



## Kew Riverside Primary School Grammar, Punctuation and Spelling Policy

This policy will be reviewed in full on a \_\_\_\_\_ basis.



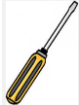
This policy was reviewed and updated in



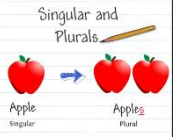
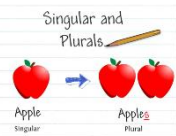

Next review date:


Member of staff responsible for monitoring and reviewing the policy:

Writing tools!



<p><b><u>Year 1:</u></b></p>	<p><b><u>Terminology:</u></b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
<p><b><u>letters</u></b></p>	<p>Letters are used to communicate meaning and combine to make words.</p>
<p><b><u>word</u></b></p>	<p>Words can combine to make sentences.</p>
<p><b><u>sentence punctuation:</u></b></p> 	<p>All sentence punctuation is to <b><u>demarkate</u></b> sentences. Punctuation helps writers to explain their ideas clearly. Simple sentences explains one idea in writing.</p>
<p>capital letter</p> 	<p>Capital letters are sometimes called upper-case letters.</p> <p>Capital letters are used for:</p> <ul style="list-style-type: none"> <li>• The first letter of a sentence</li> <li>• For the first letters of the names of people, places and special days</li> <li>• For the first letters of the main words of the titles of books, plays, newspapers and magazines</li> <li>• Capital letters for the personal pronoun I.</li> </ul>
 <p>full stop</p>	<p>Full stops are used to mark the end of a sentence.</p>


<p>question mark</p> 	<p>Question marks are used to mark the end of a question.</p>
<p>exclamation mark</p> 	<p>The use of an exclamation mark is to end a sentence that express exclamation. An exclamation sentence starts with a How or What and includes a verb. It must end in an exclamation mark. E.g. How big you have grown! What big ears you have!</p>
<p>singular</p> 	<p>Singular is to describe a noun in a single (1) form.</p> <ul style="list-style-type: none"> <li>• noun: dog wish house foot</li> <li>• pronoun: I you he she him her it</li> </ul>
<p>plural</p> 	<p><b>Plural</b> describes more than one by adding the suffix <b>s</b> or <b>es</b> (more than one noun). Plural noun suffix: dog – dogs wish - wishes house - houses</p> <ul style="list-style-type: none"> <li>• pronoun: we us you they them</li> </ul>
<p>suffix</p>  <p>year 1:</p> <ul style="list-style-type: none"> <li>• ed</li> <li>• ing</li> </ul>	<p>Part of a word that comes after the base or root.</p> <p><b>Suffixes can indicate the verb tense</b> <b>e.g. I walk – I walked</b></p> <p>Suffixes also indicate a verb's aspect (perfect, progressive verbs) e.g. eat – eaten e.g. eat - eating</p> <p>Suffixes also indicate the third person in the present tense: e.g. I walk – he walks I wash – she washes</p> <p><b>Suffixes sometimes cause the root word's spelling to be changed:</b> <b>e.g. stare - staring</b></p> <p>Suffixes can also change a word from one class to another: verb – adjective e.g. talk – talkative adjective – adverb e.g. happy – happily adjective – noun e.g. kind - kindness</p>

<p>prefix</p> 	<p>Part of a word that comes before the base or root word.          Prefix add or alter the meaning of the base word in some way.          Prefix <b>un</b> changes the meaning of the word to the opposite.</p> <ul style="list-style-type: none"> <li>undo unkind untie</li> </ul> <p>Prefixes can change the meaning of words in other ways too:</p> <ul style="list-style-type: none"> <li>national – international</li> <li>hero - superhero</li> </ul>
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## Year 2

<p>Terminology          noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>											
<p>noun</p>	<p>Nouns are words used to refer to people, places, things and ideas.</p> <ul style="list-style-type: none"> <li>Proper nouns – names of people, places: Mr Bradley, Ibiza.</li> <li>Common nouns – items, things: apple, table.</li> <li>Collective nouns – a group, <b>journey</b> of giraffes</li> <li>Abstract nouns – thoughts, ideas, imaginings: sadness, manliness.</li> <li>Pronoun – replaces a proper noun with: he/she/I/my</li> </ul> <p>Teacher knowledge:</p> <ul style="list-style-type: none"> <li>number: they can have singular or plural form one car, two cars one child, several children</li> <li>determiners: a child an apple the cars</li> <li>modifiers: they can be modified by an adjective before them: a young child a ripe apple the new car</li> <li>phrases they can form the headword of a noun phrase: the new cars on the forecourt</li> </ul>										
<p>noun phrase</p>	<p>A group of words built on a single noun, which is called the head word of the phrases. The noun phrases that follow all have the same headword, books:</p> <ul style="list-style-type: none"> <li>books</li> <li>some books</li> <li>some books about photography</li> <li>some excellent books about photography</li> <li>some really excellent books about photography</li> </ul> <p>Noun phrases can consist of the following parts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">determiners</td> <td style="width: 25%;">pre modifiers</td> <td style="width: 25%;">headwords</td> <td style="width: 25%;">post modifiers</td> </tr> <tr> <td>some</td> <td>really excellent</td> <td>books</td> <td>about puppies</td> </tr> </table>			determiners	pre modifiers	headwords	post modifiers	some	really excellent	books	about puppies
determiners	pre modifiers	headwords	post modifiers								
some	really excellent	books	about puppies								

	a		visit	to the Battersea Dogs Home
	the two	frothy	mugs	of cappuccino
expanded noun phrase	<p>Expanded noun phrases can give more information in front of a noun:</p> <ul style="list-style-type: none"> <li>determiner + adjective + noun a powerful <b>blizzard</b></li> <li>determiner + adverb + adjective + <b>noun</b> a totally unbelievable story</li> </ul> <p>Expanded <b>noun phrases</b> can also have information after the <b>noun</b>:</p> <ul style="list-style-type: none"> <li>determiner + adjective + <b>noun</b> + preposition + noun + a phone <b>call</b> from work</li> <li>determiner + adjective + <b>noun</b> + preposition + noun a light <b>gust</b> of wind</li> </ul>			
statement	A statement is a telling sentence – it gives us information. It starts with a capital letter and ends in a full stop.			
question	It starts with a questions word, it can be answered. It ends in a question mark.			
exclamation	<p>An exclamation sentence starts with a <b>How</b> or <b>What</b> and includes a <b>verb</b>. It must end in an <b>exclamation mark</b>. E.g. How big you have grown! What big ears you have!</p> <p>The use of an exclamation mark is to end a sentence that express exclamation.</p>			
command	<p>A command is an order – giving an instruction or telling someone to do something. It usually begins with an imperative verb. It can be negative. It can end in a full stop or an exclamation mark (???)</p>			
compound sentence	<p>A sentence with two or more main clauses joined by a co-ordinating conjunction. E.g. Then he came in, and she sat down quickly.</p>			
conjunction	A class of words that are used to join together words, phrases or clauses. They fall into two groups: coordinating conjunctions or subordinating conjunctions.			
co-ordinating conjunction	<p>and, but, or, yet, so</p> <p>These link items that have equal status grammatically:</p> <p>Uncomfortable <b>but</b> safe.</p>			

	Ice cream <b>or</b> frozen yoghurt. I really wish I could come <b>but</b> I have to clean my room.
subordination	Subordination (using when, if, that, because)
subordinating conjunction	when, if, that, because  If the two items being linked do not have equal status, then a subordinating conjunction is used. Most commonly this happens in a complex sentence when a main clause is joined to a subordinate clause.  I was late today <b>because</b> of an accident on the roads.
suffix -ly -ing -ness -ing -ful  	Part of a word that comes after the base or root.  <b>Suffixes can indicate the verb tense</b> <b>e.g. I walk – I walked</b>  Suffixes also indicate a verb's aspect (perfect, progressive verbs) e.g. eat – eaten e.g. eat - eating  Suffixes also indicate the third person in the present tense: e.g. I walk – he walks I wash – she washes  <b>Suffixes sometimes cause the root word's spelling to be changed:</b> <b>e.g. stare - staring</b>  You can use the suffix –ness and –er to form nouns: happiness sadness builder farmer  Suffixes can also change a word from one class to another: verb – adjective e.g. talk – talkative help – helpful help – helpless  adjective – adverb e.g. happy – happily loud – loudly  adjective – noun e.g. kind - kindness
adjective	An adjective adds more information to a noun.

	<p>Adjectives usually are words that refer to the qualities of people, things, or ideas, or which group them into class.</p> <p>Most adjectives usually come before a noun in a sentence (they modify the noun.)  a blue flower  a slow train</p>																									
adverb	<p>An adverb adds more information to a verb.  An adverb describes: where, why, how much something is done.  Adverbs can also be used as modifiers to modify an adjective:</p> <p>slowly  loudly  quickly  happily  They <u>often</u> end in ly (see suffix).</p> <table border="1" data-bbox="416 864 1289 976"> <tr> <td>adverb</td> <td>adjective</td> </tr> <tr> <td>very</td> <td>easy</td> </tr> <tr> <td>rather</td> <td>attractive</td> </tr> </table>	adverb	adjective	very	easy	rather	attractive																			
adverb	adjective																									
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verb	<p>Main verbs are used for three main purposes:</p> <ul style="list-style-type: none"> <li>• to express an action  He sprinted to the door.</li> <li>• to express a state  The dog slept soundly.</li> <li>• to link a subject with its complement  (this completes an earlier part in the clause)  She was alone.  (subject verb complement)</li> </ul>																									
tense	<p>The verbs in a sentence determine if something has happened or is happening.</p> <table border="1" data-bbox="416 1480 1289 1921"> <thead> <tr> <th>present</th> <th>simple past (regular)</th> <th>simple past (irregular)</th> <th>progressive present</th> <th>progressive past</th> </tr> </thead> <tbody> <tr> <td>walk</td> <td>walked</td> <td></td> <td>He is walking.</td> <td>He was walking</td> </tr> <tr> <td>look</td> <td>looked</td> <td></td> <td>She is looking</td> <td>She was looking</td> </tr> <tr> <td>ask</td> <td>asked</td> <td></td> <td>They are asking to.</td> <td>They were asking to.</td> </tr> <tr> <td>growl</td> <td>growled</td> <td></td> <td>The lions are growling.</td> <td>The lions were growling.</td> </tr> </tbody> </table>	present	simple past (regular)	simple past (irregular)	progressive present	progressive past	walk	walked		He is walking.	He was walking	look	looked		She is looking	She was looking	ask	asked		They are asking to.	They were asking to.	growl	growled		The lions are growling.	The lions were growling.
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ask	asked		They are asking to.	They were asking to.																						
growl	growled		The lions are growling.	The lions were growling.																						

	eat		ate	He is eating.	He was eating.
	find		found	She is finding.	She was finding...
	drink		drank	They are drinking.	They were drinking.
	hide		hid	They are hiding.	They were hiding.
present tense	Writing which describes things that are happening now. Add the suffix: ing or s.				
past	Writing which describes things that have already happened. Add the suffix: ed Some past tense verbs are irregular and have to be learnt.				
apostrophe	<p>The apostrophe can be used to to mark where letters are missing in spelling (this is known as a contraction.)  will not - won't  shall not – shan't  might have – might've  she is – she's  they are – they're</p> <p>The apostrophe can also be used to mark singular possession in nouns.  E.g.  the girl's bag  Mr Bradley's bike</p>				
comma	Commas can be used to separate items in a list. Fudge ate chicken, peas, lamb <b>and</b> rice for his dinner. The final item is separated by the word <b>and</b> .				

Year 3

**Terminology**

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted comma.	
preposition	<p>Prepositions are used with nouns to create prepositional phrases (or with verbs – these create verbal phrases.) Prepositions come before. A noun: <b>below</b> ground A pronoun: <b>after</b> me A verbal noun: <b>without</b> leaving A noun phrase: <b>during</b> the last month</p> <p>Prepositional phrases have 2 main uses:</p> <ol style="list-style-type: none"> <li>1. modify a noun</li> <li>2. as an adverbial – give information about: <ul style="list-style-type: none"> <li>• place A dog can eat <b>underneath the table.</b></li> <li>• time The children worked well <b>during</b> their break time.</li> <li>• how The cars rushed passed <b>at great speed.</b></li> </ul> </li> </ol> <p>Prepositional verbs:</p> <ul style="list-style-type: none"> <li>• We <b>decided on</b> the ballet.</li> <li>• They've <b>dug up</b> lots of dinosaur bones.</li> </ul> <p>Prepositions can be used to express: time, place and cause. Prepositions: before, after during, because of, in.</p>
word family	<p>A word family is a family of words based on a common word – there are prefixes or suffix's which change the meaning. E.g. solve, solution, solver, dissolve, insoluble.</p>
prefix	<p>Part of a word that comes before the base or root word. Prefix add or alter the meaning of the base word in some way. Prefix <b>un</b> changes the meaning of the word to the opposite.</p> <ul style="list-style-type: none"> <li>• undo unkind untie</li> </ul> <p>Prefixes can change the meaning of words in other ways too:</p> <ul style="list-style-type: none"> <li>• national – international</li> </ul> <p>super – (more than special) – superhero superhuman auto – (self) – autobiography anti – (against) – anti-pollution</p>
clause	<p>A clause is made up of a subject and a verb. They can also contain additional components. A clause can be a <b>main</b> clause or <b>subordinate</b> clause.</p>
simple sentence single clause	<p>A simple sentence contains on main clause. The sun rose.</p>
compound sentence	<p>A compound sentence contains two or more main clauses. Mr Bradley thought for a moment and then he ran ahead.</p>

multi clause	
complex sentence multi clause	A complex sentence contains one main clause and one or more subordinate clause. Mr Bradley decided it was wet play time because it was raining.
subordinate clause	A subordinate clause needs a main clause to ensure it makes sense. They can go in the beginning, middle or at the end of a sentence. They add more detail or information to writing. The chicken sat on her eggs waiting for them to hatch. The chicken, who was warm and comfortable, sat on her eggs. Singing happily, the chicken sat on her eggs. The chicken sat on her eggs, sitting happily.
consonant letter	There are 21 consonant letters: b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z,  Words which begin with a consonant have the determiner 'a' before it. E.g. a rock, a dog.
vowel letter	There are 5 vowels: a,e,i,o,u,  Words which begin with a vowel have the determiner 'an' before it. E.g. an elephant, an orange.
conjunction	A class of words that are used to join together words, phrases or clauses. They fall into two groups: coordinating conjunctions or subordinating conjunctions. Conjunctions can be used to express: time, place and cause. <ul style="list-style-type: none"> <li>• when, before, after, while, so, because.</li> </ul>
co-ordinating conjunction	and, but, or, yet, so  These link items that have equal status grammatically:  uncomfortable <b>but</b> safe. ice cream <b>or</b> frozen yoghurt. I really wish I could come <b>but</b> I have to clean my room.
subordination	Subordination (using when, if, that, because, as, although, where)
subordinating conjunction	when, if, that, because  If the two items being linked do not have equal status, then a subordinating conjunction is used. Most commonly this happens in a complex sentence when a main clause is joined to a subordinate clause.  I was late today <b>because</b> of an accident on the roads.

<p>adverbs</p>	<p>An adverb adds more information to a verb.  An adverb describes: where, why, how much something is done.  Adverbs can also be used as modifiers to modify an adjective:  slowly  loudly  quickly  happily  They <u>often</u> end in ly (see suffix).</p> <table border="1" data-bbox="416 613 1289 725"> <tr> <td>adverb</td> <td>adjective</td> </tr> <tr> <td>very</td> <td>easy</td> </tr> <tr> <td>rather</td> <td>attractive</td> </tr> </table> <p>Adverbs can be used to express: time, place and cause.</p> <ul style="list-style-type: none"> <li>• then, next, soon, therefore.</li> </ul>	adverb	adjective	very	easy	rather	attractive		
adverb	adjective								
very	easy								
rather	attractive								
<p>direct speech</p>	<p>The words spoken directly (not reported) in stories, reports and other types of writing.</p>								
<p>inverted commas</p>	<p>Inverted commas are included in writing to demarcate direct speech.</p> <ol style="list-style-type: none"> <li>1. The words spoken are enclosed between inverted commas.</li> <li>2. Every time a new speaker speaks – start a new line.</li> <li>3. Every new piece of speak begins with a capital letter.</li> <li>4. The punctuation at the end of the speech must be inside the inverted commas.</li> </ol>								
<p>Tenses:  present perfect form  present tense of:  has/have + past participle</p>	<p>The verbs in a sentence determine if something has happened or is happening.</p> <p>The present perfect form expresses an action that is still going on or that stopped recently, but has an influence on the present.</p> <table border="1" data-bbox="416 1518 852 1848"> <tr> <td>Simple past</td> <td>Present perfect</td> </tr> <tr> <td>He went out to play.</td> <td>He has gone out to play.</td> </tr> <tr> <td>They watched TV.</td> <td>We have watched enough TV.</td> </tr> <tr> <td>It snowed.</td> <td>It has snowed.</td> </tr> </table>	Simple past	Present perfect	He went out to play.	He has gone out to play.	They watched TV.	We have watched enough TV.	It snowed.	It has snowed.
Simple past	Present perfect								
He went out to play.	He has gone out to play.								
They watched TV.	We have watched enough TV.								
It snowed.	It has snowed.								

<b>Terminology</b> determiner, pronoun, possessive pronoun, adverbial, noun phrases, prepositional phrases, cohesion, inverted commas, apostrophes to mark plural possession,	
determiner	A class of words that form an important part of many noun phrases. The determiner comes before the noun and helped to define it (it introduces a noun.) <b>Examples:</b> A, an, the, this, that, these, those, some, any, my, many, his, her, other.
pronoun	A class of words that 'stand in' for other words. Pronouns refer back (or less frequently forwards) to: <ul style="list-style-type: none"> <li>• a noun</li> <li>• a noun phrase</li> <li>• another pronoun</li> <li>• a sentence or group of sentences</li> <li>• an idea</li> </ul> personal pronouns: I/me, we/us, you, he/him, she/her, it, one, they/them – these pronouns all refer back to a noun which has already been written in text. E.g. Harry produced a magical spell. <b>He</b> used it to create fire.
possessive pronoun	The possessive pronouns are: Mine, ours, yours, hers, his, its, theirs They are used in sentences such as: My baking is probably even worse than yours. These are pronouns because they stand alone, without being attached to a noun, by contract with my, ours etc. which always come before a noun and are better referred to as possessive determiners.
adverbial	An adverbial is a single or group of words that forms part of a clause. There are three <b>types</b> of adverbial: (teacher info) <ul style="list-style-type: none"> <li>• adjuncts: they provide additional information about: cause, concession, condition, manner, place, purpose, result and time</li> <li>• conjuncts: these provide a link between the sentences:</li> <li>• disjuncts: you use these to make your own comments on the information you are communicating.</li> </ul> (children info) <b>Form:</b> <ul style="list-style-type: none"> <li>• an adverb: provide information about: time, cause, manner (how)</li> </ul> <b>conjuncts:</b> link sentences e.g. secondly, thirdly, in addition... <b>disjunct:</b> the writer can comment on a text, e.g. unfortunately, sadly,



	<ol style="list-style-type: none"> <li>1. The words spoken are enclosed between inverted commas.</li> <li>2. Every time a new speaker speaks – start a new line.</li> <li>3. Every new piece of speak begins with a capital letter.</li> <li>4. The punctuation at the end of the speech must be inside the inverted commas.</li> <li>5. The reporting clause must state who spoke (if this is written first a comma must be place after this, e.g: The conductor shouted, "Sit down!"</li> </ol>
verb inflections	<p>This is how verbs are changed according to how they are used in a sentence</p> <p>E.g: Eat – eaten – ate Do – done - did</p>
apostrophes - to show possession	<p>We use apostrophes to show something belongs to someone.</p> <p>E.g. the girl's handbag the Browns' dog the witches' broomsticks</p> <p><b>Rules:</b></p> <ul style="list-style-type: none"> <li>• If the name or noun is singular, we add an apostrophe followed by the letter s. Abdulahi's bag</li> <li>• If the name or noun is plural ending in s then you simply add an apostrophe. the Browns' dog</li> <li>• Plurals that do not end in s follow the same rule for singular nouns. The children's books</li> </ul>


Year 5:

<p><b>Terminology</b>  <b>modal verb, relative pronoun, relative clause, parentheses, bracket, dash, cohesion, ambiguity, verb prefixes, suffixes, adverbs, adverbials, tense choice, commas</b></p>	
relative pronoun	<p>The relative pronouns are: <b>who, whom, whose, that, which</b>  They are used to introduce <b>relative clauses</b>:  The artist, who did my album cover, used an airbrush on my photo.</p>
relative clause	<p>A clause that does a similar job to an adjective:  It's a <b>clever</b> crowd pleaser. (adjective)</p>

	<p>It's a crowd pleaser <b>that knows how to press all the right buttons.</b> (relative clause)</p> <p>Sometimes the relative pronoun is missed out:          Could you be the person <b>they're looking for?</b>          This could also be written as:          Could you be the person <b>whom they're looking for?</b></p> <p>Relative clauses can be introduced by relative adverbs such as <b>when</b> and <b>where</b>. For example:</p> <p>You were six that year <b>when</b> Henry died.</p> <p>In their full form relative clauses are like mini-sentences. You can remove them from the sentence they are in and, with very few changes turn them into sentences in their own right:</p> <p>Original:          It's a crowd-pleaser that knows how to press all the right buttons.          Two sentences:          It's a crows-pleaser. It knows how to press all the right buttons.</p>
modal verb	<p>Modal verbs can be shown to show how likely things are to happen. We choose the verb depending on how sure we are. Modals cannot act alone as the main verb in the sentences.</p> <p>A modal auxiliary verb combines with other verbs in a sentences to form a verb phrase.</p> <ul style="list-style-type: none"> <li>• can, could, may, might, should, will, would.</li> </ul>
adverb of possibility	<p>Linking ideas across paragraphs using adverbials of:</p> <ul style="list-style-type: none"> <li>• Time, e.g. later</li> <li>• place e.g. nearby</li> <li>• number e.g. secondly</li> <li>• tense choices e.g. he had seen her before</li> </ul>
adverbial	<p>An adverbial is a single or group of words that forms part of a clause. There are three <b>types</b> of adverbial:          (teacher info)</p> <ul style="list-style-type: none"> <li>• adjuncts: they provide additional information about: cause, concession, condition, manner, place, purpose, result and time</li> <li>• <b>conjuncts</b>: these provide a link between the sentences:</li> <li>• disjuncts: you use these to make your own comments on the information you are communicating.</li> </ul> <p>(children info)</p>



	<ul style="list-style-type: none"> <li>Mr Bradley - who was in a joyful mood - let all the teachers go home at 2:00pm.</li> </ul> <p>It can introduce something that develops, or is an example of, what has gone before:</p> <ul style="list-style-type: none"> <li>You must have seen it, I'm sure – the blue flag with a white star in the middle of it.</li> </ul>
comma	<p>Commas have the following uses:</p> <ol style="list-style-type: none"> <li>To separate items in a list (year 2)</li> <li>To mark off an introductory clause or adverbial (year 4)</li> <li>To place a section of a sentence in parenthesis (see brackets)</li> <li>To mark divisions between the clauses in a complex sentence: These weed killers may, if used on new lawns, damage young seedling grasses before they are well established.</li> <li>To mark off a non-defining (non-restrictive) relative clauses: As a young man especially, it was necessary for him to be frugal, to try save money, which he gradually did.</li> <li>In speech (see year 4).</li> </ol>
cohesion	<p>Writers avoid repetition to create cohesive pieces of writing (see pronouns). Writers include adverbial conjuncts to create cohesive pieces of text (see adverbial conjuncts.)</p>
prefix	<p>Part of a word that comes before the base or root word. Prefix add or alter the meaning of the base word in some way.</p> <p>Prefix <b>un</b> changes the meaning of the word to the opposite.</p> <ul style="list-style-type: none"> <li>undo unkind untie</li> </ul> <p>Prefixes can change the meaning of words in other ways too:</p> <ul style="list-style-type: none"> <li>national – international</li> </ul> <p>super – (more than special) – superhero superhuman auto – (self) – autobiography anti – (against) – anti-pollution</p> <p><b>nouns</b> can be converted into verbs using verb prefix's such as: dis– , de–, mis–, over– and re– disappear, disallow, disarm, disconnect, discontinue, overbook, oversleep, overwork, mislead, misinform, misidentify, unbend, unfasten</p>
suffix -ly -ing -ness	<p>Part of a word that comes after the base or root.</p> <p><b>Suffixes can indicate the verb tense</b> <b>e.g. I walk – I walked</b></p>

<p>-ing -ful</p> 	<p>Suffixes also indicate a verb's aspect (perfect, progressive verbs) e.g. eat – eaten e.g. eat - eating</p> <p>Suffixes also indicate the third person in the present tense: e.g. I walk – he walks I wash – she washes</p> <p><b>Suffixes sometimes cause the root word's spelling to be changed:</b> <b>e.g. stare - staring</b></p> <p>You can use the suffix –ness and –er to form nouns: happiness sadness builder farmer</p> <p>Suffixes can also change a word from one class to another: verb – adjective e.g. talk – talkative help – helpful help – helpless</p> <p><b>ate ise ify</b> alienate, personify, frighten, advertise, activate, simplify, legalise, sweeten.</p> <p>adjective – adverb e.g. happy – happily loud – loudly</p> <p>adjective – noun e.g. kind - kindness</p>
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Year 6

<p><b>Terminology</b> subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	
<p>subject</p>	<p>In a statement clause, the subject:</p> <ul style="list-style-type: none"> <li>• comes at or near the beginning of the clause</li> <li>• comes before a verb</li> <li>• agrees with the verb in number and person</li> <li>• often gives an indication of what the clause is about.</li> </ul> <p>The subject can be:</p>

	<ul style="list-style-type: none"> <li>• a noun <b>Yoga</b> is religious.</li> <li>• A verbal noun <b>Dancing</b> is a wonderful way of keeping in training.</li> <li>• A pronoun <b>They</b> argued ferociously about the football.</li> <li>• A noun phrase <b>The core of the problems</b> is simple.</li> <li>• A noun clause <b>What she said</b> was true.</li> </ul>															
object	<p>In a statement (declarative) clause the object normally comes after the <b>verb</b> and refers to a person, place, thing, or idea that is different from the <b>subject</b>. It can be a <b>noun</b>, a <b>pronoun</b>, a <b>noun phrase</b>, or a <b>noun clause</b>.</p> <table border="1"> <thead> <tr> <th>REST OF SENTENCE</th> <th>OBJECT</th> <th>TYPE</th> </tr> </thead> <tbody> <tr> <td>He lost</td> <td>consciousness.</td> <td>noun</td> </tr> <tr> <td>He lost</td> <td>it.</td> <td>pronoun</td> </tr> <tr> <td>He lost</td> <td>his grip on reality.</td> <td>noun phrase</td> </tr> <tr> <td>He lost</td> <td>what Steve jobs would have earned in 1 year.</td> <td>noun clause.</td> </tr> </tbody> </table>	REST OF SENTENCE	OBJECT	TYPE	He lost	consciousness.	noun	He lost	it.	pronoun	He lost	his grip on reality.	noun phrase	He lost	what Steve jobs would have earned in 1 year.	noun clause.
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He lost	what Steve jobs would have earned in 1 year.	noun clause.														
synonym	<p>A word that has the same or similar meaning to another. The following pairs are words of synonyms:</p> <p>still motionless melody tune sluggish lethargic loud noisy</p>															
antonym	<p>A word meaning the opposite of another word:</p> <p>wet dry buy sell often rarely</p>															
ellipsis	<p>A term used in punctuation and in grammar.</p> <p>Punctuation: To show that some words have been omitted:</p> <ul style="list-style-type: none"> <li>• In the sentence, 'Nothing can be... such a statement,' he tries to explain the reasons for his actions.</li> </ul> <p>In dialogue to show a speaker trails off:</p> <ul style="list-style-type: none"> <li>• He said, "If only this war was over..."</li> </ul> <p>To show a sequence continues in a similar way.</p> <ul style="list-style-type: none"> <li>• 1, 2,3,4,5...</li> </ul> <p>Grammar: The omission of one or more words in order to avoid repetition. It is often done by replacing a complete verb phrase with an auxiliary verb. Other clause components can also be omitted. Ellipsis is frequently used:</p> <ul style="list-style-type: none"> <li>• With contrasting subjects, objects or adverbials: <b>You've</b> got more use for it than I <b>have</b>.</li> </ul>															

	<p>Instead of:          You've got more use for it than I have use for it.</p> <ul style="list-style-type: none"> <li>• With the verbs <i>be</i> and <i>have</i>:          I was sure it would be worth the effort of breaking them in - and it <b>was</b>.</li> </ul> <p>Instead of:          I was sure it would be worth the effort of breaking them in 0 and it was worth the effort of breaking them in.</p> <ul style="list-style-type: none"> <li>• With modal auxiliary verbs like <i>should</i> and <i>could</i>          Two of them disappeared as fast as they <b>could</b>.</li> </ul> <p>Instead of:          Two of them disappeared as fast as they could disappear without a trace.</p>
hyphen	<p>Hyphens are included to avoid ambiguity.          a man eating shark (a man eats a shark)          a man-eating shark (the shark eats men)</p>
colon	<p>Punctuation:</p> <ol style="list-style-type: none"> <li>1. introduce a list:          There are several lessons learnt in a day at school: English, maths, geography science and reading.</li> <li>2. To introduce direct speech or a quotation:          At once he said: " I do not like that top."</li> <li>3. To separate two parts of a sentence where the first clause leads on (relates to the second):          It's raining: I'm fed up.</li> </ol>
semi-colon	<p>Semi-colons are used to mark a break between two parts of a sentence. Usually the two parts are separated in this way could stand as sentences in their own right. You use a semi-colon because you want to show that there is a close link between them. A semicolon contains a comma and a full stop. It is helpful to remember this. A semicolon is stronger than a comma, but not as final as a full stop.</p> <p>The wood was silent and absolutely still; Little Red Riding Hood realised that she had not truly seen its beauty until now.</p> <p>Lists:          If a list contains items that are quite long, semicolons can be used instead of a comma to separate them.</p> <p>Little Red Riding Hood carried a selection of provisions for Grandma: a loaf of bread; some apples; and a freshly-wrapped pat of butter.</p>
bullet points	<p>Bullet points are used to help organise information.</p>

	<p>They can be used to organise a set of questions you want to investigate. They need to start with a capital letter and question mark.</p> <p>They can be used to write a list of teams or places. (Proper nouns need capital letters)</p> <p>They can be used to organise a fact box.</p> <p>Include Capital letters and full stops.</p>
formal speech informal speech	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <ul style="list-style-type: none"> <li>• for example, find out – discover</li> <li>• ask for – request</li> <li>• go in – enter</li> <li>• went – travelled</li> <li>• left – vacated</li> </ul>
subjunctive form	<p>The <b>subjunctive</b> is one of three moods. The subjunctive can be present or past.</p> <p>Present subjunctive: This is the same as the verb stem. It is most commonly used in clauses beginning with <i>that</i> to express <b>wishes</b> or <b>commands</b>: In any event Mr Poon would prefer that the jury <b>see</b> the video.</p> <p>Past subjunctive: This is limited to the verb <i>were</i>, used in place of <i>was</i>. This is most commonly used in conditional clauses where the condition is viewed as unlikely: If he <b>were</b> only a little nicer, then nobody would fear him. Or impossible: If I <b>were</b> you I'd hide all the sharp objects in your house.</p>
cohesive devices	See year 5
active and passive	<p><b>Transitive verbs</b> (<b>verbs</b> that take an object) can be used in two ways, or <b>voices</b>: <b>active</b> and <b>passive</b>.</p> <p><b>Active</b>: The dog bit him.</p> <p><b>Passive</b>: He was bitten by the dog.</p> <p><b>Transitive verbs</b> usually describe some kind of action.</p> <p>In the sentence: The dog bit him. You have a person, thing or ideas that performs the action and one that is affected by it. The first is the subject <i>The dog</i> and the second the object <i>him</i>.</p> <p>When we put a sentence into the passive voice, the object <i>him</i> becomes the subject <i>He</i>. The original subject <i>The dog</i> becomes the agent (the person or thing responsible for the action) and has the preposition <i>by</i> placed in front of it.</p>

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SUBJECT	VERB	AGENT														
passive	In the passive, it is as if the object of the sentence gets a voice of its own and can describe from its own point of view.															

**Spellings:**

Year 3 and 4

**98 words to cover over the year:**

**3 – 4 words per week**

Autumn 1		
1	2	3
accident(ally) actual(ly) address	answer appear arrive	believe bicycle breath breathe
4	5	6
build busy business	calendar caught centre	century certain circle complete
Autumn 2		
1	2	3
consider continue decide describe	different difficult disappear	early earth eight/eighth
4	5	6
enough exercise experience experiment	extreme famous favourite February	forward(s) fruit grammar group
Spring 1		
1	2	3
guard guide heard heart	height history imagine increase	important interest island knowledge
4	5	6
learn length library material	medicine mention minute natural	naughty notice occasion(ally) often
Spring 2		
1	2	3
opposite ordinary particular peculiar	perhaps popular position possess(ion)	possible potatoes pressure probably
4	5	6
promise purpose quarter question	recent regular reign remember	sentence separate special straight
Summer 1		
1	2	3
strange strength	therefore though/although	various weight

suppose surprise	thought through	woman/women
4	5	6

**Year 3**

Homophones:

- |       |       |
|-------|-------|
| here  | great |
| hear  | heel  |
| break | he'll |
| brake | heal  |
| fair  | meat  |
| fare  | meet  |
| plain | peace |
| plane | piece |
| grate |       |
| main  |       |
| mane  |       |

**Year 4**

Homophones & near homophones:

- |         |         |
|---------|---------|
| Ball    | bury    |
| Bawl    | missed  |
| check   | mist    |
| cheque  | stares  |
| groan   | stairs  |
| grown   | accept  |
| threw   | except  |
| through | effect  |
| cereal  | affect  |
| serial  | allowed |
| draft   | aloud   |
| draught | weather |
| male    | whether |
| mail    | whose   |
| knot    | who's   |
| not     |         |
| berry   |         |

**Yea**

**98 words to cover over the year:**

**3 – 4 words per week**

Autumn 1		
----------	--	--

1	2	3
according achieve aggressive accommodate	amateur ancient apparent accompany	appreciate attached available average
4	5	6
awkward bargain bruise	category cemetery	committee communicate community
Autumn 2		
1	2	3
competition conscience* conscious* controversy	convenience correspond criticise (critic + ise) curiosity	definite desperate determined
4	5	6
develop dictionary disastrous	embarrass environment equip (-ped, -ment) especially	exaggerate excellent existence explanation
Spring 1		
1	2	3
familiar foreign forty	frequently government guarantee	harass hindrance identity immediate(ly)
4	5	6
Individual interfere interrupt	language leisure lightning	marvellous mischievous muscle
Spring 2		
1	2	3
necessary neighbour nuisance	occupy occur opportunity	parliament persuade
4	5	6
physical prejudice privilege	profession programme pronunciation queue	recognise recommend relevant
Summer 1		
1	2	3
restaurant rhyme rhythm	sacrifice secretary shoulder	signature sincere(ly) soldier stomach
4	5	6

sufficient suggest symbol system	temperature thorough twelfth	variety vegetable vehicle yacht
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### Year 3

Homophones:

here	great
hear	heel
break	he'll
brake	heal
fair	meat
fare	meet
plain	peace
plane	piece
grate	
main	
mane	

### Year 4

Homophones & near homophones:

Ball	mist
Bawl	stares
check	stairs
cheque	accept
groan	except
grown	effect
threw	affect
through	allowed
cereal	aloud
serial	weather
draft	whether
draught	whose
male	who's
mail	
knot	
not	
berry	
bury	
missed	

