

## Year 1 Spelling, Punctuation and Grammar – what you need to know

### Sentence and Text

Write sentences by:

- saying out loud what you are going to write about
- saying a sentence before writing it
- putting sentences together to create a story or an account
- re-reading what you have written to check that it makes sense

Discuss what you have written with the teacher or other children

Read your writing out loud clearly enough so that other people can hear you

Join words together to make sentences that make sense.

Use **and** to join words and clauses together: eg The Evil Pea stole all the toys **and** books in the classroom.

### Terminology – you should know what these words mean

**letter** - a symbol representing a sound used in speech  
**capital letter** – a large letter you use at the start of a sentence or a name

**word** - a set of sounds or letters that has a meaning and when written has no spaces between the letters

**singular** – one person or thing

**plural** – more than one person or thing

**sentence** - a group of words that express a complete thought

**punctuation** – marks such as full stops put into a piece of writing that make it easier to read and make sense  
**full stop** – used as a punctuation mark (.) at the end of a sentence

**question mark** – punctuation mark (?) used at the end of a question sentence

**exclamation mark** - punctuation mark (!) used at the end of an exclamation

### Word

Know all letters of the alphabet and the sounds which they most commonly represent.

Read and use consonant digraphs which have been taught and know the sounds which they represent.\*\*

Read and use vowel digraphs which have been taught and know the sounds which they represent.\*\*

Segment spoken words into sounds before choosing graphemes to represent the sounds.

Read and use words with adjacent consonants eg. spring, think, frost, speech.

\*\*See *grapheme-phoneme correspondence chart*

### Punctuation you should be using in your writing

Separate words with finger spaces.

Use a capital letter to start a sentence.

End a sentence with a full stop, question mark or exclamation mark:

eg. **T**he little bird flew over the forest.

**W**hy is it raining?

**T**he tree fell to the ground with a crash!

Use a capital letter for names and for **I**:

eg. Today **M**atthew went to **L**ondon on the train.

On **M**onday **I** will see my friends.

**B . ? !**

## Year 1 Spelling Rules

Spell words using: ff, ll, ss, zz and ck	ff, ll, ss, zz and ck are used instead of f, l, s, z or c if they come straight after a single vowel letter sound in short words. Exceptions: if, pal, us, bus, yes.	off, cliff, well, mill, miss, loss, buzz, fizz, back, duck
Spell words using nk		bank, think, honk, sunk
Divide words into syllables	Each syllable is like a 'beat' in the spoken word.	Pock/et, rabb/it, carr/ot, thun/der, sun/set
Add –s or –es to the end of words to show when there is more than one	If the ending sounds like 's' or 'z', use –s. If the ending sounds like 'is' and forms an extra syllable or 'beat' in the word, use –es.	dog – dogs wish - wishes
Add the endings –ing, –ed and –er to verbs where no change is needed to the root word	If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunt - hunting, hunted, hunter, buzz - buzzing, buzzed, buzzer jump - jumping, jumped, jumper
Add –er and –est to adjectives where no change is needed to the root word	If the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grand - grander, grandest fresh - fresher, freshest quick - quicker, quickest
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	The digraphs ay and oy are used for those sounds at the end of words and at the end of syllables	day, play, say, way, stay; player, saying, stayed boy, toy, enjoy, annoy; enjoying, annoyed
Using k	k is used rather than c before e, i and y	Kent, sketch, kit, skin, frisky
Add the prefix un-	The prefix un- is added to the beginning of a word without any change to the spelling of the root word. It changes the meaning of the root work to its opposite.	<b>un</b> happy, <b>un</b> do, <b>un</b> load, <b>un</b> fair, <b>un</b> lock
Compound words	Compound words are two words joined together. Each part of the compound word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	

## Year 2 Spelling, Punctuation and Grammar – what you need to know (in addition to all the rules learned in Year 1)

<u>Sentence</u>	<u>Text</u>	<u>Terminology – you should know what these words mean</u>
<p><i>Recognise and write different sentence types:</i></p> <p>Statement: Eyeore stood by the side of the stream and looked in the water.</p> <p>Question: What are you going to give as a present?</p> <p>Exclamation: He had eaten Eyeore’s birthday present!</p> <p>Command: Give me your paw.</p> <p>Use <b>conjunctions</b> to join ideas in sentences:</p> <p><b>Co-ordinating conjunctions</b> (using <i>or, and, but</i>) eg. We walked to the park <b>and</b> played on the swings. We wanted to go out to play <b>but</b> it was pouring with rain. We had the choice to go to the park <b>or</b> go swimming.</p> <p><b>Subordinating conjunctions</b> (using <i>when, if, that, because</i>) We went to the park <b>when</b> it stopped raining. We wore out boots <b>because</b> we wanted to jump in the puddles. <b>If</b> we are quick we can catch the bus.</p> <p>Write expanded <b>noun phrases</b> for description and specification eg. the blue butterfly; plain flour; the man in the moon</p>	<p><i>Write about real and imaginary events; write poetry; write for different purposes.</i></p> <p><i>Think about what you are going to write about before you start by planning or saying aloud what you are going to write about and writing down ideas and vocabulary.</i></p> <p><i>Check your writing when you have finished, read it to make sure it makes sense, and that the verbs agree. Make corrections and improvements, taking advice from the teacher and other children.</i></p> <p>Use the <b>progressive form of verbs in the present and past tense to mark actions in progress:</b></p> <p>Present progressive – eg. She is drumming. He is speaking.</p> <p>Past progressive – eg. She was writing. He was reading.</p>	<p><b>noun</b> – a word used to name people, places, things or a concept and tell you what a sentence is about. Proper nouns eg. Anna, London, April, start with a capital letter.</p> <p><b>noun phrase</b> – a phrase that includes a noun eg. some girls; small green ball; almost all healthy adult foxes.</p> <p><b>statement</b> – if a sentence is a statement it finishes with a full stop. Statement sentences tell you something. Eg Polar bears live in the Arctic.</p> <p><b>question</b> – question sentences ask you something and end in a question mark (?). eg. What did you have for lunch?</p> <p><b>exclamation</b> – exclamation sentences express surprise, alarm and excitement and can indicate shouting. They end with an exclamation mark (!). eg. What an amazing place!</p> <p><b>command</b> – command (bossy) sentences tell you to do something and often start with an imperative verb. Eg. Pick up the toys.</p> <p><b>compound word</b> – a word made from two or more separate words put together. eg foot/ball, news/paper</p> <p><b>suffix</b> – a letter or group of letters joined to the end of a word to make another word. Eg. sing<b>ing</b>, walk<b>ed</b></p>
<p><b>Word</b> (see also Year 2 spelling rules)</p> <p><i>Formation of nouns by:</i> using <b>suffixes</b> – <i>ment, -ness, -er</i> eg. enjoy<b>ment</b>, sad<b>ness</b>, happi<b>ness</b>, teacher<b>er</b>, walk<b>er</b> compounding - eg. football, supermarket, handbag</p> <p><i>Formation of adjectives using suffixes such as -ful, -less</i> Eg. beauti<b>ful</b>, wonder<b>ful</b>, hope<b>less</b>, worth<b>less</b></p> <p><i>Use of the suffixes -er, -est in adjectives</i> eg. full, full<b>er</b>, full<b>est</b>; quiet, quiet<b>er</b>, quiet<b>est</b>; strong, strong<b>er</b>, strong<b>est</b></p> <p><i>Use of -ly in Standard English to turn adjectives into adverbs</i> sad<b>ly</b>, happi<b>ly</b>, smart<b>ly</b>, quick<b>ly</b>, quiet<b>ly</b></p> <p><i>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</i></p>	<p><b>Punctuation you should be using in your writing</b></p> <p><i>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences:</i></p> <p><b>E</b>yeore stood by the side of the stream and looked in the water. <b>W</b>hat are you going to give as a present? <b>H</b>e had eaten Eyeore’s birthday present!</p> <p><i>Use commas to separate items in a list:</i></p> <p>First came Christopher-Robin, then Rabbit, Piglet, Pooh, then Kanga, Roo, Owl, Eyeore and all Rabbit’s friends and relations.</p> <p><i>Use apostrophes:</i> <i>to mark where letters are missing in spelling:</i> didn’t – did <b>not</b>; can’t = can<b>not</b>; isn’t = is <b>not</b>; you’re = you <b>are</b></p> <p><i>to mark singular possession in nouns:</i> Piglet went back to his own house to get Eyeore’s balloon.</p> <p><b>B . ? ! , won’t, John’s</b></p>	<p><b>adjective</b> – word that describes a person, place or thing. They can come before a noun or after a verb. Eg. The <b>wet</b> dog jumped out of the pond. The children were <b>excited</b> about the play.</p> <p><b>adverb</b> – a word that adds to the meaning of a verb or adjective or another verb and answers questions like when, where, why, how, how much. Eg. The bell rang <b>loudly</b>. It rains <b>often</b> in Wales. The children ran <b>downstairs</b>.</p> <p><b>verb</b> – a word that can describe an action or process (run, heal, rain), a feeling (love, believe), or a state (be, live). Sentences usually contain at least one verb.</p> <p><b>tense (past, present)</b> – the form of a verb that shows whether something happens in the past (I walked to school), the present (I am walking to school) or future (I shall walk to school).</p> <p><b>apostrophe</b> – a punctuation mark (’) that shows who something belongs to eg. Maya’s coat, or where letter(s) have been omitted when a word is contracted, eg. don’t = do <b>not</b></p> <p><b>comma</b> – a punctuation mark (,) used to mark a pause in a sentence including two separate clauses in a sentence and separate items in a list.</p>

**Year 2 Spelling Rules** (in addition to the spelling rules learned in Year 1)

The j sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the j sound at the end of English words. At the end of a word, it is spelt –dge straight after ‘short’ vowels. After all other sounds, whether vowels or consonants, it is spelt as –ge at the end of a word. In other positions in words, the j sound is often (but not always) spelt as g before e, i, and y. It is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy  jacket, jar, jog, join, adjust
c making an s sound	When c comes just before i, y or e it usually makes the s sound, a soft c.	race, ice, cell, city, fancy, concert, pencil
The n sound spelt kn and gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago, but is now silent.	knock, know, knee, gnat, gnaw
The r sound spelt wr	At the beginnings of some words the r sound is spelt wr, the w is silent.	write, written, wrote, wrong, wrap
Words ending in –le	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
Words ending in –el	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
Words ending in –al	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal, magical, tropical, comical, medical
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The igh sound spelt –y at the end of words.	If the end of a word sounds like igh, it is almost always spelt with a y.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it. Eg shine, nice	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or when any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
Adding the suffixes –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. eg run, spot	The last consonant letter of the root word is doubled to keep the vowel sound ‘short’ and the suffix is added.  Exception: the letter ‘x’ is never doubled.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny  mixing, mixed, boxer, sixes

The or sound is spelt a before l and ll	In words when a comes before l, ll or lk, it sounds like or	ball, call, walk, talk, always, almost, also
o used to spell the u sound		other, mother, brother, nothing, Monday, come, some
The ee sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The o sound after w and qu	A is most commonly used for the o sound after w and qu.	want, watch, wander, quantity, squash
The ir sound spelt or after w	There are not many of these words where or is used.	word, work, worm, world, worth
The or sound spelt ar	After w, ar is used to spell the or sound	war, warm, towards
The sh sound spelt s	Before –ion, -ure and –ual, s sounds like sh.	television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly.	If a suffix starts with a consonant, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it, but only if the root word has more than one syllable. Then the y is changed to an i.	enjoyment, sadness, careful, playful, hopeless, plainness, badly  merriment, happiness, plentiful, penniless, happily
Contractions - using the apostrophe	Sometimes two words are squashed together to make one word. An apostrophe is used to show where a letter or letters would be if the word was written in full. It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but is never used for the possessive, its is used instead (eg. The dog wagged its tail.)	can't - cannot, didn't – did not, hasn't – has not, it's – it is, I'll – I shall, couldn't – could not
Words ending in –tion	The –tion ending sounds like shun.	station, fiction, motion, national, section, action, collection, hesitation, exaggeration
Homophones and near homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	
Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	

## Year 3 Spelling, Punctuation and Grammar – what you need to know (in addition to all the rules learned in Year 1 and 2)

<u>Sentence</u>	<u>Text</u>	<u>Terminology – you should know what these words mean</u>
<p><i>Expression of time, place and cause though:</i>  <b>Conjunctions:</b> when, before, after, while, so, because                      Eg. <b>Before</b> he started back at school, Josh had to get new shoes.                      She needed new shoes <b>because</b> her feet had grown in the holidays.</p> <p><b>Adverbs:</b> then, next, soon, therefore  <b>Soon</b> the sun began to set, the light began to dim and they started for home. School no longer has enough money to pay for pencils, <b>therefore</b> children will be asked to bring them from home.</p> <p><b>Prepositions:</b> before, after, during, in, because of                      The children looked <b>in</b> the ancient chest, what they discovered amazed them. The tree fell down <b>because of</b> the high winds.</p>	<p><i>Plan writing by discussing writing similar to that which you are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.</i></p> <p><i>Begin to use <b>paragraphs</b> as a way to group related material.</i></p> <p><i>Compose and rehearse sentences orally (including dialogue), use a varied and rich vocabulary and an increasing range of sentence structures.</i></p> <p><i>In narratives, create settings, characters and plot and in non-narrative material, use simple organisational devices including <b>headings</b> and <b>sub-headings</b>.</i></p> <p><i>Assess the effectiveness of own and others’ writing and suggest improvements including changes to grammar and vocabulary and the accurate use of pronouns in sentences.</i></p> <p><i>Proof-read for spelling and punctuation errors.</i></p> <p><i>Read your writing aloud, so that the meaning is clear.</i></p> <p><i>Recognise and use the <b>past perfect</b> form of verbs instead of the simple past:</i>                      eg. He <b>has gone out</b> to play. / He went out to play.                      She sang in the choir. / She <b>has sung</b> in the choir.</p>	<p><b>preposition</b> – very commonly used words used with a noun or pronoun to show how it relates to the other words in the sentence. There are prepositions of: place (of, from) position (eg. beside, under, on, against, beneath, over, through), time (until, during, since, after, before, on, at, in) and means.</p> <p><b>conjunction</b> – used to join words, phrases or clauses in a sentence. Coordinating conjunctions join words or phrases of the same importance: and, but, for, or, neither, nor, and yet. Subordinating conjunctions are used to link a main and a dependent clause: although, because, if, until, when, where, while, whereas. Connectives are used to link ideas in a piece of writing. They are often used at the start of a sentence and connect it with a previous sentence: moreover, nevertheless, finally, furthermore, thus.</p> <p><b>word family</b> – words that share a common root word, grammar and meaning. Eg. friend, friendly, friendship, friendless</p> <p><b>prefix</b> – a group of letters that, when combined, can be added to the front of a word to change its meaning. Eg <b>un</b>happy, <b>anti</b>clockwise, <b>re</b>write.</p> <p><b>clause</b> – a part of a sentence that has its own verb</p> <p><b>main clause</b> – a sentence can contain one or more main clauses that are linked by conjunctions like and, but, or, yet or by a semi-colon. Eg. It was a warm sunny day and the children didn’t want to go to school.</p> <p><b>subordinate clause</b> – begins with a conjunction such as because, if, when, and can come before or after the main clause. Eg. <b>Because of the snow</b>, the bus did not run. I’ll come to your house <b>if you give me directions</b>.</p> <p>direct speech – shows exactly what a person says. The spoken words and any punctuation marks that go with them, like commas, full stops, question and exclamation marks are enclosed in inverted commas (‘’) eg. “<b>We are trying to climb to the top</b>,” explained the explorers.</p> <p><b>consonant</b> – the following letters of the alphabet are consonants: b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z. Consonant sounds are made when the speaker obstruct the vocal tract using lips, tongue or teeth.</p> <p><b>consonant letter vowel</b> – the letter y can sometimes act as a vowel eg in words like gym</p> <p><b>vowel letter</b> – the following letters of the alphabet are vowels: a,e,i,o,u. Vowel sounds are mainly pronounced using your vocal chords.</p> <p><b>inverted commas</b> (or ‘speech marks’) – punctuation marks put around spoken words or quotations. Eg. “<b>We are trying to climb to the top</b>,” explained the explorers.</p>
<p><u>Word</u></p> <p>Form <b>nouns</b> using a range of <b>prefixes</b> (see spelling rules).                      Use of the forms <b>a</b> or <b>an</b> correctly.</p> <p>Typically, words beginning with a vowel sound are preceded by an: eg. an orange, an apple, an umbrella, an igloo, an elephant, an hour, an open door</p> <p>Words beginning with a consonant sound are preceded by a: eg a horse, a bicycle, a zebra, a giraffe. Some words beginning with the u sound use a: eg. a unit, a unicorn, a ewe</p> <p>Learn <b>word families</b> based on common <b>words</b>, that are related in form and meaning:                      Eg. solve, solution, solver, dissolve, insoluble</p>	<p><u>Punctuation you should be using in your writing</u></p> <p>Use inverted commas to <b>punctuate</b> direct speech:</p> <p>“Come on,” said John.                      John called out, “Hurry up, we’ll be late!”                      “Where can I find my book?” asked John.</p> <p style="text-align: center;"><b>B . ? ! , “ ” won’t, John’s</b></p>	

### Year 3 Spelling Rules (in addition to the spelling rules learned in Years 1 and 2)

<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation</p>
<p>The short i sound spelt y elsewhere than at the end of words</p>	<p>These words should be learnt as needed.</p>	<p>myth, gym, Egypt, pyramid, mystery, syllable</p>
<p><b>PREFIXES</b>  Prefix: dis-  Prefix in-  Prefix im-  Prefix re-  Prefix sub-  Prefix super-  Prefix anti-</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling. The prefix dis- means the opposite of the root word  The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.  Adding im- to root words beginning with m or p changes it to mean the opposite  Prefix re- means 'again' or 'back'.  Prefix sub- means 'under'.  Prefix super- means 'above' or more powerful than  Prefix anti- means 'against'.</p>	<p>dis-: disappoint, disagree, disobey  in-: inactive, incorrect  im-: immature, immortal, impossible, impatient, imperfect, immortal  re-: redo, refresh, return, reappear, redecorate  sub-: subdivide, subheading, submarine, submerge  super-: supermarket, superman, superstar  anti-: antiseptic, anticlockwise, antisocial</p>
<p>The suffix -ation</p>	<p>The suffix -ation is added to verbs to form nouns. If the verb ends in e, drop the final e.</p>	<p>information, adoration, sensation, preparation, admiration</p>
<p>The suffix -ly</p>	<p>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. Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)  happily, angrily  gently, simply, humbly, nobly</p>

Words with endings sounding like chur	The ending sounding like chur is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending	furniture, picture, nature, adventure teacher, catcher, richer, stretcher
Endings which sound like shun	If the ending sounds like shun, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
The suffix –ous sounds like us	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. If there is an i sound before the –ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous  humorous, glamorous, vigorous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like shun, spelt –tion, –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. –tion is the most common spelling. It is used if the root word ends in t or te. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion  musician, electrician, magician, politician, mathematician
Words with the k sound spelt ch	Greek origin. Ch spelling for k sound can come at the beginning, middle or end of a word.	scheme, chorus, chemist, echo, character
Words with the sh sound spelt ch	Mostly French in origin. Ch spelling for sh sound can come at the beginning, middle or end of a word.	chef, chalet, machine, brochure, chandelier, moustache
Words ending with the g sound spelt –gue and the k sound spelt –que	French in origin	league, tongue, antique, unique
Homophones and near-homophones	ball/bawl, be/bee, brake/break, fair/fare, grate/great, here/hear, knot/not, no/know, mail/male, meat/meet, plain/plane, scene/seen, weak/week, weather/whether, where/wear, write/right	
Year 3 & 4 word list	address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	

## Year 4 Spelling, Punctuation and Grammar – what you need to know (in addition to all the rules learned in Years 1 to 3)

### Sentence

Use **noun phrases** expanded by the addition of modifying adjectives, nouns and preposition phrases to add interest to writing:

The **stone** walls were lit with **flaming** torches, the ceiling was **too high to make out** and a **magnificent marble** staircase led to the upper floors.

There was a pop, and a **little dark** man with **wicked, dark** eyes and a **wide** mouth appeared.

Use **fronted adverbials** to start sentences:

eg. **One morning in mid-December**, Hogwarts woke to find itself covered in several feet of snow.

**Heart hammering**, Harry pushed his cart after them.

**Up the front steps, up the marble staircase inside**, Harry trotted miserably behind Professor McGonagall.

### Text

Plan writing by discussing writing similar to that which you are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.

Use **paragraphs** to organise ideas around a theme.

Compose and rehearse sentences orally (including dialogue), use a varied and rich vocabulary and an increasing range of sentence structures.

In narratives, create settings, characters and plot and in non-narrative material, use simple organisational devices appropriate to text type.

Assess the effectiveness of own and others' writing and suggesting improvements including changes to grammar and vocabulary and the accurate use of pronouns in sentences.

Proof-read for spelling and punctuation errors.

Read your writing aloud, so that the meaning is clear.

Choose **pronouns** or **nouns** appropriately within and across sentences to aid cohesion and avoid repetition.

Eg. Harry picked **it** up and stared at **it**, **his** heart twanging like a giant elastic band.

### Terminology – you should know what these words mean

**determiner** - a word that gives information about a noun, a, an, the, this, every, some. Determiners come before a noun. The is known as the definite article and a and an are called the indefinite article. Demonstrative determiners include: this, that, these, those. Possessive determiners include: my, your, his, her, its, our, their. Interrogative determiners include: what, which, whose. Determiners used to show quantity include: all, another, any, both, , each, every, few, many, some, , several. Numbers are also determiners when they come before a noun, eg seven dwarves.

**pronoun** – a word used instead of a noun or a noun phrase and so help avoid repetition. Personal pronouns replace the name of a person or thing: I, you, he, she, it, we, they for the subject and me, you, him, her, it, us and them when replacing the object of the sentence. Reflexive pronouns are used when referring back to the subject: myself, yourself, himself, herself, itself, ourselves, themselves

**possessive pronoun** – shows what or whom something belongs to: mine, yours, his, hers, ours, theirs

**adverbial** – a group of words that act as an adverb. Like adverbs, adverbials tell you when, where, why, how and how much. If an adverbial tells you about the whole sentence, it usually comes at the beginning. Eg **At midnight**, the owl left its nest to hunt for food. **In the centre of the town**, the children sat and rested.

**Honestly**, I can't remember where I buried the treasure.

### Word

Understand and use the grammatical difference between **plural** and **possessive** –s.

The apostrophe is placed after the plural form of the word: eg. girls', schools', fishes'

An extra s is not added if the plural already ends in s, but is added if the plural does not end in s: eg. children's, mice's

(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population, James's book)

Use Standard English forms for **verb inflections** instead of local spoken forms

eg. **we were** instead of we was

**I did** instead of I done

Use the first two or three letters of a word to check its spelling in a dictionary

### Punctuation you should be using in your writing

Use inverted commas and other **punctuation** to indicate direct speech:

"Can you smell something?"

"Oh, no," said Ron, turning pale.

Harry gasped, "It's in the girls' bathroom!"

"The key's in the lock," he muttered. "We should lock it in."

Use **apostrophes** to mark **plural** possession:

eg. the girl's name (1 girl); the girls' names (more than one girl)

Use commas after **fronted adverbials**:

eg. At midnight, John arrived.

On the motorway, the queue of traffic grew longer.

Usually, I don't like cake, but this is delicious.

Dejectedly, the losing team left the field.

**B. ? !, won't, John's**

**"Come on," said John. John said, "Come on."**

**Give the girls' their coats.**

## Year 4 Spelling Rules (in addition to the spelling rules learned in Years 1 to 3)

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 before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The short u sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
<b>PREFIXES</b>  Prefixes: mis- and dis  Prefix in-  Prefix inter-  Prefix auto-  Prefix un-	Most prefixes are added to the beginning of root words without any changes in spelling. The prefixes dis- and mis- have negative meanings.  The prefix in- can mean both 'not' Before a root word starting with l, in- becomes il- Before a root word starting with m or p, in- becomes im- Before a root word starting with r, in- becomes ir-  Prefix inter- means 'between' or 'among'.  Prefix auto- means 'self' or 'own'.  Prefix un- gives opposite meaning to root word	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell  in-: inactive, incorrect illegal, illegible, illogical immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible, irresistible  inter-: interact, intercity, international, interrelated  auto-: autobiography, autograph  un-: unfair, unhappy, unbelievable
The suffix -ly	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. Exceptions: (1) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. The words truly, duly, wholly.	basically, frantically, dramatically
Words with endings sounding like shur	The ending sounding like shur is always spelt -sure. When adding suffix -s, -ed, -ment, -ing, -ly, drop final e	Treasure, measure, pleasure, enclosure, leisure Treasured, measuring, leisurely
Endings which sound like shun	If the ending sounds like shun, it is spelt as -sion.	division, invasion, confusion, decision, collision, television
Words ending in -que and -gue	-que sounds like c; -gue sounds like g in gate	Cheque, antique, unique League, tongue, dialogue

Endings which sound like shun, spelt –sion, –ssion,	<p>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.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.</p> <p>When changing verbs into nouns, swap the final d for s and ion</p>	<p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>expansion, comprehension, suspension</p>
Words with the s sound spelt sc (Latin in origin)	Latin in origin. In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one –s k.	science, scene, discipline, fascinate, crescent
Words with the ay sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	<p>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).</p> <p>(Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)</p>	<p>girls’, boys’, babies’</p> <p>children’s, men’s, mice’s</p>
Homophones and near-homophones	accept/except, affect/effect, berry/bury, groan/grown, heel/heal/he’ll, main/mane, medal/meddle, missed/mist, peace/piece, rain/rein/reign, whose/who’s	
Year 3 & 4 word list	address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	

## Year 5 Spelling, Punctuation and Grammar – what you need to know (in addition to all the rules learned in years 1 to 4)

### Sentence

**Relative clauses** beginning with *who, which, where, when, whose, that, or an omitted relative pronoun:*

They were still some miles north of the path, **which they should have been following.**

When he said Gollum he made a horrible swallowing noise in his throat, **that is how he got his name.**

“Very well,” said Bilbo, **who was anxious to agree,** until he found out more about the creature.

Indicate degrees of possibility using:

**Adverbs**, eg. *perhaps, surely*

eg. **Probably** I can help you in your present plight

**Undoubtedly** it was the jewels and armour that brought the dragon.

**Modal verbs** eg. *might, should, will, must*

If anything was to be done, it **would have to be done** by Mr Baggins, alone and unaided.

He **could hear** the elves singing in the cellar above.

I’ve done it! This **will show** them.

### Punctuation you should be using in your writing

Use **brackets, dashes or commas** to indicate parenthesis:

eg. It was getting bitter cold up here, and the wind came shrill among the rocks. Boulders, too, at times came galloping down the mountainsides, let loose by mid-day sun upon the snow, and passed among them (which was lucky), or over their heads (which was alarming).

He had a horrible thought that the cakes might run short, and then he – as the host: he knew his duty and stuck to it however painful – he might have to go without.

Use of **commas** to clarify meaning or avoid ambiguity:

eg. ‘A panda eats shoots and leaves’, has a different meaning to, ‘a panda eats, shoots and leaves’. The use of the comma in the second phrase conjures the image of a panda eating, firing a gun and then exiting.

*B. ? !, won’t John’s () -*

*“Come on,” said John. John said, “Come on.”*

*At midnight, John arrived. Give the girls’ their coats.*

### Text

#### Plan writing by:

*Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.*

*Noting and developing initial ideas.*

*Drawing on reading and research where necessary.*

*Considering how authors have developed characters and settings in narratives, poetry and drama that has been 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:*

*Use **determiners** and **pronouns** that refer back to earlier words. eg Joe was given a bike for Christmas. **He** liked **it** very much.*

*Use **conjunctions** and **adverbs** which make the relations between words clear. eg. We’ll be going shopping **before** we go home. I’m sorry we’re **so** late.*

*Link ideas across **paragraphs** using **adverbials** of time (eg. later), place (eg. nearby) and number (eg. secondly) or tense choices (eg, he had seen her before)*

*Using further organisational and presentational devices to structure text and to guide the reader eg. headings, bullet points, underlining.*

#### Evaluate and edit by:

*Assessing the effectiveness of 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.*

**Proof-read** for spelling and punctuation errors.

**Perform** own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Word

Convert **nouns** or **adjectives** into **verbs** using **suffixes**: *–ate; –ise; –ify; –en]*

eg. assassin**ate**, captiv**ate**, motiv**ate**, terroris**e**, advertis**e**, simplif**y**, beautif**y**, intensif**y**, purif**y**, light**en**, fright**en**, straight**en**

**Verb prefixes** eg. *dis–, de–, mis–, over– and re–* (see Year 3 and 4 spelling rules)

### Terminology – you should know what these words mean

**modal verb** – a verb such as can, may or will that is used with another verb to express possibility, permission, intention. eg. They **could** go to the playground.

**relative pronoun** – (what, who, whom, whose, which, that) pronoun used to introduce a clause that describes or limits the subject. Eg. The player **who** scored the goal.

**relative clause** – a clause that explains or describes something that has just been mentioned and that is introduced by a relative pronoun. It can be used to add information or restrict meaning. eg The player, **who scored the goal**, had only joined the team that week.

**parenthesis** – a pair of brackets used to mark off words from the rest of the sentence. The words are for something extra in the sentence that usually do not change its meaning. eg. At the end of the game, the players **(thoroughly exhausted)** were cheered as they left the field.

**bracket** – punctuation marks used to surround a comment or information that is not part of the main flow of the sentence. Brackets are always in pairs. **()**

**dash** – **(–)** a punctuation used to mark a break in the flow of a sentence. Can be used on their own to add a final comment, question or summary. Eg I went to London for my holidays – never again! Can be used in pairs before and after an interruption, and are stronger than brackets eg. The buildings were beautiful but the crowds – just too many people – were huge.

**cohesion** – used to describe a text where the meanings of its parts fit together. Eg. when writing about a class trip, the account would describe the different aspects of the location, what the class did and what the children’s reactions were.

**ambiguity** – when the meaning is unclear

## Year 5 Spelling Rules (in addition to the spelling rules from previous years)

Endings which sound like shus spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the sh sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious,
Endings which sound like shul spelt -cial and -tial	-cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>For adjectives with more than one syllable ending in ent, the –ent ending is pronounced ‘unt’</p> <p>Use –ent and –ence/–ency after soft c (s sound), soft g (j sound) and qu, and/or for nouns and adjectives with more than one syllable where the ending is pronounced unt, uns.</p> <p>Nouns ending in –ence, the –ence ending is pronounced –‘uns’</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>Frequent, patient, ancient, innocent, dependent, intelligent, obedient, magnificent</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>Silence, absence, magnificence, intelligence, innocence, patience</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
Words ending in –able and –ible Words ending in –ably and –ibly	<p>The –able/–ably endings are far more common than the –ible/–ibly endings. The – able ending is used if there is a related word ending in –ation.</p> <p>Drop final e of root word when -ible and -ibly added to form adjectives.</p> <p>Sometimes drop final e or y, or change y to i, of root word when adding -able. In words like adorable (adore) and applicable (apply) the final e or y of the root word is dropped when adding -able. In reliable, the complete word rely is heard, but the y changes to i.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>adorable, enviable, changeable, noticeable, forcible, legible</p> <p>sliceable, bridgeable, changeable, embraceable</p>

Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	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.	co-ordinate, re-enter, co-operate, co-own
Words with the ee sound spelt ei after c	The ‘i before e except after c’ rule applies to words where the sound spelt by ei is ee. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial ee sound).	Receive, ceiling, seize, caffeine, either, neither, receipt
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 including uff, off, or and u.	though, although, dough thorough, borough plough, bough
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. mb, bt, st, ft,	Climb, subtle, tomb, doubt, limb, bomb, fasten, listen, glisten, soften, whistle
Revise rules for adding suffixes	When adding suffixes to root words ending in e, drop final e	Achieved, achieving
Homophones and other words that are often confused	aloud: out loud / allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans) / effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). cereal: made from grain (e.g. breakfast cereal) / serial: adjective from the noun series – a succession of things one after the other. farther: further / father: a male parent guessed: past tense of the verb guess / guest: visitor heard: past tense of the verb hear / herd: a group of animals past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) / passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) stationary: not moving / stationery: paper, envelopes etc. steal: take something that does not belong to you / steel: metal	
Tricky words	accompany, according, appreciate, attached, accommodate, aggressive, rhyme, rhythm, symbol, system, forty, curiosity, embarrass, excellent, exaggerate, especially, interrupt, individual, develop, determined, familiar, definite, awkward, persuade, immediate(ly), suggest, marvellous, necessary, programme, recommend, correspond, convenience, muscle, disastrous, neighbour, interfere, average, desperate, temperature, signature, vegetable, frequently, relevant, equip (-ped, -ment), bruise, nuisance, recognise, criticise, prejudice, sacrifice,	

## Year 6 Spelling, Punctuation and Grammar – what you need to know (in addition to all the rules learned in Year 1 to 5)

<u>Punctuation you should be using in your writing</u>	<u>Text</u>	<u>Terminology – you should know what these words mean</u>
<p>Use the <b>semi-colon</b>, <b>colon</b> and <b>dash</b> to mark the boundary between independent <b>clauses</b>:</p> <p>These notices had been written by Christopher Robin, who was the only one in the forest who could spell; for Owl, wise though he was in many ways, somehow went to pieces over delicate words like MEASLES.</p> <p>He wrote on one side of the paper: HELP! PIGLET (ME) and on the other side: IT'S ME PIGLET, HELP! HELP!</p> <p>Now he wasn't hungry any more – and he wasn't a caterpillar any more.</p> <p>Use the <b>colon</b> to introduce a <b>list</b>:</p> <p>No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes, kitchens, dining-rooms, all were on the same floor.</p> <p>Use <b>semi-colons</b> within <b>lists</b>:</p> <p>First came Christopher-Robin and Rabbit, then Piglet and Pooh; then Kanga, with Roo in her pocket, and Owl; then Eyeore; and, at the end, in a long line, all Rabbit's friends-and-relations.</p> <p>Use of <b>bullet points</b> to list information:</p> <p>Your costume includes:</p> <ul style="list-style-type: none"> <li>• A straw hat</li> <li>• Yellow trousers</li> <li>• Green boots</li> </ul> <p>How <b>hyphens</b> can be used to avoid ambiguity: eg: man eating shark versus man-eating shark recover versus re-cover</p> <p style="text-align: center;"><i>B . ? ! , won't John's ( ) - ; :</i> <i>"Come on," said John. John said, "Come on."</i> <i>At midnight, John arrived. Give the girls' their coats.</i></p>	<p><b>Plan writing by:</b> <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.</i> <i>Noting and developing initial ideas.</i> <i>Drawing on reading and research where necessary.</i> <i>Considering how authors have developed characters and settings in narratives, poetry and drama that has been read, listened to or seen performed.</i></p> <p><b>Draft and write by:</b> <i>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i> <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</i> <i>Précising longer passages.</i> <i>Using a wide range of devices to build cohesion within and across paragraphs:</i> <i>repetition of a <b>word</b> or phrase</i> <i>grammatical connections, for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence</i> <b>ellipsis</b> <i>Using further organisational and presentational devices to structure text and to guide the reader eg. headings, sub-headings, columns, bullets, or tables.</i></p> <p><b>Evaluate and edit by:</b> <i>Assessing the effectiveness of own and others' writing.</i> <i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i> <i>Ensuring the consistent and correct use of tense throughout a piece of writing.</i> <i>Ensuring correct subject and verb agreement when using singular and plural.</i></p> <p><b>Proof-read</b> for spelling and punctuation errors.</p> <p><b>Perform own compositions</b>, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>subject</b> – the word or words naming who or what does the action of the verb. Eg <b>The dog</b> chased the ball.</p> <p><b>object</b> – a noun or its equivalent that is affected by the action of a verb. Eg. The dog chased <b>the ball/it</b>.</p> <p><b>active voice</b> - a form of a verb when the subject of the verb performs the action eg The dog <b>chased</b> the ball.</p> <p><b>passive voice</b> – a form that verbs taking an object can have, in which the person or thing affected by the action of the verb becomes the subject and the performer of the action can be expressed with <i>by</i> eg. The ball was chased by the dog.</p> <p><b>synonym</b> – a word that means the same or almost the same as another word. Eg dark and black</p> <p><b>antonym</b> – a word that is opposite in meaning to another word. eg. light and dark</p> <p><b>ellipsis</b> – the omission of a word or words from a sentence, usually so that the sentence can still be understood. Eg. The dog chased the ball because he wanted to. <del>catch it</del>. It's too much for us, we can't ...</p> <p><b>hyphen</b> – a short dash used to join words or parts of words together eg. free-range, forty-one,</p> <p><b>colon</b> – (:) a punctuation mark used to introduce a list or explanation, eg The train passes through: Reading, Didcot, Oxford and Banbury. The picnic was abandoned: the rain fell continuously.</p> <p><b>semi-colon</b> – (;) a punctuation mark in a sentence that is used to mark a break that is stronger than one marked by a comma. eg In front of them was the sea; behind the forbidding mountains. They packed quickly: clean clothes; food for the journey; baby's favourite toy and mum's jewellery.</p> <p><b>bullet points</b> – short piece of information with a small black blob in front of it, often in a list. Eg You will need:</p> <ul style="list-style-type: none"> <li>• a cardboard box</li> <li>• scissors</li> <li>• red ribbon</li> </ul>
<p style="text-align: center;"><u>Sentence</u></p> <p>Use the <b>passive voice</b> to affect the presentation of information in a sentence:</p> <p>The gardener broke the window in the greenhouse. (active voice) The window in the greenhouse was broken by the gardener. (passive voice)</p> <p>Understand the difference between structures and vocabulary used in <b>informal</b> speech vs. those used in <b>formal</b> speech and writing: eg. in speech "He's your friend, isn't he?" vs "Is he your friend?" If they came vs Were they to come</p>		<p style="text-align: center;"><u>Word</u></p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing eg. find out – discover; ask for – request; go in – enter</p> <p>Understand how words are related by meaning as synonyms and antonyms eg big, large, gigantic; little, small, tiny</p>

## Year 6 Spelling Rules (in addition to the spelling rules from previous years)

'sh' sound spelt 'ti' and 'ci'		Direction, cautious, especially, appreciate, ancient, delicious
'sh' sound spelt 'si' and 'ssi'		Tension, possession, revision
Words ending in -able and -ible	Words ending in -able usually have an obvious root word; words ending in -ible do not have an obvious root word, ie. the -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	Comfortable, visible, terrible, understandable, possible (sensible – exception)
Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added.  The r is not doubled if the -fer is no longer stressed.	referring, referred, referral preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	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.	co-ordinate, re-enter, co-operate, co-own
Words with the ee sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is ee. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial ee sound).	Perceive, deceive, ceiling, receive (vs piece, niece etc)
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 including uff, off, or and u.	ought, bought, thought, nought, brought, fought rough, tough, enough cough, trough through
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. lm, mn, mb, lk, lf, kn, gn, bt, st, gu	calm, autumn, climb, talk, half, guest, knee, gnome, doubt, whistle
Commonly confused nouns and verbs	In the pairs of words listed, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a z sound – which could not be spelt c.	advice/advise; device/devise; licence/license; practice/practise; prophecy/prophesy
Revise rules for adding suffixes	When adding the suffixes: -ed, -est, -er, -ing, -ly, to root words ending in a consonant, the root word does not change When adding suffixes: -ing, -ed, -y, -tion, to root words ending in e, drop the final -e or the root word When adding suffixes: -ful, -ment, -ly, -ment, -less, -ness, to root words ending in 'y', change final 'y' to 'i' and change final 'e' of root words ending in -le to 'y'. When adding suffixes to root words ending in d, n and t, double the final consonant before adding the suffix	Shouted, jumping, hunter, loudly  Making, persuaded, creation, slimy  Beautiful, happiness, speedily Simply, wriggly  Forgotten, beginner, regretted, forbidden

Revise rules for adding -es to make a plural	Add -es to form plural of words ending in -s, -ss, -x, -sh, -tch and -ch When a noun ends in f, change the f/fe to ve when adding the -es plural When a noun ends in a consonant and o, add es to form plural	Bonuses, addresses, boxes, wishes, matches, peaches Loaves, thieves, lives  Potatoes, tomatoes, echoes, heroes
Homophones and other words that are often confused	aisle: a gangway between seats (in a church, train, plane) / isle: an island. altar: a table-like piece of furniture in a church / alter: to change. ascent: the act of ascending (going up) / assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding / bridle: reins etc. for controlling a horse. compliment: to make nice remarks about someone (verb) or the remark that is made (noun) / complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). its: belonging to it / it's: contraction of it is led: past tense of the verb lead / lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon / mourning: grieving for someone who has died precede: go in front of or before / proceed: go on 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. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) / draught: a current of air. principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) / principle: basic truth or belief profit: money that is made in selling things/ prophet: someone who foretells the future theirs: belonging to them / there's: contraction on there is or there was wary: cautious / weary: tired who's: contraction of who is or who has / whose: belonging to someone (e.g. Whose jacket is that?) your: belonging to you / you're: contraction of you are	
Tricky words	communicate, community, committee, competition, pronunciation, dictionary, harass, occur, occupy, profession, sufficient, correspond, apparently, opportunity, guarantee, queue, vehicle, mischievous, foreign, bargain, amateur, hindrance, leisure, language, lightning, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical, available, category, cemetery, existence, controversy, explanation, identity, variety, ancient, government, conscience, twelfth, conscious, environment, parliament, shoulder, sincere(ly), thorough	