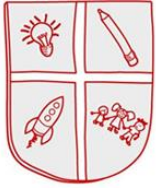




**Barrow CEVC  
Primary School**

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# **ENGLISH IMPLEMENTATION Writing and SPaG**



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## English Implementation

At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing. Our English curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) resources and further information about the curriculum can be accessed at <https://www.unity-curriculum.co.uk/clusp/>.

By following the CUSP approach with daily English teaching following a knowledge rich curriculum we at Barrow believe it offers:

- Better cohesion
- Focus on vocabulary
- Long term learning
- Quality modelling
- Improved subject knowledge
- Depth teaching
- Meaningful connections
- Ensures depth, breadth and excellence in the diet for every pupil.
- Provides teachers with the tools to do the job so that they can concentrate on teaching.
- Create a shared identity built on evidence that works.

Our curriculum is based on evidence to provide a rigorous and meaningful English curriculum to all children at Barrow Primary School .

- It is rooted in cognitive Science principles of CUSP.
- It has spaced practice for retention.
- It is based on English Mastery (EEF)
- Allows children to develop prosody – Prof. Tim Rasinski & Herts for Learning impact study,
- Multi- faceted approach to vocabulary instruction
- Domain –led proportionate practice- test frameworks.

Writing



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## Knowledge Organisers and Knowledge Notes

Accompanying each Writing genre is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each text type. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to previous learning, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Knowledge Organisers and Knowledge notes are referenced throughout each unit and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school.

### Text Convention Knowledge Note: Y6 Explanatory text (Block B)

**Year 6: What are the features of an explanatory text?**

**Third person perspective** 

Written in the third person from an outside perspective. Use the pronouns *it, they* etc.

**Use of simple present and present progressive tenses** 

Simple present: actions happening now, e.g. *The muscular tube that connects the throat to the stomach.*  
Present progressive: actions that are ongoing now, e.g. *While our teeth are chopping and pulping this raw material ...*




**Use of passive verbs** 

Passive: when the subject of the sentence has an action done to it (used when the writer wants to focus on the object in a sentence), e.g. *Each lump or bolus of food is pushed by the tongue.*

**Tier 3 technical vocabulary** 

Use of subject-specific vocabulary for precision and an expert voice, e.g. *nutrient molecules.*

**Conjunctions, adverbs and prepositions to show:**

- a) time, e.g. *Now, let us take a look at the system in more detail.* 
- b) cause and effect, e.g. *Consequently, it is formed into stools ...* 
- c) place, e.g. *Here, it mixes with more digestive juices from the liver and pancreas.* 

**Organisational and presentational devices** 

Features such as sub-headings, paragraphs and bullet points used to help the reader navigate the text.

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### Text Convention Knowledge Note: Y2 Character descriptions (Block A)

**Year 2: What are the features of a character description?**

**Select precise adjectives to use in Expanded noun phrases:** 

A simple noun phrase expanded with at least one adjective used for description and specification, e.g. *longer, upper tentacles.*

**Adjectives:** 

Describes the noun or pronoun, e.g. *spiralled and shadowy.*

**Use adverbs:** 

Use adverbs to add detail. Adverbs describe how, when or where something happened, e.g. *Slowly and carefully it pushed its head out ...*

**Describe actions, appearances and feelings:** 

Describe what a character does, what they look like and how they feel, e.g. *Feeling excited, it changed direction ... and ... it pushed its head out of the spiralled safety of its brown and black speckled shell.*

**Extend sentences using conjunctions:** 

**Co-ordinating conjunctions:**  
These conjunctions link two words or phrases as an equal pair, e.g. *The bird pecked angrily at the shell but the snail kept out of reach ...*

**Subordinating conjunction** 

A word used to connect a clause which adds extra information of lesser importance to the main clause, e.g. *When the snail sensed that the danger had passed it set off once more.*

**Use a range of descriptive techniques:** 


E.g. adjectives, expanded noun phrases and **Similes**

A comparison between two different things using like or as, e.g. *like ripples on a pond.*

**Alliteration** 

A series of words starting with the same sound, e.g. *tiny teeth.*

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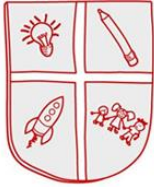
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### Supporting Model Text: Y2 Character descriptions (Block A)

#### Snail Tale

The snail sensed that the danger had passed. Slowly and carefully, it pushed its head out of the spiralled safety of its brown and black speckled shell.

First, it stretched out its longer, upper tentacles. The pinprick eyes on the ends of them scanned the surroundings. It was only able to sense light or darkness and was searching for safety in a shadowy nook.

Soon, it spotted a place that looked hopeful and squeezed out the rest of its body. Hidden by its fleshy skirt, the surface of its single foot started moving like ripples on a pond and it set off for the sheltered haven. It used its slimy mucus to help it glide along the ground and smooth its way over a rock's sharp edges. Behind it lay a trail of liquid silver, glinting in the morning sunlight.

As it inched its way across the garden, its shorter tentacles sniffed the air. Something smelled good! Feeling excited, it changed direction and headed towards its next meal. Soon, it was using the tiny teeth to rip up the leaf and gulp it down greedily.

Just then, a hungry thrush landed next to it. Disturbed by the sudden movement, the snail retreated into its shell like a wet sock sucked up a vacuum cleaner's nozzle. The bird pecked angrily at the shell but the snail kept out of reach until the winged predator gave up, startled by a stalking cat.

It was a lucky escape. When the snail sensed that the danger had passed it set off once more. This time, it would head straight for safety.



Ingredients for Success: Y2 Character descriptions (Block A)			
Ingredient	Example	My work shows ...	My teacher thinks ...
Select precise adjectives to use in expanded noun phrases	<i>First, it stretched out its <u>longer, upper tentacles</u>.</i>		
Use adverbs to add detail	<i><u>Slowly and carefully</u>, it pushed its head out ...</i>		
Describe actions, appearances and feelings	<i>It used its slimy mucus to help it glide along the ground ...</i>		
Begin to extend sentences using some common conjunctions	<i>The bird pecked angrily at the shell <u>but</u> the snail kept out of reach ...</i>		
Use a range of descriptive techniques	<i>tiny teeth like ripples on a pond</i>		
Demonstrate secure use of the following punctuation: <ul style="list-style-type: none"><li>• Capital letters and full stops</li></ul>	<i>The snail sensed that the danger had passed.</i>		
Flexible content			

For each writing style, we provide supportive model texts that highlight all the features needed for that style of writing.

These ingredients for success are used for teacher and pupil self assessment at the end of a unit. As well as being a reference tool throughout the unit.



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## How does it align with Foundation subjects?

Some writing units are closely linked to a particular foundation subjects, these CUSP links enable children to have a reason for writing, as the knowledge has already been taught , which results in knowledge rich pieces from children.

**Stimulus:** The reason for writing, the context in which you are writing

CUSP: NC units







**Model:** High-quality example or examples of the text type







Writing curriculum

By linking with our foundation subjects, we believe there is

- Better cohesion
- Focus on vocabulary
- Long term learning
- Quality modelling
- Improved subject knowledge
- Depth teaching
- Meaningful connections

This is an example of a planning template for writing. Each lesson starts with revisiting prior learning . skills and gives opportunities to apply learnt skills.

Part: 1/3		Focus: explicit teaching of the grammatical structures and text conventions required			
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge 	What success looks like
1. Balance description and dialogue to help tell the story					
Use inverted commas accurately, including additional punctuation required in context.	<p>Explain the meaning of the terms myth (not based in fact) and legend (some basis in fact), referring to the CUSP unit 'Ancient Greece', if applicable.</p> <p>Explain the meaning of the term dialogue and remind pupils of the conventions for punctuating direct speech.</p> <p>Introduce the model text. Identify and teach the Tier 2 and 3 vocabulary from the Vocabulary and Content Knowledge page.</p>	<p>In contrasting colours, highlight description and dialogue, noting the balance used to tell the story.</p> <p>Discuss with pupils the value of both description and dialogue and how both are important to create an effective story that engages the reader.</p>	Ask pupils to identify examples of description and dialogue. Prompt them to discuss the balance used to tell the story.	<p><b>Apply</b> Ask pairs to think of a different creature for Odysseus and his warriors to encounter. Using one idea, orally rehearse then shared write a short section of description and dialogue as they come into contact. Use <i>Thinking Talk</i> to remind pupils of the conventions for punctuating direct speech, including correct placement of additional punctuation, such as question and exclamation marks.</p> <p>Ask pupils to orally rehearse their own paragraphs, creating a balance between dialogue and description.</p> <p><b>Challenge</b> Pupils orally rehearse then write a few paragraphs based on their chosen scenario, demonstrating a balance between dialogue and description.</p>	Can balance description and dialogue to help tell a story

Part: 1/3		Focus: explicit teaching of the grammatical structures and text conventions required			
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge 	What success looks like
2. Demonstrate the difference between the language of speech and writing. Write from the main character's perspective.					
First, second and third person perspective	Explain some of the differences between the language of speech and writing.	<p>Highlight to pupils some of the differences between the language of speech and writing in the model text.</p> <p>Identify examples of first person pronouns in the text. Discuss with pupils that first person stories are written from the main character's perspective and that, consequently, first person pronouns such as <i>I</i> and <i>we</i> are used. Draw pupils' attention to where other pronouns have been used, e.g. ... <i>He scooped up the two men who were sitting closest to him ...</i> and "<i>Do you have money?</i>" <i>demanded the beast</i>. In the first example, the main character is describing the actions of other characters and, as such, third person pronouns are used. In the second example, a second person pronoun is used to indicate that the beast is talking directly to the main character.</p>	<p>Ask pupils to highlight other examples which show the contrast between the language of speech and writing.</p> <p>Prompt pupils to identify examples of first person pronouns as well as other examples of pronouns. Ask them to consider where each has been used and why.</p>	<p><b>Apply</b> Using the modelled extract from Lesson 1, continue writing, demonstrating a contrast between the language of speech and writing (e.g. include some interruptions or hesitation in the speaker). Use <i>Thinking Talk</i> to exemplify which pronouns you are using and why.</p> <p>Pupils orally rehearse and then write their next few paragraphs, demonstrating the modelled features.</p> <p><b>Challenge</b> Ask pupils to read their work out loud and to review their success against the intended outcomes. Prompt pupils to edit accordingly.</p>	Can write from the main character's perspective and demonstrate the difference between the language of speech and writing



At the start of every writing unit, there is an expectation for what is going to be covered. It then gives an expectation for the end of the unit and what will be included within their writing.

<b>Week 1</b>	<b>Week 2</b>
Explicit teaching of the grammatical structures and text conventions required	Structural understanding and execution of extended task

<b>At the end of this unit, pupils will ...</b>	
<b>Know:</b>	<b>Be able to:</b>
The difference between a formal and an informal tone  The key information needed for an invitation	Use statements and commands in my writing  Organise information so that it is easy to understand

We have a strategic writing tracker document for each year group. It clearly shows when different national curriculum objectives are being met and revisited during various fiction, non fiction and poetry units.

Year 2 Writing Units	Block A		Block A		Block A		Block A		Block A		Block A		Block A		Block B		Block B		Block B		Block B		Block B		Block B		Block B			
	Character descriptions	Formal invitations	Non-chronological reports	Poems developing vocabulary	Poetry on a theme (humorous)	Recount from personal experience	Simple retelling of a narrative	Stories from other cultures	Character descriptions	Formal invitations	Non-chronological reports	Poems developing vocabulary	Poetry on a theme (humorous)	Recount from personal experience	Simple retelling of a narrative	Stories from other cultures	Character descriptions	Formal invitations	Non-chronological reports	Poems developing vocabulary	Poetry on a theme (humorous)	Recount from personal experience	Simple retelling of a narrative	Stories from other cultures	Character descriptions	Formal invitations	Non-chronological reports	Poems developing vocabulary	Poetry on a theme (humorous)	
<b>Objective</b>	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence	Focus	Lesson Sequence
Writing for different purposes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Consider what they are going to write before beginning by:</b>																														
Planning or saying out loud what they are going to write about	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing down ideas and / or key words, including new vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Encapsulating what they want to say, sentence by sentence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Make simple additions, revisions and corrections to their own writing by:</b>																														
Evaluating their writing with the teacher and other pupils	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intending to check that their writing makes sense and that verbs in the continuous form are used correctly and consistently, including verbs in the continuous form	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading aloud what they have written with appropriate intonation to make the meaning clear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>VGPS</b>																														
<a href="#">Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</a>	Addressed throughout the curriculum																													
<a href="#">Learning how to use written English (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the passive (give it)</a>	Addressed throughout the curriculum																													
<b>Learn how to use:</b>																														
Sentences with different forms: statement, question, exclamation, command		✓		✓					✓							✓		✓										✓		
Comparing noun phrases to describe and specify (for example, the blue butterfly)	✓								✓		✓				✓												✓			
The present and past tenses correctly and consistently including the progressive form				✓					✓		✓								✓								✓			
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	✓			✓						✓		✓			✓				✓							✓			✓	
<a href="#">The grammar for year 2 in English Appendix 2</a>	Addressed throughout the curriculum																													
Some features of written Standard English	Addressed throughout the curriculum																													
<a href="#">Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</a>	Addressed throughout the curriculum																													

SPaG

SPaG is taught using a variety of different methods, apart from spelling, all the punctuation and grammar for the year is taught during reading and writing lessons.

Additional Spelling is taught using resources such as Twinkl powerpoints, songs, using CUSP resources and through the teaching of vocabulary.

The next few pages show the SPaG that is taught over the year from years 1-6 through our English lessons.

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# Y5 Poems which explore form

## Block A

Score \_\_\_\_\_

1. What is the underlined section of the following sentence known as?

*The sound of distant thunder was music to his ears.*

- (A) fronted adverbial
- (B) reporting clause
- (C) expanded noun phrase
- (D) relative clause

2. Words that modify nouns, often by describing them, are known as ...

- (A) adjectives.
- (B) adverbs.
- (C) prepositions.
- (D) pronouns.

3. Identify the **pronoun** in the following sentence.

*Do not be too harsh for he knows not what he is doing.*

- (A) not
- (B) too
- (C) for
- (D) he

In Year 2 onwards at the end of writing units there is cumulative quizzing to assess the children's understanding of features (SPaG) taught within that unit.

### Quiz questions by part / lesson

Part 1					Part 2					Part 3				
L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
Q4	Q1	Q7	Q14 Q3	Q8	Q6	Q2	Q13	Q11	Q5	Q10	Q16	Q9	Q12	Q15

Programme of study:	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
Year 1	<p><b>letter:</b> a symbol of the alphabet, a character which represents a sound in speech formation of a lower case letter</p> <p><b>noun:</b> general names for people, animals, places, things or ideas</p> <p><b>proper noun:</b> specific names for people, places or things and always start with a capital letter</p> <p><b>pronoun:</b> a word that takes the place of a noun, often to avoid repetition</p> <p><b>singular:</b> just one person or thing</p> <p><b>plural:</b> more than one person or thing</p> <p><b>prefix:</b> a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> <p><b>suffix:</b> a letter or group of letters that is added to the end of a root word (to change the meaning)</p> <p><b>adjective:</b> describes the noun or pronoun</p> <p><b>sentence:</b> a complete thought containing a subject and a predicate (noun and a verb)</p> <p><b>punctuation:</b> the marks used in writing to clarify meaning</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Aa capital letter:</b> the upper case</p> <ul style="list-style-type: none"> <li>• <b>Full stops</b> are used at the end of a sentence.</li> </ul> <p><b>?</b> <b>Question marks</b> show someone has asked a question.</p> <p><b>!</b> <b>Exclamation marks*</b> show when something is surprising or said with force or to mark the end of an exclamation sentence.</p> <p>Capital letters for names and for the <b>personal pronoun I</b></p>		<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes that can be added to verbs where no change is needed</b> in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix un-</b> changes the meaning of verbs and adjectives</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <b>and</b></p>	<p>Sequencing sentences to form short narratives</p>	<p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>

Programme of study:	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
Year 2	<p><b>noun:</b> general names for people, animals, places, things or ideas</p> <p><b>proper noun:</b> specific names for people, places or things and always start with a capital letter</p> <p><b>pronoun:</b> a word that takes the place of a noun, often to avoid repetition</p> <p><b>noun phrase:</b> a group of words that do the job of one noun</p> <p><b>compound:</b> made up of two or more elements</p> <p><b>prefix:</b> a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> <p><b>suffix:</b> a letter or group of letters that is added to the end of a root word (to change the meaning)</p> <p><b>adjective:</b> describes the noun or pronoun</p> <p><b>adverb:</b> Adverbs describe how, when or where something happened</p> <p><b>contractions:</b> where two words are brought together and shortened to make one word</p> <p><b>homophone:</b> two or more words with the same pronunciation but different meaning, origins or spelling</p> <p><b>homonym:</b> two or more words with the same spelling but different origins, meaning or pronunciation</p> <p><b>conjunction:</b> a word used to connect clauses in a sentence</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Aa Capital letters</b> are used at the beginning of a sentence and for proper nouns.</p> <p><b>! Exclamation marks*</b> show when something is surprising or said with force or to mark the end of an exclamation sentence.</p> <ul style="list-style-type: none"> <li>• <b>Full stops</b> are used at the end of a sentence.</li> </ul> <p><b>? Question marks</b> show someone has asked a question.</p> <p>Commas to separate items in a list</p> <ul style="list-style-type: none"> <li>• <b>Commas</b> are used to separate items in a list or related adjectives.</li> </ul> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <ul style="list-style-type: none"> <li>• <b>Apostrophes</b> are used to show missing letters (omission) or possession.</li> </ul>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p><b>Past tense:</b> for actions that were completed in the past Usually uses verbs with the 'ed' suffix.</p> <p><b>Present:</b> For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Present progressive:</b> for actions that are ongoing now Uses the PRESENT form of 'to be' and the PRESENT form of the main verb ('ing' ending) e.g. <i>He is walking down the road.</i></p> <p><b>Past progressive:</b> for actions that took place in the past over time Usually uses the PAST form of 'to be' and the PRESENT form of the main verb ('ing'</p>	<p>Formation of <b>nouns using suffixes</b> such as –ness, –er (e.g. happiness, happier)</p> <p><b>Compounding nouns</b> to make new nouns [for example, whiteboard, superman]</p> <p><b>Formation of adjectives</b> using suffixes such as –ful, –less</p> <p>Use of the <b>suffixes –er, –est in adjectives</b></p> <p>Use of <b>–ly in Standard English</b> to turn <b>adjectives into adverbs</b></p> <p><b>Homophones/ homonyms</b></p> <p><b>synonyms and antonyms:</b> Two words are <b>synonyms</b> if they have the same meaning, or similar meanings. Two words are <b>antonyms</b> if their</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p><b>Subordination:</b> to add a clause which is of lesser importance to the meaning of a sentence than the main clause.</p> <p><b>Expanded noun phrases</b> for description and specification</p> <p><b>An expanded noun phrase</b> is a simple noun phrase (e.g. the girl) expanded with at least one adjective.</p> <p>Recognising and forming a <b>statement, question, exclamation or command</b></p> <p><b>Statement:</b> a sentence that tells you something</p> <p><b>Question:</b> a sentence that asks you something</p> <p><b>Exclamation:</b> a sentence that expresses surprise or excitement (An exclamation <u>sentence</u> always begins with what or how; an exclamation <u>mark</u> can also be used to add <u>emphasis</u>)*</p> <p><b>Command:</b> a sentence that tells you to do something</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p>	<p>Common misconceptions: done/did</p> <ul style="list-style-type: none"> <li>• was/were</li> <li>• double negative</li> <li>• speaking in full sentences</li> </ul> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>

Programme of study:	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
Year 3	<p><b>preposition:</b> a word that tells you where or when something is/was compared to something else.</p> <p><b>conjunction:</b> a word used to connect clauses in a sentence or to co-ordinate words in the same clause.</p> <p><b>prefix:</b> a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> <p><b>suffix:</b> a letter or group of letters that is added to the end of a root word (to change the meaning)</p> <p><b>word family:</b> groups of words with a common feature, pattern or meaning.</p> <p><b>clause:</b> a part of a sentence that contains a subject and a predicate (noun and a verb).</p> <p><b>subordinate clause:</b> a clause that cannot stand alone as a complete sentence.</p> <p><b>consonant:</b> a speech sound that is not a vowel and is made with your teeth, tongue or lips.</p> <p><b>consonant letter:</b> a letter of the alphabet that does not make a vowel.</p> <p><b>vowel:</b> a speech sound that is not a consonant and is made when the air flows freely through the mouth.</p> <p><b>vowel letter:</b> a letter of the alphabet that makes a vowel.</p>	<p>Introduction to <b>inverted commas</b> to punctuate direct speech</p> <p>“”</p> <p><b>Inverted commas</b> are used to show the words that have been spoken in a text.</p> <p><b>Direct speech is</b> written text that reports speech or though in its original form.</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p><b>Present perfect:</b> for actions that started in the past and are still true Usually uses the PRESENT form of ‘to have’ and the PAST form of the main verb (‘ed’ ending)</p>	<p>Formation of <b>nouns using a range of prefixes</b> [for example super-, anti-, auto-]</p> <p>Use of the <b>forms a or an</b> according to whether the next word begins with a consonant or a vowel</p> <p><b>Word families</b> based on common words or roots (for example, solve, solution, solver)</p> <p><b>Homophones/ homonyms</b></p> <p><u>synonyms and antonyms:</u> Two words are <b>synonyms</b> if they have the same meaning, or similar meanings. Two words are <b>antonyms</b> if their meanings are opposites.</p>	<p>Expressing time, place and cause using <b>conjunctions</b></p> <p>Expressing time, place and cause using <b>adverbs</b></p> <p>Expressing time, place and cause using <b>prepositions</b></p>	<p><b>Headings and sub-headings</b> to aid presentation</p> <p>Introduction to <b>paragraphs</b> as a way to group related material</p>	<p>Common misconceptions:</p> <ul style="list-style-type: none"> <li>• have/of</li> <li>• them/those</li> <li>• good/well</li> <li>• speaking in full sentences</li> </ul> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>



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Year 4	<p><b>determiner</b> Determiners come before nouns and make clear what the noun refers to E.g. an, a, the, some, five, most <b>The</b> man took <b>ten</b> eggs and put them in a bag.</p> <p><b>pronoun</b> Pronouns replace nouns or noun phrases E.g. I, he, it, they, we, us <b>We</b> bought a new puppy then took <b>it</b> home.</p> <p><b>possessive pronoun</b> Possessive pronouns include <b>my, mine, our, ours, its, his, her, hers, their, theirs, your and yours</b>. These are all words that demonstrate ownership.</p> <p><b>adverbials</b> Adverbials are words or phrases that add more information to a sentence. They can explain how, when, where or how often something happens. Eg We met <b>by the train station</b>. We danced <b>all night long</b>. He waited <b>under the clock</b>.</p> <p><b>verb inflections</b> Verbs have inflections of tense, person and number and mood. Standard English form may differ to local spoken inflections, for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p><b>Direct speech including inverted commas</b></p> <p>“ ”</p> <p><b>Apostrophes to mark plural possession</b></p> <p>’</p> <p><b>Commas after fronted adverbials</b></p>	<p>Revision of present perfect</p> <p>Revision of present and past progressive tenses</p>	<p><b>Plural and possessive -s</b></p> <p><b>Homophones/homonyms</b></p> <p><u>synonyms and antonyms</u>: Two words are <b>synonyms</b> if they have the same meaning, or similar meanings. Two words are <b>antonyms</b> if their meanings are opposites.</p>	<p><b>Fronted adverbials</b></p> <p><b>Expanded noun phrases</b></p>	<p><b>Choice of noun or pronoun to aid cohesion</b></p> <p><b>Direct speech</b></p> <p><b>Paragraphs to organise ideas</b></p>	<p><b>Standard form for verb inflections</b></p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> <li>• I/me</li> <li>• really/well</li> <li>• really/very</li> <li>• speaking in full sentences</li> </ul> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>

Programme of study:	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
Year 5	<p><b>modal verb</b> Modal verbs come before another verb and tell us how possible / likely something is Spot the modal verbs: He could go home but he must finish this first.</p> <p><b>relative clause and relative pronoun</b> <b>Relative clauses</b> add information to sentences by using a <b>relative pronoun</b> such as who, that or which. For example, 'She lives in Worcester which is a cathedral city' or 'That's the girl who lives near the school'.</p> <p><b>parenthesis</b> Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. For example, "I met James (my oldest brother) at the cinema.</p>	<p><b>Dashes, brackets or commas to indicate parenthesis</b> – ( ) , ,</p>	Revision of tenses	<p><b>Converting nouns or adjectives into verbs through use of suffixes</b> [for example, –ate; –ise; –ify] <b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</p> <p><u>synonyms and antonyms:</u> Two words are <b>synonyms</b> if they have the same meaning, or similar meanings. Two words are <b>antonyms</b> if their meanings are opposites.</p>	<p><b>Relative Clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun <b>Modal verbs or verbs of possibility</b></p>	<p><b>Cohesion within paragraphs</b> (Devices to build cohesion within a paragraph [for example, then, after that, this, firstly])</p> <p><b>Link ideas across paragraphs using adverbs of time, place, number</b></p>	<p><b>Formal letter writing techniques including forms of address and difference between standard English and 'slang' terms</b></p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> <li>relative pronouns e.g. which/that/what</li> <li>speaking in full sentences</li> </ul> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>

Programme of study:	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
Year 6	<p><b>subject object:</b> The <b>subject</b> of a sentence is the person, place, thing, or idea that is doing or being something. You can find the <b>subject</b> of a sentence if you can find the verb. Ask the question, "Who or what 'verbs' or 'verbed'?" and the answer to that question is the <b>subject</b>.</p> <p>The <b>object</b> of a sentence is the person or thing that receives the action of the verb. It is the who or what that the subject does something to.</p> <p><b>passive and active voice:</b> A sentence is written in <b>passive</b> voice when the subject of the sentence has an action done to it by someone or something else. e.g. The dog was being washed by the girl.</p> <p><b>subjunctive:</b> The subjunctive mood is the verb form used to explore a hypothetical situation (e.g., <i>If I were you</i>) or to express a wish, a demand, or a suggestion (e.g., <i>I demand he be present</i>).</p>	<p><u>Semi-colon</u> • ;</p> <p>A <b>semicolon</b> is used is to join together two sentences that are related. It indicates a pause which is more pronounced than a comma.</p> <p><u>Colon</u> • ●</p> <p>A <b>colon</b> is used to introduce a list or to separate two independent but linked clauses.</p> <p><u>Dash</u> —</p> <p>A <b>dash</b> is a versatile punctuation mark that can be used within a sentence (instead of brackets) to show parenthesis. A dash mustn't be confused with a hyphen, which is used to combine words together.</p> <p><u>Hyphen</u> —</p> <p>A <b>hyphen</b> is used to combine or join words to avoid ambiguity (e.g. twenty two-pound coins or twenty-two pound coins).</p> <p><u>Punctuation of bullet points</u></p> <p><b>Bullet points</b> are symbols used to introduce items in a list.</p>	Revision of tenses	<p><u>synonyms and antonyms:</u> Two words are <b>synonyms</b> if they have the same meaning, or similar meanings. Two words are <b>antonyms</b> if their meanings are opposites.</p>	<p><b>Passive and active voice</b></p> <p><b>Subjunctive form</b></p>	<p>Linking ideas across paragraphs (repetition, adverbials, ellipsis)</p> <p>Layout devices (headings, sub-headings, columns, bullets, tables)</p>	<p><b>Formal and informal speech</b></p> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>

Spelling is taught using Twinkl spelling scheme. Spelling is taught 3 times per week. (2x 15 minute sessions and then a third session incorporated into writing lessons.)

Weekly spelling patterns are given during home learning to consolidate learning.

Each year has a yearly overview for spellings with identified gaps revisited from previous years.