

Terminology	
noun, noun phrase, adjective, suffix, comma, statement, question, exclamation, command	compound, adverb, verb, tense (past, present), apostrophe
Word	
Formation of nouns using suffixes such as –ness, -er.	Formation of nouns by compounding, e.g. superman, whiteboard.
Formation of adjectives using suffixes such as –ful, -less (and others on page 56 Appendix 1).	Use of suffixes –ly in adverbs.
Use of suffixes –er, -est in adjectives.	
Spelling	
Common exception words –because, most, only, both, old, cold, gold, hold, told, every, everybody, great, break, steak, pretty, beautiful, hour, move, prove, improve, sugar, eye, could, should, would (teach ‘ould’ as oh you lovely darling), who, whole, any, many, clothes, busy, people, water, half, money, Mr, Mrs, parents, Christmas.	Adding –el (much less common than –le) and used after m, n, r, s, v, w and sometimes s, e.g. camel, tunnel, squirrel, travel, towel, tinsel.
Adding -es to words ending in y. Change the y to an i, e.g. flies, tries, replies, copies, babies, carries.	Adding -al, e.g. metal, pedal, capital, hospital, animal.
Adding -ed, -er, -est to words ending in y with a consonant. Change the y to an i, e.g. copied, happier, cried. Not changing to an i with –ing, e.g. copying, crying.	Adding -il (rare!), e.g. pencil, fossil, nostril.
Adding –ing, -ed, -er, -est, -y to words ending in e with a consonant before. Drop the e, e.g. hiking, hiked, hiker, nicer, nicest, shiny. Except being.	Sounds after w, e.g. word, work, worm, world, worth and war, warm, towards.
Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter is doubled, e.g. patting, patted, humming, hummed, dropping, dropped, fattest. Except the letter x is never doubled, e.g. mixed.	Homophones and near homophones – there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.
Adding suffixes –ment, -ness, -ful, -less and –ly. If a suffix starts with a consonant letter it can be added to most root words without any change, e.g. enjoyment, sadness, careful, playful, hopeless, plainness. Except argument and root words ending in y (e.g. happiness, plentiful).	
Punctuation	
Revision of use of capital letters, full stops, exclamation marks and question marks.	Apostrophes to mark singular possession in nouns, e.g. the girl’s name.
Commas to separate items in a list.	Spell contractions using an apostrophe to show where a letter or letters if the words were written in full, e.g. can’t, couldn’t, hadn’t, I’ll. Teach it’s (meaning it is or it has) but remember it’s is never used for the possessive.

Expanded noun phrases for description and specification.	
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Use of progressive forms of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting.
<i>Vary the structure of sentences to interest the reader (e.g. questions or opening with a subordinate clause).</i>	
Planning Writing	
Planning or saying out loud what they are going to write about.	
Writing down ideas and/or key words, including new vocabulary.	
Text	
Write narratives about personal experiences and those of others both real and fictional.	Write poetry.
Write about real events.	Proof read to check for errors in spelling, punctuation and grammar (e.g. ends of sentences punctuated correctly).
Write for different purposes.	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
To write in Standard English (posh voice!).	<i>Sustain narrative and non-narrative forms (close to a side of A4).</i>
Evaluate their writing with the teacher and other pupils.	<i>Matching organisation to purpose (e.g. structure of letter, openings and endings, importance of reader).</i>
Read aloud what they have written with appropriate intonation to make the meaning clear.	<i>Link ideas and events to create 'flow' (e.g. last time, also, after, then).</i>
<i>Communicate ideas and meaning confidently in writing that is at least a paragraph in length (and has lost the list like form of early writing).</i>	