



Warton Nethersole's C.E. Grammar Punctuation and Spelling Scheme of Work

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

YEAR 1		
Term 1	Term 2	Term 3
<p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Sentence: Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>Punctuation: Commas to separate items in a list</p> <p>Word: Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling guidance)</p> <p>Text: Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Word: Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Punctuation: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p> <p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Sentence: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
<p>Key Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma</p>		
<p>New Learning: Word: Formation of nouns using suffixes such as –ness, –er and by compounding; Expanded noun phrases for description (terminology); Formation of adjectives using suffixes such as –ful, –less ; Use of the progressive (continuous) form of verbs in the present and past tense to mark actions in progress; Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs (previously KS2); apostrophes of possession (previously Y4); subordination and co-ordination (terminology and previously Ks2 ; exclamations and commands</p>		

YEAR 2		
Term 1	Term 2	Term 3
<p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Sentence: Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the</p>	<p>Punctuation: Commas to separate items in a list</p> <p>Word: Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling guidance)</p> <p>Text: Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Word: Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Punctuation: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p> <p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Sentence: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
<p>Key Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma</p>		
<p>New Learning: Word: Formation of nouns using suffixes such as –ness, –er and by compounding; Expanded noun phrases for description (terminology); Formation of adjectives using suffixes such as –ful, –less ; Use of the progressive (continuous) form of verbs in the present and past tense to mark actions in progress; Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs (previously KS2); apostrophes of possession (previously Y4); subordination and co-ordination (terminology and previously KS2 ; exclamations and commands</p>		

YEAR 3		
Term 1	Term 2	Term 3
<p>REVISION OF Y1 AND Y2 VOCABULARY, PUNCTUATION AND GRAMMAR</p> <p>Word: Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Text: Introduction to paragraphs as a way to group related material</p>	<p>Punctuation: Introduction to inverted commas to punctuate direct speech</p> <p>Text: Headings and sub-headings to aid presentation</p> <p>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text: Paragraphing in fiction and non-fiction (continuous)</p>	<p>Text: Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Word: Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
<p>Terminology for pupils: adverb, preposition conjunction, word family, prefix , clause, subordinate clause , direct speech , consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p>		
<p>New Learning: Use of the forms a or an according to whether the next word begins with a consonant or a; paragraphs previously Y4 and Y5; speech marks now referred to as inverted commas; paragraphs previously Y2 and Y4; present perfect tense : verb tenses previously Y4 & Y5; word families referred to previously in Y6 spelling</p>		

YEAR 4		
Term 1	Term 2	Term 3
<p>Revision of Y1-Y3</p> <p>Word: The grammatical difference between plural and possessive –s</p> <p>Sentence: 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)</p> <p>Text: Use of paragraphs to organise ideas around a theme</p> <p>Text: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>Word: Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Sentence: Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Punctuation: Use of commas after fronted adverbials</p> <p>Punctuation: Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p>
<p>Key Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial</p>		
<p>New Learning: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Appropriate choice of pronoun or noun, previously Y5; standard English referred to previously in Y5; Fronted adverbials- previously mentioned in Level 6</p>		

YEAR 5		
Term 1	Term 2	Term 3
<p>Review of Y1-Y4</p> <p>Word: Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Sentence: Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Text: Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Punctuation: Brackets, dashes or commas to indicate parenthesis</p>	<p>Text: Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Sentence: Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	<p>Word: Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p>Punctuation: Use of commas to clarify meaning or avoid ambiguity</p> <p>Revision of any gaps from years 1-5</p>
<p>Key Terminology for pupils: modal verb, relative pronoun ,relative clause ,parenthesis, bracket, dash ,cohesion, ambiguity</p>		
<p>New Learning: Converting nouns or adjectives into verbs: previously Y4 and Y5 spelling; Relative Clauses; modal verbs, adverbs indicating degrees of possibility; Parenthesis (brackets previously Y6) and commas for clarification</p>		

YEAR 6		
Term 1	Term 2	Term 3
<p>Text: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>Sentence: Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p>Punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Punctuation: Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>Word: How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Sentence: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p>Text: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation: Punctuation of bullet points to list information</p> <p>Punctuation: How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or</i></p>	<p>Revision, addressing gaps in learning</p> <p>Consider year 7 objectives for secure pupils.</p>
<p>Key Terminology for pupils: subject, object, active, passive ,synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>		
<p>New Learning: wider range of cohesive devices; synonyms and antonyms; subjunctive; bullet points; hyphens; Punctuation between independent clauses</p>		

