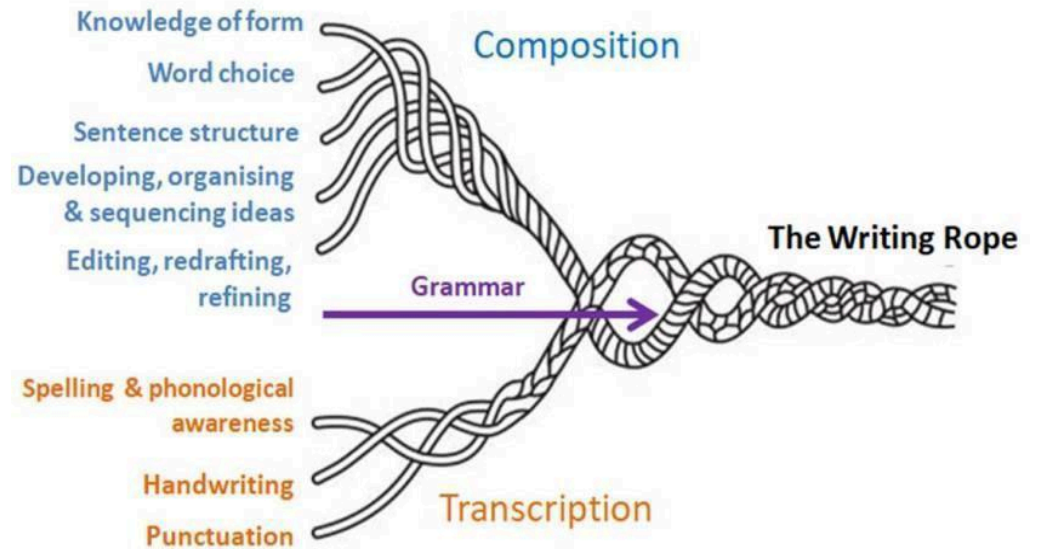


English Writing Long Term Overview 2024-2025

Intent:

At Lawns Park, children use their creativity and imagination to produce pieces of writing that are inspired by first-hand experiences, wonderful books and a range of audiovisual materials. We ask children to write for real purposes with a specific audience in mind. We let them read model texts, see and hear good examples of what they are about to write and take a step-by-step, skills-building approach, **persevering** with their written work. When writing, our children feel like real authors and their writing reaches out to their intended audience. We make sure pupils meet real authors and poets who talk about the **positive** impact writing has on the lives of their readers and themselves. Across school, we aim to celebrate writing through displays and shared reading, as well as be critical friends who can **politely** suggest ideas and edits. Vocabulary, secure grammar and spelling, alongside excellent presentation, are at the heart of our writing, grounded in purpose and creative expression.



Implementation:

From the start, expressing ourselves using mark marking, letters, sounds and words is at the heart of our foundational work. Pupils have opportunities to make their mark and express their ideas across areas of provision in Foundation Stage every day. They experience story and rhyme, songs and chants and gradually become young writers, capturing their brilliant thoughts in varied written forms. This goes on to be more formally expressed in Years 1 to 6. From understanding the importance of sentence fundamentals such as nouns and how we can give them actions and describe them in sentences, right up to themed paragraphs and whole cohesive written pieces. The journey from Foundation Stage to Year 6 builds on the **patient, perseverant** shoulders of the previous year's writing experiences.

The range of writing is set out on the long-term plan for each class, covering a wide range of genres, broadly focusing on narrative and building to writing for any purpose or audience. All writing activities link to either the driver topic or to a class text. A book or topic could be the stimulus for writing. Sometimes we have visitors to help make our writing more genuine, such as a visit from a WWII ARP officer or a Stone Age person. Here, we build our experience and vocabulary for greater authenticity.

Lawns Park's writing process starts from developing transcription skills which lead into planning for writing and composition for the target audience. For example, it may be a leaflet about looking after your teeth to go on a science display, or a short story with an atmosphere to go in a class book for the class library. Teachers zone in on content and grammar skills with lots of practice, modelling and sharing ideas. We consider writing techniques to engage the audience, e.g., alliteration, similes, personification. The five senses always come into play to bring to life the setting, plot, characters and dialogue. Spelling and grammatical elements are mastered in context through modelling and independent practice. Lessons gradually build up the skills and content needed to make the writing successful so that writers can focus more on creative writing and less on transcription.

Pupils are given a simple assessment slip with the writing targets on them at the start of a unit. These slips are used to evaluate how well a pupil is doing in their writing skills activities, including how well they have engaged the audience. Pupils are tasked with evidencing their skills using simple annotations in their English Books. This leads to concise feedback from teachers.

Planning formats are based around key questions which help pupils to develop tight plots and adhere to genre-specific structures. In narrative, pupils will answer simple questions which help them to develop plot points and ideas. Planning may also be visual, shared, or tailored to the needs of individuals. This ensures that writers stay on track and show positivity in meeting the goals for writing. Non-narrative planners are based around main headings and subheading structures. Teachers select times to stop and edit written work. This process is modelled by teachers to foster **polite** feedback and independence. Teachers show pupils how to evidence the skills they are aiming for in the piece of writing. Final pieces are sometimes written up for display and other forms of celebration.

Impact:

Our writers know that any piece of writing can be improved. Editing and reviewing is the final stage of every piece of writing. Pupils work patiently through their work, making edits to grammar, vocabulary and spelling using blue pen or pencil. They work independently, with partners, with teachers and teaching assistants. Editing is guided by the three Es – E1: word level, E2: sentence level and E3: paragraph and whole text edits. The aim is to **persevere** to maximise the quality of writing.

Pupils and teachers use these same, simple marking symbols. Teachers use Green for Growth as a challenge and Tickled Pink as a reward – highlight success. Marking is kept to a minimum and is succinct to make it manageable.

When writing is completed, pupils receive feedback from a teacher using the E system. Some pupils read work to the class as good examples and receive **polite** peer feedback. Reviewing involves pupils in making improved vocabulary choices, adding another sentence or paragraph or changing the overall structure to make it more cohesive. Some pieces are written up to a final, polished standard for displays, for putting in pupil portfolios or to be taken home for families to enjoy. When pupils leave, they are presented with their

portfolio of quality written pieces from over the years, reflecting their **positive** journey of successful creative writing.

Teachers assess writing half-termly and moderate together in year groups, within the SLT and at external moderation meetings. Data is recorded on our tracking system. Every 4 to 5 years, moderation takes place at a local authority level. Staff meetings take place regularly where teachers can work together at moderating writing, building their own sense of the required expectations across year groups.

SPELLING:

Year 1 to 2 follow the Little Wandle Spelling programme.

This scheme allows pupils to:

- *continue developing spelling knowledge of words up to Phase 6*
- *use phonics skills to decode tricky spellings*
- *continue to develop skills in a familiar structure to the Little Wandle Phonics scheme*
- *use spellings in a written context.*

Years 3 to Year 6 follow the Spelling Shed Spelling programme.

This scheme allows pupils to:

- *recap spellings*
- *learn etymology and make links to modern foreign languages*
- *learn spellings within themes and patterns*
- *use phonics knowledge from KS1 to decode tricky spellings*
- *count syllables and notice other rules and structures within spellings*
- *sort and play games with spellings*
- *practise spelling at home as part of homework*
- *use spellings in varied written contexts and develop a wider vocabulary.*

VOCABULARY:

Teachers encourage pupils to develop a wide vocabulary through:

- *selecting a Word of the Week and using this in context within written activities*
- *collecting vocabulary actively in reading sessions – using lists and journals*
- *decoding challenging vocabulary in texts as a routine first experience when encountering a new text*
- *keeping vocabulary on classroom vocabulary trees, personal lists and revisiting these for use in writing.*

GRAMMAR OVERVIEW:

Grammar is taught in the context of the writing activity as well as in discrete skills-building lessons. Plazoom is used to support this, among other materials, as well as video, songs and modelled writing.

Referenced resources in year group plans are from **Plazoom**. Other resources may be used, including audiovisual materials.

Plazoom includes a set of resources focused on each skill plus a model text that demonstrates the grammar skills.

These files are usually editable, so teachers can adapt them as needed. Some resources also provide reading comprehension materials.

Each overview covers:

- key skills in writing: vocabulary, grammar and punctuation
- Appendix 2 refers to the National Curriculum for English Appendix 2: vocabulary, grammar and punctuation guidance
- W, S, T: this refers to Word, Sentence and Text level skills; P refers to punctuation.

Grammar Terminology:

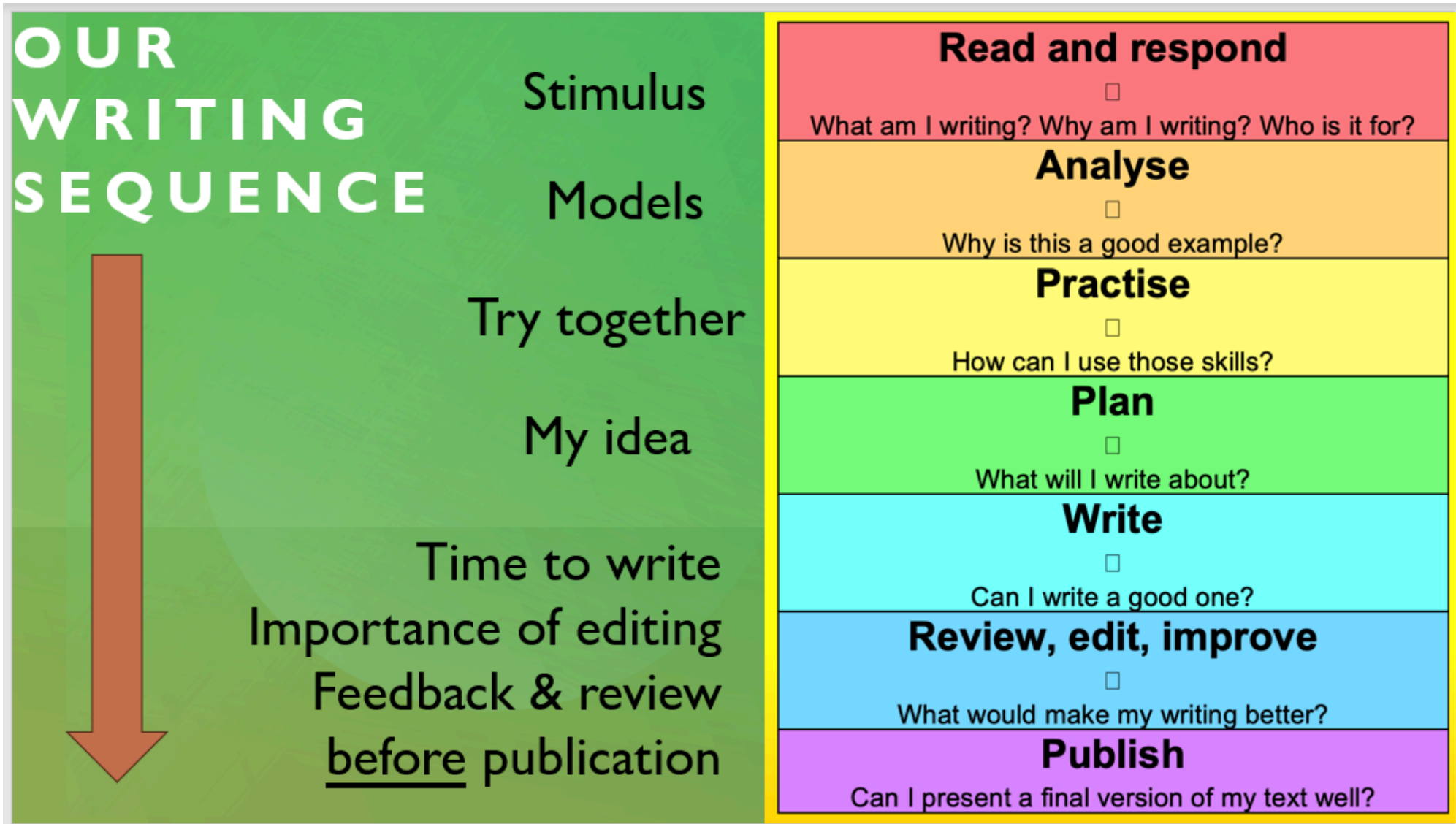
- New grammatical terminology to be understood by the end of each year group is listed with a suggested resource – some of these lessons could be taught discretely (see video list below), however, wherever possible teach grammar within the context of the writing activity
- You will need to recap previous grammar as needed from your everyday assessments and book marking.

Please see the Terminology section at the end of this document for clarification of any terms, plus examples.

GRAMMAR VIDEO RESOURCES & SONGS:

| SITE | LINK |
|------------------------|---|
| Silly School Education | https://www.youtube.com/playlist?list=PL1o7Pd6FDcd6a87Yw7LQLicpMt0du_223 |
| Grammar Songs | https://www.youtube.com/playlist?list=PLCVFptxsAMjd-e0i3zpEnCYM2RxKQ0cqe (for understanding tenses) |
| Anchor Education | https://www.youtube.com/@AnchorCreativeEducation (Covers some of the harder concepts too) |
| Grammaropolis | https://www.youtube.com/playlist?list=PLJ_o_hl8vN-TX3XP10wkqs_iv8odsVVGW (Covers harder concepts – English US) |
| Learning Upgrade App | https://www.youtube.com/playlist?list=PLQyAlMhDyljilulPEOg_NTdiWPz6tCicJ (Mostly basics) |
| Sing with Grammasaurus | https://www.youtube.com/playlist?list=PLbwwnj-Aki0MIZU8twWhT_zYMpdi4a0Cl |
| | |

A typical unit of writing follows this sequence:



| | | | | | | |
|--------------------------|-------------------------------|---|---|---|------------------------------|--|
| Handwriting focus | Pre-cursive letter formation | Pre-cursive letter formation | Pre-cursive letter formation | Pre-cursive letter formation | Pre-cursive letter formation | Pre-cursive letter formation |
| Grammar focus | Capital Letters Full Stops | Capital Letters Full Stops Adjectives | Capital Letters Range of punctuation Conjunctions | Capital Letters Range of punctuation Adjectives | Cohesive sentences | Cohesive sentences Conjunctions Range of punctuation |
| Notes | | | | | | |

Year 1 English Overview

| Phonics Little Wandle Phonics for Reading | Reading – words | Reading – comprehension | Transcription - Spelling | Transcription - Handwriting | Writing — composition | Writing - vocabulary, grammar & punctuation |
|---|--|---|--|---|--|--|
| Develop listening skills and awareness of sounds in the environment | Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | Listen to and discuss poems, stories and non-fiction beyond independent reading level | Spell words containing each of the 40+ phonemes already taught | Sit correctly at a table, holding a pencil comfortably and correctly | Compose a sentence orally before writing it | Leave spaces between words |
| Experience and develop awareness of sounds made with instruments | Read words with contractions | Link what is read or heard to own experiences | Spell vowel digraphs (and trigraphs) and recognise the sounds they represent | Begin to form lower-case letters | Sequence sentences to form short narratives | Join words and join clauses using 'and' |
| Talk about sounds we make with our bodies | Read aloud books that are consistent with their developing phonic knowledge | Become familiar with key stories, fairy stories and traditional tales | Spell common exception words | Form capital letters | Re-read written work to check that it makes sense | Punctuate work using capital letters, full stops, question marks and exclamation marks |
| Experience and appreciate rhythm and rhyme | | When reading/listening, recognise and join in with predictable phrases | Spell the days of the week | Form digits 0-9 | Discuss written work with the teacher or other pupils | Use capital letters for proper nouns and the personal pronoun 'I' |
| Develop understanding of alliteration | | Learn to appreciate rhymes and poems, and to recite some by heart | Name the letters of the alphabet in order | Understand which letters belong to each of the handwriting 'families' | Read written work aloud | Develop understanding of Y1 grammatical concepts |
| Talk about the different sounds that we can make with our voices | | Discuss word meanings, linking new meanings to those already known | Add prefixes and suffixes using the spelling rules for adding –s or –es | | Writing — vocabulary, grammar and punctuation Leave spaces between words | Use grammatical terminology when discussing written work |
| Develop oral blending and segmenting of sounds in words | | Draw on known or provided information and vocabulary | Use the prefix un– | | Join words and join clauses using 'and' | See below |
| Read and write captions and short sentences | | Check that texts make sense to them as they read and correct inaccurate reading | Use the suffixes –ing, –ed, –er and –est when the root word doesn't change | | Punctuate work using capital letters, full stops, question marks and exclamation marks | |
| Recognise that some graphemes have alternative pronunciations | | Discuss the significance of text's titles and events | Apply simple spelling rules and guidance | | Use capital letters for proper nouns and the personal pronoun 'I' | |
| Recognise that some phonemes have alternative spellings | | Make inferences on the basis of what is said and done | Write from memory simple sentences dictated by the teacher | | Develop understanding of Y1 grammatical concepts | |
| Apply phonic knowledge and skills as the route to decode words | | Predict what might happen in a text on the basis of what has been read so far | | | Use grammatical terminology when discussing written work | |
| Respond speedily with the correct sound to graphemes for all 40+ phonemes | | Participate in discussion about texts that have been read | | | | |
| Read accurately by blending sounds in unfamiliar words containing taught GPCs | | Explain clearly an understanding of what is read | | | | |
| Read common exception words, noting unusual links between spelling and sound | | | | | | |
| Read other words of more than one syllable that contain taught GPCs | | | | | | |
| Spell words with adjacent consonants | | | | | | |

| Year 1 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|-----------------|--|--|
| leaving spaces between words | 1.1 | finger spaces | View from the window (simple sentences) |
| joining words and joining clauses using <i>and</i> - joining words | 1.2a | <i>and</i> to join words | About me (poem) |
| | 1.2b | <i>and</i> to join independent clauses | A visit to the dentist (recount) |
| beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (CL . ? !) | 1.3a | capital & lower case match | A is for ant (poem) |
| | 1.3b | capital letters and full stops | Winter (description) |
| | 1.3c | question marks | Questions for a pirate (list) |
| | 1.3d | exclamation marks | A noisy night! (narrative) |
| using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' | 1.4a | capital letters for names (proper nouns) | Visiting friends (recount) |
| | 1.4b | days of the week | My week (list poem) |
| | 1.4c | pronoun 'I' | What can I do? (poem) |
| Appendix 2 YEAR 1 | | | |
| W - regular plural noun suffixes -s or -es [for example, dog, dogs, wish, wishes] including the effects of these suffixes on the meaning of the noun -s | 1.5a | plural nouns -s | On the farm (recount) |
| W - regular plural noun suffixes -s or -es [for example, dog, dogs, wish, wishes] including the effects of these suffixes on the meaning of the noun -es | 1.5b | plural nouns -es | Watching foxes (recount) |
| W - Suffixes that can be added to verbs where no change is needed to the spelling of the root words (e.g. helping, helped, helper) | 1.6a | suffix -ing | Helping Dad (present tense recount) |
| | 1.6b | suffix -ed | Helping Dad (past tense recount) |
| | 1.6c | suffixes -er & -est | Comparing (poem) |
| | 1.6d | mixed suffixes | Blackbirds (character description) |
| W - How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind or undoing: untie the boat] | 1.7 | prefix un- | Tommy (narrative) |
| S - How words can combine to make sentences | 1.8 | sentences | Pets (simple sentences) |
| S - Joining words and clauses using <i>and</i> | 1.2b | <i>and</i> to join independent clauses | A visit to the dentist (recount) |
| T - sequencing sentences to form short narratives | 1.9 | sequencing sentences | The Three Billy Goats Gruff (traditional tale) |
| P - separation of words with spaces | 1.1 | finger spaces | View from the window (simple sentences) |
| P - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences | 1.3b | capital letters and full stops | Winter (description) |
| | 1.3c | question marks | Questions for a pirate (list) |
| | 1.3d | exclamation marks | A noisy night! (narrative) |
| P - capital letters for names and for the personal pronoun 'I' – names | 1.4a | capital letters for names (proper nouns) | Visiting friends (recount) |
| | 1.4c | pronoun 'I' | What can I do? (poem) |
| Terminology | | | |

| Year 1 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|----------|------------------------------------|---|
| letter | 1.3a | capital letter and lowercase match | A is for ant (poem) |
| capital letter | 1.3a | capital letter and lowercase match | A is for ant (poem) |
| word | 1.1 | finger spaces | View from the window (simple sentences) |
| singular | 1.5a | plural nouns -s | On the farm (recount) |
| plural | 1.5b | plural nouns -es | Watching foxes (recount) |
| sentence | 1.8 | sentences | Pets (simple sentences) |
| punctuation | 1.8 | sentences | Pets (simple sentences) |
| full stop | 1.3b | capital letters and full stops | Winter (description) |
| question mark | 1.3c | question marks | Questions for a pirate (list) |
| exclamation mark | 1.3d | exclamation marks | A noisy night! (narrative) |

Coverage for Year 1:

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

Adverbials

First Then Next After Later
The next day...

Conjunctions

and but so or when

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



Writing to inform (KS1)

Text Types

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- Could use a writing frame to structure sections
- May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws*
- Use **noun phrases** which inform, *sharp claws, black fur*
- Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.*
- Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**, *Did you know...?*
- Use **apostrophes** to mark possession, *A badger's home is underground*





TIME TO EDIT & REVIEW OUR WORK:

Things to spot during editing time:

E1

Small edits

- E1P** Check you used punctuation in every sentence. Make sure your sentences stop with a full-stop.
- E1C** Capital letters for names, places, sentence starts and the letter I on its own.
- E1S** Spot spellings you are unsure of. Let's ask the class to help spell a word. Spend a little time with your partner checking spelling. Can you use a dictionary?

E2

Sentence edits

- E2S** Sense check – does each sentence make sense? Does the punctuation make it clear?
- E2T** Tense check – have you stayed in the correct tense today? Speech and non-fiction use present tense, but stories and recounts use past tense.
- E2V** Vocabulary check – have you avoided our beige words? Let's play word ping-pong to help improve.

E3

Larger edits

- E3H** Handwriting – can anyone read it easily? Is it formed correctly? Are there leading lines and joins?
- E3P** Presentation – are there too many mistakes here? Are there lots of edits? A rewrite is needed, if so!
- E3+** Is it a bit short in places? How can you extend an idea and add more details? Can the class help?



Lawns Park Primary School English Marking and Editing Symbols



Pupils edit in
blue

Teachers edit
in green

Teachers
reward in pink

E1

Small edits

E2

Sentence edits

E3

Larger edits

✓

✓ ✓

(R)

(V)

E1P Punctuation

E1C Capital letters

E1S Spot Spellings

E2S Sense check

E2T Tense check

E2V Vocabulary check

E3H Handwriting

E3P Presentation

E3+ Add more ideas

Impressive!

Amazing!

Your work was read to the class.

An adult chatted with you about improving your writing.



Writing Checklist in Year 1

- ✓ Words are separated with a space.
- ✓ On its own, I is a capital letter.
- ✓ Names start with a capital letter.
- ✓ All letters are formed accurately.
- ✓ Sentences start with a capital letter.
- ✓ Sentences end with a full stop.
- ✓ Spell using phonemes.
- ✓ Spell high frequency words we are learning correctly.



Year 1 Fantastic – Boomtastics - Grammaristics



feeling



asking



noticing



touching



action



smelling



tasting



imagining



checking

Can I segment to spell and use phonemes?

Spelling skills

Say the same sounds!

Alliteration

___ and ___

Conjunctions

Hear the buzz of bees!

Onomatopoeia

Once, there were three...

Repetition

warm, cosy, happy

Adjectives

Time for a rhyme!

Rhyme

A set of sentences about the same thing.

Sentences

Can we improve our writing?

Editing partner

Capital letters and full stops.

Punctuation

Can I use the prefix un-?

Spelling skills

Can I use suffixes: -ing, -ed, -er, -est

Spelling skills

Can I make a plural using -s or -es?

Spelling skills

Is this a question?
?

Punctuation

What an exclamation!
!

Punctuation



English Book Year 1

The teacher helps me write the date and WALT

①

← Your writing starts on the left.

All writing sits on the line.

Remember, each word needs a finger space.



Letter formation



a b c d e f g h i j k l

m n o p q r s t u v w x z



Year 1 Handwriting Magic Pencil Award

When we look at your handwriting, this is what we see:

Clear finger spaces between words.

Letters sitting on the line.

Small letters and tall letters look the same size.

Clear ascenders (d k h) and descenders (g y p).

All letters start in the same place.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.

NATIONAL CURRICULUM Year 2: Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing **narratives** about **personal experiences and those of others (real and fictional)**
 - writing about **real events**
 - writing **poetry**
 - writing for different purposes
- consider what they are going to write before beginning by:
 - 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**
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

GUIDANCE: Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.

Drama and role play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Year 2 WRITING ANNUAL OVERVIEW:

| Year 2 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
|-----------------------------|--|--|---|---|---|--|
| Stimulus for Writing | History - Florence Nightingale *Vlad and the Florence Nightingale Adventure *A diary entry of Florence Nightingale | Seasonal - Bonfire Night / Christmas *Picture of fireworks night and bonfires *The Snowflake (Benji Davies) *Elf picture | History - Titanic *The Titanic (little people BIG DREAMS) *You wouldn't want to sail on the Titanic | Science - Living things + habitats *A first book of nature *The Snail and the Whale | Science - Plants + bulbs Geography - Seaside *Jack and the Beanstalk *The Lighthouse keeper's lunch | History - Seaside holidays + victorians *Queen Victoria's bathing machine *Seaside poems |
| Writing Genre | 1. Setting description (narrative) 2. Diary entry | 1. Narrative 2. Poetry | 1. Narrative 2. Non-chronological report | 1. Non-fiction (habitats) 2. Adventure narrative | 1. Instructions 2. Description of a day at the seaside (narrative) | 1. Recount of a victorian holiday 2. Poetry (inspired by the sea) |
| Purpose of writing | 1. To entertain 2. To entertain | 1. To entertain 2. To entertain | 1. To entertain 2. To inform | 1. To inform 2. To entertain | 1. To inform 2. To entertain | 1. To entertain 2. To entertain |
| Audience for writing | 1. Year 2 teachers 2. To put into a diary (peers) | 1. Year 1 to read aloud 2. The class book corner | 1. Y2 children 2. Y3 children | 1. Year 1 2. Y2 children | 1. To take home 2. Y2 children | 1. Y2 teachers 2. To read aloud to Year 1 |
| Spelling focus | Phase 5 review (Y1 Su2) | Phase 5 review (Y2) | LW Y2 Spring spellings | LW Y2 Spring spellings | LW Y2 Summer spellings | LW Y2 Summer spellings |
| Handwriting focus | Letter formations of all letters i l t u w e c o a d n m h j y g q b p k v s r f z x | Beginning pre-cursive formation of letters i l t u w e c o a d n m h j y g q b p k v s r f z x | Pre-cursive leading into cursive FOCUS ON: Single letters and forming longer words using pre-cursive (letterjoin) | Cursive ill it lit tilt we wet wilt lute cow owe ice coil lad add toad data ham mend hand them | Cursive yell eye jaw jay huge going quay queen bap kept apple back vans stars rest ever fox zoo oxen fuzzy | Cursive Writing longer pieces in context using cursive handwriting |
| Grammar focus | Capital letters Full stops First person Past tense Coordinating conjunctions | Capital letters Full stops First person Subordinating conjunctions Sentence types (question, exclamation, command) Noun phrases | Capital letters Full stops Word types (focus on adverbs) Present tense Conjunctions Noun phrases | Sentence types (question, exclamation, command) Word types Conjunctions Noun phrases | Commands Commas in a list Noun phrases Conjunctions Past tense Adverbs | Past tense Word types Sentence punctuation |

Year 2 English Overview

| Reading – words | Reading – comprehension | Transcription - Spelling | Transcription - Handwriting | Writing – composition | Writing - vocabulary, grammar & punctuation |
|--|---|---|---|---|--|
| <p>Read words containing common suffixes</p> <p>Read further common exception words</p> <p>Read most words quickly and accurately, without overt sounding and blending</p> <p>Read books aloud, sounding out unfamiliar words without undue hesitation</p> | <p>Listen to and discuss a wide range of poetry, stories and non-fiction</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Become familiar with a wider range of stories, fairy stories and traditional tales</p> <p>Experience non-fiction books that are structured in different ways</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, and be able to recite some</p> <p>Draw on known or provided information and vocabulary</p> <p>Check that texts make sense to them as they read and correct inaccurate reading</p> <p>Make inferences on the basis of what is said and done</p> <p>Answer and ask questions about texts</p> <p>Predict what might happen in a text on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them</p> <p>Explain and discuss understanding of books, poems and other material</p> | <p>Spell by segmenting spoken words into phonemes and representing these by graphemes</p> <p>Learn new spellings of known phonemes (and how to spell some common homophones)</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn how to use the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near-homophones</p> <p>Add –es to nouns and verbs ending in –y</p> <p>Add the endings –ing, –ed, –er, –est and –y to words</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher</p> | <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters</p> <p>Write capital letters and digits of the correct size and orientation</p> <p>Use spacing between words that reflects the size of the letters</p> | <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan (or say out loud) written work</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what is to be said, sentence by sentence</p> <p>Evaluate own written work with the teacher and other pupils</p> <p>Re-read written work to check that it makes sense</p> <p>Proof-read written work to check for errors in spelling, grammar and punctuation</p> <p>Read written work aloud clearly and with confidence</p> | <p>Use full stops, capital letters, exclamation & question marks, commas and apostrophes</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn how to use the present and past tenses correctly and consistently</p> <p>Learn how to use subordination and co-ordination</p> <p>Learn how to use some features of written Standard English</p> <p>Use and understand grammatical terminology when discussing written work</p> <p>See below</p> |

| Year 2 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|---|-----------------|--|--|
| sentences with different forms: statement, question, exclamation, command | 2.1a | statements | The United Kingdom 9non-chronological report) |
| | 2.1b | questions | An interview with a mermaid (Q & A report) |
| | 2.1c | exclamations | Our supply teacher is a Giant! (poem) |
| | 2.1d | commands | How to decorate a cupcake (instructions) |
| | 2.1e | sentences with different forms | What an enormous turnip! (narrative-traditional tale) |
| expanded noun phrases to describe and specify [for example the blue butterfly] | 2.2a | adjectives | At night... (setting description) |
| | 2.2b | noun phrases | On the beach (poem) |
| the present and past tenses correctly and consistently including the progressive form | 2.3a | simple present tense | Why are windows made from glass? (explanation) |
| | 2.3b | simple past tense | Postcard home (recount) |
| | 2.3c | present progressive | Snow day (recount, present tense) |
| | 2.3d | past progressive | Where's my PE kit? (narrative, losing tale) |
| | 2.3e | irregular verb tenses | Into the cave (narrative, journey) |
| subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | 2.4a | co-ordinating conjunction: and | The wicked witch (character description) |
| | 2.4b | co-ordinating conjunctions: but/or | Postcard to a friend (recount) |
| | 2.4c | co-ordinating conjunctions | Following the path (narrative) |
| | 2.4d | subordinating conjunctions: because/if | How to hide a monster (explanation) |
| | 2.4e | subordinating conjunctions: when/that | Police report: Pig 1 (recount) |
| | 2.4f | subordinating conjunctions | Aliens from the planet Spag (non-chronological report) |
| | 2.4g | co-ordinating and subordinating conjunctions | Jack and the Beanstalk (narrative - traditional tale) |
| Appendix 2 YEAR 2 | | | |
| W - formation of nouns using suffixes such as -ness, -er and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] | 2.5a | compound words | Sally's garden (setting description) |
| | 2.5b | noun suffix -ness | People I know (poem) |
| | 2.5c | noun suffix -er | Baking with Gran (recount) |
| W - formation of adjectives using suffixes such as -ful, -less | 2.6a | suffix -ful | A strange creature (character description) |
| | 2.6b | suffix -less | The terrible dragon (narrative; defeating the monster) |
| | 2.6c | suffix -ment | School trip (recount) |
| | 2.6d | mixed suffixes | Lost toy (narrative) |
| W - Use of the suffix -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs | 2.7a | suffixes -er -est | Water fight! (recount) |
| | 2.7b | suffix -ly to form adverbs | Sports day (recount) |

| Year 2 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|-----------------|--|---|
| S - subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) | 2.4g | co-ordinating and subordinating conjunctions | Jack and the Beanstalk (narrative - traditional tale) |
| S - Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] | 2.2b | noun phrases | On the beach (poem) |
| S - How the grammatical patterns in sentences indicate its function as a statement, question, exclamation or command | 2.1e | sentences with different forms | What an enormous turnip! (narrative - traditional tale) |
| T - Correct choice and consistent use of present tense and past tense throughout writing | 2.3a | simple present tense | Why are windows made from glass? (explanation) |
| | 2.3b | simple past tense | Postcard home (recount) |
| T - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] | 2.3c | present progressive | Snow day (recount, present tense) |
| | 2.3d | past progressive | Where's my PE kit? (narrative, losing tale) |
| P - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | 2.8a | capital letters and full stops | The door (narrative - portal story) |
| | 2.8b | mixed punctuation | Fun at the fair (narrative) |
| P - Commas to separate items in a list | 2.9 | commas in a list | Snakes (report) |
| P - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] | 2.10a | contracted words | My party (recount - diary) |
| | 2.10b | singular possession | Lost property (narrative) |
| | 2.10c | mixed apostrophes | Ali's grandpa (character description) |
| Terminology | | | |
| noun | 2.11 | nouns | My town (report) |
| noun phrase | 2.2b | noun phrases | On the beach (poem) |
| statement | 2.1a | statements | The United Kingdom |
| question | 2.1b | questions | An interview with a mermaid |
| exclamation | 2.1c | exclamations | Our supply teacher is a Giant! |
| command | 2.1d | commands | How to decorate a cupcake |
| compound | 2.5a | compound words | Sally's garden (setting description) |
| suffix | 2.6d | mixed suffixes | Lost toy (narrative) |
| adjective | 2.2a | adjectives | At night... (setting description) |
| adverb | 2.7b | suffix -ly to form adverbs | Sports day (recount) |
| verb | 2.12 | verbs | A beautiful sunny day! (poem) |
| past tense | 2.3b | past tense | Postcard home (recount) |
| present tense | 2.3a | present tense | Why are windows made from glass? (explanation) |
| apostrophe | 2.10c | mixed apostrophes | Ali's grandpa (character description) |
| comma | 2.9 | commas in a list | Snakes (report) |

Coverage for Year 2:

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to reading|own work aloud

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

Adverbials

First Then Next After Later
The next day...

Conjunctions

and but so or when

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



Writing to inform (KS1)

Text Types

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- Could use a writing frame to structure sections
- May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws*
- Use **noun phrases** which inform, *sharp claws, black fur*
- Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.*
- Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**, *Did you know...?*
- Use **apostrophes** to mark possession, *A badger's home is underground*





TIME TO EDIT & REVIEW OUR WORK:

Things to spot during editing time:

E1

Small edits

- E1P** Check you used punctuation in every sentence. Make sure your sentences stop with a full-stop.
- E1C** Capital letters for names, places, sentence starts and the letter I on its own.
- E1S** Spot spellings you are unsure of. Let's ask the class to help spell a word. Spend a little time with your partner checking spelling. Can you use a dictionary?

E2

Sentence edits

- E2S** Sense check – does each sentence make sense? Does the punctuation make it clear?
- E2T** Tense check – have you stayed in the correct tense today? Speech and non-fiction use present tense, but stories and recounts use past tense.
- E2V** Vocabulary check – have you avoided our beige words? Let's play word ping-pong to help improve.

E3

Larger edits

- E3H** Handwriting – can anyone read it easily? Is it formed correctly? Are there leading lines and joins?
- E3P** Presentation – are there too many mistakes here? Are there lots of edits? A rewrite is needed, if so!
- E3+** Is it a bit short in places? How can you extend an idea and add more details? Can the class help?



Lawns Park Primary School English Marking and Editing Symbols



Pupils edit in
blue

Teachers edit
in green

Teachers
reward in pink

E1

Small edits

E2

Sentence edits

E3

Larger edits

- ✓
- ✓✓
- (R)
- (V)

E1P Punctuation

E1C Capital letters

E1S Spot Spellings

E2S Sense check

E2T Tense check

E2V Vocabulary check

E3H Handwriting

E3P Presentation

E3+ Add more ideas

Impressive!

Amazing!

Your work was read to the class.

An adult chatted with you about improving your writing.



Writing Checklist in Year 2

- ✓ Some letters are joined.
- ✓ Sentences end with . ? !
- ✓ All proper nouns have capital letters.
- ✓ Sentences do not run on.
- ✓ Commas are used in a list, not between sentences.
- ✓ Spell Year 1 and Year 2 high-frequency words correctly.
- ✓ Spot spellings if unsure.
- ✓ Apostrophes show a missing letter in contractions.
- ✓ Use the correct and consistent tense.



Year 2 Fantastics – Boomtastics - Grammaristics



feeling



asking



noticing



touching



action



smelling



tasting



imagining



checking

_____,

and _____.

Lists commas

A
beautiful,
sunny day.

Noun phrases

loud,
louder,
LOUDEST!

Repetition

as ___ as
like a

Simile

say the
same
sounds!

Alliteration

buzz of the
bees!

Onomatopoeia

Statements.
Questions?
Exclamations!
COMMANDS.

Types of sentence

Check and **edit** sentences so that anyone can read your writing.

Editing

Can I use the suffixes: -ment, -ful, -ness, -ly, -est, -er, -less?

Spelling skills

was / were = -ed
is / are = -ing

Past and Present Tense

When, where and how the verb happened.

Adverbs +ly

"Hello."

inverted commas

When, if, that, because

Subordinating conjunctions

and but or

Co-ordinating conjunctions

The dog's tail wagged.

Possession apostrophe

Capital letters and full stops.

Punctuation

That wasn't my fault.

Contraction apostrophe



English Book Year 2

Long date, underlined with a ruler.

W. A. L. T. underlined with a ruler.

①

Your writing starts on the left, next to the margin. Each letter starts with a leading line.

Leave a blank line for a new section. Your writing sits on the line. Before you hand in your work, please check it.

Put a blue dot under unsure spellings.



Letter formation



a b c d e f g h i j k l

m n o p q r s t u v w x z

Letters without leading lines

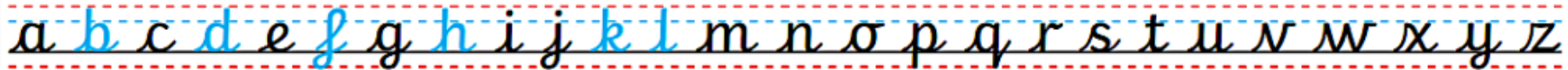


Letter formation

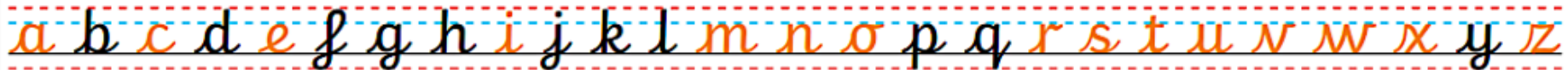


How to Write Letters

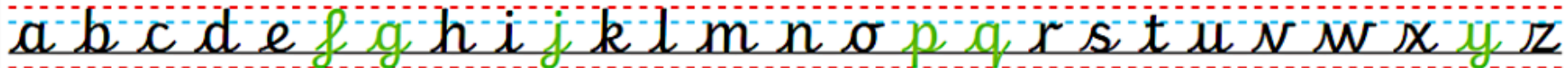
The *blue* letters touch the top line.



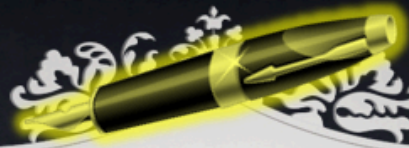
The *orange* letters stay within the middle lines.



The *green* letters touch the bottom line.



Letters with leading lines



Year 2 Handwriting Pen Licence

When we look at your handwriting, this is what we see:

Clear finger spaces between words.

Letters sitting on the line.

Small letters and tall letters look the same size.

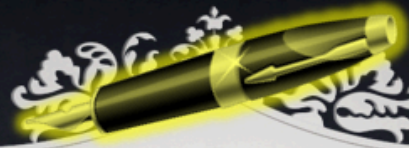
Clear ascenders (d k h) and descenders (g y p).

All letters start in the same place.

You may have joined your writing.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.



Year 2 Handwriting

Pen Licence

When we look at your handwriting, this is what we see:

Clear finger spaces between words.

Letters sitting on the line.

Small letters and tall letters look the same size.

Clear ascenders (d k h) and descenders (g y p).

All letters start in the same place.

Letters start with a leading line ... a b c.

You may have joined your writing.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.

NATIONAL CURRICULUM Year 3 Pupils should be taught to:

- plan their writing by:
 - **discussing writing similar to that which they are planning to write** in order to understand and learn from its **structure, vocabulary and grammar**
 - discussing and **recording ideas**
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively **building a varied and rich vocabulary** and an **increasing range of sentence structures** [English appendix 2](#)
 - organising **paragraphs around a theme**
 - in **narratives, creating settings, characters and plot**
 - in **non-narrative material, using simple organisational devices** [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

GUIDANCE: Pupils should continue to have opportunities to write **for a range of real purposes and audiences as part of their work across the curriculum**. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

WRITING ANNUAL OVERVIEW:

| Year 3 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
|-----------------------------|---|--|---|--|---|---|
| Stimulus for Writing | <p>Alive and Kicking Stone Age workshop with cave.</p> <p>Stone Age boy book with virtual reality video</p> | <p>Iron Man story</p> <p>DT-Building the Iron Man with Lego and recyclable resources.</p> <p>Author of the Iron Man- Chris to visit school for a talk.</p> | <p>True story of three little pigs</p> <p>Video- Spelling shed, to pitch the plot of alternative characters.</p> <p>Poetry- links to the science topic of sound.</p> <p>Sound workshop- Science of sound.</p> | <p>Yeadon Tarn trip with Y3.</p> <p>Flood- book and soundscape of rain crashing.</p> <p>Links to water cycle in Geography</p> <p>Weather reporting, use cameras and ICT equipment to film River reports.</p> | <p>DT- invention</p> <p>Dragon den style can you make a toy and pitch to rest of class.</p> <p>Y6 children judges to assess products.</p> <p>Pinocchio- story</p> | <p>Egyptian workshop with Alive and Kicking</p> <p>Leeds City Museum talk with artefacts</p> <p>Egyptian Cinderella as model text.</p> <p>Contrast original Cinderella vs Egyptian.</p> |
| Writing Genre | <p>Narrative/Description: My house in the dump.</p> <p>Persuasive: Stone age house advertisement</p> | <p>Character Description: Describing Iron Man features.</p> <p>Narrative: Creating story of Iron Man adventures.</p> | <p>Newspaper Report: The three pigs are guilty! Reporting from court room.</p> <p>Poetry: Sound collector poem. Links to Science and DT.</p> | <p>Narrative: A house is flooded/ extreme weather.</p> <p>Recount of trip- real life experience?</p> <p>Non-Chronological report: Reporting of a River you have discovered. (choice)</p> | <p>Explanation: Can you report how your new toy works.</p> <p>Narrative: A naughty toy which is broken into pieces!</p> | <p>Narrative: Writing an alternative fairy tales (With a Egyptian twist)</p> <p>Instructions: Writing instructions how to make a mummy</p> |
| Purpose of writing | <p>1. Description of what a stone house would have been like in pre-historic time.</p> <p>2. Persuading an audience to buy your property.</p> | <p>1. Describe what Iron Man features are and how he is different to any mankind.</p> <p>2. Adventure story of what Iron Man does.</p> | <p>1. Displaying around school, pitch in assembly</p> <p>2. Performing poems' in sharing assembly</p> | <p>1. Describe a character feelings and emotions in a setting.</p> <p>2. Reporting on information and facts learnt about Rivers.</p> | <p>1. Explanation- Can you explain how your invention works?</p> <p>2. Narrative- entertain younger audience how to mend a toy back together.</p> | <p>1. To entertain an audience.</p> <p>2. To inform others how to mummify an object or person.</p> |
| Audience for writing | <p>1. Class book and published for first display in classroom</p> <p>2. Local estate agents- presentation and sent in class book.</p> | <p>1. Year 4 pitch features to children, pick their favourite Iron Man.</p> <p>2. Story time- children to visit KS1 pupils to share stories.</p> | <p>1. Delivering verdict to inform residents of local area of three little pigs.</p> <p>2. Perform in sharing assembly to parents and rest of school.</p> | <p>1. Display of Flood work, alongside water cycle.</p> <p>2. Create a newsroom of questioning and answering about rivers.</p> | <p>1. Upper KS2 Children decide who will win the pitch!</p> <p>2. Create a class book of all the naughty toy narratives together.</p> | <p>1. Year 4 class, sharing afternoon.</p> <p>2. Class book, make an emergency first aid book.</p> |

| | | | | | | |
|------------------------------|--|--|--|---|---|-----------------------|
| <p>Spelling focus</p> | <ol style="list-style-type: none"> 1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. 6. Challenge words | <ol style="list-style-type: none"> 1. Words with the prefix 're-' 're-' means 'again' or 'back.' 2. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 3. The prefix 'mis-' This is another prefix with negative meanings. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 4. Adding 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. 5. Challenge words 6. The long vowel /a/ sound spelled 'ai' | <ol style="list-style-type: none"> 1. The long /a/ vowel sound spelled 'ei.' 2. The long /a/ vowel sound spelled 'ey.' 3. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 4. Homophones – words which have the same pronunciation but different meanings and/or spellings. 5. Challenge Words | <ol style="list-style-type: none"> 1. The /l/ sound spelled '-al' at the end of words. 2. The /l/ sound spelled '-le' at the end of words. 3. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 4. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 5. Adding the suffix -ly. Words which do not follow the rules. 6.. Challenge Words | <ol style="list-style-type: none"> 1. Words ending in '-er' when the root word ends in (t)ch. 2. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 3. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. 4. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 5. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 6. Challenge Words | <p>Revision words</p> |
|------------------------------|--|--|--|---|---|-----------------------|

| Year 3 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
|--------------------------|--|---|---|---|--|--|
| Handwriting focus | Leading lines and our letter sitting correct height and spacing on the line. | Small letters vs tall letters Structuring paragraphs leaving a space. | Position of letters on the page. Small letters vs tall letters | Letter sizing and spacing of words | Achieving pen license Consistency in letters and joined writing | Achieving pen license Consistency in letters and joined writing |
| Grammar focus | 1. Using Adverbs 2. Sub-ordinating Conjunctions | 1. Themed paragraphs to create a more detailed setting and plot 2. Inverted commas- to use speech effectively. | 1. Main and sub-ordinate clauses. 2. Alliteration/ Onomatopoeia. | 1. Dialogue/ pronouns for character. 2. Using a wide range of punctuation. | 1. Heading and Subheadings. 2. Past and present tenses | 1. Time Connectives 2. Determiners |

Year 3 English Overview

| Reading – words | Reading – comprehension | Transcription - Spelling | Transcription - Handwriting | Writing — composition | Writing - vocabulary, grammar & punctuation |
|---|---|--|---|--|--|
| <p>Apply knowledge of root words, prefixes and suffixes to read new words</p> <p>Read further exception words</p> | <p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Use dictionaries to check the meaning of words</p> <p>Become familiar with fairy stories, myths and legends, and retell some orally</p> <p>Identify themes and conventions in a wide range of books</p> <p>Prepare poems and play scripts to read aloud and to perform</p> <p>Discuss words and phrases that capture the reader’s interest and imagination</p> <p>Recognise some different forms of poetry</p> <p>Check that texts makes sense, discuss understanding and explain word meanings</p> <p>Ask questions to improve understanding of a text</p> <p>Draw inferences and justify inferences with evidence</p> <p>Predict what might happen in a text from details stated and implied</p> <p>Identify the main ideas from more than one paragraph and summarise them</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about books</p> | <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophes accurately in words with regular and irregular plurals</p> <p>Use the first letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency and quality of their handwriting</p> | <p>Plan writing by discussing similar writing's structure, punctuation and grammar</p> <p>Plan writing by discussing and recording ideas</p> <p>Draft sentences orally and use a varied vocabulary / range of sentence structures</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write narratives by creating settings, characters and plot</p> <p>Draft and write non-narrative material using simple organisational devices</p> <p>Evaluate and edit by assessing the effectiveness of writing and make improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read written work aloud</p> | <p>Use a wide range of conjunctions to extend sentences</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use and punctuate direct speech</p> <p>Use and understand grammatical terminology when discussing writing and reading</p> <p>See below</p> |

| Year 3 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|-----------------|------------------------------------|--|
| extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | 3.1a | co-ordinating conjunctions | |
| | 3.1b | subordinating conjunctions | |
| | 3.1c | mixed conjunctions | |
| | 3.1d | subordinate clauses | |
| using the present perfect form of verbs in contrast to the past tense | 3.2 | present perfect | Playtime mayhem! (narrative) |
| using conjunctions, adverbs and prepositions to express time and cause | 3.3a | prepositions | Swings (narrative) |
| | 3.3b | adverbs of time, place and cause | All about plants (explanation) |
| | 3.3c | causal conjunctions | |
| using and punctuating direct speech | 3.4 | inverted commas | Winnie the Pooh (extract) |
| Appendix 2 YEAR 3 | | | |
| W - formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] | 3.5 | noun prefixes super-, anti-, auto- | Captain Scarlet (narrative) |
| W - use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel [for example a rock, an open box] | 3.6 | a or an | I didn't see... (poem) |
| W - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | 3.7 | word families | When the circus came to town (recount) |
| S - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | 3.1a | co-ordinating conjunctions | |
| | 3.1b | subordinating conjunctions | |
| | 3.1c | mixed conjunctions | |
| | 3.1d | subordinating clauses | |
| T - introduction to paragraphs as a way to group related material | 3.8 | paragraphs | The night filled with thousands of lights! (narrative) |
| T - headings and sub-subheadings to aid presentation | 3.9 | headings and subheadings | |
| T - Use of the present perfect form of verbs instead of the simple past | 3.2 | present perfect | Playtime mayhem! (narrative) |
| P - Introduction to inverted commas to punctuate direct speech | 3.4 | inverted commas | Winnie the Pooh (extract) |
| Terminology | | | |
| preposition | 3.3a | determiners | Swings (narrative) |
| conjunction | 3.3c | pronouns | |
| word family | 3.7 | pronouns | When the circus came to town (recount) |
| prefix | 3.5 | fronted adverbials | Captain Scarlet (narrative) |
| clause | 3.1d | subordinating clauses | |
| subordinate clause | 3.1d | subordinating clauses | |
| direct speech | 3.4 | inverted commas | Winnie the Pooh (extract) |

| Year 3 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|----------|-----------------|---------------------------|
| consonant | 3.6 | a or an | I didn't see... (poem) |
| consonant letter | 3.6 | a or an | I didn't see... (poem) |
| vowel | 3.6 | a or an | I didn't see... (poem) |
| vowel letter | 3.6 | a or an | I didn't see... (poem) |
| inverted commas | 3.4 | inverted commas | Winnie the Pooh (extract) |

Coverage for Year 3:

Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...

Conjunctions

if when because while
as until whenever once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully...
- Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion

Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **? !** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
*After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!*



Writing to inform (LKS2)

Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- Consolidate four main punctuation marks (.,!?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items





TIME TO EDIT & REVIEW OUR WORK:

Things to spot during editing time:

E1

Small edits

E1P Check you used punctuation in every sentence. Make sure your sentences stop with a full-stop.

E1C Capital letters for names, places, sentence starts and the letter I on its own.

E1S Spot spellings you are unsure of. Let's ask the class to help spell a word. Spend a little time with your partner checking spelling. Can you use a dictionary?

E2

Sentence edits

E2S Sense check – does each sentence make sense? Does the punctuation make it clear?

E2T Tense check – have you stayed in the correct tense today? Speech and non-fiction use present tense, but stories and recounts use past tense.

E2V Vocabulary check – have you avoided our beige words? Let's play word ping-pong to help improve.

E3

Larger edits

E3H Handwriting – can anyone read it easily? Is it formed correctly? Are there leading lines and joins?

E3P Presentation – are there too many mistakes here? Are there lots of edits? A rewrite is needed, if so!

E3+ Is it a bit short in places? How can you extend an idea and add more details? Can the class help?



Lawns Park Primary School English Marking and Editing Symbols



Pupils edit in
blue

Teachers edit
in green

Teachers
reward in pink

E1

Small edits

E1P Punctuation

E1C Capital letters

E1S Spot Spellings

E2

Sentence edits

E2S Sense check

E2T Tense check

E2V Vocabulary check

E3

Larger edits

E3H Handwriting

E3P Presentation

E3+ Add more ideas

✓

Impressive!

✓✓

Amazing!

(R)

Your work was read to the class.

(V)

An adult chatted with you about improving your writing.



Writing Checklist in Year 3 & Year 4

- ✓ Spot Year 3 and Year 4 spellings when you're unsure.
- ✓ Handwriting is legible with some joins and leading lines.
- ✓ When using a fronted adverbial, remember the comma.
- ✓ Homophones are used correctly.
- ✓ Punctuate speech correctly.
- ✓ Apostrophes show possession:
 - ✓ 's when one owns it or
 - ✓ s' when more than one owns it.



Year 3 Fantastic – Boomtastics - Grammaristics

Setting,
character, plot



reactions



speech



show us



touch



action



smell



taste



thoughts



sounds

Impress and guide
your audience

large
larger
LARGEST!



_____,
and ____.



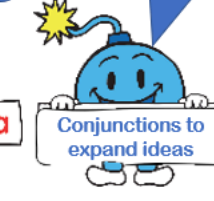
say the
same
sounds!



buzz of the
bees!



when if
because
although



MAIN HEADING
Subheading:



and
but
or



a, an, the, this,
these, those,
some, many.



Check and edit
sentences so that
anyone can read
your writing.



When ...,
After ...,
Because...,



Which tense?
was / were = past
is / are = present



adjective + ly

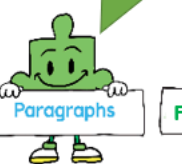
where, how, when
place, cause, time



"Hello," said
Bob. "How
are you?"



This
paragraph is
all about...



Yesterday,
Looking around,
Before long,



Use pronouns
instead of
nouns – it, him,
her, them



Time, place,
position





English Book Year 3 & Year 4

Long date, underlined with a ruler.

W.A.L.T. underlined with a ruler.

①

Your writing starts on the left, next to the margin.

Leave a blank line for a new section or paragraph. Your writing uses leading lines and is mostly joined up. Before you hand your work in, make sure you check it. Put a blue dot under spellings you are not sure about.



Letter formation



How to Write Letters

The *blue* letters touch the top line.

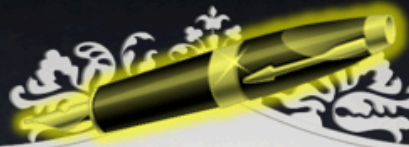
a b c d e f g h i j k l m n o p q r s t u v w x y z

The *orange* letters stay within the middle lines.

a b c d e f g h i j k l m n o p q r s t u v w x y z

The *green* letters touch the bottom line.

a b c d e f g h i j k l m n o p q r s t u v w x y z



Year 3 Handwriting

Pen Licence

Your handwriting:

Flows with some joins and hooks.

You have worked hard at letter size and orientation.

Ascenders and descenders are correct.

Your writing does not slope or slant.

The whole piece looks neat and is easy to read.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.

NATIONAL CURRICULUM Year 4 Pupils should be taught to:

- plan their writing by:
 - **discussing writing similar to that which they are planning to write** in order to understand and learn from its **structure, vocabulary and grammar**
 - discussing and **recording ideas**
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively **building a varied and rich vocabulary** and an **increasing range of sentence structures** [English appendix 2](#)
 - organising **paragraphs around a theme**
 - in **narratives, creating settings, characters and plot**
 - in **non-narrative material, using simple organisational devices** [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

GUIDANCE: Pupils should continue to have opportunities to write **for a range of real purposes and audiences as part of their work across the curriculum**. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Year 4 WRITING ANNUAL OVERVIEW:

| Year 4 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
|-----------------------------|--|---|---|--|--|---|
| Stimulus for Writing | Class Reader: Here Comes Hercules! & Hera's Terrible Trap Writing links to History Ancient Greek food tasting and making Olympic torches | Class Reader: The Wolves in the Walls/Sam Wu is not Afraid of Ghosts. Reading stories by candlelight to create a spooky atmosphere | Class Reader: The Journey of Iliano Writing links to History Roman tapestry visitor | Class Reader: The Lost Thing & Roman's on the Rampage Writing links to History Roman tapestry visitor | Class Reader: Beowulf & The Lion, The Witch and the wardrobe. Writing links to History. Anglo-Saxon visitor. | Class Reader: The Animals of Farthing Wood. Zoolab visitor. |
| Writing Genre | 1. Letter 2. Advertisement 3. Ancient Greece poster | 1. Narrative writing 2. Alternative Tale writing 3. Christmas poetry | 1. Recount 1. Non-Chronological report | 1. Narrative writing 2. Atmospheric writing | 1. Narrative writing 2. Newspaper report | 1. Report 2. Explanation text |
| Purpose of writing | 1. To apply for a job around the school/classroom or a dream job for when they are older. 2. To persuade schools to take a school trip to Ancient Greece (travel back in time). 3. To produce a poster to be used on display boards/around the school to display all the facts we have learnt. | 1. To create a spooky narrative based on the story 'The Wolves in the Walls'. 2. To write a traditional tale - with a twist - so it becomes a festive, Christmas tale. 3. To investigate poetry styles and write a christmas poem in the format of a certain style of poetry. | 1. To write our own Roman diary entry. 2. To write a non-chronological report on the Romans. | 1. To write a narrative based on the story 'the Lost Thing'. 2. To create an atmosphere by using picture stimuli to create our own short stories. | 1. To write a fantasy/adventure and quest story based on Beowulf. 2. To write a newspaper report on Sutton Hoo | 1. To write an animal classification report. 2. To write an explanation text on how volcanoes occur. |
| Audience for writing | 1. Mr Chapman/staff around school. 2. Schools or people who are interested in the history of Ancient Greece. Read to an audience to see if they are persuaded. 3. The future Year 4 class - for them to use on display | 1. The Year 4 class - to go in our reading corner 2. To read to KS1/Year 3 and give them a copy for their reading corner 3. The Year 4 class - to go up on display & to use in christmas cards | 1. To go on display in class 2. to go in our class library | 1. to read in class - class reader 2. create our own short stories book | 1. to read out loud in front of the class 2. to go on display | 1. to create our own animal fact file book 2. To go in display in the hall |
| Spelling focus | 1) homophones or near homophones 2) prefix -in 3) prefixes -il -im and -ir | 1) words ending in -ly 2) words ending in -lly 3) words where ch makes a y sh sound | 1) words where a suffix is added to words ending in | 1) words ending in cian 2) words that are adverbs of manner 3) challenge words | 1) words containing phon and sign 2) words with the prefixes super, anti and auto | 1) revision words 2) revision words 3) revision words 4) revision words |

| | | | | | | |
|--------------------------|--|--|--|--|--|--|
| | 4)prefix -sub 5)prefix -inter 6)challenge words 7)words ending in -ation 8)words ending in -ation | 4)challenge words 5)words ending in sion 6)words ending in -ous 7)words ending in -ous including those where the -ge from the base word remains | 2)words ending in ious and eous 3)challenge words 4)words where au makes an or sound 5) words ending in tion 6)words ending in ssion | 4)words that are homophones 5)words with c before i and e 6) words containing sol and real | 3)words with the prefix bi meaning two 4) challenge words 5)words that are plurals with possessive apostrophes | 5)revision words |
| Handwriting focus | ascenders and descenders | ascenders and descenders | flows with joins and hooks | flows with joins and hooks | the whole piece looks neat and is easy to read | the whole piece looks neat and is easy to read |
| Grammar focus | 1.adverbs: to modify verbs or adjectives or a whole clause 2. conjunctions: using conjunctions to link words and phrases together (coordinating and subordinating conjunctions) | 1. speech: Use speech to move the plot forward 2. fronted adverbials | 1. apostrophes for possession 2. fronted adverbials | 1. speech: Use speech to move the plot forward 2. verb, person: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | 1.Emotion, comma: Use of fronted adverbials 2. 2A sentences: expanded noun phrases | 1.Relative clause: to add extra information. 2. Fronted adverbials. Apostrophes for singular and plural possession |
| Notes | | | | | | |

Year 4 English Overview

| Reading – words | Reading – comprehension | Transcription - Spelling | Transcription - Handwriting | Writing – composition | Writing - vocabulary, grammar & punctuation |
|--|---|---|---|---|--|
| Apply knowledge of root words, prefixes and suffixes to read new words | Discuss a wide range of fiction, poetry, plays, non-fiction and reference books | Use further prefixes and suffixes and understand how to add them | Use the diagonal and horizontal strokes that are needed to join letters | Plan writing by discussing similar writing's structure, punctuation and grammar | Choose nouns or pronouns for clarity and cohesion and to avoid repetition |
| Read further exception words | Read books that are structured in different ways and read for a range of purposes | Spell further homophones | Increase the legibility, consistency and quality of their handwriting | Plan writing by discussing and recording ideas | Use conjunctions, adverbs and prepositions to express time and cause |
| | Use dictionaries to check the meaning of words | Spell words that are often misspelt | | Draft sentences orally and use a varied vocabulary / range of sentence structures | Use fronted adverbials |
| | Become familiar with fairy stories, myths and legends, and retell some orally | Use possessive apostrophes accurately in words with regular and irregular plurals | | Draft and write by organising paragraphs around a theme | Use commas after fronted adverbials |
| | Identify themes and conventions in a wide range of books | Use the first letters of a word to check its spelling in a dictionary | | Draft and write narratives by creating settings, characters and plot | Indicate possession by using the possessive apostrophe with plural nouns |
| | Prepare poems and play scripts to read aloud and to perform | Write from memory simple sentences dictated by the teacher | | Draft and write non-narrative material using simple organisational devices | Use and punctuate direct speech |
| | Discuss words and phrases that capture the reader's interest and imagination | | | Evaluate and edit by assessing the effectiveness of writing and make improvements | Use and understand grammatical terminology when discussing writing and reading |
| | Recognise some different forms of poetry | | | Evaluate and edit by proposing changes to grammar and vocabulary | See below |
| | Check that texts makes sense, discuss understanding and explain word meanings | | | Proof-read for spelling and punctuation errors | |
| | Ask questions to improve understanding of a text | | | Read written work aloud | |
| | Draw inferences and justify inferences with evidence | | | | |
| | Predict what might happen in a text from details stated and implied | | | | |
| | Identify the main ideas from more than one paragraph and summarise them | | | | |
| | Identify how language, structure, and presentation contribute to meaning | | | | |
| | Retrieve and record information from non-fiction | | | | |
| | Participate in discussion about books | | | | |

| Year 4 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|-----------------|----------------------------------|---|
| choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | 4.1a | nouns | Adventures in my dreams (list poem) |
| | 4.1b | pronouns | Lost things (poem) |
| | 4.1c | nouns and pronouns for cohesion | Boy strikes gold! (newspaper report) |
| using fronted adverbials | 4.2 | fronted adverbials | Catching a train (narrative) |
| using commas after fronted adverbials | 4.2 | fronted adverbials | Catching a train (narrative) |
| indicating possession by using the possessive apostrophe with plural nouns | 4.3 | apostrophe for plural possession | Spring Time (setting descriptive) |
| using and punctuating direct speech | 4.4a | speech verbs | A New Home for Pepper (narrative) |
| | 4.4b | punctuating direct speech | The Wizard of Oz (extract) |
| Appendix 2 YEAR 4 | | | |
| W - the grammatical difference between plural and possessive -s | 4.5 | plural or possessive | Polar Bears (non-chronological report) |
| W - Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] | 4.6 | verb inflections | Lost in the city (narrative) |
| S - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | 4.7a | determiners | Whose coat? (poem) |
| | 4.7b | noun phrases | The dragon (character description) |
| S - Fronted adverbials | 4.2 | fronted adverbials | Catching a train (narrative) |
| T - use of paragraphs to organise ideas around a theme | 4.8 | paragraphs | The River Nile (non-chronological report) |
| T - appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition | 4.1c | nouns and pronouns for cohesion | Boy strikes gold! (newspaper report) |
| P - use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] | 4.4b | punctuating direct speech | The Wizard of Oz (extract) |
| P - apostrophes to mark plural possession | 4.3 | apostrophe for plural possession | Spring Time (setting descriptive) |
| P - use of commas after fronted adverbials | 4.2 | fronted adverbials | Catching a train (narrative) |
| Terminology | | | |
| determiner | 4.7a | determiners | Whose coat? (poem) |
| pronoun | 4.1b | pronouns | Lost things (poem) |
| possessive pronoun | 4.1b | pronouns | Lost things (poem) |
| adverbial | 4.2 | fronted adverbials | Catching a train (narrative) |

Coverage for Year 4:

Writing to entertain (LKS2)

| | | |
|--|--|---|
| Text Types <ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/settings | Text Features <ul style="list-style-type: none"> • Detailed description • Use paragraphs to organize in time sequence | Other Style Ideas <ul style="list-style-type: none"> • Opportunities for comparing different forms of past tense (progressive and simple) |
|--|--|---|

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs, *Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description *...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion *They crept into Minos's great labyrinth. Inside the maze...*

| | |
|---|--|
| Adverbials Soon Meanwhile As... The next day... Later... Carefully Without a thought... | Conjunctions if when because while as until whenever once |
|---|--|

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



Writing to inform (LKS2)

| | | |
|--|---|---|
| Text Types <ul style="list-style-type: none"> • Explanation • Recount • Letter • Biography • Newspaper article | Text Features <ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content | Other Style Ideas <ul style="list-style-type: none"> • May be built around a key image • Use techniques to highlight key words (bold, underline, etc.) |
|--|---|---|

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers, *Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun phrases** to inform, *A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list, *You will need flour, eggs, sugar and water.*
- Use **relative clauses** to add further detail *We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time, *This week we have visited the Science Museum.*

| | |
|--|--|
| Adverbials First Firstly Before After Later Soon Also In addition However | Conjunctions when before after while because if |
|--|--|

Punctuation Content

- Consolidate four main punctuation marks (., ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials *After lunch, we went into the museum*
- Use **commas** to mark subordinate clauses *When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



Writing to persuade (LKS2)

| | | |
|---|--|---|
| Text Types <ul style="list-style-type: none"> • Advertising • Letter • Speech • Poster | Text Features <ul style="list-style-type: none"> • Use of 2nd person • Planned repetition • Facts & Statistics • Adjectives for positive description | Other Style Ideas <ul style="list-style-type: none"> • Link to oracy, esp. for speeches • Use of colour and images, esp. for advertising |
|---|--|---|

Grammar and Sentences

- Use **imperative** verbs to convey urgency, *Buy it today! Listen very carefully...*
- Use **rhetorical questions** to engage the reader, *Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description, *Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement *Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

| | |
|---|---|
| Adverbials Firstly Also In addition However On the other hand Therefore In conclusion | Conjunctions if because unless so and but even if when |
|---|---|

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **?! for rhetorical / exclamatory sentences**
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses *After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll be coming back for more!*





TIME TO EDIT & REVIEW OUR WORK:

Things to spot during editing time:

E1

Small edits

E1P Check you used punctuation in every sentence. Make sure your sentences stop with a full-stop.

E1C Capital letters for names, places, sentence starts and the letter I on its own.

E1S Spot spellings you are unsure of. Let's ask the class to help spell a word. Spend a little time with your partner checking spelling. Can you use a dictionary?

E2

Sentence edits

E2S Sense check – does each sentence make sense? Does the punctuation make it clear?

E2T Tense check – have you stayed in the correct tense today? Speech and non-fiction use present tense, but stories and recounts use past tense.

E2V Vocabulary check – have you avoided our beige words? Let's play word ping-pong to help improve.

E3

Larger edits

E3H Handwriting – can anyone read it easily? Is it formed correctly? Are there leading lines and joins?

E3P Presentation – are there too many mistakes here? Are there lots of edits? A rewrite is needed, if so!

E3+ Is it a bit short in places? How can you extend an idea and add more details? Can the class help?



Lawns Park Primary School English Marking and Editing Symbols



Pupils edit in
blue

Teachers edit
in green

Teachers
reward in pink

E1

Small edits

E1P Punctuation

E1C Capital letters

E1S Spot Spellings

E2

Sentence edits

E2S Sense check

E2T Tense check

E2V Vocabulary check

E3

Larger edits

E3H Handwriting

E3P Presentation

E3+ Add more ideas

✓

Impressive!

✓✓

Amazing!

(R)

Your work was read to the class.

(V)

An adult chatted with you about improving your writing.



Writing Checklist in Year 3 & Year 4

- ✓ Spot Year 3 and Year 4 spellings when you're unsure.
- ✓ Handwriting is legible with some joins and leading lines.
- ✓ When using a fronted adverbial, remember the comma.
- ✓ Homophones are used correctly.
- ✓ Punctuate speech correctly.
- ✓ Apostrophes show possession:
 - ✓ 's when one owns it or
 - ✓ s' when more than one owns it.



Year 4 Fantastic – Boomtastics - Grammaristics

Setting,
character, plot



reactions



speech



show us



touch



action



smell



taste



thoughts



sounds

Impress and guide
your audience

large
larger
LARGEST!



Exaggeration

plus
however
next



Conjunctions

_____,

and _____.



Power of 3

closer,
closer,
CLOSER!



Repetition

as ___ as
like a



Simile

say the
same
sounds!



Alliteration

buzz of the
bees!



Onomatopoeia

Check and **edit**
sentences so that
anyone can read
your writing.



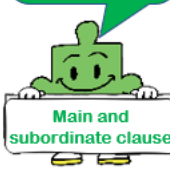
Editor

Use **a, an,**
the, this,
these, those,
some.



Determiners

When ...,
After ...,
Because...,



Main and
subordinate clause

Which tense?
was / were = past
is / are = present



Past and Present Tense

adjective + ly

where, how, when
place, cause, time



adverbials

"Where," asked
Bob, **"are we**
going?"



inverted
commas

In this paragraph
I will write
about...



Themed
paragraphs

Finally,
Consequently,
Since,



Fronted adverbials

yours, mine,
theirs, his, hers,
ours, its



Possessive
pronouns

they, these,
those, that,
them, he, she,
it, this



Cohesive pronouns



English Book Year 3 & Year 4

Long date, underlined with a ruler.

W.A.L.T. underlined with a ruler.

①

Your writing starts on the left, next to the margin.

Leave a blank line for a new section or paragraph. Your writing uses leading lines and is mostly joined up. Before you hand your work in, make sure you check it. Put a blue dot under spellings you are not sure about.



Letter formation



How to Write Letters

The *blue* letters touch the top line.

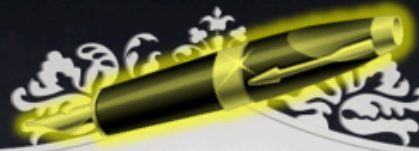
a b c d e f g h i j k l m n o p q r s t u v w x y z

The *orange* letters stay within the middle lines.

a b c d e f g h i j k l m n o p q r s t u v w x y z

The *green* letters touch the bottom line.

a b c d e f g h i j k l m n o p q r s t u v w x y z



Year 4 Handwriting

Pen Licence

Your handwriting:

Flows with some joins and hooks.

You have worked hard at letter size and orientation.

Ascenders and descenders are correct.

Your writing does not slope or slant.

The whole piece looks neat and is easy to read.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.

NATIONAL CURRICULUM Year 5 Pupils should be taught to:

- plan their writing by:
 - identifying the **audience for and purpose of the writing**, selecting the **appropriate form and using other similar writing as models** for their own
 - **noting and developing initial ideas, drawing on reading and research** where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in **narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action**
 - précising longer passages
 - using a **wide range of devices to build cohesion within and across paragraphs**
 - using further **organisational and presentational devices to structure text** and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, **distinguishing between the language of speech and writing** and choosing the **appropriate register**
- proofread for spelling and punctuation errors
- **perform their own compositions**, using appropriate intonation, volume, and movement so that meaning is clear

GUIDANCE: Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.

Year 5 WRITING ANNUAL OVERVIEW:

| Year 5 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
|-----------------------------|--|--|--|--|--|---|
| Year 5 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
| Stimulus for Writing | Beowulf | Mobile planetarium | 1001 Arabian nights | | The Borrowers book | Picture/stimuli |
| Writing Genre | 1. Letter 2. Narrative | 1.Recount 2. Letter | 1.Biography 2. Playscript | 1.Persuasive writing 2. Non-Chron report | 1.Narrative 2. Biography | 1.Atmospheric writing 2. |
| Purpose of writing | 1.Persuade 2. Entertain | 1.Entertain 2.Inform | 1.Inform 2. Entertain | 1.Persuade 2. Explain | 1.Entertain 2. Inform | 1.Entertain 2. |
| Audience for writing | 1.Mr Chapman 2. Viking enthusiasts | 1.People back on earth 2. Family members on earth. | 1.Someone researching inspirational people. 2. Entertain | 1.Persuade others to eat healthy food. 2. North American enthusiasts. | 1.Other children in KS2 2. Class book for reading for pleasure. | 1.Create a class book for reading for pleasure 2. |
| Spelling focus | 1.Words ending in 'tious' and 'ious' 2.Words ending in 'cious' 3. Words ending in 'cial' 4. Words ending in 'tial' 5. Words ending in 'cial' and 'tial' 6. Challenge words. 7. Words ending in 'ant' 8. Words ending in 'ance' and 'ancy' | 1.Words ending in 'ent' and 'ence'. 2.Words ending in 'able' and 'ible' 3.Words ending in 'ably' and 'ibly' 4. Challenge words 5. Words ending in 'able' 6. Adverbs of time. 7. Words with the base word ending in 'fer' | 1.Words with silent letters. 2.Words with silent letters. 3. Challenge words. 4. Words with 'ie' after 'c' 5. Words where 'ei' makes the 'ee' sound. | 1. ie after c 2. ei = ee 3. ough = or 4. ough 5. Adverbs 6. Challenge | 1.Homophones and near homophones 2.Challeng words | 1. Hyphens 2. Challenge words 3. Revision of the Y5 words |
| Handwriting focus | Leading lines and flow | Ascenders and descenders | Size and spacing | Position of letters and punctuation | Review consistency | Consistency across all written work |
| Notes | | | | | | |

Year 5 English Overview

| Reading – words | Reading – comprehension | Transcription - Spelling | Transcription - Handwriting | Writing – composition | Writing - vocabulary, grammar & punctuation |
|---|---|--|--|---|--|
| Apply knowledge of root words, prefixes and suffixes to understand new words. | <p>Read and discuss a range of fiction, poetry, plays and non-fiction books</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Become familiar with a range of books, myths, legends, stories and fiction</p> <p>Recommend books to peers</p> <p>Identify and discuss themes and conventions in a range of writing</p> <p>Make comparisons within and across books</p> <p>Learn a wide range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform</p> <p>Discuss understanding of and explore the meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inferences and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas from more than one paragraph and identify key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books, developing and challenging ideas</p> <p>Explain and discuss understanding through formal presentations and debates</p> <p>Provide reasoned justifications for views</p> | <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters</p> <p>Distinguish between homophones and other words which are often confused</p> <p>Develop spelling knowledge and know some words need to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first letters of a word to check spelling or meaning in a dictionary</p> <p>Use a thesaurus</p> | <p>Choose letter shapes correctly and decide when to join letters</p> <p>Choose the writing implement that is best suited for a task</p> | <p>Identify the audience for and purpose of writing, selecting an appropriate form</p> <p>Plan writing by noting and developing initial ideas</p> <p>Plan narratives by considering how other authors developed character and setting</p> <p>Understand how grammar and vocabulary can change and enhance meaning</p> <p>Use description and integrated dialogue to convey character and advance action</p> <p>Draft and write by précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure texts</p> <p>Evaluate and edit by assessing the effectiveness of writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>Evaluate and edit to ensure consistent use of tenses within a piece of writing</p> <p>Evaluate and edit to ensure correct grammar and register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform own compositions, using appropriate intonation, volume, and movement</p> | <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>See below</p> |

| Year 5 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|---|-----------------|---|---------------------------------------|
| using the perfect form of verbs to mark relationships of time and cause | 5.1a | past & present perfect | The Shadow (character description) |
| | 5.1b | perfect progressive | Newsletter: sports clubs (report) |
| using modal verbs or adverbs to indicate degrees of possibility | 5.2a | adverbs of possibility | Is that true? (poem) |
| | 5.2b | modal verbs | Into the forest (setting description) |
| using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | 5.3 | relative clauses | |
| using commas to clarify meaning or avoid ambiguity in writing | 5.4 | commas to clarify | The snake escape (newspaper recount) |
| using brackets, dashes or commas to indicate parenthesis | 5.5 | brackets, dashes and commas for parenthesis | What happened to Pompeii? (report) |
| Appendix 2 YEAR 5 | | | |
| W - converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] | 5.6 | verb suffixes -ate, -ise, -ify | Capturing the fort (narrative) |
| W - verb prefixes [for example, dis-; de-; mis-; over-; and re-] | 5.7 | Verb prefixes dis-, de-, mis-, over-, re- | On trial... (narrative) |
| S - relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | 5.3 | relative clauses | |
| S - indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal; verbs [for example, might, should, will, must] | 5.2a | adverbs of possibility | Is that true? (poem) |
| | 5.2b | modal verbs | Into the forest (setting description) |
| T - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] | 5.8 | cohesion within paragraphs | |
| T - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby], and number [for example, secondly] or tense choices [for example, he had seen her before] | 5.9 | adverbials | A Viking plan (narrative) |
| | 5.1a | past & present perfect | The Shadow (character description) |
| P - Brackets, dashes or commas to indicate parenthesis | 5.5 | brackets, dashes and commas for parenthesis | What happened to Pompeii? (report) |
| P- use of commas to clarify meaning or avoid ambiguity | 5.4 | commas to clarify | The snake escape (newspaper recount) |
| Terminology | | | |
| modal verb | 5.2b | modal verbs | Into the forest (setting description) |
| relative pronoun | 5.3 | relative clauses | |
| relative clause | 5.3 | relative clauses | |
| parenthesis | 5.5 | brackets, dashes and commas for parenthesis | What happened to Pompeii? (report) |
| bracket | 5.5 | brackets, dashes and commas for parenthesis | What happened to Pompeii? (report) |
| dash | 5.5 | brackets, dashes and commas for parenthesis | What happened to Pompeii? (report) |
| cohesion | 5.8 | cohesion within paragraphs | |
| ambiguity | 5.4 | commas to clarify | The snake escape (newspaper recount) |

Coverage for Year 5:

Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context.
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses



Coverage for Year 5:

Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use ? ! for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists





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E1P Check you used correct punctuation in every sentence. Make sure your sentences stop and you are using full-stops, not commas. Check every comma!

E1C Capital letters for names, places, sentence starts and the letter I on its own.

E1S Spot spellings you are unsure of. Let's ask the class to help you spell a word you don't know. Spend a little time with your partner checking spelling. You may need a dictionary. Use words from our class list.

E2

Sentence edits

E2S Sense check – does each sentence make sense? Do complex sentences have a main clause that makes sense on its own? Does the punctuation help clarify?

E2T Tense check – have you stayed in the correct tense today? Speech and non-fiction use present tense, but stories and recounts use past tense.

E2V Vocabulary check – have you avoided our beige words? Let's play word ping-pong to help improve.

E3

Edit & Review

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in green

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reward in pink

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Small edits

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E2

Sentence edits

E2S Sense check

E2T Tense check

E2V Vocabulary check

E3

Larger edits

E3H Handwriting

E3P Presentation

E3+ Add more ideas

✓

Impressive!

✓✓

Amazing!

(R)

Your work was read to the class.

(V)

An adult chatted with you about improving your writing.





Writing Checklist in Year 5 & Year 6

- ✓ Spellings spotted when unsure.
- ✓ Use spellings from our list and from reading.
- ✓ Commas used in lists, fronted adverbials and complex sentences - not between sentences.
- ✓ Punctuation used correctly: - , ? ! () - - " " " .
- ✓ Tenses are consistent and correct.



Year 5 Fantastics – Boomtastics - Grammaristics

Plot the story with detailed characters

character reactions speech for plot and pace character's thoughts - realism impressive, precise verbs

Plan out detailed settings

show us the setting sense of touch - details share sounds - atmosphere sense of smell - atmosphere sense of taste - details

Impress and guide your audience with a range of authorial choices

despite, in spite of, even though _____, _____, _____ and _____ synonym, pronoun, adverbials simile & metaphor Alliteration, Onomatopoeia, Personification Headings, tables, bullets Make some changes to a section to improve it. Use *

Conjunctions Power of 3 Cohesion Imagery Entertainment Structure & Cohesion Reviewer

Check and edit sentences so that they all makes complete sense. _____, which / who / that _____, was _____. () - - , , adjective + ly frequency, intensity, time, place, position Inverted commas: "What," Bob shuddered, "was that?" In this paragraph I will write about... Instantly, Moreover, On the other hand, would, wouldn't, could, should, might, will, can, ought

Editor Relative clauses Parenthesis adverbials / prepositions Plot dialogue Themed paragraphs fronted adverbials modal verbs



English Book Year 5 & Year 6

Long date, underlined with a ruler.

W.A.L.T. underlined with a ruler.

①

Your writing is joined and starts on the left, next to the margin.

Leave a blank line for a new section or paragraph.
Make sure your writing is joined and sits on the line.
Before you hand in your work, make sure you check it for non-negotiables and spot spellings you need to check later. See the non-negotiables list.



Letter formation



How to Write Letters

The *blue* letters touch the top line.

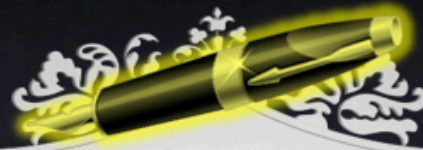
a b c d e f g h i j k l m n o p q r s t u v w x y z

The *orange* letters stay within the middle lines.

a b c d e f g h i j k l m n o p q r s t u v w x y z

The *green* letters touch the bottom line.

a b c d e f g h i j k l m n o p q r s t u v w x y z



Year 5 Handwriting

Pen Licence

Your handwriting:

Flows with correct joins and leading lines;

Is a reasonable size and legible;

Has small and tall letters of equal heights;

*Is positioned correctly on the line - including ascenders,
descenders and the punctuation marks;*

Starts at the margin with clear word spacing;

Is consistent in all of your books.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.

NATIONAL CURRICULUM Year 6 Pupils should be taught to:

- plan their writing by:
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 - précising longer passages
 - using a **wide range of devices to build cohesion within and across paragraphs**
 - using further **organisational and presentational devices to structure text** and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, **distinguishing between the language of speech and writing** and choosing the **appropriate register**
- proofread for spelling and punctuation errors
- **perform their own compositions**, using appropriate intonation, volume, and movement so that meaning is clear

GUIDANCE: Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.

Year 6 WRITING ANNUAL OVERVIEW:

| Year 6 | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
|-----------------------------|--|--|---|--|---|--|
| Stimulus for Writing | History WWII Goodnight Mr Tom – WWII Evacuee experience day WWII schoolroom day | Science – Electricity & DT, Mechanisms Musical and physical stimuli Varied non-fiction texts on this topic Robot experience day | Geography – South America - Rainforests Kapok Tree text and non-fiction animal texts Attenborough documentary Zoolab experience | Art – Sculpture Character & setting Artist study Christina Rosetti poem – colour my world | Science – Adaptation Scientific texts Newspaper texts | History – Windrush Biographies of famous people of colour Geography – contrasting study – visit Whitby Booklets and leaflets |
| Writing Genre | Recounts: 1. Letter – school council and jobs around class and the school 2. Diary – of an evacuee | 1. Explanation – a new invention 2. Narrative – atmospheric writing | 1. Narrative 2. Non-chronological report | 1. Narrative 2. Poetry | 1. Newspaper 2. SATS REVISION – may do short writing tasks / focus on grammar | 1. Biography 2. End of Term leavers assembly activities. |
| Purpose of writing | 1. Apply for a class or school-wide job 2. Recount life as an evacuee | 1. Explain how a new invention works and changes lives for the better 2. Describe a thunderstorm / flood and consequences – can link to Xmas maybe. | 1. Describe an encounter in a tropical jungle between a human and an animal 2. Write a report on a tropical animal – can be based on one of the Zoolab animals. | 1. Describe a character in a setting, then create in sculpture form 2. Write a poem based on the sculpture / artist study sculpture | 1. Inform residents of a dangerous beast lurking in the locality 2. Various SATs revision. | 1. Display: to inform people of the lives of people in Britain. 2. To say goodbye. Mostly speaking and listening activities. |
| Audience for writing | 1. Mr Chapman / teachers / peers (read out / vote) 2. Class book | 1. Year 5 – pitch our ideas – who will buy? 2. Story time – teacher to read out when completed. | 1. Create a big jungle book 2. Create a class encyclopaedia | 1. Write up for display next to sculptures 2. Read to an audience | 1. Create a Farnley Newsroom and sightings / evidence / witness statements etc. 2. - | 1. Display – corridor or classroom 2. - |
| Spelling focus | Challenge Words Recap KS2 words | Challenge Words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' | Adding the prefix '- over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' | Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Words with a /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words ending with /shuhl/ spelled '- cial' Words ending with /shuhl/ spelled '- tial' Words beginning with 'acc' | Words with the suffix '-ably' Words with the suffix '-ible' Adding the suffix '- ibly' to create an adverb Words ending in '- ent' and '-ence' Words ending in '- er', '-or' and '-ar' Adverbs synonymous with determination | Adjectives to describe dangers Adjectives to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary |
| Handwriting focus | Leading lines and joins | Small and tall letters | Ascenders and descenders | Consistency / Review | Consistency / Review | Consistency / Review |

| | Letter sizing and spacing of words. | Position of punctuation on the line | Overall flow of a paragraph / position in relation to margin | Set targets to achieve pen licence | Set targets to achieve pen licence | Set targets to achieve pen licence |
|----------------------|--|---|--|---|---|--|
| Grammar focus | 1+2. Adverbials for time and place 1+2. Varied conjunctions | 1. Subordinate clauses for detail 2. Expanded noun phrases & Dialogue and tenses | 1. Relative clauses for character 2. Varied sentence structures, including subordinating conjunctions for interest and detail | 1. Expanded noun phrases for entertainment & Parenthesis for detail 2. Expanded noun phrases for entertainment / imagery | 1. Modals for possibility & Passive voice for mystery & Expanded noun phrases for interest 2. Revision of grammar and spelling | 1. Parenthesis for detail & Colons and semi-colons for lists and contrasts & Formal tone in Standard English 2. Implementing skills across writing. |
| Notes | | | | | | |

Year 6 English Overview

| Reading – words | Reading – comprehension | Transcription - Spelling | Transcription - Handwriting | Writing — composition | Writing - vocabulary, grammar & punctuation |
|---|---|--|--|---|--|
| Apply knowledge of root words, prefixes and suffixes to understand new words. | <p>Read and discuss a range of fiction, poetry, plays and non-fiction books</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Become familiar with a range of books, myths, legends, stories and fiction</p> <p>Recommend books to peers</p> <p>Identify and discuss themes and conventions in a range of writing</p> <p>Make comparisons within and across books</p> <p>Learn a wide range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform</p> <p>Discuss understanding of and explore the meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inferences and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas from more than one paragraph and identify key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books, developing and challenging ideas</p> <p>Explain and discuss understanding through formal presentations and debates</p> <p>Provide reasoned justifications for views</p> | <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters</p> <p>Distinguish between homophones and other words which are often confused</p> <p>Develop spelling knowledge and know some words need to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first letters of a word to check spelling or meaning in a dictionary</p> <p>Use a thesaurus</p> | <p>Choose letter shapes correctly and decide when to join letters</p> <p>Choose the writing implement that is best suited for a task</p> | <p>Identify the audience for and purpose of writing, selecting an appropriate form</p> <p>Plan writing by noting and developing initial ideas</p> <p>Plan narratives by considering how other authors developed character and setting</p> <p>Understand how grammar and vocabulary can change and enhance meaning</p> <p>Use description and integrated dialogue to convey character and advance action</p> <p>Draft and write by précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure texts</p> <p>Evaluate and edit by assessing the effectiveness of writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>Evaluate and edit to ensure consistent use of tenses within a piece of writing</p> <p>Evaluate and edit to ensure correct grammar and register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform own compositions, using appropriate intonation, volume, and movement</p> | <p>Recognise vocabulary and structures appropriate for formal speech and writing</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Use grammatical terminology accurately to discuss writing and reading</p> <p>See below and refer to Y5 programme of study</p> |

| Year 6 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|--|-----------------|-------------------------------|---|
| recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form | 6.1a | subjunctive | A formal invitation... (invitations) |
| | 6.1b | formal & informal | Three texts about a flight delay (text messages) |
| using passive verbs to affect the presentation of information in a sentence | 6.2 | passive verbs | It wasn't me! (poem) |
| using expanded noun phrases to convey complicated information concisely | 6.3 | concise noun phrases | Disaster strikes! (newspaper recount) |
| using hyphens to avoid ambiguity | 6.4 | hyphens | People watching (poem) |
| using semi-colons, colons or dashes to mark boundaries between independent clauses | 6.5a | semi-colons | The Frozen North (setting description) |
| | 6.5b | colons | Crocodiles (non-chronological report) |
| | 6.5c | semi-colons, colons & dashes | Chocolate-covered broccoli is delicious! (persuasion) |
| using a colon to introduce a list | 6.6 | colons & semi-colons in lists | Maple Class - DT project (recount) |
| punctuating bullet points consistently | 6.7 | bullet points | Letter about school uniform (formal letter) |
| Appendix 2 YEAR 6 | | | |
| W - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] | 6.1b | formal and informal | Three texts about a flight delay (text messages) |
| W - How words are related by meaning as synonyms or antonyms [for example, big, large, little] | 6.8a | synonyms | Sinbad's voyage (narrative) |
| | 6.8b | antonyms | Cinderella and her stepsisters (character descriptions) |
| | 6.8c | synonyms & antonyms | The flood (recount) |
| S - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The green house was broken (by me)] | 6.2 | passive verbs | It wasn't me! (poem) |
| S - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags or the use of subjunctive forms such as if I were or Were they to come in some very formal writing and speech | 6.1a | subjunctive | A formal invitation... (invitations) |
| | 6.1b | formal and informal | Three texts about a flight delay (text messages) |
| T - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast or as a consequence], and ellipsis | 6.9a | cohesive devices | |
| | 6.9b | ellipsis | Under the bed... (narrative) |
| T - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | 6.10 | layout devices | |
| P - Use of semi-colon, colon and dash to mark the boundary between independent clauses | 6.5a | semi-colons | The Frozen North (setting description) |
| | 6.5b | colons | Crocodiles (non-chronological report) |
| | 6.5c | semi-colons, colons & dashes | Chocolate-covered broccoli is delicious! (persuasion) |

| Year 6 – Plazoom Materials to support Writing - vocabulary, grammar and punctuation | unit ref | Resource focus | Model text |
|---|-----------------|-------------------------------|---|
| P - use of a colon to introduce a list and use of semi-colons within lists | 6.6 | colons & semi-colons in lists | Maple Class - DT project (recount) |
| P - Punctuation of bullet points to list information | 6.7 | bullet points | Letter about school uniform (formal letter) |
| P- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] | 6.4 | hyphens | People watching (poem) |
| Terminology | | | |
| subject | 6.11a | subject & object | Shadows (explanation) |
| object | 6.11b | subject & object | Shadows (explanation) |
| active | 6.2 | passive verbs | It wasn't me! (poem) |
| passive | 6.2 | passive verbs | It wasn't me! (poem) |
| synonym | 6.8a | synonyms | Sinbad's voyage (narrative) |
| antonym | 6.8b | antonyms | Cinderella and her stepsisters (character descriptions) |
| ellipsis | 6.9b | ellipsis | Under the bed... (narrative) |
| hyphen | 6.4 | hyphens | People watching (poem) |
| colon | 6.5b | colons | Crocodiles (non-chronological report) |
| semi-colon | 6.5a | semi-colons | The Frozen North (setting description) |
| bullet points | 6.7 | bullet points | Letter about school uniform (formal letter) |

Coverage for Year 6:

Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context.
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets** or **dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses



Coverage for Year 6:

Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use ? ! for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists





TIME TO EDIT & REVIEW OUR WORK:

Things to spot during editing time:

E1

Small edits

E1P Check you used correct punctuation in every sentence. Make sure your sentences stop and you are using full-stops, not commas. Check every comma!

E1C Capital letters for names, places, sentence starts and the letter I on its own.

E1S Spot spellings you are unsure of. Let's ask the class to help you spell a word you don't know. Spend a little time with your partner checking spelling. You may need a dictionary. Use words from our class list.

E2

Sentence edits

E2S Sense check – does each sentence make sense? Do complex sentences have a main clause that makes sense on its own? Does the punctuation help clarify?

E2T Tense check – have you stayed in the correct tense today? Speech and non-fiction use present tense, but stories and recounts use past tense.

E2V Vocabulary check – have you avoided our beige words? Let's play word ping-pong to help improve.

E3

Edit & Review

E3H Handwriting – can anyone read it easily? Is it formed correctly? Are there leading lines and joins?

E3P Presentation – are there too many mistakes here? Are there lots of edits? A rewrite is needed, if so!

E3+ Is it a bit short in places? How can you extend an idea and add more details? Can the class help?



Lawns Park Primary School English Marking and Editing Symbols



Pupils edit in
blue

Teachers edit
in green

Teachers
reward in pink

E1

Small edits

E1P Punctuation

E1C Capital letters

E1S Spot Spellings

E2

Sentence edits

E2S Sense check

E2T Tense check

E2V Vocabulary check

E3

Larger edits

E3H Handwriting

E3P Presentation

E3+ Add more ideas

✓

Impressive!

✓✓

Amazing!

(R)

Your work was read to the class.

(V)

An adult chatted with you about improving your writing.





Writing Checklist in Year 5 & Year 6

- ✓ Spellings spotted when unsure.
- ✓ Use spellings from our list and from reading.
- ✓ Commas used in lists, fronted adverbials and complex sentences - not between sentences.
- ✓ Punctuation used correctly: - , ? ! () - - ' "" .
- ✓ Tenses are consistent and correct.



Year 6 Fantastic – Boomtastics - Grammaristics


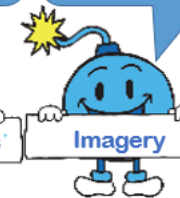



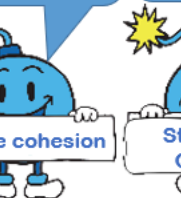
Describe characters, make them realistic when they speak

| | | | |
|---|---|---|---|
|  |  |  |  |
| character reactions | speech for plot and pace | character's thoughts - realism | impressive, precise verbs |

Create an atmosphere in the setting to hook your reader

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| show us the setting | sense of touch - details | share sounds - atmosphere | sense of smell - atmosphere | sense of taste - details |

Impress and guide your audience with a range of authorial choices

| | | | | | |
|---|---|---|---|--|---|
| despite dince even though | simile & metaphor | Alliteration Onomatopoeia Personification | synonym pronoun adverbials | Vocabulary themes in paragraphs | Headings, tables, bullets, lists, glossary, ← references → |
|  |  |  |  |  |  |
| Conjunctions | Imagery | Entertainment | Word cohesion | Theme cohesion | Structure & Cohesion |

Make some changes to a section to improve it. Use *



Reviewer

Check and edit sentences so that your writing is cohesive and accurate.



Editor

Contractions for informal style: isn't, can't, won't




Contractions

____, which / who / that _____, was _____.



Relative clauses

(parenthesis) () - - , , and " " ; : ! ? , , ...



Punctuation

adjective + ly
frequency, intensity
time, place, position




adverbials / prepositions

Move the plot forward with speech. "What," Bob shuddered, "is that?"



Plot dialogue

Extended ideas in a cohesive paragraph on one subject.



Themed paragraphs

However, Unfortunately, As a consequence,



fronted adverbials

The door was opened by Bob. / Bob opened the door.



Passive or Active Voice

would, wouldn't could, should, might, will, can, ought



modals



English Book Year 5 & Year 6

Long date, underlined with a ruler.

W.A.L.T. underlined with a ruler.

①

Your writing is joined and starts on the left, next to the margin.

Leave a blank line for a new section or paragraph.
Make sure your writing is joined and sits on the line.
Before you hand in your work, make sure you check it for non-negotiables and spot spellings you need to check later. See the non-negotiables list.



Letter formation



How to Write Letters

The *blue* letters touch the top line.

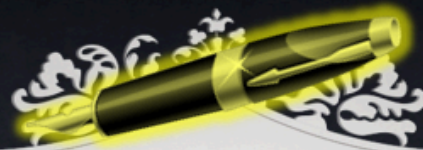
a b c d e f g h i j k l m n o p q r s t u v w x y z

The *orange* letters stay within the middle lines.

a b c d e f g h i j k l m n o p q r s t u v w x y z

The *green* letters touch the bottom line.

a b c d e f g h i j k l m n o p q r s t u v w x y z



Year 6 Handwriting

Pen Licence

Your handwriting:

Flows with correct joins and leading lines;

Is a reasonable size and legible;

Has small and tall letters of equal heights;

*Is positioned correctly on the line - including ascenders,
descenders and the punctuation marks;*

Starts at the margin with clear word spacing;

Is consistent in all of your books.



Heartily Approved by The Calligraphy Inspection Team at Lawns Park Primary School.

GUIDANCE MATERIALS:

Typical Features of Each Genre of Writing:

| 1. Narrative | 2. Non-fiction | 3. Poetry |
|---|---|--|
| Adventure Mystery Science Fiction Fantasy Historical fiction Contemporary fiction Dilemma Stories Dialogue, Play scripts, film narratives Myths Legends Fairy tales Fables Traditional tales guidance | Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts | Free verse Visual poems Structured poems |

For Poetry – See additional document: [Guide to text types and poetry](#)

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1. PROCEDURE = INSTRUCTIONS / DIRECTIONS

Social function: To help us do a task or make something. They can be a set of instructions or directions.

Text organization:

1. Goals (the final purpose of doing the instruction)
2. Materials (ingredients, utensils, equipment to do the instructions)
3. Steps (a set of instruction to achieve the final purpose)

Language features :

} Use of imperative (Cut....., Don't mix.....)

} Use of action verbs (turn, put)

} Use of connectives(first, then, finally)

2. RECOUNT = DIARY / LETTER OF EXPERIENCE / POSTCARD /

Social function: To tell the readers what happened in the past through a sequence of events.

Generic Structure:

1. Orientation (who were involved, when and where was it happened)
2. Events (tell what happened in a chronological order)
3. Re-orientation (optional – closure of events)

Language features:

} Use of pronouns and nouns (David, he, she)

} Use of action verbs in past (went, studied)

} Use of past tense (We went for a trip to the zoo)

} Use of adverbial phrases

} Use of adjectives

3. NARRATIVE = STORY

Social function: To amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure:

1. Orientation (who was involved, when and where was it happened)
2. Complication (a problem arises and followed by other problems)
3. Resolution (provide solution to the problem)

Language features:

1. Use of noun phrases (a beautiful princess, a huge temple)
2. Use of adverbial phrases of time and place (in the garden, two days ago)
3. Use of simple past tense (He walked away from the village)
4. Use of action verbs (walked, slept)
5. Use of adjectives phrases (long black hair)

4. DESCRIPTION = CAN BE PART OF STORY or EXCERPT or RECOUNT OF EVENT or EXPERIENCE

Social Function: To describe a particular person, place or thing.

Generic Structure:

1. Identification (identify phenomenon to be described)
2. Description (describe parts, qualities, characteristics)

Language features:

- } Focus on specific participants
- } Use of attributive and identifying processes
- } Frequent use classifiers in nominal groups.
- } Use of the Simple Present Tense

5. NEWS ITEM = NEWSPAPER

Social function: To inform readers or listeners about events of the day which are considered newsworthy or important.

Generic structure:

1. Newsworthy event (tells the event in a summary form)
2. Background events (elaborate what happened, tell what caused the incident)
3. Sources (comments by participants, witnesses, authorities and experts involved in the event)

Language features:

- } Information on the use of headlines.
- } Use of action verbs(hit, attack)
- } Use of saying verbs(said, added, claimed)
- } Use of passive sentences (Aceh was hit by Tsunami in 2004)
- } Use of adverbs in passive sentences (The victims were badly injured)

6. REPORT = SCIENTIFIC / Non-Fiction Writing / TOPIC RELATED

Social function: To describe the way things are (for example: a man-made thing, animals, plants). The things must be a representative of their class.

Text organization:

1. General classification (introduces the topic of the report/tells what phenomenon under discussion is.)
2. Description (tell the details of topic such as physical appearance, parts, qualities, habits/behaviour).

Language features:

- } Use of general nouns (Whales, Kangaroo, Computer)
- } Use of present tense (Komodo dragons usually weigh more than 160 kg)
- } Use of behavioural verbs (Snakes often sunbathe in the sun)
- } Use of technical terms (Water contains oxygen and hydrogen)
- } Use of relating verbs (is, are, has)

7. ANALYTICAL EXPOSITION = ESSAY / SPEECH / PERSUASION or OPINION

Social function: To persuade the readers or the listeners that something in the case, to analyse or to explain.

Generic Structure:

1. Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position.)
2. Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence).
3. Reiteration (restates the position more forcefully in the light of the arguments presented).

Language features:

- } Emotive words such as : alarmed, worried.
- } Words that qualify statements such as: usual probably
- } Words that link arguments such as: firstly, however, on the other hand, therefore.
- } Usually present tense
- } Compound and complex sentences

8. SPOOF = Story with a twist / irony / moral tale

Social function: To tell an event with a humorous twist.

Generic structure:

1. Orientation (who were involved, when and where was happened)
2. Events (tell what happened in a chronological order)
3. Twist (provide the funniest part of the story)

Language features:

- } Use of connectives (first, then, finally)
- } Use of adverbial phrases of time and place (in the garden, two days ago)
- } Use of simple past tense (he walked away from the village)

9. PERSUASIVE = Campaign / Leaflet / Propaganda / SPEECH

Social function: To persuade the readers or the listeners that something should or should not be the case.

Generic structure:

1. Thesis (stating an issue of concern)
2. Arguments (giving reasons for concern, leading recommendation)
3. Recommendation (stating what ought or ought not to happen)

Language features:

- } Emotive words: alarmed, worried
- } Words that qualify statements: usual probably
- } Words that link arguments: firstly, however, on the other hand, therefore
- } Usually present tense
- } Compound and complex sentences
- } Modal auxiliary: can, may, should, must

10. EXPLANATION = Non-fiction / Booklet / Diagram / Scientific

Social function: To explain the process involved in the formation or working of natural or socio cultural phenomena.

Generic structure:

1. A general statement to position the reader
2. A sequenced explanation of why or how something occurs.
3. Closing

Language features:

- } Focus on generic, non-human participants.
- } Use mainly of general and abstract nouns, action verbs, simple present tense, passive voice, conjunction of time and cause, noun phrases, complex sentences, and technical language.

11. DISCUSSION = Balanced Arguments / Debate

Social function: To present information and opinions about more than one side of an issue (“for” points “against” points)

Generic structure:

1. Opening statement presenting the issue
2. Arguments or evidence for different points of view (pros and cons)
3. Concluding recommendation.

Language features:

- } Use of general nouns: school uniform, smoking, graffiti etc.
- } Use of relating verbs: is, are, etc.
- } Use of thinking verbs: think, feel, hope believe, etc.
- } Use of additive connectives: addition, furthermore, besides, etc.
- } Use of contrastive connectives: although, even, if, nevertheless, etc.
- } Use of causal connectives: because, because of, etc.
- } Use of modal auxiliary: must, should, etc.
- } Use of adverbial manner: hopefully.

12. REVIEW = e.g. Book Review, Art review

Social function: To critique written work or event for a public audience.

Generic structure:

1. Orientation (background information on the text)
2. Evaluation (concluding statement : judgment, opinion, or recommendation. It can consist of more than one.
3. Interpretative Recount (summary of an artwork including characters and plot).
4. Evaluative summation: the last opinion consisting of the appraisal or the punch line of the art works being criticized.

Language features:

- } Focus on specific participants
- } Use of adjectives
- } Use of long and complex clauses
- } Use of metaphor

Reviews are used to summarize, analyse and respond to art works. They may include: movie, TV shows, books

GRAMMATICAL TERMS: Glossary for the programmes of study for English (non-statutory)

The following glossary includes all the technical **grammatical terms** used in the programmes of study for English, as well as others that might be useful. It is intended as an aid for teachers, not as the body of knowledge that should be learnt by pupils. Apart from a few which are used only in schools (for example, *root word*), the terms below are used with the meanings defined here in most modern books on English grammar. It is recognised that there are different schools of thought on grammar, but the terms defined here clarify those being used in the programmes of study. For further details, teachers should consult the many books that are available.

Terms in definitions

As in any tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learnt at school or may have been using with their own pupils; in these cases, the more familiar meaning is also discussed.

| Term | Guidance | Example |
|---------------------|---|--|
| active voice | An active verb has its usual pattern of subject and object (in contrast with the passive). | Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i> |

| Term | Guidance | Example |
|------------------|---|---|
| adjective | <p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> ▪ before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or ▪ after the verb <i>be</i>, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.</p> | <p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives:</p> <p><i>The lamp <u>glowed</u>.</i> [verb]</p> <p><i>It was such a bright <u>red</u>!</i> [noun]</p> <p><i>He spoke <u>loudly</u>.</i> [adverb]</p> <p><i>It was a French <u>grammar</u> book.</i> [noun]</p> |
| adverb | <p>The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.</p> | <p><i>Usha <u>soon</u> started snoring loudly.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i><u>Fortunately</u>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> ▪ <i>Usha went <u>up the stairs</u>.</i> [preposition phrase used as adverbial] ▪ <i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial] ▪ <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause used as adverbial] |
| adverbial | <p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.</p> | <p><i>The bus leaves <u>in five minutes</u>.</i> [preposition phrase as adverbial: modifies <i>leaves</i>]</p> <p><i>She promised to see him <u>last night</u>.</i> [noun phrase modifying either <i>promised</i> or <i>see</i>, according to the intended meaning]</p> <p><i>She worked <u>until she had finished</u>.</i> [subordinate clause as adverbial]</p> |
| antonym | <p>Two words are antonyms if their meanings are opposites.</p> | <p><i>hot – cold</i> <i>light – dark</i></p> <p><i>light – heavy</i></p> |

| Term | Guidance | Example |
|------------------------|---|---|
| apostrophe | <p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) marking possessives (e.g. <i>Hannah's mother</i>). | <p><i>I'm going out and I <u>won't</u> be long.</i> [showing missing letters]</p> <p><i><u>Hannah's</u> mother went to town in <u>Justin's</u> car.</i> [marking possessives]</p> |
| article | <p>The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of determiner.</p> | <p><i><u>The</u> dog found <u>a</u> bone in <u>an</u> old box.</i></p> |
| auxiliary verb | <p>The auxiliary verbs are: <i>be</i>, <i>have</i>, <i>do</i> and the modal verbs. They can be used to make questions and negative statements. In addition:</p> <ul style="list-style-type: none"> <i>be</i> is used in the progressive and passive <i>have</i> is used in the perfect <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present | <p><i>They <u>are</u> winning the match.</i> [<i>be</i> used in the progressive]</p> <p><i><u>Have</u> you finished your picture?</i> [<i>have</i> used to make a question, and the perfect]</p> <p><i>No, I <u>don't</u> know him.</i> [<i>do</i> used to make a negative; no other auxiliary is present]</p> <p><i><u>Will</u> you come with me or not?</i> [modal verb <i>will</i> used to make a question about the other person's willingness]</p> |
| clause | <p>A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.</p> <p>Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non- finite clauses.</p> | <p><i>It was raining.</i> [single-clause sentence]</p> <p><i>It was raining but we were indoors.</i> [two finite clauses]</p> <p><i><u>If you are coming to the party</u>, please let us know.</i> [finite subordinate clause inside a finite main clause]</p> <p><i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]</p> |
| cohesion | <p>A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p> | <p>A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and <i>a nature trail</i>. During the afternoon, the children will follow <i>the trail</i>.</p> |
| cohesive device | <p>Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> determiners and pronouns, which can refer back to earlier words conjunctions and adverbs, which can make relations between words clear <p>ellipsis of expected words.</p> | <p><i>Julia's dad bought her a football. <u>The</u> football was expensive!</i> [determiner; refers us back to a particular football]</p> <p><i>Joe was given a bike for Christmas. <u>He</u> liked <u>it</u> very much.</i> [the pronouns refer back to Joe and the bike]</p> <p><i>We'll be going shopping <u>before</u> we go to the park.</i> [conjunction; makes a relationship of time clear]</p> <p><i>I'm afraid we're going to have to wait for the next train. <u>Meanwhile</u>, we could have a cup of tea.</i> [adverb; refers back to the time of waiting]</p> <p><i>Where are you going? [] <u>To school!</u></i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p> |

| Term | Guidance | Example |
|-----------------------------------|--|---|
| complement | <p>A verb's subject complement adds more information about its subject, and its object complement does the same for its object.</p> <p>Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p> | <p><i>She is <u>our teacher</u>.</i> [adds more information about the subject, <i>she</i>]</p> <p><i>They seem very competent.</i> [adds more information about the subject, <i>they</i>]</p> <p><i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i>]</p> |
| compound, compounding | <p>A compound word contains at least two root words in its morphology; e.g. <i>whiteboard</i>, <i>superman</i>. Compounding is very important in English.</p> | <p><i>blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow</i></p> |
| conjunction | <p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> ▪ co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair ▪ subordinating conjunctions (e.g. <i>when</i>) introduce a subordinate clause. | <p><i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p> <p><i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p> |
| consonant | <p>A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.</p> <p>Most of the letters of the alphabet represent consonants. Only the letters <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i> and <i>y</i> can represent vowel sounds.</p> | <p>/p/ [flow of air stopped by the lips, then released]</p> <p>/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p>/f/ [flow of air obstructed by the bottom lip touching the top teeth]</p> <p>/s/ [flow of air obstructed by the tip of the tongue touching the gum line]</p> |
| continuous | <p>See progressive</p> | |
| co-ordinate, co-ordination | <p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. <i>and</i>, <i>but</i>, <i>or</i>).</p> <p>In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.</p> | <p><i>Susan <u>and</u> Amra met in a café.</i> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair]</p> <p><i>They talked <u>and</u> drank tea for an hour.</i> [links two clauses as an equal pair]</p> <p><i>Susan got a bus <u>but</u> Amra walked.</i> [links two clauses as an equal pair]</p> <p>Not co-ordination: <i>They ate <u>before</u> they met.</i> [<i>before</i> introduces a subordinate clause]</p> |

| Term | Guidance | Example |
|--------------------|--|--|
| determiner | <p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Some examples of determiners are:</p> <ul style="list-style-type: none"> ▪ articles (<i>the, a or an</i>) ▪ demonstratives (e.g. <i>this, those</i>) ▪ possessives (e.g. <i>my, your</i>) ▪ quantifiers (e.g. <i>some, every</i>). | <p><i><u>the</u> home team</i> [article, specifies the team as known] <i><u>a</u> good team</i> [article, specifies the team as unknown] <i><u>that</u> pupil</i> [demonstrative, known] <i><u>Julia's</u> parents</i> [possessive, known] <i><u>some</u> big boys</i> [quantifier, unknown]</p> <p>Contrast: <i>home <u>the</u> team, big <u>some</u> boys</i> [both incorrect, because the determiner should come before other modifiers]</p> |
| digraph | <p>A type of grapheme where two letters represent one phoneme.</p> <p>Sometimes, these two letters are not next to one another; this is called a split digraph.</p> | <p>The digraph <u>ea</u> in <u>each</u> is pronounced /i:/. The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/. The split digraph <u>i-e</u> in <u>line</u> is pronounced /aɪ/.</p> |
| ellipsis | <p>Ellipsis is the omission of a word or phrase which is expected and predictable.</p> | <p><i>Frankie waved to Ivana and she watched her drive away.</i> <i>She did it because she wanted to do it.</i></p> |
| etymology | <p>A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.</p> | <p>The word <i>school</i> was borrowed from a Greek word <i>σχολή</i> (<i>skholé</i>) meaning 'leisure'. The word <i>verb</i> comes from Latin <i>verbum</i>, meaning 'word'. The word <i>mutton</i> comes from French <i>mouton</i>, meaning 'sheep'.</p> |
| finite verb | <p>Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite.</p> <p>Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.</p> | <p><i>Lizzie <u>does</u> the dishes every day.</i> [present tense]</p> <p><i>Even Hana <u>did</u> the dishes yesterday.</i> [past tense]</p> <p><i><u>Do</u> the dishes, Naser!</i> [imperative] Not finite verbs:</p> <ul style="list-style-type: none"> ▪ <i>I have <u>done</u> them.</i> [combined with the finite verb <i>have</i>] ▪ <i>I will <u>do</u> them.</i> [combined with the finite verb <i>will</i>] ▪ <i>I want to <u>do</u> them!</i> [combined with the finite verb <i>want</i>] |

| Term | Guidance | Example |
|--|--|--|
| fronting, fronted | <p>A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been ‘fronted’. For example, a fronted adverbial is an adverbial which has been moved before the verb.</p> <p>When writing fronted phrases, we often follow them with a comma.</p> | <p><i><u>Before we begin</u>, make sure you’ve got a pencil.</i></p> <p>[Without fronting: <i>Make sure you’ve got a pencil before we begin.</i>]</p> <p><i><u>The day after tomorrow</u>, I’m visiting my granddad.</i></p> <p>[Without fronting: <i>I’m visiting my granddad the day after tomorrow.</i>]</p> |
| future | <p>Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb.</p> <p>See also tense.</p> <p>Unlike many other languages (such as French, Spanish or Italian), English has no distinct ‘future tense’ form of the verb comparable with its present and past tenses.</p> | <p><i>He <u>will leave</u> tomorrow.</i> [present- tense <i>will</i> followed by infinitive <i>leave</i>]</p> <p><i>He <u>may leave</u> tomorrow.</i> [present- tense <i>may</i> followed by infinitive <i>leave</i>]</p> <p><i>He <u>leaves</u> tomorrow.</i> [present- tense <i>leaves</i>]</p> <p><i>He <u>is going to leave</u> tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i>]</p> |
| GPC | See grapheme-phoneme correspondences . | |
| grapheme | A letter, or combination of letters, that corresponds to a single phoneme within a word. | <p>The grapheme <i>t</i> in the words <i>ten</i>, <i>bet</i> and <i>ate</i> corresponds to the phoneme /t/.</p> <p>The grapheme <i>ph</i> in the word <i>dolphin</i> corresponds to the phoneme /f/.</p> |
| grapheme- phoneme correspondences | <p>The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent.</p> <p>In the English writing system, graphemes may correspond to different phonemes in different words.</p> | <p>The grapheme <i>s</i> corresponds to the phoneme /s/ in the word <i>see</i>, but... ...it corresponds to the phoneme /z/ in the word <i>easy</i>.</p> |
| head | See phrase . | |
| homonym | Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced. | <p><i>Has he left yet? Yes – he went through the door on the left.</i></p> <p><i>The noise a dog makes is called a <u>bark</u>. Trees have <u>bark</u>.</i></p> |
| homophone | Two different words are homophones if they sound exactly the same when pronounced. | <i><u>hear</u>, <u>here</u> <u>some</u>, <u>sum</u></i> |
| infinitive | <p>A verb’s infinitive is the basic form used as the head-word in a dictionary (e.g. <i>walk</i>, <i>be</i>).</p> <p>Infinitives are often used:</p> <ul style="list-style-type: none"> ▪ after <i>to</i> ▪ after modal verbs. | <i>I want to <u>walk</u>. I will <u>be</u> quiet.</i> |

| Term | Guidance | Example |
|--------------------------|--|--|
| inflection | When we add <i>-ed</i> to <i>walk</i> , or change <i>mouse</i> to <i>mice</i> , this change of <u>morphology</u> produces an inflection ('bending') of the basic word which has special grammar (e.g. <u>past tense</u> or <u>plural</u>). In contrast, adding <i>-er</i> to <i>walk</i> produces a completely different word, <i>walker</i> , which is part of the same <u>word family</u> . Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected. | <i>dogs</i> is an inflection of <i>dog</i> . <i>went</i> is an inflection of <i>go</i> . <i>better</i> is an inflection of <i>good</i> . |
| intransitive verb | A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See ' <u>transitive verb</u> '. | <i>We all laughed.</i> <i>We would like to stay longer, but we must leave.</i> |
| main clause | A <u>sentence</u> contains at least one <u>clause</u> which is not a <u>subordinate clause</u> ; such a clause is a main clause. A main clause may contain any number of subordinate clauses. | <i>It was raining but the sun was shining.</i> [two main clauses] <i>The man who wrote it told me that it was true.</i> [one main clause containing two subordinate clauses.] <i>She said, "It rained all day."</i> [one main clause containing another.] |
| modal verb | Modal verbs are used to change the meaning of other <u>verbs</u> . They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> . A modal verb only has <u>finite</u> forms and has no <u>suffixes</u> (e.g. <i>I sing – he sings</i> , but not <i>I must – he musts</i>). | <i>I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might.</i> <i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i> , where <i>being</i> is not a modal verb] |
| modify, modifier | One word or phrase modifies another by making its meaning more specific. Because the two words make a <u>phrase</u> , the 'modifier' is normally close to the modified word. | In the phrase <i>primary-school teacher</i> : <ul style="list-style-type: none"> ▪ <i>teacher</i> is modified by <i>primary- school</i> (to mean a specific kind of teacher) ▪ <i>school</i> is modified by <i>primary</i> (to mean a specific kind of school). |
| morphology | A word's morphology is its internal make-up in terms of <u>root words</u> and <u>suffixes</u> or <u>prefixes</u> , as well as other kinds of change such as the change of <i>mouse</i> to <i>mice</i> . Morphology may be used to produce different <u>inflections</u> of the same word (e.g. <i>boy – boys</i>), or entirely new words (e.g. <i>boy – boyish</i>) belonging to the same <u>word family</u> . A word that contains two or more root words is a <u>compound</u> (e.g. <i>news+paper, ice+cream</i>). | <i>dogs</i> has the morphological make- up: <i>dog</i> + <i>s</i> . <i>unhelpfulness</i> has the morphological make-up: <ul style="list-style-type: none"> unhelpful + <i>ness</i> ▪ where <i>unhelpful</i> = <i>un</i> + <i>helpful</i> and <i>helpful</i> = <i>help</i> + <i>ful</i> |

| Term | Guidance | Example |
|--------------------|---|--|
| noun | <p>The surest way to identify nouns is by the ways they can be used after determiners such as <i>the</i>: for example, most nouns will fit into the frame “The matters/matter.”</p> <p>Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’; this is often true, but it doesn’t help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name ‘things’ such as actions.</p> <p>Nouns may be classified as common (e.g. <i>boy, day</i>) or proper (e.g. <i>Ivan, Wednesday</i>), and also as countable (e.g. <i>thing, boy</i>) or non-countable (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p> | <p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i></p> <p><i>My big <u>brother</u> did an amazing jump on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> ▪ <i>He’s <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun] ▪ <i>She can jump so <u>high</u>!</i> [this names an action, but is a verb, not a noun] <p>common, countable: <i>a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></i></p> <p>common, non-countable: <i><u>money</u>, some <u>chocolate</u>, less <u>imagination</u></i></p> <p>proper, countable: <i><u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></i></p> |
| noun phrase | <p>A noun phrase is a phrase with a noun as its head, e.g. <i>some foxes, foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i>.</p> | <p><i><u>Adult foxes</u> can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase]</p> <p><i><u>Almost all healthy adult foxes in this area</u> can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p> |
| object | <p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.</p> <p>Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).</p> | <p><i>Year 2 designed <u>puppets</u>.</i> [noun acting as object]</p> <p><i>I like <u>that</u>.</i> [pronoun acting as object]</p> <p><i>Some people suggested a <u>pretty display</u>.</i> [noun phrase acting as object]</p> <p>Contrast:</p> <ul style="list-style-type: none"> ▪ <i>A display was suggested.</i> [object of active verb becomes the subject of the passive verb] <p><i>Year 2 designed <u>pretty</u>.</i> [incorrect, because adjectives cannot be objects]</p> |
| participle | <p>Verbs in English have two participles, called ‘present participle’ (e.g. <i>walking, taking</i>) and ‘past participle’ (e.g. <i>walked, taken</i>).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <ul style="list-style-type: none"> ▪ they don’t necessarily have anything to do with present or past time ▪ although past participles are used as perfects (e.g. <i>has eaten</i>) they are also used as passives (e.g. <i>was eaten</i>). | <p><i>He is <u>walking</u> to school.</i> [present participle in a progressive]</p> <p><i>He has <u>taken</u> the bus to school.</i> [past participle in a perfect]</p> <p><i>The photo was <u>taken</u> in the rain.</i> [past participle in a passive]</p> |

| Term | Guidance | Example |
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| <p>passive</p> | <p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> ▪ the past participle form <i>eaten</i> ▪ the normal object (<i>it</i>) turned into the subject ▪ the normal subject (<i>our dog</i>) turned into an optional preposition phrase with <i>by</i> as its head ▪ the verb <i>be(was)</i>, or some other verb such as <i>get</i>. <p>Contrast active.</p> <p>A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.</p> | <p><i>A visit was <u>arranged</u> by the school. Our cat got <u>run</u> over by a bus.</i></p> <p>Active versions:</p> <ul style="list-style-type: none"> ▪ <i>The school arranged a visit.</i> ▪ <i>A bus ran over our cat.</i> <p>Not passive:</p> <ul style="list-style-type: none"> ▪ <i>He received a warning.</i> [past tense, active <i>received</i>] ▪ <i>We had an accident.</i> [past tense, active <i>had</i>] |
| <p>past tense</p> | <p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> ▪ talk about the past ▪ talk about imagined situations ▪ make a request sound more polite. <p>Most verbs take a suffix <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p> <p>See also tense.</p> | <p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the past]</p> <p><i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I <u>was</u> hoping you'd help tomorrow.</i> [makes an implied request sound more polite]</p> |
| <p>perfect</p> | <p>The perfect form of a verb generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by:</p> <ul style="list-style-type: none"> ▪ turning the verb into its past participle inflection ▪ adding a form of the verb <i>have</i> before it. <p>It can also be combined with the progressive (e.g. <i>he has been going</i>).</p> | <p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now she has some songs]</p> <p><i>I <u>had eaten</u> lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p> |

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| phoneme | <p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <ul style="list-style-type: none"> • /t/ contrasts with /k/ to signal the difference between <i>tap</i> and <i>cap</i> • /t/ contrasts with /l/ to signal the difference between <i>bought</i> and <i>ball</i>. <p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p> <p>There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.</p> | <p>The word <i>cat</i> has three letters and three phonemes: /kæt/</p> <p>The word <i>catch</i> has five letters and three phonemes: /kætʃ/</p> <p>The word <i>caught</i> has six letters and three phonemes: /kɔ:t/</p> |
| phrase | <p>A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition, and so on; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.</p> | <p><i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head]</p> <p><i><u>She waved to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p> |
| plural | <p>A plural noun normally has a suffix – s or –es and means 'more than one'.</p> <p>There are a few nouns with different morphology in the plural (e.g. <i>mice</i>, <i>formulae</i>).</p> | <p><i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p> |
| possessive | <p>A possessive can be:</p> <ul style="list-style-type: none"> • a noun followed by an apostrophe, with or without s • a possessive pronoun. <p>The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.</p> | <p><i><u>Tariq's</u> book</i> [Tariq has the book]</p> <p><i>The <u>boys'</u> arrival</i> [the boys arrive]</p> <p><i><u>His</u> obituary</i> [the obituary is about him]</p> <p><i>That essay is <u>mine</u>.</i> [I wrote the essay]</p> |
| prefix | <p>A prefix is added at the beginning of a word in order to turn it into another word.</p> <p>Contrast suffix.</p> | <p><i><u>overtake</u>, <u>disappear</u></i></p> |
| preposition | <p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence.</p> <p>Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.</p> | <p><i>Tom waved goodbye <u>to</u> Christy. She'll be back <u>from</u> Australia <u>in</u> two weeks.</i></p> <p><i>I haven't seen my dog <u>since</u> this morning.</i></p> <p>Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p> |

| Term | Guidance | Example |
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| preposition phrase | A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase. | <i>He was in bed.</i> <i>I met them <u>after the party</u>.</i> |
| present tense | <u>Verbs</u> in the present tense are commonly used to: <ul style="list-style-type: none"> ▪ talk about the present ▪ talk about the <u>future</u>. They may take a suffix –s (depending on the <u>subject</u>). See also <u>tense</u> . | <i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now] <i>He <u>can</u> swim.</i> [describes a state that is true now] <i>The bus <u>arrives</u> at three.</i> [scheduled now] <i>My friends <u>are</u> coming to play.</i> [describes a plan in progress now] |
| progressive | The progressive (also known as the ‘continuous’) form of a <u>verb</u> generally describes events in progress. It is formed by combining the verb’s present <u>participle</u> (e.g. <i>singing</i>) with a form of the verb <i>be</i> (e.g. <i>he was singing</i>). The progressive can also be combined with the <u>perfect</u> (e.g. <i>he has been singing</i>). | <i>Michael is singing in the store room.</i> [present progressive] <i>Amanda <u>was making</u> a patchwork quilt.</i> [past progressive] <i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect progressive] |
| pronoun | Pronouns are normally used like <u>nouns</u> , except that: <ul style="list-style-type: none"> ▪ they are grammatically more specialised ▪ it is harder to <u>modify</u> them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold. | <i>Amanda waved to Michael. <u>She</u> waved to <u>him</u>.</i> <i>John’s mother is over there. <u>His</u> mother is over there.</i> <i>The visit will be an overnight visit. <u>This</u> will be an overnight visit.</i> <i><u>Simon</u> is the person: Simon broke it. He is the one <u>who</u> broke it.</i> |
| punctuation | Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - – () “ ” ‘ ’ , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate <u>sentence</u> boundaries. | <i>“I’m going out, <u>Usha</u>, and I won’t be long.” <u>Mum</u> said.</i> |
| Received Pronunciation | Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the national curriculum. | |

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| register | <p>Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are 'varieties' of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.</p> | <p><i>I regret to inform you that Mr Joseph Smith has passed away.</i> [formal letter]</p> <p><i>Have you heard that Joe has died?</i> [casual speech]</p> <p><i>Joe falls down and dies, centre stage.</i> [stage direction]</p> |
| relative clause | <p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p> | <p><i>That's the boy <u>who lives near school</u>.</i> [<i>who</i> refers back to <i>boy</i>]</p> <p><i>The prize <u>that I won</u> was a book.</i> [<i>that</i> refers back to <i>prize</i>]</p> <p><i>The prize <u>I won</u> was a book.</i> [the pronoun <i>that</i> is omitted]</p> <p><i>Tom broke the game, which annoyed Ali.</i> [<i>which</i> refers back to the whole clause]</p> |
| root word | <p>Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, <i>help</i> is the root word for other words in its word family such as <i>helpful</i> and <i>helpless</i>, and also for its inflections such as <i>helping</i>. Compound words (e.g. <i>help-desk</i>) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.</p> | <p><u><i>played</i></u> [the root word is <i>play</i>] <u><i>unfair</i></u> [the root word is <i>fair</i>] <i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p> |
| schwa | <p>The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English.</p> <p>It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.</p> | <p>/əlɒŋ/ [<u><i>a</i>long</u>]</p> <p>/bʌtə/ [<u><i>u</i>tter</u>]</p> <p>/dɒktə/ [<u><i>o</i>ctor</u>]</p> |

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| sentence | <p>A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.</p> <p>Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms 'single- clause sentence' and 'multi-clause sentence' may be more helpful.</p> | <p><i><u>John went to his friend's house. He stayed there till tea-time.</u></i></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.]</p> <p><i>You are my friend.</i> [statement] <i>Are you my friend?</i> [question] <i>Be my friend!</i> [command]</p> <p><i>What a good friend you are!</i> [exclamation]</p> <p><i>Ali went home on his bike to his goldfish and his current library book about pets.</i> [single-clause sentence]</p> <p><i>She went shopping but took back everything she had bought because she didn't like any of it.</i> [multi-clause sentence]</p> |
| split digraph | See digraph . | |
| Standard English | Standard English can be recognised by the use of a very small range of forms such as <i>those books</i> , <i>I did it</i> and <i>I wasn't doing anything</i> (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor | <p><i>I did it because they were not willing to undertake any more work on those houses.</i> [formal Standard English]</p> <p><i>I did it cos they wouldn't do any more work on those houses.</i> [casual Standard English]</p> |
| | variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers . The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking. | <p><i>I done it cos they wouldn't do no more work on them houses.</i> [casual non-Standard English]</p> |
| stress | A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed. | <i><u>about</u> visit</i> |
| subject | <p>The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is:</p> <ul style="list-style-type: none"> ▪ just before the verb in a statement ▪ just after the auxiliary verb, in a question. <p>Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. <i>I am</i>, <i>you are</i>).</p> | <p><i><u>Rula's mother</u> went out.</i></p> <p><i><u>That</u> is uncertain.</i></p> <p><i><u>The children</u> will study the animals. Will <u>the children</u> study the animals?</i></p> |

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| subjunctive | <p>In some languages, the inflections of a verb include a large range of special forms which are used typically in subordinate clauses, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.</p> | <p><i>The school requires that all pupils <u>be</u> honest.</i></p> <p><i>The school rules demand that pupils not <u>enter</u> the gym at lunchtime.</i></p> <p><i>If Zoë <u>were</u> the class president, things would be much better.</i></p> |
| subordinate, subordination | <p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.</p> <p>Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> an adjective is subordinate to the noun it modifies subjects and objects are subordinate to their verbs. <p>Subordination is much more common than the equal relationship of co-ordination.</p> <ul style="list-style-type: none"> See also subordinate clause. | <p><i><u>big dogs</u> [big is subordinate to dogs]</i></p> <p><i><u>Big dogs</u> need long walks. [big dogs and long walks are subordinate to need]</i></p> <p><i>We can watch TV <u>when we've finished</u>. [when we've finished is subordinate to watch]</i></p> |
| subordinate clause | <p>A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in <i>It was sour but looked very tasty</i>. (Contrast: main clause)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p> | <p><i>That's the street <u>where Ben lives</u>.</i> [relative clause; modifies <i>street</i>]</p> <p><i>He watched her <u>as she disappeared</u>.</i> [adverbial; modifies <i>watched</i>]</p> <p><i><u>What you said</u> was very nice.</i> [acts as subject of <i>was</i>]</p> <p><i>She noticed <u>an hour had passed</u>.</i> [acts as object of <i>noticed</i>]</p> <p>Not subordinate: <i>He shouted, "<u>Look out!</u>"</i></p> |
| suffix | <p>A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word.</p> <p>Contrast prefix.</p> | <p><i>call – <u>called</u></i></p> <p><i>teach – <u>teacher</u> [turns a verb into a noun]</i></p> <p><i>terror – <u>terrorise</u> [turns a noun into a verb]</i></p> <p><i>green – <u>greenish</u> [leaves word class unchanged]</i></p> |
| syllable | <p>A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.</p> | <p><i>Cat</i> has one syllable.</p> <p><i>Fairy</i> has two syllables.</p> <p><i>Hippopotamus</i> has five syllables.</p> |
| synonym | <p>Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.</p> | <p><i>talk – speak old – elderly</i></p> |

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| tense | <p>In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.)</p> <p>The simple tenses (present and past) may be combined in English with the perfect and progressive.</p> | <p><i>He <u>studies</u>.</i> [present tense – present time]</p> <p><i>He <u>studied</u> yesterday.</i> [past tense – past time]</p> <p><i>He <u>studies</u> tomorrow, or else!</i> [present tense – future time]</p> <p><i>He <u>may study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>He <u>plans to study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>If he <u>studied</u> tomorrow, he'd see the difference!</i> [past tense – imagined future]</p> <p>Contrast three distinct tense forms in Spanish:</p> <ul style="list-style-type: none"> ▪ <i>Estudia.</i> [present tense] ▪ <i>Estudió.</i> [past tense] <p><i>Estudiará.</i> [future tense]</p> |
| transitive verb | <p>A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an intransitive verb, which does not.</p> | <p><i>He loves Juliet.</i></p> <p><i>She <u>understands</u> English grammar.</i></p> |
| trigraph | <p>A type of grapheme where three letters represent one phoneme.</p> | <p><i>High, <u>pure</u>, <u>patch</u>, <u>hedge</u></i></p> |
| unstressed | <p>See stressed.</p> | |
| verb | <p>The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future).</p> <p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.</p> | <p><i>He <u>lives</u> in Birmingham.</i> [present tense]</p> <p><i>The teacher <u>wrote</u> a song for the class.</i> [past tense]</p> <p><i>He <u>likes</u> chocolate.</i> [present tense; not an action]</p> <p><i>He <u>knew</u> my father.</i> [past tense; not an action]</p> <p>Not verbs:</p> <ul style="list-style-type: none"> ▪ <i>The <u>walk</u> to Halina's house will take an hour.</i> [noun] ▪ <i>All that <u>surfing</u> makes Morwenna so sleepy!</i> [noun] |
| vowel | <p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form syllables by themselves, or they may combine with consonants.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p> | |

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| word | <p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.</p> <p>Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. <i>well-built, he's</i>).</p> | <p><i>headteacher</i> or <i>head teacher</i> [can be written with or without a space]</p> <p><i>I'm</i> going out. <i>9.30 am</i></p> |
| word class | <p>Every word belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction. Word classes are sometimes called 'parts of speech'.</p> | |
| word family | <p>The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.</p> | <p><i>teach – teacher</i> <i>extend – extent – extensive grammar – grammatical – grammarian</i></p> |