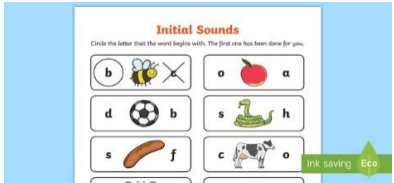


<p style="text-align: center;"><b>SPELLING</b></p> <p>NC Statutory NB No Nonsense Spelling scheme used from Y2-Y6</p>		<p style="text-align: center;"><b>PUNCTUATION</b></p> <p>NC Statutory</p>		<p style="text-align: center;"><b>GRAMMAR</b></p> <p>NC Statutory</p>		<p style="text-align: center;"><b>KEY VOCABULARY/TERMINOLOGY</b></p>	
<p><b>RECEPTION</b></p> <p>- Hear and say the initial sound in words.</p>  <p>- Segment the sounds in simple words and blend them together</p> <ul style="list-style-type: none"> <li>• satpin</li> </ul> <p>- Link sounds to letters, naming and sounding the letters of the alphabet.</p>		<p>Begin to use capital letters and full stops to punctuate a simple sentence.</p> <ul style="list-style-type: none"> <li>• Today it is sunny.</li> </ul> <p>Separation of words with spaces</p> <ul style="list-style-type: none"> <li>• I am happy.</li> </ul>		<p>- Write their own name and other things such as labels, captions.</p> <ul style="list-style-type: none"> <li>• Harry</li> <li>• happy</li> <li>• sad</li> </ul> <p>- Attempt to write short sentences in meaningful contexts.</p> <ul style="list-style-type: none"> <li>• Sam has a dog.</li> </ul> <p>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <ul style="list-style-type: none"> <li>• I am happy. I like to play.</li> </ul>		<ul style="list-style-type: none"> <li>• Sentence</li> <li>• word</li> <li>• letter</li> <li>• capital letter</li> <li>• full stop</li> </ul>	
<b>KS1</b>							
<p><b>Y1</b></p> <p>- Use regular plural noun suffixes –s or –es</p> <ul style="list-style-type: none"> <li>• Singular means one - There was one dog playing in the park.</li> <li>• Plural- more than one - There were lots of dogs playing in the park.</li> </ul> <p>- Add the suffixes to verbs where no change is needed in the spelling of root words.</p> <ul style="list-style-type: none"> <li>• A suffix is added to the end of a word to turn it into another word. Suffixes that can be used are <b>ing, ed &amp; er</b> EG: helping, helped, helper</li> </ul> <p>- Understand that when adding the prefix un- to a root word, it changes the meaning of verbs and adjectives.</p> <ul style="list-style-type: none"> <li>• A prefix is added to the beginning of a word to turn it into another word. The prefix 'un' changes the meaning of a root word. EG: Kind - unkind, Happy – unhappy</li> </ul>		<p>- Separation of words with spaces.</p> <ul style="list-style-type: none"> <li>• The boy was happy.</li> </ul> <p>- Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <ul style="list-style-type: none"> <li>• An exclamation sentence would start with what or how and is used to show surprise EG: What big feet you have!</li> <li>• A statement sentence states a fact, gives an opinion or idea EG: A rainbow has 7 colours.</li> <li>• Questions are sentences that ask you something and end with a ? mark EG: What would you like for dinner?</li> </ul> <p>- Capital letters for names and for the personal pronoun 'I'</p> <ul style="list-style-type: none"> <li>• Proper nouns need to be capitalized</li> <li>• They are known as names of people, specific places, and things.</li> </ul>		<p>- Use the coordinating conjunction 'and' to join words and sentences together. Coordinating conjunctions join groups of words or main clauses. EG: The boy went to the park and played with his friends.</p> <p>- What makes a good sentence? A good sentence must: • Begin with a capital letter</p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Sentence ender</li> <li>• Must make sense</li> </ul> <p>EG: It is a beautiful day.</p>		<ul style="list-style-type: none"> <li>• word</li> <li>• sentence</li> <li>• letter</li> <li>• capital letter</li> <li>• full stop</li> <li>• Punctuation</li> <li>• Singular</li> <li>• plural</li> <li>• question mark</li> <li>• exclamation mark</li> </ul>	

	<p><b>-tch</b></p> <ul style="list-style-type: none"> <li>● The sound is usually spelt as tch if it comes straight after a single vowel letter. E.G. <b>catch, fetch, kitchen</b> Exceptions: rich, which, much, such.</li> </ul> <p><b>- The /v/ sound at the end of words</b></p> <ul style="list-style-type: none"> <li>● English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. E.G. <b>have, live, give</b></li> </ul> <p><b>- words containing each of the 40+ phonemes already taught</b></p> <p><b>- common exception words</b></p> <p><b>- the days of the week</b></p> <p><i>*Also see NC spelling appendix pg40-44*</i></p>	<ul style="list-style-type: none"> <li>● The personal pronoun is always a capital 'I'</li> </ul>		
<p><b>Y2</b></p>	<p><b>- Compound nouns</b></p> <ul style="list-style-type: none"> <li>● contain two or more words which join together to make a single noun. EG: <b>whiteboard, superman, friendship</b></li> </ul> <p><b>- Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● We can use suffixes to change nouns and verbs into adjectives, or to change the meaning of an adjective. Some suffixes have a general meaning whilst others simply transform words into adjectives EG: <b>quick – quicker, quickest</b> <b>Slow - slower slow, slowest</b></li> </ul> <p><b>- The use of -ly to turn adjectives into adverbs</b> EG: <b>gladly, sadly, happily</b></p>	<p><b>- Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b></p> <ul style="list-style-type: none"> <li>● An exclamation sentence would start with what or how and is used to show surprise EG: <b>What big feet you have!</b> (remember that exclamation marks can also be used as a sentence ender to show expression)</li> <li>● A statement sentence states a fact, gives an opinion or idea EG: <b>A rainbow has 7 colours.</b></li> <li>● Questions are sentences that ask you something and end with a ? mark EG: <b>What would you like for dinner?</b></li> <li>● An urgent, short and sometimes angry sentence would be a command. They will usually include an imperative verb (bossy verb) EG: <b>Come over here right now!</b></li> </ul>	<p><b>- Subordination and coordination to join clauses.</b></p> <ul style="list-style-type: none"> <li>● Subordinating conjunctions join a main and subordinate clause together (when, if, that, because) EG: <b>I was late for school because I had a flat tyre.</b></li> <li>● Coordinating conjunctions join groups of words or main clauses (and, but, or) EG: <b>Susan had a lot of work to do but she ran out time to finish it.</b></li> </ul>	<p>As in Y1 and...</p> <ul style="list-style-type: none"> <li>● noun, noun phrase</li> <li>● adjective</li> <li>● verb</li> <li>● adverb</li> <li>● verb tense (past and present)</li> <li>● suffix</li> <li>● compound</li> <li>● apostrophe</li> <li>● comma</li> <li>● statement, question, exclamation, command</li> <li>● imperative verb</li> </ul>

- **Formation of adjectives using suffixes** EG -ful, -less, -ment, -ness fearful, fearless

- **Contractions**

● In contractions, the apostrophe shows where a letter or letters would be if the words were written in full

E.G. can't – cannot

It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.

- **The possessive apostrophe** (singular nouns)

E.G. Ravi's, the child's

- **Homophones and near-homophones**

E.G. there/their/they're, here/hear, see/sea, bare/bear

- **sound spelt as 'ge' and 'dge' at the end of words**

EG edge, badge, bulge, village

- **The /s/ sound spelt c before e, i and y**

EG ice, ace, city

- **The /n/ sound spelt kn and (less often) gn at the beginning of words**

EG knock, knee, gnat

- **The /r/ sound spelt wr at the beginning of words**

EG write, wrote

- **The /l/ or /əl/ sound spelt -le at the end of words**

EG Table, little, apple

- **common exception words**

*\*For full statutory list see NC spelling appendix pg45-48\**

- **Commas to separate items in a list.**

● A comma is a type of punctuation mark that tells us to take a short pause when reading.

The fruit bowl has oranges, bananas, pears, kiwis and apples in it.

● A comma is put between each item in the list, but the last two items always have 'and' between them and no comma.

- **Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.**

Apostrophes show two things:

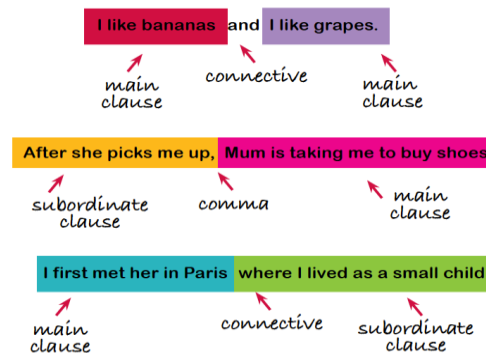
● They can be used to show that something belongs to someone or something. This is called possession.

● When we are talking about one thing, we call this singular. When we need to say that something belongs to something singular, we put an apostrophe and then an 's' at the end of the name it belongs to.

EG: The man's bike. Rachel's favourite sport is running.

● They can also be used to replace a letter of a word to shorten it. This is called omission.

EG: Cannot – can't



- **Expanded noun phrases - noun phrases are used to add detail and description to a sentence**

● Use one or more adjective to describe the noun  
EG: The beautiful, blue butterfly flew across the sky. OR ...the man on the moon, OR ...plain flour

- **Consistently and correctly use present and past tense throughout writing.**

● The present tense is used for actions which are happening now EG: 'Harry is playing with his friends'

● The past tense is used for actions which took place at a specific time and are now finished  
EG: I walked to the shop and bought lots of sweets.

- **Progressive form of verbs in the present and past tense**

● walk- walked

● talk-talked

● jump-jumped

Know that verbs in the past tense end in the suffix -ed

Y3

- Using a or an according to whether the next word begins with a consonant or a vowel

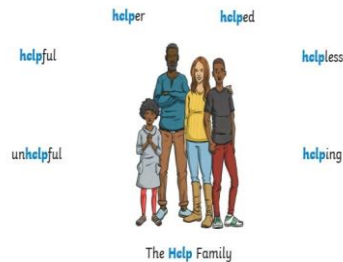
- The general rule is that we use 'an' before a word if the word begins with a vowel and 'a' before a word which begins with a consonant. EG: An egg vs A cup

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

- A prefix is a set of letters that are added to the beginning of a word to make a new word.
- The prefix auto- means self or own. (autograph)
- The prefix anti- means against. (antiseptic)
- The prefix super- means greater, more than or above. (Superhero)
- Prefixes mis & re

- Word families based on common words

- Word families are groups of words that have a common feature, pattern or meaning. They usually share a common base or root word, to which different prefixes and suffixes are added.



AS KS1 and ...

- Introduction to inverted commas to punctuate direct speech.

**"Inverted Commas"**  
 also called speech marks  
 Inverted Commas go either side of what is actually spoken  
 "You've left your pen!" called James to his friend.  
 "Thank you," Paul replied, "good job you spotted it, I'd have been looking for that later!"  
**REMEMBER:**  
 Start a new line for each new speaker, try and use more interesting words than said!

- Use present perfect form of verbs instead of the simple past

- We use the present perfect tense to talk about our experiences in a way that does not refer to when they happened EG: I have never been abroad.
- We also use this tense to talk about an action which started in the past and is continuous up until now EG: I have been a doctor for ten years.
- We also use this tense to talk about something that has happened in the past but has a result in the present EG: I have lost my passport. (The result in the present is that I don't have my passport)

Present	Past	Future
<b>SIMPLE PRESENT</b> I walk, you walk, he/she/it walks, we walk, you walk, they walk	<b>SIMPLE PAST</b> I walked, you walked, he/she/it walked, we walked, you walked, they walked	<b>SIMPLE FUTURE</b> I will walk, you will walk, he/she/it will walk, we will walk, you will walk, they will walk
<b>PRESENT CONTINUOUS</b> I am walking, you are walking, he/she/it is walking, we are walking, you are walking, they are walking	<b>PAST CONTINUOUS</b> I was walking, you were walking, he/she/it was walking, we were walking, you were walking, they were walking	<b>FUTURE CONTINUOUS</b> I will be walking, you will be walking, he/she/it will be walking, we will be walking, you will be walking, they will be walking
<b>PRESENT PERFECT</b> I have walked, you have walked, he/she/it has walked, we have walked, you have walked, they have walked	<b>PAST PERFECT</b> I had walked, you had walked, he/she/it had walked, we had walked, you had walked, they had walked	<b>FUTURE PERFECT</b> I will have walked, you will have walked, he/she/it will have walked, we will have walked, you will have walked, they will have walked

- Expressing time, place and cause using conjunctions

- **Conjunctions:** when, before, after, while, so, because.
- **Adverbs:** then, next, soon, therefore.
- **Prepositions:** before, after, during, in, because of

As in Y1&Y2 and ...

- word family
- conjunction
- FANBOYS** (co-ordinating - for, and, nor, but, or, yet, so)
- AWHITEBUS** (subordinating – after, while, which, if, that, even though, because, until, since)
- adverb
- preposition
- direct speech
- inverted commas (for 'speech marks')
- prefix
- consonant
- vowel
- clause
- subordinate clause

## Y3&4

- **Words with the /eɪ/ sound spelt ei, eigh, or ey**

E.G. vein, weigh, eight, neighbour, they, obey

- **Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)**

E.G. league, tongue, antique, unique

- **Words with the /ʃ/ sound spelt ch (mostly French in origin)**

E.G. chef, chalet, machine, brochure

- **Words with the /k/ sound spelt ch (Greek in origin)**

E.G. scheme, chorus, chemist, echo, character

- **Words with the /s/ sound spelt sc (Latin in origin)**

E.G. science, scene, discipline, fascinate, crescent

- **Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian**

● Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.

### - Use of adverbs

● An adverb is a word that can modify a verb, an adjective, or another adverb. Tells us how, when, where, why, how often, or how much the action is performed.

1. How: He ran quickly.

2. When: He ran yesterday.

3. Where: He ran here.

4. How often: He ran daily.

5. How much: He ran fastest.

● Lots of adverbs end "-ly."

EG: She swims quickly. (Here, the adverb "quickly" modifies the verb "swims.")

He is an extremely quick swimmer. (The adverb "extremely" modifies the adjective "quick.")

### - Use of prepositions

● A preposition is a word (usually a short word) that sits before a noun to show the noun's relationship with a nearby word.

EG: a boy from our village (Here, the preposition "from" sits before the noun "our village" to show the relationship between "our village" and "a boy.")

Preposition examples: above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, since, to, toward, through, under, until, up, upon, with, within

### - Introduction to paragraphs as a way to group related material.

● They are used in writing to introduce new sections of a story, characters or pieces of

	<p>- <b>Words with endings sounding like /ʒə/ or /tʃə/</b></p> <ul style="list-style-type: none"> <li>● The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher</li> </ul> <p>E.G. <i>measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</i></p>		<p>information. Paragraphs help readers to enjoy what has been written because they break text up into easy-to read sections.</p> <p>- <b>Headings and subheadings to aid presentation.</b></p> <ul style="list-style-type: none"> <li>● A heading is a word, phrase, or sentence at the beginning of a written passage that explains what it's about</li> <li>● Sub-headings act as a guide to serve the reader through the page until they have found what they are looking for</li> </ul>	
<p><b>Y4</b></p>	<p>- <b>Grammatical difference between plural and possessive - s</b> e.g. the girl's name, the boys' boots</p> <ul style="list-style-type: none"> <li>● If the noun is plural, ending with an 's', and we need to attach an apostrophe to it, we just attach an apostrophe without an 's' after it.</li> </ul> <p><i>The wolves' prey was a deer.</i> <i>The brothers' toys were hidden.</i></p> <p>-<b>The suffix –ation</b></p> <ul style="list-style-type: none"> <li>● The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</li> </ul> <p>E.G. <i>information, adoration, sensation, preparation, admiration</i></p> <p>- <b>The suffix –ly</b></p> <ul style="list-style-type: none"> <li>● The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</li> </ul> <p>E.G. <i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i></p>	<p>- <b>Use of commas after fronted adverbials</b></p> <ul style="list-style-type: none"> <li>● 'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. <i>Later that day, I heard the bad news.</i></li> <li>● A comma is normally used after an adverbial (but there are plenty of exceptions to this rule)</li> </ul> <div data-bbox="790 919 1238 1145" data-label="Diagram"> <p>Fronted adverbials are words or phrases at the beginning of a sentence.</p> </div>	<p>- <b>Expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</b></p> <ul style="list-style-type: none"> <li>● An expanded noun phrase: provides extra information about the noun. You can use adjectives and preposition phrases to modify the description given by the noun and provide clarity within your writing.</li> </ul> <div data-bbox="1317 820 1854 1121" data-label="Diagram"> <p><b>What Is an Expanded Noun Phrase?</b></p> <p>An expanded noun phrase gives much more detail than a simple noun phrase, for example:</p> <ul style="list-style-type: none"> <li>A teacher</li> <li>→ Add a noun to modify → A <b>maths</b> teacher</li> <li>→ Add adjectives to modify → A <b>helpful, friendly</b> maths teacher</li> <li>→ Add a prepositional phrase to give extra details → A helpful, friendly maths teacher <b>with a fluffy moustache</b></li> </ul> </div>	<p>As in Y3 &amp;: pronoun possessive pronoun adverbial</p>

Exceptions:

(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.

E.G. happily, angrily

(2) If the root word ends with -le, the -le is changed to -ly

E.G. gently, simply, humbly, nobly

(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.

E.G. basically, frantically, dramatically

(4) The words truly, duly, wholly.

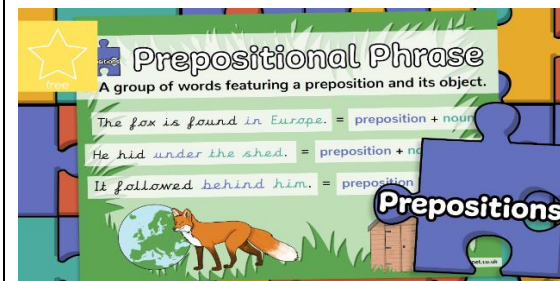
**- Possessive apostrophe with plural words**

● The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children's).

E.G. girls', boys', babies', children's, men's, mice's

**- Homophones and near-homophones**

E.G. grate/great, groan/grown, here/hear, heel/heal/he'll, meat/meet, medal/meddle, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's



**- Choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.**

● In simple terms it means not repeating a person's or object's name many times within a sentence. This repetition can be avoided using appropriate pronouns and will aid in building cohesion and flow within paragraphs.

Bob went to the shop. Bob bought an apple then

Bob went home to eat his apple.

Bob went to the shop. He bought an apple then he went home to eat it.

UKS2				
<p><b>Y5</b></p>	<p><b>- Converting nouns or adjectives into verbs using suffixes</b> (-ate, -ise, -ify). Rules to remember:</p> <ul style="list-style-type: none"> <li>● If the root word ends in 'y', change to 'i'.</li> <li>● If the root word ends in 'e' remove the 'e'.</li> <li>● If the root word has a short vowel sound, double the consonant before adding the suffix.</li> </ul> <p><b>- Verb prefixes</b> (dis-, de-, mis-, over-, and re-).</p> <ul style="list-style-type: none"> <li>● A prefix is added to the beginning of a word to turn it into another word</li> </ul> <p>dismiss, declutter, misinterpret, over-think, replace.</p>	<p><b>- Brackets, dashes or commas to indicate parenthesis.</b></p> <ul style="list-style-type: none"> <li>● Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information.</li> <li>● Brackets ( ) are also known as parentheses.</li> <li>● Commas and dashes can also be used to show parenthesis.</li> </ul> <p><i>I miss seeing Amelia (my best friend from primary school) every day.</i></p> <p><i>I miss seeing Amelia, my best friend from primary school, every day.</i></p> <p><i>I miss seeing Amelia – my best friend from primary school – every day.</i></p> <p><b>- Use of commas to clarify meaning or avoid ambiguity.</b></p> <ul style="list-style-type: none"> <li>● Adding a comma to a sentence can change the meaning of it entirely.</li> </ul> <p>For example: <b>Let's eat Grandma</b> - Implies that Grandma is going to be eaten.</p> <p><b>Let's eat, Grandma</b> - Adding in the comma, clarifies that it's time for Grandma to eat.</p>	<p><b>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</b></p> <ul style="list-style-type: none"> <li>● A simple relative clause: can be used to give additional information about a noun.</li> <li>● They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example: <b>"I won't stand by the man who smells of slime."</b> In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun, 'who', is used to connect these clauses in the sentence.</li> <li>● Complex Relative Clauses: are located in the middle of sentences, which are introduced by relative pronouns, but the sentence can still make sense on their own: <b>"The man, who played the piano, lived in Gillingham."</b></li> </ul> <p><b>- Cohesion within a paragraph:</b></p> <p>Cohesion within paragraphs: a person's writing has cohesion, an attempt has been made to link clauses, sentences and paragraphs so that the writing 'hangs together'</p>	<p>As Y4 &amp;</p> <p>Relative clause modal verb relative pronoun parenthesis bracket dash determiner cohesion ambiguity</p>

## Cohesive devices

**conjunctions**

These show links between ideas within a sentence, e.g. when, because, until, although.

Words and phrases can act like signposts to help readers see significant links in the text.

**sentence connectives**

Words and phrases that show links between one sentence and the next, e.g. However, Consequently, On the other hand.

Connection words, phrases and sentences are important throughout written work. However, they are particularly useful at the start of a new paragraph.

**punctuation**

Some punctuation marks (: ; -) can show links between clauses.

**sentence frames**

Where nouns or verbs act as signposts, you can make a 'sentence frame', e.g. Begin by... The reason that... is...

Collect examples from texts you read. Read sentences aloud to get the feel of the language patterns.

Use these 'signposts' to link your own ideas. Practise the sentences in speech before you write.

**- Indicating degrees of possibility using adverbs and modal verbs**

- Adverbs and modal verbs can be used to indicate the possibility of something occurring. Generally, the possibilities are classified as: Obligation, Certainty and Ability


### Year 5 Text Grammar

## Degrees of possibility

**Modal verbs**

Modal verbs change the meaning of other verbs. They can express:

OBLIGATION	CERTAINTY	ABILITY
should	will	can
must	would	could
ought	might	
	may	
	shall	

			 <b>Adverbs of possibility</b> <ul style="list-style-type: none"> <li>• <b>Perhaps</b> I will get to go to the park later if it doesn't rain.</li> <li>• <b>Surely</b> now that it isn't raining I will get to go to the park?</li> <li>• I am <b>probably</b> going to the park later I can't wait.</li> <li>• Uh-oh it's raining, my trip to the park might <b>possibly</b> be off now.</li> </ul>	
<p><b>Y6</b></p>	<p><b>- Relating words using synonyms and antonyms.</b></p> <ul style="list-style-type: none"> <li>• Synonyms: are words with the same or similar meanings. 'joyful' is a synonym for 'happy'.</li> <li>• Antonyms: Words with opposite meanings are called antonyms. For example: 'miserable' is an antonym of 'happy'.</li> </ul> <p><b>- Use of the hyphen</b></p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>E.G. co-ordinate, re-enter, co-operate, co-own</p> <p><b>Y5&amp;6</b></p> <p><b>-Words ending in –able and –ible</b></p> <ul style="list-style-type: none"> <li>• The –able/–ably endings are far more common than the –ible/–ibly endings</li> </ul> <p><b>-Words ending in –ably and –ibly</b></p> <p>E.G. adorable/adorably considerable/considerably possible/possibly, horrible/horribly</p> <p><b>- Adding suffixes beginning with vowel letters to words ending in –fer</b></p>	<p><b>- Use of the semicolon, colon and dash to mark the boundary between independent clauses</b></p> <ul style="list-style-type: none"> <li>• <b>Semi-colon:</b> separates independent clauses that are related. "Some children like to play tag at playtime; others like to play quieter games."</li> <li>• <b>Colon:</b> separate independent clauses where the second clause explains a bit more about the previous clause. "There are six cars left in the race: three of them are Ferraris."</li> <li>• <b>Dash:</b> is a less formal version of a semicolon, which makes it more appropriate to use in less formal types of writing. "I fell over at school today – that was embarrassing." Dashes can also highlight an independent clause inserted between two other clauses. "My friend James – everyone calls him Jim – has got curly brown hair."</li> </ul> <p><b>- Punctuation of bullet points to list information.</b></p> <p>Bullet points can be used to:</p> <ul style="list-style-type: none"> <li>• break up complicated information</li> <li>• make it easier to read</li> <li>• turn it into a list</li> </ul>	<p><b>- The difference between informal and formal speech</b></p> <ul style="list-style-type: none"> <li>• Formal Speech: would not include slang words, colloquial(describing) language and normally does not include contractions such as 'hasn't' or 'doesn't'. "I saw Jonathan at the supermarket the other day. He was purchasing food for a gathering he's hosting this evening. He was kind enough to invite us. Would you be interested in attending?"</li> <li>• Informal Speech: include slang terms, nicknames, common idioms, contractions and examples of colloquial language. It is unexamined, functional and does not follow the rules of grammar or standard English. "Yeah, so - I saw Jono over at Tesco's the other day buying a load of burgers and baps. Says he's having a barbecue tonight. Do you wanna go?"</li> </ul> <p><b>- Use of the passive to affect the presentation of information in a sentence.</b></p> <ul style="list-style-type: none"> <li>• Passive Voice: When the object of the sentence is having something done to it, the verb is passive. "The grey hat was worn by the man." Object – hat verb – worn Subject – man</li> </ul> <p><b>- Subjunctive forms</b></p>	<p>As Y5 &amp;</p> <p>Active and passive voice subject and object hyphen synonym &amp; antonym colon semi-colon bullet points</p>

<ul style="list-style-type: none"> <li>● The r is doubled if the –fer is still stressed when the ending is added. E.G. referring, referred, referral, preferring, preferred, transferring, transferred</li> <li>The r is not doubled if the –fer is no longer stressed. E.G. reference, referee, preference, transference'</li> <li>- <b>Endings which sound like /jəs/ spelt – cious or –tious</b></li> <li>● If the root word ends in –ce, the /j/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious. E.G. vicious, precious, conscious, ambitious, cautious, fictitious,</li> <li>- <b>Homophones and other words that are often confused</b></li> <li>● descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. E.G. stationary/stationery, Steal/steel, principal/principle, profit/prophet, advice/advise device/devise licence/license practice/practise</li> <li>- <b>Endings which sound like /jəl/</b></li> <li>● –cial is common after a vowel letter and –tial after a consonant letter. E.G. official, special, artificial, partial, confidential, essential</li> </ul>	<ul style="list-style-type: none"> <li>- <b>How hyphens can be used to avoid ambiguity</b> E.G. ‘man eating shark’ versus ‘maneating shark’, OR ‘recover’ versus ‘re - cover’</li> <li>● A further use of the hyphen is to make a clear difference between words or expressions that might otherwise be confused.</li> <li>- <b>Colon to introduce a list and use of semi - colons within lists.</b></li> <li>● Colons: A colon is often used to introduce a list. “You will need to bring three things to the party: some food, something to drink, and a small gift for the host.”</li> <li>● Semi -colons: The semi -colon is also used to separate items in a list, when the items are long phrases. “Our school is known for many things: the quality of the teaching, especially in English; the healthy and appealing food; the intelligence and helpfulness of the students.”</li> </ul>	<ul style="list-style-type: none"> <li>● Subjunctive forms: The subjunctive is the same as the (indicative) verbs we use in almost every case, but it is different in the third person singular and when using the verb to be. For the subjunctive we remove the final ‘s’ at the end of the verb. “I request that he write to her” (instead of he write s to her) and in the subjunctive we use the forms I <b>were</b> and <b>they be</b>, so “I wish I were able to fly” (instead of I was) “She asked that they be told immediately” (instead of they were told)</li> <li>- <b>Headings, sub -headings, columns, bullets, or tables, to structure text.</b></li> <li>- <b>Linking ideas within paragraph using word phrase, adverbials, ellipsis.</b></li> <li>● The <b>time adverbials</b> (in red: first, then, later, after, finally) are used to show that this is a process that has several steps and an end goal. These words are also adverbs, because they tell us when something is done. ● <b>Pronouns</b> (in blue: these to refer to the organs and it to refer to the body) are used to show that the writer is referring back to a person or object already named.</li> <li>● <b>Conjunctions</b> (in green: and, so, because) are used within sentences to link ideas within a sentence.</li> </ul>	
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Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province)

**- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency**

● Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.

There are many words, however, where the above guidance does not help. These words just have to be learnt.

**- Words with the /i:/ sound spelt ei after c**

● The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize

E.G. deceive, conceive, receive, perceive, ceiling

**- Words containing the letter-string ough**

● ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. E.G:

ought, bought, thought, brought, rough, tough, enough

cough

though, although, dough

through

thorough, borough

plough, bough

When a person in Egypt died, their body was taken to be mummified immediately. It took 70 days to complete the process.

First, the brain was removed through the nostrils with a hook. Then a cut was made in the side of the body, through which the organs were removed. These were put into canopic jars decorated with the heads of gods. The heart was left in the body so that it could be weighed against a feather in the afterlife. The body was washed with wine and water mixed with spices. The inside of the body was filled with sweet-smelling herbs and sewn up.

Later, the body was dried out in a bath of natron, which was a kind of salt. After forty days, it would have dried out to look like leather. It was oiled, stuffed and wrapped carefully with bandages. Charms called amulets were placed in certain places in the bandages because Egyptians believed the body needed to be protected from evil spirits. Finally, a mask was put over the head.



**- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**

● Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

E.G. Doubt, island, lamb, solemn, thistle, knight