes, dragons and wizards' hats. (purple crayon)</p>

Language and Grammar Choices, including Formal/Informal Vocabulary and Figurative Language

Skill Ladder	Key Knowledge	Examples
Begin to identify some of the differences between Standard English and non-Standard English. / Identify and explain the difference between formal and informal vocabulary. (Year 3)	<p>Informal</p> <p>Language</p> <ul style="list-style-type: none"> Use contractions. 'Slang' to create effects or enhance the personality of a character or create humour. Directly addressing the reader. Conversational language and phrases. A colloquialism is a slang expression which has become so familiar that it is now used regularly in most writing and conversations. It can also be 	See Key Knowledge.

	<p>classed as an idiom.</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Flexible use of punctuation – creative flexibility in the application of punctuation such as whole words in capitals to add emphasis (<i>You said WHAT?</i>) or mixed/repeated end punctuation for effect (<i>Why did you think that?!</i>) • Apostrophes – apostrophes for omissions where accent or dialect is being indicated e.g. <i>'And 'ow are you gonna get that 'ome?'</i> <p>Grammatical Structure</p> <ul style="list-style-type: none"> • Deliberate breaks in a sentence - Incomplete sentences to demonstrate interruption, hesitation, surprise. • Shorter sentences - Informal writing normally includes short, simple sentences whereas formal writing will incorporate more complex and multi-clause sentences. • Deliberate errors Inclusion of deliberate errors to build a view of a character, for example inaccurate Standard English, double negatives, rhyming slang or poor enunciation <p><u>Formal</u></p> <p>Language</p> <ul style="list-style-type: none"> • Use Standard English which is the name given to the 'official' English language that follows the rules in grammar books and dictionaries. • The Traditional 'Queen's English' selection of pronouns. • When writing formally, you must also be careful of the correct use of 'I' and 'me'. • Use the pronoun "I" when the person speaking is doing the action, either alone or with someone else. Use the pronoun "me" when the person speaking is receiving the action of the verb in some way, either directly or indirectly. 	
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	<ul style="list-style-type: none"> • Technical vocabulary which is specific to the topic. • No contractions – full expanded versions of the words <i>e.g. should not.</i> <p>Punctuation</p> <ul style="list-style-type: none"> • Stick to the rules – accurate use of punctuation with no deviation from technically correct rules for use. • No apostrophe for contraction/omission. 	
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Spelling Knowledge Organiser Year 2 Revision

Words containing the following objectives must be embedded within the curriculum but do not need to be explicitly taught within a spelling lesson.

Common Exception Words

Objective	Rule	NC Examples
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat.</p> <p>Great, break and steak are the only common words where the /eɪ / sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

The following objectives must be explicitly taught within a spelling lesson.

Phonemes/Graphemes

Objective	Rule	NC Examples
The /dʒ/ 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 /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ /, /ɪ /, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
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.	knock, know, knee, 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
The /l/ or /əɫ/ 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, bottle, little, middle
The /l/ or /əɫ/ 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 and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əɫ/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal

Spelling Rules: Prefixes and Suffixes, Punctuation and Homophones/Near Homophones

Objective	Rule	NC Examples
Add –es to nouns and verbs ending in –y	The y is changed to i before –es is added	flies, tries, replies, copies, babies, carries
Add –ing	-ing is used for present tense verbs.	(1) hiking

	<p>(1) The –e at the end of the root word is dropped before adding any suffix beginning with a vowel letter.</p> <p>Exception: being.</p> <p>(2) If the root word ends with ‘y’, the ‘y’ is kept – if it were changed to an ‘i’ (as with many other suffixes), it would result in ii. The only ordinary words with ii are skiing and taxiing.</p> <p>(3) If the root word has one syllable and ends in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled.</p> <p>Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix.</p> <p>Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.</p>	<p>(2) copying, crying, replying</p> <p>(3) patting, humming, dropping</p>
Add -ed	<p>-ed is used for past tense verbs</p> <p>(1) The –e at the end of the root word is dropped before adding any suffix beginning with a vowel letter.</p> <p>(2) The y is changed to i before adding the suffix.</p>	<p>(1) hiked</p> <p>(2) copied, cried, replied</p> <p>(3) patted, hummed, dropped</p>

	<p>(3) If the root word has one syllable and ends in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled.</p> <p>Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix.</p> <p>Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.</p>	
<p>Add -er and -est</p>	<p>-er and -est are used for adjectives.</p> <p>-er compares one noun to another. -est compares one noun to all/a group.</p> <p>(1) The -e at the end of the root word is dropped before adding any suffix beginning with a vowel letter.</p> <p>(2) The y is changed to i before adding the suffix.</p> <p>(3) If the root word has one syllable and ends in a single consonant letter after a single vowel letter, the last consonant letter of the root word is doubled.</p> <p>Basically, if the letter before the final letter is a short vowel sound, double the last letter before adding the suffix.</p>	<p>(1) hiker, nicer, nicest</p> <p>(2) copier, happier, happiest</p> <p>(3) sadder, saddest, fatter, fattest, runner</p>

	Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	
Spell words using the suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly Exceptions: (2) merriment, happiness, plentiful, penniless, happily
Spell words ending in –tion		station, fiction, motion, national, section
Use the apostrophe for contraction.	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, I'll
Use the apostrophe for possession for singular nouns.		Megan's, Ravi's, the girl's, the child's, the man's
Spell homophones and near-homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	

New for Year 3

Words containing the following objectives must be embedded within the curriculum but do not need to be explicitly taught within a spelling lesson.

Objective	Rule	NC Examples
Spell words containing the /ɪ / sound spelt y at the beginning and in the middle of the word.	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery

Spell words containing the /ʌ/ sound spelt ou.	These words should be learnt as needed.	young, touch, double, trouble, country
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The following objectives must be explicitly taught within a spelling lesson.

Phonemes/Graphemes

Objective	Rule	NC Examples
Spell words with the k sound spelt ch.	N/A	scheme, chorus, chemist, echo, character
Spell words which sound like 'sh' and are spelt ch.	N/A	chef, chalet, machine, brochure
Spell words ending with the g sound spelt – gue and the k sound spelt –que.	N/A	league, tongue, antique, unique
Spell words with the /s/ sound spelt sc.	<i>Note: In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</i>	science, scene, discipline, fascinate, crescent
Spell words with the /eɪ/ sound spelt ei, eigh, or ey.	N/A	vein, weigh, eight, neighbour, they, obey

Spelling Rules: Prefixes and Suffixes, Punctuation and Homophones/Near Homophones

Objective	Rule	NC Examples
Add suffixes beginning with vowel letters to words of more than one syllable.	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
Add negative prefixes.	Like un–, the prefixes dis– and mis– change the word to have a negative meaning. The root word does not change spelling when they are added.	dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell)

	<p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>If the word begins with 'r', we use ir-. If the word begins with 'l' we use il-. If the word begins with 'm' or 'p' we use im-.</p>	<p>in-: inactive, incorrect</p> <p>irregular, irrelevant, irresponsible</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p>
Spell words using the prefix anti-	anti- means 'against'.	anti-: antiseptic, anticlockwise, antisocial
Spell words using the prefix re-	re- means 'again' or 'back'.	re-: redo, refresh, return, reappear, redecorate
Spell words using the suffix -ation	<p>The suffix -ation is added to verbs to form nouns.</p> <p>If the root word ends with 'e', drop the 'e' before adding '-ation'.</p>	information, adoration, sensation, preparation, admiration
Spell words using the suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <ol style="list-style-type: none"> (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly. 	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>Exceptions:</p> <ol style="list-style-type: none"> (1) happily, angrily (2) gently, simply, humbly, nobly (3) basically, frantically, dramatically
Spell words ending in -sure and -ture		measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Spell words ending in -sion		division, invasion, confusion, decision, collision,

<p>Spell words using the suffix –ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>(1) –our is changed to –or before –ous is added.</p> <p>(2) A final ‘e’ of the root word must be kept to make a soft ‘g’ sound.</p> <p>(3) If there is an ‘ee’ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>television</p> <p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous</p> <p>(1) humorous, glamorous, vigorous</p> <p>(2) courageous, outrageous</p> <p>(3) serious, obvious, curious hideous, spontaneous, courteous</p>
<p>Spell words ending in –tion, –sion, –ssion, –cian</p>	<p>The suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
<p>Use the possessive apostrophe with plural words.</p>	<p>If the word ends in ‘s’, the apostrophe goes at the end of the word.</p> <p>If the word does not end in ‘s’, add the apostrophe and then ‘s’.</p>	<p>girls’, boys’, babies’, children’s, men’s, mice’s</p>
<p>Spell homophones and near-homophones.</p>	<p>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,</p>	

	peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
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