Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Year 4
Basic **Grammar/Punctuation/Spelling: Identify in the context of a page from the focus text. / Apply understanding to the context of a selection of simple GPS question. / Begins to try applying in independent writing – not always successfully and generally relies heavily on the examples given in Writing and Grammar teaching.** **Composition: Identifies the audience and purpose of the writing and draws on the suggestions made in teaching in order to begin to make some adjustments in form and tone based on this e.g. avoiding the use of contractions in more formal pieces of work, avoiding the use of dialogue in information texts.** **Advanced:** **Grammar/Punctuation/Spelling: Apply understanding to create sentences for this week's write / Apply understanding to the context of a selection of challenging GPS questions / Applies skill and knowledge in independent writing almost always successfully.** **Composition: Identifies the audience and purpose of the writing and draws on the models given in order to make choices in form and tone based on this e.g. changing sentence structure, address and use of dialogue based on the audience and purpose.** **Deep:** **Grammar/Punctuation/Spelling: Explain the rule or purpose / Evaluate an author's use / Make suggestions for how to improve an author's use / Create a question and corresponding mark scheme in order to assess a peer's understanding of the concept / Design a concept cartoon or model or illustration or set of teaching resources to teach a younger year group about the concept.** **Composition: Identifies the audience and purpose of the writing and draws on the models given, as well as some wider reading, to make choices in form and tone based on this e.g. distinguishing between the language of speech and writing.**
Key:

Created by K Evans

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.

Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.

	Autumn 1	Spring 1	Summer 1
Composition	Plan • Partake in pupil-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 pupil-led discussions about writing. • Begin to use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (determiner, pronoun, possessive pronoun, adverbial). Draft and Write • Use paragraphs to organise ideas around a theme. • Draft and write by composing and rehearsing sentences orally (including dialogue). • Begin to show consideration for the purpose and audience when making decisions about the form of my writing.	Plan • Partake in pupil-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 pupil-led discussions about writing. • Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (determiner, pronoun, possessive pronoun, adverbial). Draft and Write • Use paragraphs to organise ideas around a theme. • Show some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained. • Draft and write by composing and rehearsing sentences orally (including dialogue). • Begin to show consideration for the purpose and audience when making	Plan • Partake in pupil-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 pupil-led discussions about writing. • Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (determiner, pronoun, possessive pronoun, adverbial). Draft and Write • Use paragraphs to organise ideas around a theme. • Writer's viewpoint is established but may not be maintained. • Draft and write by composing and rehearsing sentences orally (including dialogue). • Confidently show consideration for the purpose and audience when making decisions about the form and pace of their writing.

	• Include an introduction, ordered sections and a brief conclusion, as well as other organisational devices in non-narrative texts. • Create appropriate settings in narratives. • Create appropriate characters in narratives. • Create appropriate plots in narratives. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. Evaluate • Confidently and purposefully assessing the effectiveness of my own and others' writing and suggesting improvements. • Confidently and purposefully proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	decisions about the form of my writing. • Develop an ending of an appropriate length. • Include an introduction, ordered sections and a brief conclusion, as well as other organisational devices in non-narrative texts. • Create appropriate settings in narratives. • Create appropriate characters in narratives. • Create appropriate plots in narratives. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. Evaluate • Confidently and purposefully assessing the effectiveness of my own and others' writing and suggesting improvements. • Confidently and purposefully proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Develop an ending of an appropriate length. • Include an introduction, ordered sections and a brief conclusion, as well as other organisational devices in non-narrative texts. • Create appropriate settings in narratives. • Create appropriate characters in narratives. • Create appropriate plots in narratives. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. Evaluate • Confidently and purposefully assessing the effectiveness of my own and others' writing and suggesting improvements. • Confidently and purposefully proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation	Vocabulary and Grammar • 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. • Explain the difference between a main clause and subordinate clause. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. • Use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause. • Use prepositions and preposition phrases to express time and cause. Punctuation • Make accurate use of: capital letters, full stops, question marks, exclamation	Vocabulary and Grammar • 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. • Explain the difference between a main clause and subordinate clause. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. • Use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause. • Use prepositions and preposition phrases to express time and cause. • Begin to use a wider range of powerful verbs. • Begin to apply what I have learnt about Standard English and non-Standard English (e.g. in writing dialogue for characters and differentiating between	**Revisit Autumn 2 and Spring 2 Objectives – apply independently to study different texts and write in a range of genres.**

	marks, commas for lists. • Begin to use and punctuate direct speech accurately (comma, open inverted commas, capital letter, punctuation, close inverted commas). • Begin to use commas after fronted adverbials.	local dialects – should have instead of should of, would have instead of would of). Punctuation • Make accurate use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use and punctuate direct speech accurately (comma, open inverted commas, capital letter, punctuation, close inverted commas). • Confidently use commas after fronted adverbials.	
Transcription	Spelling in Context • Group words into word families based on form and meaning (e.g. solve, solution, dissolve, insoluble). • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Begin to use a thesaurus to up-level basic vocabulary. • Spell words containing the /ʌ/ sound spelt ou. • Spell words containing the /ɪ/ sound spelt y at the beginning and in the middle of the word. • Spell some words from the Years 3 and 4 word list. Spelling Rules • Spell words with the k sound spelt ch.	Spelling in Context • Group words into word families based on form and meaning (e.g. solve, solution, dissolve, insoluble). • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Use a thesaurus to up-level basic vocabulary. • Spell words containing the /ʌ/ sound spelt ou. • Spell words containing the /ɪ/ sound spelt y at the beginning and in the middle of the word. • Spell most words from the Years 3 and 4 word list. Spelling Rules	Spelling in Context • Demonstrate a deep understanding of a wide range of spelling rules and word families. • Apply skills for the use of a dictionary to spell words that are often misspelt (English Appendix 1). • Use a thesaurus to up-level basic vocabulary. • Spell words containing the /ʌ/ sound spelt ou. • Spell words containing the /ɪ/ sound spelt y at the beginning and in the middle of the word. • Spell most words from the Years 3 and 4 word list. Spelling Rules • Spell homophones and near-homophones.

	• Spell words which sound like 'sh' and are spelt ch. • Spell words ending with the g sound spelt – gue and the k sound spelt – que. • Spell words with the /s/ sound spelt sc. • Spell words with the /eɪ / sound spelt ei, eigh, or ey. • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction Handwriting • 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	• Spell words ending in –sure and –ture • Spell words using the suffix –ous • Add negative prefixes. • Spell words using the prefix anti- • Spell words using the prefix re- • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction Handwriting • 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	**Revisit Autumn 2 objectives.** Handwriting **Revisit Spring 1 objectives.**

	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. • Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	to one another, are best left unjoined. • Increase the legibility, consistency and quality of my handwriting. • Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • Ensure that the downstrokes of letters are parallel and equidistant	
	Autumn 2	**Spring 2**	**Summer 2**
Composition	Plan • Partake in pupil-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 pupil-led discussions about writing. • Begin to use and understand grammatical terminology accurately and appropriately when discussing their writing and reading (determiner, pronoun, possessive pronoun, adverbial). Draft and Write • Use paragraphs to organise ideas around a theme.	**Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.**	**Revisit Summer 1 Objectives – apply independently to study different texts and write in a range of genres.**

	• Draft and write by composing and rehearsing sentences orally (including dialogue). • Begin to show consideration for the purpose and audience when making decisions about the form of my writing. • Begin to develop an ending of an appropriate length. • Include an introduction, ordered sections and a brief conclusion, as well as other organisational devices in non-narrative texts. • Create appropriate settings in narratives. • Create appropriate characters in narratives. • Create appropriate plots in narratives. Edit • Proof-read for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. Evaluate • Confidently and purposefully my assessing the effectiveness of my own and others' writing and suggesting improvements. • Confidently and purposefully proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns		

	in sentences. • Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		
Vocabulary, Grammar and Punctuation	Vocabulary and Grammar • 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. • Explain the difference between a main clause and subordinate clause. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. • Use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause.	Vocabulary and Grammar • 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. • Explain the difference between a main clause and subordinate clause. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. • Use conjunctions (when, before, after, while, so, because) and adverbs (then, next, soon, therefore) to express time and cause. • Use prepositions and preposition phrases	**Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.**

	• Use prepositions and preposition phrases to express time and cause. • Use the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb). • Use the past and present perfect form of verbs in contrast to the past tense (e.g. has walked, have run – form of have + past tense verb). Punctuation • Make accurate use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use and punctuate direct speech accurately (comma, open inverted commas, capital letter, punctuation, close inverted commas). • Begin to use commas after fronted adverbials.	to express time and cause. • Use a wider range of powerful verbs. • Begin to apply what I have learnt about Standard English and non-Standard English (e.g. in writing dialogue for characters and differentiating between local dialects – should have instead of should of, would have instead of would of). Punctuation • Make accurate use of: capital letters, full stops, question marks, exclamation marks, commas for lists. • Use and punctuate direct speech accurately (comma, open inverted commas, capital letter, punctuation, close inverted commas). • Confidently use commas after fronted adverbials.	
Transcription	Spelling in Context **Revisit Autumn 1 objectives.** Spelling Rules • Spell words using the prefix sub- • Spell words using the prefix super- • Spell words using the prefix inter- • Spell words using the prefix auto- • Use the possessive apostrophe with singular and plural words. • Use the apostrophe for contraction	Spelling in Context **Revisit Spring 1 objectives.** Spelling Rules • Add suffixes beginning with vowel letters to words of more than one syllable. • Spell words using the suffix –ation • Spell words ending in –sion • Spell words ending in –tion, –sion, –ssion, –cian • Spell words using the suffix –ly • Use the possessive apostrophe with	Spelling in Context **Revisit Summer 1 objectives.** Spelling Rules **Revisit identified areas for development based on recent assessment.** Handwriting **Revisit Spring 1objectives.**

	Handwriting **Revisit Autumn 1 objectives.**	singular and plural words. • Use the apostrophe for contraction Handwriting **Revisit Spring 1 objectives.**	

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)**	A noun is a name Types of Noun • 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 Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to colour… Key example: One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)

		Abstract: day, name Common: day, class, crayons, stack, letters, name Proper: Duncan Collective: stack ('a' shows the multiple letters are being treated as 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 • 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)**	• 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.

Identify and use different types of pronouns appropriately for clarity and cohesion and to avoid repetition. **(Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)**	• 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 • 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!	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 crayon, who are no longer speaking to each other. Possessive: Your, my Relative: who Personal: I, It, me
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)**	• 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.	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. 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. The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.
Use prepositions to express time, place and cause. **(Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 3 – explicitly taught)**	• Compares one noun to another. • Time (pre), place (position), cause. • Can also be adverbs of time and place – where and when. Differentiating between a subordinating conjunction and a preposition: • 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.	I'm also tired of being second place to Mr Brown Crayon. (beige crayon) I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon) I love that I'm your favourite crayon for grapes, dragons and wizard's hats. (purple crayon)
Use expanded noun phrases effectively to add appropriate detail, qualification and precision. **(Year 2)**	A group of words acting together as a noun – doing the job of a noun. The group of words help you to imagine the noun – I can picture it but it is not doing anything.	Your overworked friend It makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon) 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. (red crayon)

Verb Forms

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 1)**	An action or feeling A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his crayons. I'm tired of being called "light brown".
Use the progressive verb form accurately. **(Year 2)**	A verb is an action or feeling. A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? Verb forms • 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	Present progressive: is enjoying are entering be rushing Pas t progressive: was colouring were laughing been running

	Present progressive = the form of be is present tense Past progressive = the form of be is past tense	
Use the perfect verb form accurately. **(Year 3)**	A verb is an action or feeling. A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? Verb forms • 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 Present perfect: the form of have is present tense. Past perfect: the form of have is past tense.	Present perfect: has returned have enjoyed Past perfect: had coloured

Creating and Punctuating Sentences / Preparing for Punctuating and Integrating Dialogue

Skill Ladder	Key Knowledge	Examples
Identify, use and explain the purpose of a verb (including	An action or feeling A verb phrase is more than one verb working together.	It makes me crazy that so much of my gorgeous colour goes outside the

auxiliary verbs). **(Reception – Understand that sentences contain a subject and verb) (Year 1)**	Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	lines. Duncan went to take out his crayons. I'm tired of being called "light brown".
Identify and use nouns. **(Year 1)**	A noun is a name. Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to colour… Key example: One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept) Abstract: day, name Common: day, class, crayons, stack, letters, name Proper: Duncan Collective: stack ('a' shows the multiple letters are being treated as

		a single item)
Identify and use pronouns. **(Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)**	• 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 • 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!	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 crayon, who are no longer speaking to each other. Possessive: Your, my Relative: who Personal: I, It, me
Identify the subject, verb and object in a sentence. **(Reception – Understand that sentences contain a subject and verb) (Year 1)**	• 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.	I need a break! S V O
Make mostly correct use of: capital letters, full stops, question marks, exclamation	• A clause must contain a verb and subject • Main clause – the main part of the sentence. Independent.	Question: How about one of those once in a while to give me a break? (grey crayon)

marks, commas for lists. **(Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks) (Year 2 – commas for lists)**	• 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 to a new idea. Come to a full stop here! • A capital letter signals the start of the sentence – start here! • Commas are used to separate **Sentence Types** • 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.	Statement: I know you love elephants. (grey crayon) Command: Okay, listen here, kid! (pink crayon) Exclamation: How wonderful today is! What a beautiful day! **Commas in a List** 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. 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.
Use inverted commas and features of direct speech and	• Direct speech is the exact words spoken – the inverted commas must point	'What are you doing?' he asked in as polite a tone as he could muster,

reported speech accurately. **(Year 3)**	towards the words spoken. They are signals to the reader that this is a quote. Five finger approach 1. Comma before opening. 2. Open inverted commas 3. Capital letter 4. Punctuation 5. Close inverted commas.	for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her. 'You take your hands off my things.' 'Mother,' said Bruno, marching towards her, 'what's going on? Why is Maria going through my things?' ' Come downstairs with me,' said Mother, leading the way towards the large dining room where the Fury had been to dinner the week before. The monster said, 'All the other nine-year-olds are bigger than you.'

Preparing for Cohesive Devices and Extending Sentences by More than One Clause

Skill Ladder	Key Knowledge	Examples
Identify and use different types of pronouns appropriately for clarity and cohesion and to avoid repetition. **(Year 1 – shown as part of subject**	• 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 • Possessive – show belonging, link to apostrophe for possession and possession of the ball in football, often double as a determiner to introduce	I am beige and I am proud. Your very neat friend It's me, Red Crayon. The second reason I write is for my

examples but not explicitly taught) (Year 3 – explicitly taught)	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!	friends, Yellow crayon and Orange crayon, who are no longer speaking to each other. Possessive: Your, my Relative: who Personal: I, It, me
Use a range of both coordinating and subordinating conjunctions (whilst, until, despite). **(Year 1 – and) (Year 2)**	A conjunction joins ideas/establishes links and relationships between ideas. 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. • 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.	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. 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)

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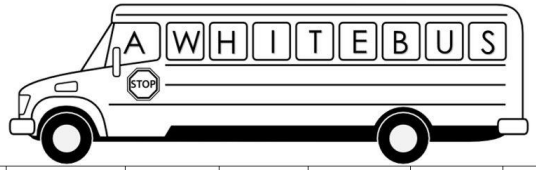
Subordinating Conjunctions



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

Grammarsaurus
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<td>Use conjunctions, adverbs and prepositions to express time, place and cause.
Adverbs (Year 2)
Conjunctions (Year 1 – and) (Year 2)
Prepositions (Year 2 – shown as part of expanded noun phrase models but not explicitly taught) (Year 3 – explicitly taught)</td>
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Conjunctions

A conjunction joins ideas/establishes links and relationships between ideas.

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.

- 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.
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Conjunctions

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.

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

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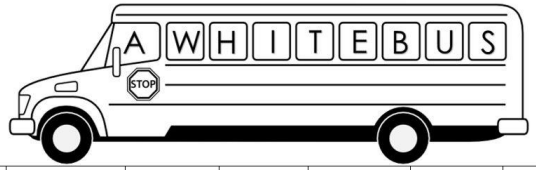

A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

Grammarsaurus

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 job of an adverb
- Note that please is an adverb.
- Do NOT teach children that they are 'ly' words – regardless of their age.

Prepositions

- Compares one noun to another.
- Time (pre), place (position), cause.
- Can also be adverbs of time and place – where and when.

Differentiating between a subordinating conjunction and a preposition:

- 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.

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. (purple crayon)

It makes me crazy that so much of my gorgeous colour goes outside the lines. (purple crayon)

When was the last time you saw a kid get excited about colouring wheat? (beige crayon)

Prepositions

I'm also tired of being second place to Mr Brown Crayon. (beige crayon)

		I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon) I love that I'm your favourite crayon for grapes, dragons and wizard's hats. (purple crayon)

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 1)**	An action or feeling. A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his crayons. I'm tired of being called "light brown".
Identify and use nouns. **(Year 1)**	A noun is a name. Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to colour… Key example: One day in class, Duncan went to

		take out his crayons and found a stack of letters with his name on them. Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept) Abstract: day, name Common: day, class, crayons, stack, letters, name Proper: Duncan Collective: stack ('a' shows the multiple letters are being treated as a single item)
Identify and use pronouns. **(Year 1 – shown as part of subject examples but not explicitly taught)** **(Year 3 – explicitly taught)**	• 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 • 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!	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 crayon, who are no longer speaking to each other. Possessive: Your, my Relative: who

		Personal: I, It, me
Identify the subject, verb and object in a sentence. **(Reception – Understand that sentences contain a subject and verb)** **(Year 1)**	• 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.	I need a break! S V O
Explain the difference between a main clause and subordinate clause. **(Year 4)**	• 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.	She had some nasty habits, as was to be expected from sisters. When he saw himself in the mirror Bruno couldn't help but think how much like Shmuel he looked now. Bruno didn't hear much more because the voices were getting closer to the door. 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.

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)**	• 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.	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. 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. The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.
Use a range of both coordinating and subordinating conjunctions (whilst, until, despite). **(Year 1 – and)** **(Year 2)**	A conjunction joins ideas/establishes links and relationships between ideas. 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. • Coordinating – links ideas with equal importance For And	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. I'm tired of being called "light brown" or "dark tan" because I am

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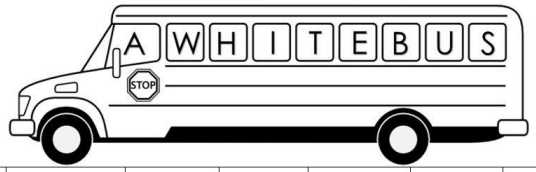
• Subordinating – links ideas which do not have equal importance – one idea is the main idea and the other supports it – gives reasons, explains when.

Subordinating Conjunctions
 

<table><tr><td>A</td><td>WH</td><td>I</td><td>T</td><td>E</td><td>B</td><td>U</td><td>S</td></tr><tr><td>although
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<td>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)</td>
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<td>Use a wide range of clause structures. (Year 4)</td>
<td>• 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.</td>
<td>As green crayon, I am writing to you for two reasons. – single clause.

I have no problems and wish to congratulate you on a very successful "colouring things green" career so far. – multi-clause

The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking</td>
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	• Single clause sentence – a sentence containing one clause. • Multi clause sentence – a sentence containing more than one clause. **Avoid the terms complex, compound and simple. These were removed from the Primary curriculum with the change in curriculum in 2014. Our understanding of the terms is so simplified that it is actually inaccurate. As a result, children were being taught the concepts incorrectly.**	to each other. – multi clause and containing a relative clause/subordinate clause

Apostrophes

Skill Ladder	Key Knowledge	Examples
Use apostrophes for contraction accurately. **(Year 2)**	• 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) • 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.	I love that I'm your favourite crayon for grapes, dragons and wizards' hats. (purple crayon) 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) I'm = I am It's = It is
Use apostrophes to show singular and plural possession accurately. **(Year 2)**	• 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.	I have to colour all the Santas at Christmas and all the hearts on Valentine's day. (red crayon) I love that I'm your favourite crayon

	• 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.	for grapes, dragons and wizards' hats. (purple crayon)

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)**	**Informal** Language • 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 classed as an idiom. Punctuation • Flexible use of punctuation – creative flexibility in the application of punctuation such as whole words in capitals to add emphasis (*You said WHAT?)* or mixed/repeated end punctuation for effect *(Why did you think that?!)* • Apostrophes – apostrophes for omissions where accent or dialect is being indicated e.g. *'And 'ow are you gonna get that 'ome?'* Grammatical Structure • Deliberate breaks in a sentence - Incomplete sentences to demonstrate interruption, hesitation, surprise. • Shorter sentences - Informal writing normally includes short, simple	See Key Knowledge.

	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 **<u>Formal</u>** Language • 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. • Technical vocabulary which is specific to the topic. • No contractions – full expanded versions of the words *e.g. should not.* Punctuation • Stick to the rules – accurate use of punctuation with no deviation from technically correct rules for use. • No apostrophe for contraction/omission.	

<u>Preparing for Commas</u>

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 1)**	An action or feeling. A verb phrase is more than one verb working together. Auxiliary verbs • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen?	It makes me crazy that so much of my gorgeous colour goes outside the lines. Duncan went to take out his crayons. I'm tired of being called "light brown".
Identify and use nouns. **(Year 1)**	A noun is a name. Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.	I'm not even in the rainbow. (white crayon) Well, poor Duncan just wanted to colour… Key example: One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept) Abstract: day, name Common: day, class, crayons, stack, letters, name

		Proper: Duncan Collective: stack ('a' shows the multiple letters are being treated as a single item)
Identify and use pronouns. **(Year 1 – shown as part of subject examples but not explicitly taught)** **(Year 3 – explicitly taught)**	• 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 • 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!	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 crayon, who are no longer speaking to each other. Possessive: Your, my Relative: who Personal: I, It, me
Identify the subject, verb and object in a sentence. **(Reception – Understand that sentences contain a subject and verb) (Year 1)**	• 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.	I need a break! S V O

Make mostly correct use of: capital letters, full stops, question marks, exclamation marks. **(Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks)**	• 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. **Sentence Types** • 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.	Question: How about one of those once in a while to give me a break? (grey crayon) Statement: I know you love elephants. (grey crayon) Command: Okay, listen here, kid! (pink crayon) Exclamation: How wonderful today is! What a beautiful day!
Use commas to separate items in a list. **(Year 2)**	• Commas separate ideas. • Through the process of separating, they naturally group ideas together. • Which words belong together as a group? • They can change the class of a word e.g. in items in a list from an adjective to a noun and the number of items (including one full name into two names).	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

	• Commas create a pause – when reading your sentence back try emphasising the pause – does it make sense to have a pause there?	whispering maids and a waiter who was both unhappy and angry, where no one looked as if they could ever be cheerful again. 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.
Use commas after fronted adverbials. **(Year 4)**	**Adverbs/Adverbial Phrases** • An adverb gives information about the 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 job of an adverb • Note that please is an adverb. • Do NOT teach children that they are 'ly' words – regardless of their age.	Nervously, she entered the classroom and searched for her seat. Trying not to appear too obvious, he strolled casually towards it. Next to me, lies a pile of books that I can't wait to read Consequently, the bridge collapsed under the terrible weight. After a long time, the train arrived at its destination.

Spelling Knowledge Organiser

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	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery

beginning and in the middle of the word.		
Spell words containing the /ʌ/ sound spelt ou.	These words should be learnt as needed.	young, touch, double, trouble, country

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.	*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/.*	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)

	The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. 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-.	in–: inactive, incorrect irregular, irrelevant, irresponsible illegal, illegible immature, immortal, impossible, impatient, imperfect
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 prefix sub-	sub– means 'under'	sub–: subdivide, subheading, submarine, submerge
Spell words using the prefix super-	super– means 'above'.	super–: supermarket, superman, superstar
Spell words using the prefix inter-	inter– means 'between' or 'among'.	inter–: interact, intercity, international, interrelated (inter + related)
Spell words using the prefix auto-	auto– means 'self' or 'own'.	auto–: autobiography, autograph
Spell words using the suffix –ation	The suffix –ation is added to verbs to form nouns. If the root word ends with 'e', drop the 'e' before adding '-ation'.	information, adoration, sensation, preparation, admiration
Spell words using the suffix –ly	The suffix –ly is added to an adjective to form an adverb. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (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	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) Exceptions: (1) happily, angrily (2) gently, simply, humbly, nobly (3) basically, frantically, dramatically

	added rather than just –ly, except in the word publicly. (4) The words truly, duly, wholly.	
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, television
Spell words using the suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. (1) –our is changed to –or before –ous is added. (2) A final 'e' of the root word must be kept to make a soft 'g' sound. (3) If there is an 'ee' sound before the –ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous (1) humorous, glamorous, vigorous (2) courageous, outrageous (3) serious, obvious, curious hideous, spontaneous, courteous
Spell words ending in –tion, –sion, –ssion, –cian	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. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –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.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Use the possessive apostrophe with plural words.	If the word ends in 's', the apostrophe goes at	girls', boys', babies', children's, men's, mice's

	the end of the word. If the word does not end in 's', add the apostrophe and then 's'.	
Spell homophones and 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/reign, scene/seen, weather/whether, whose/who's	