

# Spelling, Punctuation & Grammar



**Guidance  
For Parents & Carers**

## **Spelling, Punctuation & Grammar Explained**

As part of the changes to the National Curriculum, the Department for Education has raised the profile of spellings, punctuation and grammar for primary school children. When children leave primary school they should be confident in grammar, punctuation and spelling. The test, which now forms part of the Year 6 SATs, has been introduced to ensure that primary schools place a stronger focus on the teaching of these skills than in previous years.

### **What is the SPaG test?**

The English grammar, punctuation and spelling test assesses your child's English skills in four key areas:

- **Spelling**
- **Punctuation** (through identification and grammatical accuracy).
- **Vocabulary**
- **Sentence grammar** (through identification and grammatical accuracy).

The test consists of two components, which will be presented to pupils as two separate papers:

#### **PAPER 1**

A collection of short questions. Some may take the form of a table or sentence completion whereas other may ask for error corrections.

#### **Example questions**

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

☐

1 mark

13

Insert a **comma** in the correct place in the sentence below.

Full of enthusiasm the children entered the room at the start  
of their lesson.

☐

1 mark

#### **PAPER 2**

A spelling task, which involves 20 short sentences, is read aloud. A single word is missed out of each sentence and your child needs to write this in the space provided.

3. The children listened carefully as the teacher gave the

\_\_\_\_\_.

## **Age Related Grammar & Punctuation Expectations**

Pupils are taught the vocabulary they need to discuss their reading, writing and spoken language in the context of their English lessons. It is important that pupils recognise, learn and can use the correct grammatical terms in English through discussion and practice. This terminology can be a stumbling block even for children who are otherwise good at reading and writing, and make the test questions hard to understand.

The National Curriculum splits the terminology into each year group and it is expected that by the end of Year 6, children should be able to recognise and use all terminology.

| <u><b>Year 1 Terminology for Pupils</b></u> |                                                                                     |                                                                                                                                         |
|---------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Capital Letter</b>                       | <b>CL</b>                                                                           | Used to begin a sentence and for names of people, places and titles. Also used for „I“.                                                 |
| <b>Exclamation Mark</b>                     | <b>!</b>                                                                            | Sentences which express a strong feeling of emotion.<br>E.g. <i>My goodness, it's hot!</i>                                              |
| <b>Full Stop</b>                            | <b>.</b>                                                                            | These are used at the end of a sentence.                                                                                                |
| <b>Letter</b>                               |                                                                                     | There are 26 letters in the alphabet. These can be uppercase (ABC) or lowercase (abc).                                                  |
| <b>Plural</b>                               |  | More than one, e.g. rabbits                                                                                                             |
| <b>Punctuation</b>                          | <b>.?! ,</b>                                                                        | The marks, such as a full stop, exclamation mark, question mark or comma used in writing to separate sentences and parts of a sentence. |
| <b>Question Mark</b>                        | <b>?</b>                                                                            | The mark used at the end of a question. These sentences usually begin with who, what, where, when or why.                               |
| <b>Sentence</b>                             |                                                                                     | A sentence is a group of words that creates a unit of meaning.                                                                          |
| <b>Singular</b>                             |  | Only one, <i>e.g. a rabbit.</i>                                                                                                         |
| <b>Word</b>                                 |                                                                                     | A unit of grammatical meaning.                                                                                                          |

## **Year 2 Terminology for Pupils**

|                             |                                                                                                                                                                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adjective</b>            | A „describing“ word. It is a word used to describe (or tell you more about) a noun.<br><i>E.g. The burglar was wearing a black jacket.</i>                                                                                                              |
| <b>Adverb</b>               | Tells you more about the verb (it „adds“ to the verb). Most in English end in –ly and come from adjectives, <i>E.g. soft – softly; slow – slowly.</i>                                                                                                   |
| <b>Apostrophe</b>           | Use to show <u><b>where letters are missing</b></u> (contractions)<br><i>E.g. Is not = isn“t      Could not = couldn“t</i><br><u><b>Showing Possession:</b></u><br>With nouns (singular only)<br><i>E.g. The girl“s jacket/ James“ toy.</i>             |
| <b>Comma</b>                | Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.<br><i>E.g. The giant had a large head, hairy ears and two big eyes.</i>                                                                        |
| <b>Command</b>              | Sentences which give orders or requests.<br><i>E.g. Play the movie!</i>                                                                                                                                                                                 |
| <b>Compound</b>             | A compound word is made up of two root words.<br><i>E.g. whiteboard, blackbird.</i>                                                                                                                                                                     |
| <b>Exclamation</b>          | Sentences which express a strong feeling of emotion.<br><i>E.g. My goodness, it“s hot!</i>                                                                                                                                                              |
| <b>Noun</b>                 | A „naming“ word: a word used for naming an animal, a person, a place or a thing.<br><i>E.g. Jason, rabbit, Oxford, table.</i>                                                                                                                           |
| <b>Noun Phrase</b>          | A <u>noun</u> modified with extra information.<br><i>E.g. A shiny new <u>car</u>.</i>                                                                                                                                                                   |
| <b>Question</b>             | These sentences usually begin with „who“, „what“, „where“, „when“ or „why“. They always end in a question mark.<br><i>E.g. What is for dinner?</i>                                                                                                      |
| <b>Statement</b>            | These are sentences that state facts.<br><i>E.g. It is hot.</i>                                                                                                                                                                                         |
| <b>Suffix</b>               | A group of letters added to the end of an existing word to create a new word with a different meaning.<br><i>E.g. Shock<u>ed</u>, shock<u>ing</u></i>                                                                                                   |
| <b>Tense (past/present)</b> | This is the choice between <u>present</u> and <u>past verbs</u> and normally indicates differences in time.<br><i>He <u>studies</u> all day. [present tense – present time]</i><br><i>Yesterday he <u>studied</u> all day. [past tense – past time]</i> |
| <b>Verb</b>                 | A verb can describe an action or process (for example: dive, chew, heal, thaw), a feeling or state of mind (for example: worry, think, know, believe), or a state (for example: to be).<br>A sentence usually contains at least one verb.               |

| <b><u>Year 3 Terminology for Pupils</u></b>                 |                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adverb/adverbial</b>                                     | <p>A word or group of words that give extra information about a verb or clause. It usually answers the following questions:</p> <p>When something happens or how often?<br/>Where something happens?<br/>How something happens?</p> <p>Eg. She ran <b>confidently</b> during the race.<br/><b>Last night</b>, we went to the cinema.<br/>We <b>sometimes</b> share our cake.</p> |
| <b>Clause</b>                                               | <p>A group of words which contains a <u>verb</u>; it is part of a sentence. There are two kinds of clauses: a <u>main clause</u> &amp; a <u>subordinate clause</u>.</p> <p><i>E.g. The figure <u>drifted</u> past the lake.</i></p>                                                                                                                                              |
| <b>Conjunction<br/>(also known as a type of connective)</b> | <p>Words that link ideas within sentences.<br/>There are two types:</p> <ol style="list-style-type: none"> <li>1. <b>Coordinating</b>, e.g. for, and, nor, but, or, yet, so.</li> <li>2. <b>Subordinating</b>, e.g. because, when, while, until, although...</li> </ol>                                                                                                          |
| <b>Consonant</b>                                            | Any letter from the alphabet that is not a vowel (a,e,i,o,u).                                                                                                                                                                                                                                                                                                                    |
| <b>Inverted Commas/Direct Speech/Speech Marks.</b>          | <p>Punctuation marks used in pairs ( “ ” ) to indicate:</p> <ul style="list-style-type: none"> <li>• <b>quotes (evidence).</b><br/><i>The man claimed that he was “shocked to hear the news”.</i></li> <li>• <b>direct speech.</b><br/><i>Janet asked, “Why can’t we go today?”</i></li> </ul>                                                                                   |
| <b>Prefix</b>                                               | <p>Added to the beginning of an existing word in order to create a new word with a different meaning.</p> <p><i>E.g. <b>undo</b></i><br/><i>un- means „not“.</i></p>                                                                                                                                                                                                             |
| <b>Preposition</b>                                          | <p>Words that show the relationship of one thing to another.</p> <p><i>E.g. Tom jumped <b>over</b> the cat.</i><br/><i>The monkey is <b>in</b> the tree.</i></p> <p>Other examples of these include the following: <b>up, across, into, past, under, below, above ...</b></p>                                                                                                    |
| <b>Subordinate Clause</b>                                   | <p>A clause that does not make sense on its own; it depends on the main clause for its meaning.</p> <p><i>E.g. Sue bought a new dress <b>when she went shopping</b>.</i><br/><i>„when she went shopping“ would not make sense without the main clause (Sue bought a new dress).</i></p>                                                                                          |
| <b>Vowel</b>                                                | Any of the following letters: a e i o u.                                                                                                                                                                                                                                                                                                                                         |
| <b>Word Family</b>                                          | Groups of words that have a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. <i>E.g. Mike, like, bike.</i>                                                                                                                                                                                                             |

## **Year 4 Terminology for Pupils**

| Year 4 Terminology for Pupils              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adverbial</b>                           | <p>A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions:</p> <p><b>When</b> something happens or how often?<br/> <b>Where</b> something happens?<br/> <b>How</b> something happens?</p> <p><i>E.g. The bus leaves <b>in five minutes</b>.<br/> The bus leaves <b>from the station</b>.<br/> She promised to see him <b>last night</b>.</i></p>                                                                                                            |
| <b>Fronted Adverbial</b>                   | <p>A word or phrase at the front of sentence used, like an adverb, to modify a verb or clause. It is often followed by a comma.</p> <p><i>E.g. <b>In five minutes</b>, the bus leaves.<br/> <b>Last night</b>, she promised to see him.</i></p>                                                                                                                                                                                                                                                                                                  |
| <b>Apostrophe</b>                          | <p><b>To show where letters are missing (contractions):</b><br/> <i>Is not = isn't                      Could not = couldn't</i></p> <p><b>To show possession:</b><br/> Place the apostrophe straight after the owner.</p> <p>With <u>nouns</u> (singular and plural) not ending in an s add 's:<br/> <i>The <u>girl</u>'s jacket, the <u>children</u>'s books</i></p> <p>With <u>nouns</u> (singular and plural) ending in an s, add only the apostrophe: <i>Miss <u>Briggs</u>' house.                      The <u>guards</u>' duties.</i></p> |
| <b>Commas to mark phrases and clauses.</b> | <p><b>Listing</b><br/> <i>E.g. The fox jumped over the back gate, scampered down the lane and into the ancient forest.</i></p> <p><b>To mark a <u>subordinate clause</u></b><br/> <i>E.g. <u>If at first you don't succeed</u>, try again.<br/> <u>Although the snake was small</u>, I still feared for my life.</i></p> <p><b>Introductory or opening phrases (Including adverbials &amp; fronted adverbials)</b><br/> <i>E.g. After dinner, I am going to visit my friend.</i></p>                                                             |
| <b>Determiner</b>                          | <p>This specifies a noun as known or unknown.</p> <p><b>-articles (the, a or an)</b><br/> <i>The home team (known)<br/> A good team (unknown)</i></p> <p><b>-possessives (my, your)</b><br/> <i>My mum (known)</i></p> <p>*There is sometimes confusion about whether to use <b>a</b> or <b>an</b>. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <b>an</b>; if a word begins with a consonant sound, you should use <b>a</b>.</p>                                       |

|                           |                                                                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pronoun</b>            | <p>This type of word takes the place of the noun. We use these so that we do not have to repeat the same nouns over and over again.</p> <p><i>E.g. When Barnaby stroked the cat and listened to <b>it</b> purring softly, he felt calm and peaceful.</i></p> |
| <b>Possessive pronoun</b> | <p>A pronoun that shows possession. It can also be called a determiner.</p> <p><i>E.g. That essay is <b>mine</b>.<br/><b>His</b> foot hurt.</i></p>                                                                                                          |

### **Year 5 Terminology for Pupils**

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Brackets</b>                  | <p>Used for additional information or explanation. Sometimes called parentheses.</p> <p><b>To clarify information</b><br/><i>Jamie's bike was red (bright red) with a yellow stripe.</i></p> <p><b>For asides and comments</b><br/><i>The bear was pink (I kid you not).</i></p> <p><b>To give extra details</b><br/><i>His first book (The Colour Of Magic) was written in 1989.</i></p>                                                                                                                            |
| <b>Cohesion</b>                  | <p>A text has this if it is clear how the meanings of its parts fit together. There are repeated references to the same thing and logical relations, such as time and cause, between different parts.</p> <p><i>E.g. A visit has been arranged for <b>Year 6</b>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and a nature trail. During the afternoon, <u>the children</u> will follow the trail.</i></p> |
| <b>Commas to avoid ambiguity</b> | <p>Lack—or overuse—of commas can alter meaning and/or result in ambiguity.</p> <p>Ambiguous sentences are hard to understand and can be misinterpreted. Commas can clarify the meaning of a sentence.</p> <p><i>E.g.<br/>Most of the time travellers worry about their luggage.</i></p> <p><b><i>Most of the time, travellers worry about their luggage.</i></b></p>                                                                                                                                                 |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dash</b>             | <p>This looks like a hyphen but is used to emphasise a sudden change of thought or to add additional information into a sentence.</p> <p><i>E.g.</i><br/> <i>She might come to the party – you never know.</i></p> <p><i>Mr. O'Donnell – the man who found the wallet- was good enough to hand it into the police.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Modal Verb</b>       | <p>These are used to change the meaning of other <u>verbs</u>. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p><i>E.g. She <u>might</u> come to the party.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Parenthesis</b>      | <p>The use of brackets, dashes, or commas to mark out additional information within a sentence.</p> <p><i>E.g.</i><br/> <i>His first book (The Colour Of Magic) was written in 1989.</i><br/> <i>Mr. Hardy, aged 68, ran his first marathon five years ago.</i><br/> <i>Jackie – my best friend- baked me a cake for my birthday.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Relative Clause</b>  | <p>This is a special type of <u>subordinate clause</u> that gives more information about a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>It may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, this feature is underlined, and both the pronouns and the words they refer back to are in bold.</p> <p><u><b>Examples</b></u></p> <p><i>That's the <b>boy</b> <u><b>who</b></u> <u>lives near school</u>. [who refers back to boy]</i></p> <p><i>The <b>prize</b> <u><b>that</b></u> <u>I won</u> was a book. [that refers back to prize]</i></p> <p><i>The <b>prize</b> <u>I won</u> was a book. [the pronoun that is omitted]</i></p> <p><i><b>Tom broke the game</b>, <u><b>which</b></u> <u>annoyed Ali</u>. [which refers back to the whole clause]</i></p> |
| <b>Relative Pronoun</b> | <p>Words such as <i>who</i> and <i>that</i>, which refer back to the noun, though it is often omitted (see above)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| <b><u>Year 6 Terminology for Pupils</u></b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Active</b>                               | These sentences start with the „ <b><u>do-er</u></b> ’ ( <b><i>the subject</i></b> ) then the action. <i>E.g. The <u>school</u> arranged a visit.</i><br>(See also „passive“)                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Adverbials</b>                           | A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions:<br><br><b>When</b> something happens or how often?<br><b>Where</b> something happens?<br><b>How</b> something happens?<br><i>E.g. The bus leaves <b>in five minutes</b>. The bus leaves <b>from the station</b>. She promised to see him <b>last night</b>.</i>                                                                                                                                  |
| <b>Antonym</b>                              | These are words with the opposite meaning to another word.<br><i>E.g. <u>up</u> /<u>down</u><br/><u>tall</u> /<u>short</u></i>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Bullet Points</b>                        | These are used to list information clearly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Cohesive devices</b>                     | When sentences, ideas and details fit together clearly, readers can follow along easily, and the writing is coherent.<br><br>A number of devices can be used to achieve this: <ul style="list-style-type: none"> <li>• Time conjunctions (firstly, next, before)</li> <li>• Words to link ideas (On the other hand, consequently, however)</li> <li>• Repetition of a word or phrase</li> <li>• Ellipsis (...)</li> <li>• Layout devices (sub headings, bullet points, columns, tables)</li> </ul>                                            |
| <b>Colon</b>                                | Used before a list, summary or quote.<br>Used to complete a statement of fact.<br><u>Examples</u><br><b>Before a list</b><br><i>I could only find three of the ingredients: sugar, flour and coconut.</i><br><br><b>Before a summary</b><br><i>To summarise: we found the camp, set up our tent and then the bears attacked!</i><br><br><b>Before a line of speech</b><br><i>Tom asked: “May I have another cupcake?”</i><br><br><b>Before a statement of fact</b><br><i>There are three kinds of people: the good, the bad and the ugly.</i> |

***Ellipsis***

Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense and mystery).

***A pause in speech***

*"The sight was awesome... truly amazing."*

***At the end of a sentence to create suspense***

*Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...*

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Formal and informal</b> | <p>Styles of writing which should be chosen according to the audience and purpose.</p> <p><i>Formal writing is impersonal, uses more complex language and sentence structures and full words (no abbreviations). i.e. writing to the Queen</i></p> <p><i>Informal writing is personal, simple and uses contractions and abbreviations. i.e. writing a diary</i></p>                                                                                                                               |
| <b>Hyphen</b>              | <p>Used to show interruption (often in dialogue), to show repetition or avoid ambiguity.</p> <p><b>To show interruption</b><br/> <i>"The girl is my – "</i><br/> <i>"Sister," interrupted Miles, "She looks just like you."</i></p> <p><b>To show repetition</b><br/> <i>"You-you monster!" cried the frightened woman.</i><br/> <i>"St-st-stop!" stammered the boy.</i></p> <p><b>To avoid ambiguity</b><br/> <i>Man eating shark.</i><br/> <i>Man –eating shark.</i></p>                        |
| <b>Object</b>              | <p>This is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon.</p> <p><i>E.g. The children will study the <b>animals</b>.</i></p>                                                                                                                                                                                                                                                                                                   |
| <b>Passive</b>             | <p>The subject and the object change places.</p> <p>ACTIVE<br/> <i>The <b>man (subject)</b> hit the <b>boy (object)</b>.</i></p> <p>PASSIVE<br/> <i>The <b>boy (subject)</b> was hit by the <b>man (object)</b>.</i><br/> The „by“ part can be left off to add suspense and intrigue.</p>                                                                                                                                                                                                         |
| <b>Semi-colon</b>          | <p>Used in place of a coordinating conjunction (and, but, so). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p> <p><b>To link two separate sentences that are closely related</b><br/> <i>The children came home today; they had been away for a week.</i></p> <p><b>In a list</b><br/> <i>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</i></p> |
| <b>Subject</b>             | <p>This is usually a noun, pronoun or noun phrase that names the „do-er“ or „be-er“ It usually comes just before the verb in a statement.</p> <p><i>E.g. The <b>children</b> will study the animals.</i></p>                                                                                                                                                                                                                                                                                      |

|                                         |                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subjunctive form<br/>(of a verb)</b> | <p>Used when we want to express a difference between something that's a fact and something that isn't.</p> <p><i>E.g.</i><br/> <i>I ask that the matter <b>be</b> reconsidered (as opposed to is reconsidered).</i><br/> <i>If I <b>were</b> ready . . . (as opposed to If I was ready)</i></p> |
| <b>Synonyms</b>                         | <p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting and precise.</p> <p><i>E.g. <b>Bad</b> - awful, terrible, horrible</i><br/> <i><b>Happy</b> - content, joyful, pleased</i></p>                                             |

## **Age Related Spelling Expectations**

Once pupils have learnt more than one way of spelling particular sounds, e.g. ai, ay, eigh, choosing the right letter or letters depends on them either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. To be working at age related expectation, your child should enter Year 3 being able to spell all of the „High Frequency Words“ below. Some children, who find spelling particularly difficult, will continue to work on these words.

### **High Frequency Words** **(Taken from Letters & Sounds Phonics)**

#### **Phase 2**

|      |     |      |     |     |     |
|------|-----|------|-----|-----|-----|
| a    | an  | as   | at  | if  | in  |
| is   | it  | of   | off | on  | can |
| dad  | had | back | and | get | big |
| him  | his | not  | got | up  | mum |
| but  | the | to   | I   | no  | go  |
| into |     |      |     |     |     |

#### **Phase 3**

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| will | that | this | then | them | with |
| see  | for  | now  | down | look | too  |
| he   | she  | we   | me   | be   | was  |
| you  | they | all  | are  | my   | her  |

#### **Phase 4**

|      |      |       |          |      |      |
|------|------|-------|----------|------|------|
| went | It's | from  | children | just | help |
| said | have | like  | so       | do   | some |
| come | were | there | little   | one  | when |
| out  | what |       |          |      |      |

#### **Phase 5**

|        |      |      |        |        |       |
|--------|------|------|--------|--------|-------|
| don't  | old  | I'm  | by     | time   | house |
| about  | your | day  | made   | came   | make  |
| here   | saw  | very | put    | oh     | their |
| people | Mr   | Mrs  | looked | called | asked |
| could  |      |      |        |        |       |

### ***Next 200 common words***

|           |         |          |         |           |
|-----------|---------|----------|---------|-----------|
| water     | away    | good     | want    | over      |
| how       | did     | man      | going   | where     |
| would     | or      | took     | school  | think     |
| home      | who     | didn't   | ran     | know      |
| bear      | can't   | again    | cat     | long      |
| things    | new     | after    | wanted  | eat       |
| everyone  | our     | two      | has     | yes       |
| play      | take    | thought  | dog     | well      |
| find      | more    | I'll     | round   | tree      |
| magic     | shouted | us       | other   | food      |
| fox       | through | way      | been    | stop      |
| must      | red     | door     | right   | sea       |
| these     | began   | boy      | animals | never     |
| next      | first   | work     | lots    | need      |
| that's    | baby    | fish     | gave    | mouse     |
| something | bed     | may      | still   | found     |
| live      | say     | soon     | night   | narrator  |
| small     | car     | couldn't | three   | head      |
| king      | town    | I've     | around  | every     |
| garden    | fast    | only     | many    | laughed   |
| let's     | much    | suddenly | told    | another   |
| great     | why     | cried    | keep    | room      |
| last      | jumped  | because  | even    | am        |
| before    | gran    | clothes  | tell    | key       |
| fun       | place   | mother   | sat     | boat      |
| window    | sleep   | feet     | morning | queen     |
| each      | book    | its      | green   | different |
| let       | girl    | which    | inside  | run       |
| any       | under   | hat      | snow    | air       |
| trees     | bad     | tea      | top     | eyes      |
| fell      | friends | box      | dark    | granddad  |
| there's   | looking | end      | than    | best      |
| better    | hot     | sun      | across  | gone      |
| hard      | floppy  | really   | wind    | wish      |
| eggs      | once    | please   | thing   | stopped   |
| ever      | miss    | most     | cold    | park      |
| lived     | birds   | duck     | horse   | rabbit    |
| white     | coming  | he's     | river   | liked     |
| giant     | looks   | use      | along   | plants    |
| dragon    | pulled  | we're    | fly     | grow      |

## **Age Related Spelling Expectations**

The word-lists for years 3 and 4 and years 5 and 6 are a mixture of words pupils frequently use in their writing and those which they often misspell.

Some of the listed words may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

### **Year 3 & 4**

To be working at age related expectation, your child should be able to spell these words by the end of Year 4.

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

# **Age Related Spelling Expectations**

## **Year 5 & 6**

To be working at age related expectation, your child should be able to spell these words by the end of Year 6.

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

# Spelling, Punctuation & Grammar Games

## Spelling Games

### Odd One Out

Choose a selection of spellings that you and your child find tricky. Each person writes three versions of each spelling (1 correct & 2 incorrect). Take it in turns to choose the correct spelling from all three and gain one point for every spelling that you spell correctly.



### Word Jumble

Use actual scrabble pieces, magnetic fridge letters or write the letters from some tricky words onto small pieces of card. Mix the letters up and then give the spelling to your child to spell. They need to rearrange the letters to spell the word correctly. Can they spell the word correctly in a given sentence? This helps check that they understand the meaning in context.

## Punctuation Games

### Bag of Punctuation



Write some different types of punctuation on small cards or paper and place in a bag. Repeat for nouns and verbs. Choose one card from each bag and write as many different sentences in 2mins. Why not challenge your child to compete with a relative?

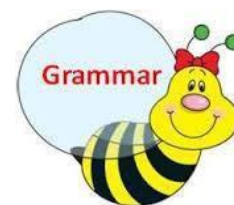
### Punctuation Swap

Write some short sentences that end in a full stop on blank pieces of paper. Place these in an envelope. Choose one sentence at a time and take it in turns with a partner to change the punctuation to form a similar sentence, e.g. „The man squeezed into his luxury vehicle.“ „Did I just see the man squeeze into his luxury vehicle?’ The winner is the last person to be able to change the punctuation.

## Grammar Games

### Pairs

Use the irregular word bank below to make two different piles of cards. One pile of verbs in the present tense and one in the past. Arrange face down and turn one over at a time from each pile. Form a sentence verbally for each verb until you match the verbs accurately, e.g. catch with caught. The person with the most verbs at the end wins. Irregular verbs: *is, was, catch, caught, drive, drove, eat, ate, fall, fell, fly, flew, go, went, give, gave, hold, held, keep, kept, leave, left, sleep, slept.*



### Consequences

You and your child take it in turns to write a pre-determined type of word down on a strip of paper that is then folded to hide the word that has been written, and passed on. The order of the words could be:

1. A determiner, e.g. a
2. An adjective, e.g. scary
3. A noun, e.g. monster
4. An adverb, e.g. quickly
5. A verb, e.g. chased
6. A noun, e.g. bird
7. Preposition, e.g. across
9. Adjective, e.g. soggy
10. Noun, e.g. field

Unravel the paper to reveal parts of a wacky sentence which you can then edit so that it is grammatically accurate, e.g. placing determiners (a/the) into the sentence correctly.