YCIS Grammar & Spelling Document Years 1-6

Rationale:

It is important to provide a scope for students to develop their understandings of how an author's purpose drives specific language choices in texts, including the use of a range of clause structures and word groups, and patterns of cohesion across texts (ACARA, 2013). This functionally oriented grammar content, and the metalanguage associated with it, needs to be explicitly taught so that students can confidently analyse the deliberate language choices made by authors, as well as make informed personal choices when developing and expressing ideas in their own texts (Cochrane, I., Reece, A., Ahearn, K. & Jones, P. 2013).

We believe that:

· Grammar is a way of describing how the structure of how language works to create meaning within texts.

· Grammar is a means of improving students' ability to use language more effectively in the speaking, reading and writing.

·   A sequential approach should be taken in teaching grammar across year levels where students are exposed to grammar concepts, taught explicitly and have the opportunity to maintain and review concepts learned.

·   Students should be given the opportunity to practice grammar in a variety of authentic contexts, aiming to develop an appropriate grammar metalanguage.

Teaching Instruction:

The teaching and learning of grammar can only be successful when it is purposely tied to authentic learning experiences. Teachers must incorporate the following guidelines into their curriculum planning:

·   Teachers are to follow the key, identifying what students are exposed to, explicitly taught or are maintaining and reviewing within their year level.

·   The vehicle for teaching grammar to students is through VCOP – vocabulary, connectives, openers and punctuation.

·   Grammar skills are taught in context relative to what is currently being studied in English as identified on the Yearly Overviews.

·   Grammar skills targeted are embedded into the sequence of lessons planned for across all units of work both fiction and non- fiction.

·   Within the context, grammar usage should be explicitly modelled, using the correct language as exemplified in the scope and sequence, thus developing a common metalanguage.

·   Teachers should identify rich mentor texts that highlight key grammar features being studied.

·   Follow-up practice can be planned for as homework tasks, or an independent group activity in Guided Reading.

· All classes are expected to create an interactive VCOP wall where students engage with and add examples of targeted skills to refer to during the unit of study and beyond.

Differentiation:

The aim of the scope and sequence it to identify grammar skills that need to be taught explicitly and sequentially. For some children, these skills may need to be amended to meet their learning needs. In this case, teachers are responsible for ensuring differentiation to meet these needs. This can be done by referring to the previous level for remediation or the following levels for extension.

Assessment:

The assessment of grammar skills must be ongoing and varied through informal and formal assessment methods. This can be informally through small group games, whiteboard activities, journal writing activities and so on. Grammar should be formally assessed in end of unit independent writing pieces. Assessment of grammar should also occur during the Beginning of Year, Mid Year and End of Year writing pieces.

Resources:

To be developed in the new year & housed on the server.

Reference:

National Curriculum Vocabulary & Grammar Guidance Documents

Narrogin Primary Grammar Policy

Teaching Young Children In English in Multilingual Contexts
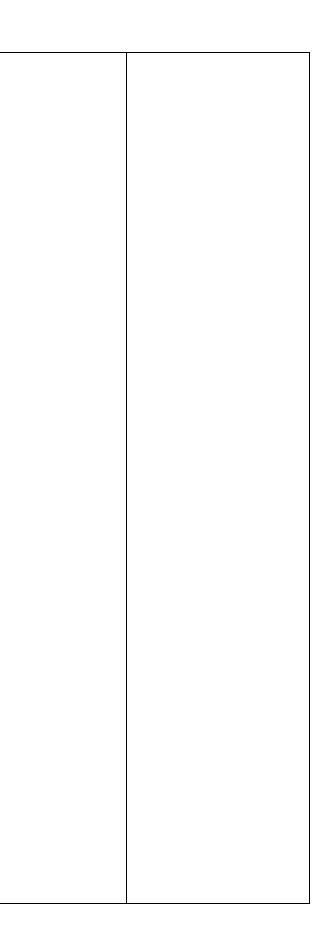
First Steps – Grammar Scope and Sequence

E= Exposure   T= Explicitly Taught   M/R= Maintain & Review

VCOP		Y1	Y2	Y3	Y4	Y5	Y6
	Word						
V	Nouns	T- Nouns as naming words E- Proper nouns	T- Common nouns T- Proper nouns and collective nouns E- Nouns can be formed by using prefixes and suffixes	M - Use of Common nouns M - Use of proper nouns and collective nouns. T- Nouns can be formed by using prefixes and suffixes. T- Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. A rock, <u>an</u> open box.	T - Use of specific nouns to add interest, i.e Spaniel rather than dog. M - Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. A rock, <u>an</u> open box.	M - Use of specific nouns to add interest, e.g. Spaniel rather than dog. E - Use of abstract Nouns, e.g. love, happy, hate.	T- Abstract Nouns e.g. love, happy, hate
V	Verbs	T - Verbs as action words E/T - Verbs can be changed to show present, past or future E/T - Subject/verb agreement - use of plural verb forms, e.g 'is', 'and', 'are'	T - Types of verbs to express aspects of experience eg action and saying T - Verbs can be changed to show present, past or future T - Subject/verb agreement - use of plural verb forms, e.g 'is', 'and', 'are' T - Action verbs e.g. crawling and running	M - Types of verbs to express aspects of experience, eg action and saying. T - Sensing verbs, e.g. 'heard', 'saw', 'smelt', 'felt', 'know or knew', 'thought'. M - Verbs can be changed to show present, past or future. E - Purpose and text type determines	T - Can change verbs to show first second or third person, e.g. I jump, you jump, she jumps. M - Use of sensing verbs, e.g. 'heard', 'saw', 'smelt', 'felt', 'know or knew', 'thought'. M - Can identify purpose and text type to determine appropriate tense of	M - Can change verbs to show first second or third person, e.g. I jump, she jumps. M - Can identify purpose and text type and determines appropriate tense of verb. T - Use of subject/verb agreement - accurate use of plural verb forms, e.g 'is' and 'are'.	M - Purpose and text type determines appropriate tense of verb. e.g for diary writing = past tense T - Verbs can be presented in a way to persuade a particular audience. e.g. 'boost', 'improve'. M - Tense should be consistent across a multi-paragraphed text

Developed by the English PLC 2017

			E/T - How words are related by meaning as synonyms and antonyms, e.g. said and whispered, walked and strolled	appropriate tense of verb, e.g For diary writing = past tense M - Action verbs, e.g. crawling and running. M - Subject/verb agreement - use of plural verb forms, e.g 'is' and 'are'. T- How words are related by meaning as synonyms and antonyms, e.g. 'said' and 'whispered', 'walked' and 'strolled'.	verb e.g. For diary writing = past tense. M - Use of subject/verb agreement - accurate use of plural verb forms. e.g. 'is' and 'are'. T - Use of standard English forms for verb inflections instead of local spoken forms, e.g. We were instead of we was, or I did instead of I done.	E - Use of verbs to persuade a particular audience, e.g. 'boost', 'improve'.	with subject/verb agreement. T - Relating verbs e.g. 'Super Man was here saving lives'
V	Adjectives	E - An adjective is a describing word. E - Adverbs often end in **'ly'** and **'er'**	T - Adjectives describe nouns in particular ways, e.g. size, colour, shape, number	T - Adjectives can answer questions, e.g. Which one? This one. T - Adjectives can convey opinions, e.g. wonderful, or facts, e.g. smooth.	M - Use of adjectives can answer question,s e.g. Which one? This one. T - Use of adjectives to can convey opinions, e.g. wonderful, or facts, e.g. smooth	T - Can use particular adjectives to express opinions, e.g. the best; to give an evaluation of ideas & information, e.g splendid idea/ That newspaper article seems to be incorrect; and construct a representation of an issue to persuade a particular audience, e.g. modern home.	M - Particular adjectives can be used to express opinions, e.g. the best; to give an evaluation of ideas. & information, e.g splendid idea; and construct a representation of an issue to persuade a particular audience, e.g. modern home.

V	Adverbs		E - Adverbs provide information about an activity and answer the question 'How'? (manner), e.g. He ran quickly.
			
			E - Adverbs often end in **'ly'** and this is also known as a suffix
				T - Adverbs provide information about an activity and answer the questions: of How? (Manner), e.g. He ran quickly.
				
				T - Adverbs often end in 'ly' and this is also known as a suffix, e.g. happily, angrily, quietly, gently.
					T - Use of adverbs to provide information about an activity and answer the questions of When? (Time), e.g. He was first in the race.
					
					M - Use of adverbs to provide information about an activity and answer the questions: of How? (Manner), e.g. He ran quickly.
						M - Use of adverbs to provide information about an activity and answer the questions of -When? (Time), e.g. He was first in the race. -How? (Manner), e.g. He ran quickly.
						
						T - Use of adverbs to provide information about an activity and answer the questions of (Degree), e.g. The tea is extremely hot!
						
						E - Explore how adverbs may be placed in different positions in a sentence, e.g. 'Slowly and quietly, he opened the door.' (rather than 'He opened the door slowly and quietly.')
							M - Adverbs provide information about an activity and answer the questions of:
							    When? (Time) E.g. He was first in the race.
							    How? (Manner) E.g. He ran quickly.
							    (Degree) E.g. The tea is extremely hot!
							
							T - Adverbs may be placed in different positions in a sentence, e.g. 'Slowly and quietly, he opened the door.' (rather than 'He opened the door slowly and quietly.')

V	Prefixes and Suffixes	E - Use of prefix **un-** to show negation, e.g. unkind, or undoing: untie the boat
		
		E/T - Suffixes that don't change the spelling of the root word, e.g. helping, helped, helper
			E - Formation of nouns using suffixes **–ness, -er, -est** and by compounding, e.g. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly
			
			E - Formation of adjectives using suffixes **–ful, -less, -ness, and -ment**
				T - Formation of nouns using a range of prefixes **super-, anti-** and **auto-**
				
				  More Prefixes
				  Un-
				  In-
				  Re-
				  Dis-
				  Mis-
					T - More prefixes
					
					Before a root word starting with **l, in-** becomes **il-** Illegal, illegible
					
					 Before a root word starting with **m** or **p, in-** becomes **im-** e.g. Immature, immortal, impossible
					
					Before a root word starting with '**r**', in-
						T - Can convert nouns or adjectives verbs using suffixes, e.g. **–ate, -ise, -ify.**
						
						T - Uses verb prefixes, e.g. **dis-, de-, mis-, over- and re-**	

			T - Use of prefix **un-** to show negation, e.g. unkind, unhappy, undo, unload, unfair, unlock

T - Suffixes that don't change the spelling of the root word, e.g. helping, helped, helper | | becomes **ir-**, e.g.Irregular, irrelevant, irresponsible

re- means 'again' or 'back', e.g. redo, refresh, return, reappear, redecorate

sub- means 'under', e.g. subdivide, subheading, submarine, submerge

inter – means 'between' or 'among', e.g. interact, intercity, international, interrelated (inter + related)

super – means 'above', e.g. supermarket, superman, superstar

anti – means 'against', e.g. antiseptic, anticlockwise, antisocial

auto – means 'self' or 'own', e.g. autobiography, autograph

T - Use the suffix -ation is added to verbs to form nouns, e.g. Information, adoration, sensation, preparation, admiration | | |

v	Plurals	T - Adding –s for plurals, e.g. one dog / two dogs.	T - Adding –s/-es for plurals, e.g. one church / two churches	E - Adding - ies for plurals. M - Adding –s/-es for plurals, e.g. one church / two churches	T - Can add - ies for plurals (regular and irregular), e.g. butterflies and monkeys.	M - Adds - **ies** for plurals (regular and irregular), e.g. butterflies and monkeys.	M - Adding - ies for plurals (regular and irregular), e.g. butterflies and monkeys.
v	Homophones and near homophones	E - The differences in meaning between homophones *There/their/ they're see/sea, one/won, sun/son, to/too/two, be/bee,*	T - The differences in meaning between homophones *There/their/ they're Hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight* (taught in GGR)	T - The differences in meaning between homophones *There/their/ they're Hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight*	M - Use of homophones and other words that are often confused, e.g. *accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's*	T - Use of homophones and other words that are often confused, e.g. advice/advise device/devise licence/license practice/practise prophecy/prophesy farther/further/father	M - Use of homophones and other words that are often confused (teat new words), e.g. guessed/guest heard/herd led/lead morning/mourning: past/passed precede/proceed principal/principle profit/prophet stationary/ stationery: steal/steel wary/weary who's/whose
	Punctuation						
	Sentence level	T - Separation of words with spaces . T - Use of full stops to demarcate sentences /end a statement.	M - Use of full stops to demarcate sentences /end a statement.	M - Use of question marks at the end of sentences that ask for information.	T - Use of full stops in abbreviations (those that do not end in the final letter of the word), e.g. Mon., Dec., Sec.	M - Use of full stops in abbreviations (those that do not end in the final letter of the word), e.g.Mon., Dec., Sec.	T - Punctuation of bullet points to list information.

P		T - Use of capital letters to begin a sentence. E - Use of capital letters for proper nouns. E - Use of question marks at the end of sentences that ask for information. T - Capital letters for names of people and places and for the personal pronoun I.	M - Use of capital letters to begin a sentence. M - Use of question marks at the end of sentences that ask for information. T - Use of capital letters for proper nouns. T - Use of capital letters for titles. M - Use of capital letters for names of people and places and for the personal pronoun I.	M - Use of capital letters for proper nouns. M - Use of capital letters for titles.	N.B Full stops are not required after titles, dates (unless at the end of a sentence), measurement symbols and abbreviations that end with the final letter of the word. M - Use of inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	N.B Full stops are not required after titles, dates (unless at the end of a sentence), measurement symbols and abbreviations that end with the final letter of the word.	
P	Exclamation marks	T - Exposure to exclamation marks.	T/M - Use of exclamation marks to show the strength of emotion, e.g. surprise, joy or anger	M - Use of exclamation marks to show the strength of emotion, e.g. surprise, joy or anger.	M - Use of exclamation marks to show the strength of emotion, e.g. surprise, joy or anger.	M - Use of exclamation marks to show the strength of emotion, e.g. surprise, joy or anger	M - Use of exclamation marks to show the strength of emotion, e.g. surprise, joy or anger.

P	Commas	E - Exposure to commas	T- Use of commas to separate items is a series, e.g. They collected shells, driftwood, coral and cuttlefish .N.B. The items may be nouns, verbs, adjectives or groups of words. E - Commas after adverbs of time e.g. After that, Before long.	M - Use of commas to separate items is a series, e.g. They collected shells, driftwood, coral and cuttlefish N.B. The items may be nouns, verbs, adjectives or groups of words. T - Use of commas after adverbs of time, e.g. After that, Before long. T - Use of commas when joining two main clauses, e.g. He wanted to travel to China, but he wanted to learn the language first.	T - Can separate main and subordinate clauses, e.g. When they heard the final siren, the players leapt into the air. T - Use of commas for the demarcation an embedded clause, e.g. The witch, who has green eyes, is very spooky. M - Use of comma when joining two main clauses, e.g. He wanted to travel to China, but he wanted to learn the language first. T- Can separate the person spoken to from the rest of the sentence, e.g. Richard, mind the wet paint.	M - Before joining words when they join two main clauses, e.g. He wanted to travel to China, but he wanted to learn the language first. M - To separate the person spoken to from the rest of the sentence, e.g. Richard, mind the wet paint. T - To separate main and subordinate clauses, e.g. When they heard the final siren, the players leapt into the air.	M - Before joining words when they join two main clauses, e.g. He wanted to travel to China, but he wanted to learn the language first. M - To separate the person spoken to from the rest of the sentence, e.g. Richard, mind the wet paint.

P	Apostrophes	E - Use of apostrophes for contractions, e.g. can't, won't, doesn't	T- Use of apostrophes for contractions, e.g. can't, won't, doesn't E - Use of apostrophes to show single ownership, e.g. Barry's holiday.	M - Use of apostrophes for contractions, e.g. can't, won't, doesn't. T- Use of possessive apostrophes to show single ownership, e.g. Barry's holiday.	T - Use of apostrophes to show ownership plural possessive, e.g. Gold rings dangled from the four cows' noses. M - Use of apostrophes to indicate letters or numbers omitted, e.g. o'clock, '91.	M - Use of apostrophes to show ownership plural possessive, e.g. Gold rings dangled from the four cows' noses. M - Use of apostrophes to indicate letters or numbers omitted, e.g. o'clock, '91.	M - Use of apostrophes to show ownership plural possessive, e.g. Gold rings dangled from the four cows' noses. M - Use of apostrophes to indicate letters or numbers omitted, e.g. o'clock, '91.
P	Quotation marks/Speech marks		E/T - Use of quotation marks when using direct speech, e.g. "That will do!", she shouted.	T - Use of quotation marks when using direct speech, e.g. "That will do!", she shouted. N.B. Quotation marks are not used for indirect speech, e.g. Ross told his players to run harder and share the ball.	M - Use of quotation marks when using direct speech, e.g. "That will do!" , she shouted. N.B. Quotation marks are not used for indirect speech, e.g. Ross told his players to run harder and share the ball.	M - Use of quotation marks when using direct speech, e.g. "That will do!", she shouted. N.B. Quotation marks are not used for indirect speech, e.g. Ross told his players to run harder and share the ball. E - Use of quotations marks when quoting from a source.	M - Use of quotation marks when using direct speech, e.g. "That will do!", she shouted. N.B. Quotation marks are not used for indirect speech, e.g. Ross told his players to run harder and share the ball. T - Use of quotations marks when quoting from a source.
P	Colon					T - Use of colons to introduce a list, a quotation. *(This is also in Sentence Level above),* e.g. Greg packed his drawing gear:	M - Use of colons to introduce a list, a quotation. *(This is also in Sentence Level above),* e.g. Greg packed his drawing gear:

						pencils, paints, crayons, paper and easel.	pencils, paints, crayons, paper and easel. T - Introduce a quotation, e.g. The boss said: "I have some good news for you."
P	Semi-Colons					T - Can use semicolons to join sentences with two or more main clauses for example, It's raining; I'm fed up - Also above in Sentence Level.	M - Use of semicolons to join sentences with two or more main clauses, e.g. It's raining; I'm fed up - Also above in Sentence Level. T - Separate clauses containing commas, e.g. At that point our captain, who had previously remained calm, lost control and stormed off; the game had to be abandoned. T - Use of semi-colons within lists, e.g. I have been to Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East. (In this example, semicolons have been used to separate the list items because the

						list items themselves contain commas.)	
P	Hyphen				T - Use of hyphens to write numbers and fractions that consist of more than one work, e.g. five-sixths, forty-nine. T- Use of hyphens to join a group of words to form an expression, e.g. good-for-nothing.	T- Use of hyphens to join some parts of compound words, e.g. father-in-law, heavy-handed. M - Use of hyphens to write numbers and fractions that consist of more than one work, e.g. five-sixths, forty-nine. M- Use of hyphens to join a group of words to form an expression, e.g. good-for-nothing.	T - How hyphens can be used to avoid ambiguity, e.g. *Man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
P	Dash					T - Introduce a list, e.g. The burglar collected his tools – torch, screwdriver, saw and tyre lever. T - Create surprise, e.g. She pulled herself to her feet – still prepared to fight. T - To indicate parenthesis, e.g. Dinosaurs - which lived millions of years ago - are very large.	M - Use of lists to introduce, e.g. The burglar collected his tools – torch, screwdriver, saw and tyre lever. M - Create surprise, e.g. She pulled herself to her feet – still prepared to fight. T - Use of dashes to indicate parenthesis, e.g. Dinosaurs - which lived millions of years ago - are very large.

P	Brackets					T - Brackets to enclose extra information, e.g. They (John and Rob) were questioned over the stolen bagels.	M - Brackets to enclose extra information, e.g. They (John and Rob) were questioned over the stolen bagels.
P	Ellipses			T - Can use an ellipsis to create suspense	T - Can use an ellipsis to show a pause in thought, e.g. I was thinking…maybe we should call home.	M - To show a pause in thought, e.g. I was thinking…maybe we should call home.	M - To show a pause in thought, e.g. I was thinking…maybe we should call home.
	Sentence						
C	Structure	T - How words can combine to make simple sentences, e.g. The dog sat on the carpet. T - How words combine to make compound sentences - using 'and', e.g. The dog sat in the livingroom and the cat sat in the kitchen.	M - How words can combine to make simple sentences, e.g. The dog sat on the carpet. T - How words combine to make compound sentences - using 'and', 'but', 'so', 'or' and 'because'. T - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	T- Use of a clause - A clause is a group of related words used together as part of a sentence. It contains a subject and a verb. T- To use subordinating conjunctions at the beginning of sentences, e.g. <u>Although</u> I was tired, I went to bed late. <u>Because</u> the boys went to the park, they did not go to the zoo. **Others include:** Unless, while, when, since, if.	E- Uses complex sentences are composed of a independent clause (main clause) and a dependent clause (subordinate clause), e.g. When the cake is brown, take it out of the oven. M - Uses subordinating conjunctions at the beginning of sentences, e.g. <u>Although</u> I was tired, I went to bed late. <u>Because</u> the boys went to the park, they did not go to the zoo **Others include:**	T- Complex sentences are composed of a independent clause (main clause) and a dependent clause (subordinate clause), e.g. When the cake is brown, take it out of the oven. M - To use subordinating conjunctions at the beginning of sentences, e.g. <u>Although</u> I was tired, I went to bed late. <u>Because</u> the boys went to the park, they did not go to the zoo **Others include:**	M - Use of the passive voice to affect the presentation of information in a sentence, e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. T- The difference between structures typical of informal speech/writing structures appropriate for formal speech/writing, e.g. The use of question tags: He's your friend,

				T - How words combine to make compound sentences - using 'and', 'but', 'so', 'because', 'while'.	Unless, while, when, since, if. T - Use of complex sentences with an embedded clause, e.g. My bike, which is very old, is broken. M - Knows how words combine to make compound sentences.	Unless, while, when,since, if. T - Use of the passive to affect the presentation of information in a sentence, e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).	isn't he?, or the use of subjunctive forms such as If <u>I were</u> or <u>Were they</u> to come in some very formal writing and speech]
	Text						
	Tense	T-Verbs can have different tenses, e.g. past, present and future	T - Correct choice and consistent use of present tense and past tense throughout writing. T- Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting).	T - Correct choice and consistent use of present tense and past tense throughout writing. T- Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting. E - Use of the present perfect form of verbs instead of the simple past, e.g. He has gone out to play contrasted with he went out to play.	T- Use of irregular verb tenses, e.g. I see, I saw, I will see. T - Makes correct choice and consistent use of present tense and past tense throughout writing. T- Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting. T- Use of the present perfect form of verbs instead of the simple past, e.g. He has gone	M - Irregular verb tenses, e.g. I see, I saw, I will see. M - Correct choice and consistent use of present tense and past tense throughout writing. M- Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting. M - Use of the present perfect form of verbs instead of the simple past, e.g. He has gone	M - Irregular verb tenses, e.g. I see, I saw, I will see. M - Correct choice and consistent use of present tense and past tense throughout writing. M- Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting. M - Use of the present perfect form of verbs instead of the simple past, e.g. He has gone

					out to play contrasted with, he went out to play.	out to play contrasted with he went out to play.	out to play contrasted with he went out to play.
	Paragraphs		E- Introduction to paragraphs as a way to group related material - Teach simple paragraphs, simple topic sentence and related ideas	T - Introduction to paragraphs as a way to group related material - Teach simple paragraphs, simple topic sentence and related ideas	M- Use of paragraphs to organise ideas around a theme.

T - Use of paragraphs to connect related ideas for each separate point beginning when there is a change of time, a change of place or a new speaker. | T- Devices to build cohesion within a paragraph, e.g., then, after that, this, firstly
M - paragraphs to connect related ideas for each separate point beginning when there is a change of time, a change of place or a new speaker.

T- Linking ideas across paragraphs using adverbials of
<u>Time</u> e.g. later
<u>Place</u> e.g. nearby
<u>Number</u> e.g., secondly
<u>Tense choices</u> e.g. he had seen her before. | M - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

M - Paragraphs to organise and sequence ideas and arguments beginning with a topic sentence to introduce the point or argument and to focus the reader's attention. |

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling Patterns	**GRR Toolkit 1** **s, m, c, t, g, p, a, o** **r, l, d, b, f, h, i, u** **v, w, y, z, j, n, k, e** The sounds /f/, /l/, /s/, /z/ and /k/ spelt **ff**, **ll**, **ss**, **zz** The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. **off, well, miss, buzz** **sh, ch, th, wh** ck, ng, qu, x e.g. back, check, hang, bang, quack, quick, quiz, wax, flex, fox, box	**GRR Toolkit 2** **Targeted representations -** **ee, ea, y, e, ey** **i, igh, y, ie, i-e** **o, oa, ow, o-e** **a, ai, ay, a-e** **oo, ew, ue, u-e** Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own e.g. football, playground, farmyard, bedroom, blackberry The /l/ or /l/ sound spelt **–le** at the end of words *table, apple, bottle, little, middle* E - Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it *copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying* E - Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	**Revision of units from Toolkit 2** **GRR Toolkit 3:** Targeted representations- **r, rr, wr** **oi, oy** **ph, f, ff** **ow, ou** **c, ce, s, se, ss** **u, oo, oul** **ar, a** **ir, er, ear, ur, or** **or, au, aw, al, ore** **air, ear, are, ere** **j, dge, ge, g** **ch, tch, tu** **sh, ci, ti** **s, si** The / I / sound spelt y elsewhere than at the end of words E.G. myth, gym, Egypt, pyramid, mystery The /l/ or /l/ sound spelt **–el** at the end of words *camel, tunnel, squirrel, travel, towel, tinsel* The /l/ or /el/ sound spelt **–al** at the end of words E.G. metal, pedal, capital, hospital, animal Words ending -il E.G. pencil, fossil, nostril	Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation The /ʌ/ sound spelt **ou** e.g. young, touch, double, trouble, country Words with the /eɪ/ sound spelt **ei, eigh**, e.g.vein, weigh, eight, neighbour, they, obey Word endings in: Words ending with the /g/ sound spelt **– gue** and the /k/ sounds spelt **–que** (French in origin) e.g. league, tongue, antique, unique Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g.r chef, chalet, machine, brochure Words with the /k/ sound spelt ch (Greek in origin) e.g.scheme, chorus, chemist, echo, characte Endings which sound like /ʃən/ spelt **–tion**, **–sion**, **–ssion**, **–cian** If the ending sounds like /ʒən/, it is spelt as **–sion**. Words with endings sounding like/ ʒə / is	Endings which sound like /ʃəs/ spelt **–cious** or **–tious**. Endings which sound like /ʃəl/ **-cial & -tial** Words ending in **-ant, -ance, -ancy** **-ent, -ence/-ency** Words ending in **–able & –ible** Words ending in **–ably & -ibly** Adding suffixes beginning with vowel letters to words ending in **–fer** Words with the /i:/ sound spelt **ei** after c Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	T - Adding suffixes beginning with vowel letters to words ending in –fer Endings which sound like /ʃəs/ spelt **–cious** or **–tious**. M - Endings which sound like /ʃəl/ **–cial** or **–tial** M - Words ending in -ant, -ance, -ancy -ent, -ence/-ency M - Words ending in **–able** & **–ably** **–ible** & **–ibly** M - Words with **ough** M - Words with **'silent' letters** **E.g.** dou<u>b</u>t, i<u>s</u>land, lam<u>b</u>, solem<u>n</u>, this<u>t</u>le, <u>k</u>night

		hiking, hiked, hiker, nicer, nicest, shiny, grander, grandest, fresher, freshest, quicker, quickest	Adding –ing, -ed, -er, -est and –y, to words of one syllable ending in a single consonant letter after a single vowel letter E.G. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny Word families based on common words, showing how words are related in form and meaning e.g. *solve, solution, solver, dissolve, insoluble*]	always spelt **–sure**.		