



Grammar and Spelling Expectations

A Guide for Parents

September 2016

Grammar and Spelling Expectations

The aim of this guide is to;

- Inform parents of the curriculum expectations for grammar, punctuation and spelling for Years 1-6
- Provide an overview of new assessments of GPS for Year 2 and Year 6
- Share activities to help your child learn their spellings for their weekly homework
- Share a glossary for the grammatical terminology used within the curriculum

The Government has changed the acronym that refers to the teaching of Grammar and Spelling from SPAG (Spelling, Punctuation and Grammar) to GPS (Grammar, Punctuation & Spelling). Grammar, spelling and punctuation are the key areas in the teaching of English.

What is expected in the curriculum?

The revised National Curriculum (2015) for English places a strong emphasis on vocabulary development, grammar, punctuation and spelling. The expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum (for example, the use of commas and apostrophes will now be taught in KS1 rather than in KS2). Pupils are expected to recognise and use the grammatical terminology appropriate to their year group.

Curriculum expectations for Grammar, Punctuation & Spelling (GPS)

Year 1

- Regular plural noun suffixes e.g. -s and -es
- Suffixes and prefixes e.g. -ing, -ed, -er and un-
- Connectives e.g. and
- Capital letters, full stops, question marks and exclamation marks
- Capital letters for names and for the personal pronoun I
- Words containing each of the 40+ phonemes already taught
- Spell common exception words for Year 1
- The days of the week
- Name the letters of the alphabet
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un-
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest

Year 2

- Subordination and coordination e.g. when, if, that, because and or, and, but
- Expanded Noun Phrases e.g. the blue butterfly, plain flour, the man in the moon
- Sentences with different forms e.g. statement, question, exclamation or command
- Present/Past/Continuous tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words for Year 2

- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Nouns using suffixes e.g. -ness, -er and by compounding e.g. whiteboard
- Adjectives using suffixes e.g. -ful and -less • Adverbs by adding -ly

Year 3

- Formation of nouns using a range of prefixes e.g. super-, anti-, auto-
- Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
- Expressing time, place and cause using conjunctions e.g. when, adverbs e.g. soon or prepositions e.g. before
- Introduction to paragraphs, headings and sub-headings to aid presentation
- 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
- Inverted commas to punctuate direct speech
- Use further prefixes and suffixes and understand how to add them spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Proof-read for spelling errors

Year 4

- Plural and possessive -s
- Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was
- Fronted adverbials e.g. Later that day, I heard the bad news.
- Use of commas after fronted adverbials
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair
- Use of inverted commas and other punctuation to indicate direct speech

- Apostrophes to mark plural possession e.g. the girl's name versus the girls' name
- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Year 5

- Converting nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
- Verb prefixes e.g. dis-, de-, mis-, over- and re-
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs e.g. perhaps or modal verbs e.g. might
- Devices to build cohesion within a paragraph e.g. then
- Linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

Year 6

- 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
- Use of subjunctive forms such as If I were to as formal writing and speech
- 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 and ellipsis
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up, use of the colon to introduce a list and use of semi-colons within lists and how hyphens can be used to avoid ambiguity recover versus re-cover
- Punctuation of bullet points to list information

Common Exception Word List

Year 1

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

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, ass, 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 & 4 Word List

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

Year 5 & 6 Word List

accommodate	community	especially	language	programme	symbol
accompany	competition	exaggerate	leisure	pronunciation	system
according	conscience	excellent	lightning	queue	temperature
achieve	conscious	existence	marvellous	recognise	thorough
aggressive	controversy	explanation	mischievous	recommend	twelfth
amateur	convenience	familiar	muscle	relevant	variety
ancient	correspond	foreign	necessary	restaurant	vegetable
apparent	criticise	forty	neighbour	rhyme	vehicle
appreciate	curiosity	frequently	nuisance	rhythm	yacht
attached	definite	government	occupy	sacrifice	
available	desperate	guarantee	occur	secretary	
average	determined	harass	opportunity	shoulder	
awkward	develop	hindrance	parliament	signature	
bargain	dictionary	identity	persuade	sincere(ly)	
bruise	disastrous	immediate(ly)	physical	soldier	
category	embarrass	individual	prejudice	stomach	
cemetery	environment	interfere	privilege	sufficient	
committee	equip (-ped, -ment)	interrupt	profession	suggest	

End of Key Stage Statutory Assessment

- The English grammar, punctuation and spelling test was introduced in May 2013 as part of the KS2 SATs programme for Year 6 pupils, replacing the previous English writing test.
- In line with the raised expectations, new national curriculum tests for grammar, punctuation and spellings in Years 2 and 6 were introduced in 2016.
- For your child to do well in the GPS tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology.

What do we do at school to improve writing?

- Grammar and punctuation are explicitly taught and practised in English lessons, and then applied in the children's own writing.
- Spelling patterns and general rules are taught and practised with weekly spelling quizzes that is to be learnt as homework.
- Regular opportunities to write at length and on-going teacher assessment of writing.
- Writing skills applied across the Curriculum.

What can be done at home to improve writing?

- www.oxfordowl.co.uk- This excellent website has loads of ideas for quick and easy ways to help your child with grammar, punctuation and spelling, plus games and activities you can play with your child to support their learning. It also has 250 free eBooks for you to share with your child as well as simple ideas, top tips, activities and games to help your child with their reading at home.
- www.primaryhomeworkhelp.co.uk - This is a fantastic website with a huge range of resources and games to make GPS and literacy learning fun.
- www.bbc.co.uk/bitesize

Spelling Activities to help your child learn their spellings

1. Headlines

Cut letters out of magazines and newspapers to spell your words. Paste them onto a piece of paper.

2. That's an order!

Write your words out in alphabetical order.

3. Super Sentences

Write a super sentence for each one of your spelling words. Your sentence should be interesting/ exciting.

4. Rainbow Words

Write your spelling word and trace over it 5 times using a different colour each time.

5. Bubble Letters

Write each of your spelling words in bubble letters. Then, colour them in.

6. Across and Down

Write each word across and down, sharing the beginning letter. Example:
when

h
e
n

7. Fancy Letters

Write each of your words out in fancy letters. Your letters could be curly or dotty.

8. Upper and Lower

Write your word normally. Then re-write it, with the vowels in lowercase and the consonants in UPPERCASE.

9. Three Times

Write each of your spellings words 3 times. Use a different coloured pencil or pen each time.

10. Spelling Flashcards

Make a set of flashcards to practise your spelling words. When you look at your flashcard, read the word and then spell it out loud.

Spelling Activities to help your child learn their spellings

11. Pyramid Writing

Pyramid write your spelling words. Example: home h ho hom home

12. Words Without Consonants

Write your spelling words on a list, but replace all the consonants with a line. Then go back to the beginning of your list and see if you can fill in the correct missing consonants.

13. Syllables

Write each spelling word out. Divide the word into syllables. Example:
Sept/em/ber

14. Words in Words

Look for words within words: friend: I'll be your friend to the end, or together: to get her.

15. Type It

Type the word many times to get used to the pattern in which your fingers move on the keyboard.

16. Connect the Dots

Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.

17. Colourful Letters

Write out each of your spelling words using a different colour for each letter.

18. Acrostic Poems

Create an acrostic poem for 5 of your words. Example: snow Soft and fluffy
Never warm Open the door Wade into the cold

19. Backwards Words

Write each of your words forwards and backwards. Example: Where erehW

Spelling Activities to help your child learn their spellings

20. Spelling Shapes

Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes.

21. Saying it Aloud

Say it as it is written: Wed-nes-day, Feb-ru-ary, fas-cin-ating.

22. Air Write!

Write your spelling words in the air using your finger. Ask someone to read your words as you write them OR have them air write and you read them.

24. Make a Wordsearch

Make a wordsearch using a grid of all your spelling words. Come back and find your words.

23. Explore History

Know where a word comes from: knif was the viking word for knife - they pronounced the 'k'!

25. Word Webs

Make word webs around root words (e.g sign becomes design, designate, signature).

26. Look, Cover, Write, Check

Look at the spelling

Cover the spelling up

Write it down

Check to see if it's correct.

27. Highlight it!

Write the words using a different colour for the parts that follow the same pattern or rule (e.g. silent letters: **K**night, **K**nee, **i**sland, lam**b**)

Glossary for the grammatical terminology used within the curriculum

Year Group	Grammar	Definition	Example
Year R	Sentences	A group of words that are put together to mean something – must include a verb.	<u>The sky is blue.</u> <u>Today is Monday.</u> <u>Her dress looked beautiful.</u>
Year 1	Noun	Name of a person, place or thing. 4 types Common – table, cat (1) Proper – John, England (1) Collective – pride, gaggle, flock (3) Abstract – love, bravery (4)	The cat sat on the table . John lives in England . Lions live together in a pride . Can you feel the love ?
	Adjective	A word that describes a noun	The dog was enormous and very fierce .
	Verb	An action or doing word. Some verbs are irregular – see – saw / seen catch - caught	She waited patiently. She has been waiting ... She waits ..
	Singular	Singular forms refer to one thing - noun.	Cat Church Child Tooth
	Plural	Plural forms refer to more than one – noun. Plural usually marked by addition of - s, es Some plurals are irregular. Some nouns are mass nouns and do not change in the plural.	cats churches teeth / feet fish, sheep
	Conjunction	Used to join two ideas together within one sentence.	He needed his coat because it was cold. The curtains danced in the wind while the windows crashed.
	Preposition	A word that shows the position of a noun.	The table was under the table. I was inside the house. The clouds above ...
Year 2	Pronoun	A word in place of a noun. Avoids repetition	They were on the bus. He sat down quietly.
	Adverb	Adverbs gives extra meaning to a verb, an adjective or a	I really enjoyed the party. (adverb + verb)

		whole sentence.	She's really nice. (adverb + adjective) He works really slowly. (adverb + adverb) Really , he should know better. (adverb + sentence)
	Connectives	Used to join a new sentence to the previous.	We went to the park and played on the swings. Then we had an ice cream.
	Imperative	To express the actions of the subject.	He sat quietly on the chair. Next, slowly turn the tap on.
	Present Tense	Writing which expresses events happening now.	Joyce is skipping and singing a song.
	Past Tense	Writing which expresses events that have already occurred.	Joyce skipped and sang a song. Rex looked out of the car window.
	Suffix	A group of letters added to the end of a word to change its grammatical use.	assessment quickly beautiful
	Prefix	A group of letters added to the beginning of a word to change its grammatical use.	dismiss untidy inedible
Year 3	Determiner	Words used with nouns – this book, my friend, a book, the book. They limit the reference to the noun. They include articles (a / an, the), possessive pronouns , demonstratives (this / that, those / these) and quantifiers (some, many, no etc) and numbers .	This book is yours. I've got some sweets. I will have an apple. Which colour do you prefer?
	Clause	Contains a subject and a verb . There are two types of clauses; Independent- this can stand alone. Dependent-works only as a whole sentence. It could begin with after, although, because, if, when, while .	Independent She can leave the office now Dependent clause because she finished work early
	Determiner Phrase	A small group of closely related words with no verb.	If you can At the museum Propositional phrases: In the house Under water Out of here

	Paragraph	A section of a piece of writing. A new paragraph marks a change of focus, change of time, change of place or change of speaker. Should be marked by a new line and a clear indent.	
	Collective Noun	Name of a person, place or thing. 4 types Common – table, cat (1) Proper – John, England (1) Collective – pride, gaggle, flock (3) Abstract – love, bravery (4)	The cat sat on the table . John lives in England . Lions live together in a pride . Can you feel the love ?
	Relative Noun	Introduce a relative clause – who, whom, which, that	The train was late, which annoyed me greatly. This is Sam, who can play the piano.
	Subject	The noun or pronoun that is carrying out the action in the sentence.	The dog broke the window. The children ripped the paper.
	Object	The object in the sentence that is having the action done to it	The dog broke the window . The children ripped the paper .
Year 4	Subordinate Clause	A clause with a subject and a verb but cannot stand alone, so is in addition to the main clause.	Although I was scared , I crept inside. I crept inside is the main clause as it can stand alone and still make sense alone and still make sense.
	Relative Clause	A clause (with verb) using who, whom, which, whose to relate it back to the subject but that cannot stand alone.	Polly's hair, which was long and brown , hung loosely around her head. The boy was funny, which made me smile .
	Possessive Pronoun	Tell who owns something	They can be in front of a noun or after: My pen/That pen is mine .
	Adverbial	Adverbials of manner – how Adverbials of place – where Adverbials of time – when/how often	Shouted loudly He drove as fast as possible . I saw him over there . They start work at six thirty .

		Adverbials of probability – How certain we are	In a minute, I will start. Perhaps we should go. He will certainly say yes.
	Abstract Noun	Name of a person, place or thing. 4 types Common – table, cat (1) Proper - John, England (1) Collective – pride, gaggle	The cat sat on the table. John lives in England. Lions live together in a pride. Can you feel the love?
	Fronted Adverbial	a sentence to make the sentence more interesting.	On the table stood a vase of flowers. Next to the window was a bookcase. At the end of the lane, Bob paused.
	Article	A, an or the!! A sub-category of determiners.	an elephant a bear the teddy
Year 5	Modal Verb	To show if we believe something is certain, probable or possible – or not! can/could, may/might, shall/should, will/would, must/ought	Perhaps I should stay behind. Can I get you a drink? Sam will be here soon. I must go now.
	Cohesion	The structure rules that allow ideas to be compiled together. If you start writing in the past tense you would stay writing in the past tense to keep the writing in cohesion.	I went to the market this morning and bought a soda; then, I went to the store a few hours later and purchased another root beer.
	Ambiguity	The presence of two or more possible meanings within a single word.	The Rabbi married my sister. The fisherman went to the bank. "You know, somebody actually complimented me on my driving today. They left a little note on the windscreen; it said, 'Parking Fine.'" So that was nice."
Year 6	Passive & Active Voice	Verbs can be active or passive. In an active sentence the subject performs the action. In a passive sentence the subject is on the receiving end of the action.	Active – The dog bit Ben. The subject is performing the action. Passive – Ben was bitten by the dog. The subject is on the receiving end of the action.