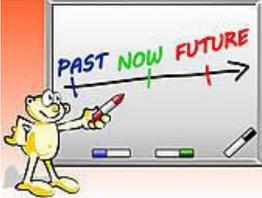
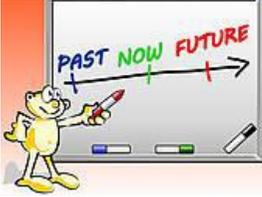
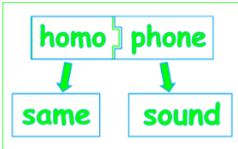


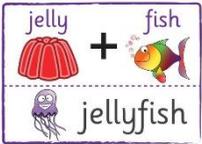
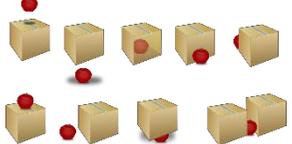
## Spelling, Punctuation and Grammar Progression – Parents’ Guide

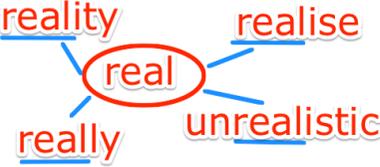
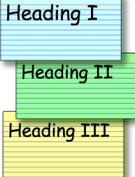
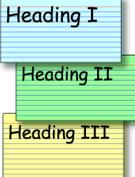
Year Group	Grammar	Picture Clue	Definition	Example
Reception	sentence		A group of words that are put together to mean something – must include a <b>subject</b> and a <b>verb</b> .	The <b>sky</b> <b>is</b> blue. <b>Today</b> <b>is</b> Monday. Her <b>dress</b> <b>looked</b> beautiful.
Reception	WAGOLL		What A Good One Looks Like - An example of a piece of writing	
Year 1	clause		Contains a subject and a verb. There are two types of clauses 1) Independent – this can stand alone. 2) dependent – works only as part of a whole sentence. It could begin with after, although, because, if, when, while	Independent – <b>She</b> can <b>leave</b> the office now Dependent clause - because <b>she</b> <b>finished</b> work early
Year 1	noun		<u>Name</u> of a <u>person</u> , <u>place</u> , or <u>thing</u> . 4 types of noun 1. Common – table, cat (Year 1) 2. Proper – John, England (Year 1) 3. Collective – pride, gaggle, flock (Year 3) 4. Abstract – love, bravery (Year 4)	The <u>cat</u> sat on the <u>table</u> . John lives in <u>England</u> . <u>Lions</u> live together in a <u>pride</u> . Can you feel the <u>love</u> ?
Year 1	adjective		A word that <u>describes</u> a noun.	The dog was <u>enormous</u> and very <u>fierce</u> .
Year 1	verb		An action or doing word. Some verbs are irregular: see – saw / seen catch - caught	She <b>waited</b> patiently. She has been <b>waiting</b> ... She <b>waits</b>

Year 1	singular		Singular forms refer to one thing - noun.	Cat Church Child Tooth
Year 1	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
Year 1	capital letter		Capital letters to mark the start of a new sentence. Capital letters are used for names (proper nouns) and for the personal pronoun I.	The children said hello to Mrs Johnson. I need to do my homework tonight. We had a lovely day in London.
Year 1	full stop		Full stops mark the end of a sentence.	It has been raining today. The dogs barked loudly.
Year 1	question mark		Question marks are used to mark the end of a question sentence.	What time is it? Where are you going?
Year 1	exclamation mark		Exclamation marks are used to mark the end of an exclamation sentence.	What an amazing day! How disgusting is that! Wow!
Year 2	conjunction		Used to join a new sentence to the previous. Can be <b>subordinating</b> conjunctions (when, if, that, because) or <b>coordinating</b> conjunctions (or, and, but).	She slid down the slide <u>before</u> climbing on the helicopter frame. The curtains danced in the wind <u>while</u> the windows crashed. We went to the park <u>and</u> played on the swings. He needed his coat <u>because</u> it was cold.
Year 2	root word		A word that can form the base of new words before prefixes or suffixes are added.	quick            beauty tidy             mature

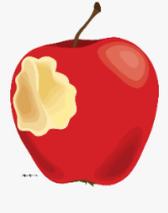
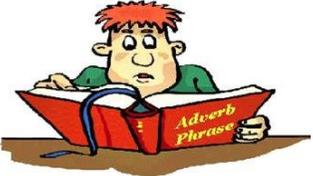
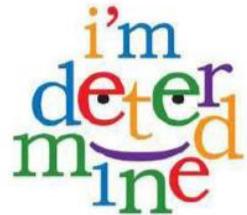
Year 2	Suffix		A group of letters added to the end of a word to change its grammatical use.	assessment quickly beautiful
Year 2	Prefix		A group of letters added to the beginning of a word to change its grammatical use.	dismiss untidy inedible
Year 2	subordinate clause		A clause with a <b>subject</b> and a <b>verb</b> but cannot stand alone, so is in addition to the main clause.	<u>Although I was scared</u> , I crept inside. 'I crept inside' is the main clause as it can stand alone and still make sense, which makes <u>Although I was scared</u> the subordinate clause..
Year 2	Adverb		Adverbs give extra meaning to a verb, an adjective or a whole sentence.	I <b>really</b> enjoyed the party. (adverb + verb) She's <b>really</b> nice. (adverb + adjective) He works <b>really</b> slowly. (adverb + adjective) <b>Really</b> , he should know better. (adverb + sentence)
Year 2	present tense		Writing which expresses events happening <b>now</b> .	Joyce is <b>skipping</b> and <b>singing</b> a song. Rex is <b>looking</b> out of the car window.
Year 2	past tense		Writing which expresses events that have already occurred.	Joyce <b>skipped</b> and <b>sang</b> a song. Rex <b>looked</b> out of the car window.
Year 2	present progressive tense		Writing which expresses events that are happening now, that are in progress, or will continue in the near future.	I <b>am swimming</b> . in the ocean. It <b>is raining</b> outside right now. I <b>am buying</b> Christmas presents early this year.
Year 2	past progressive tense		Indicates a continuing action, something that was happening or going on in the past.	Carlos lost his watch while he <b>was running</b> . I <b>was riding</b> my bike all day yesterday

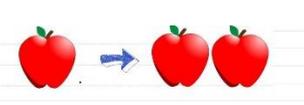
Year 2	expanded noun phrase		Words are used to modify a noun. Here the phrase is expanded with an adjective..	The <b>blue butterfly</b> . She opened her <b>shiny envelope</b> carefully.
Year 2	Comma		Commas are used to separate items in a list. They sit <u>on</u> the line.	To make a cake you need butter, sugar, eggs and flour. In my garden I have daffodils, bluebells, daisies and sunflowers.
Year 2	apostrophe		The punctuation mark used to mark where letters are missing in spelling and to mark possession in nouns. Looks like a comma floating in the air.	I can't believe it. Haven't you got your PE kit? Those are Taylor's shoes.
Year 2	contraction		When an apostrophe is used for shortened forms of words from which one or more letters have been removed.	Can <del>not</del> – can't She <del>is</del> – she's
Year 2	Possession		When an apostrophe is used to indicate that something belongs to someone/thing.	Jack's trousers are missing. Have you seen Florence's hair recently?
Year 2	Homophone		Two or more words having the same pronunciation but different meanings, origins, or spelling.	Take a look over <b>there</b> . <b>They're</b> coming around to play later. Do you think that is <b>their</b> hat?
Year 2	Dialogue		A conversation between two or more people as a feature of a book, play, or film.	'Do you think that I can join your game?' asked Mabel. Simon thought for a while, 'Of course you can!' he said, 'We are playing catch!' 'Thank you!' beamed Mabel.
Year 2	multi-clause sentence		A sentence with two or more clauses in it.	<b>In the distance</b> , I could see a wolf chasing a mouse whilst I was walking home.

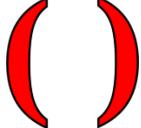
Year 2	compound word		Where two words are combined together to make a new word.	Jelly + fish = jellyfish Play + ground = playground Sun + flower = sunflower
Year 2	statement		<b>Statements</b> are sentences that express a fact, idea or opinion.	The sky is blue. Dogs like to bark. I am feeling unwell today.
Year 2	question		Questions are sentences that ask something and end with a question mark. The 5W's are useful question words: <b>who</b> , <b>what</b> , <b>where</b> , <b>when</b> , <b>why</b> .	<b>What</b> time is it? <b>Where</b> are you going? <b>When</b> is it time for lunch? <b>Who</b> wants to play with me?
Year 2	exclamation		An exclamation is a forceful statement that expresses high levels of emotion or excitement. Exclamations always begin with ' <u>what</u> ' or ' <u>how</u> ' and are punctuated by an <b>exclamation mark</b> (!). They should also include a <b>pronoun</b> and a <b>verb</b> .	<u>What</u> a hard Maths problem <b>this is!</b> <u>What</u> a lovely dress <b>you are</b> wearing! <u>How</u> disgusting <b>was that!</b> <u>How</u> wonderful <b>you look</b> in that hat!  <i>Note: single words followed by an exclamation mark (e.g. Wow! Hey!) are called <b>interjections</b> and are not exclamation sentences.</i>
Year 2	command		<b>Command sentences</b> are used when you are telling someone to do something. <b>Commands</b> usually start with an imperative verb, also known as a 'bossy verb', because they tell someone to do something.	Stay here. Be quiet. Put the sausages in the oven. Cut the paper carefully.
Year 3	preposition		A word that shows the position of a noun. Can also be used to express time, place or cause in sentences. E.g. before, after, during, in, because of.	The box was <b>under</b> the table. I was <b>inside</b> the house. The clouds are <b>above</b> me <b>in</b> the sky. We were playing catch <b>during</b> break-time.
Year 3	conjunction		Conjunctions can be used to express time, place and cause in sentences. E.g. when, before, after, while, so, because.	I needed to get my coat <b>before</b> it started raining. The bell rang <b>while</b> we were talking. Ed was late <b>because</b> his alarm didn't go off.

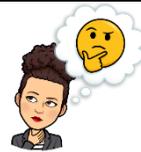
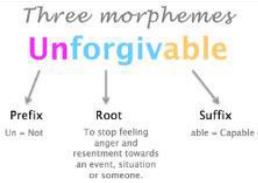
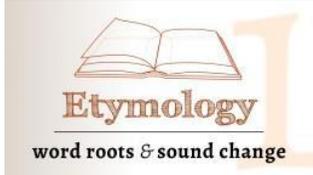
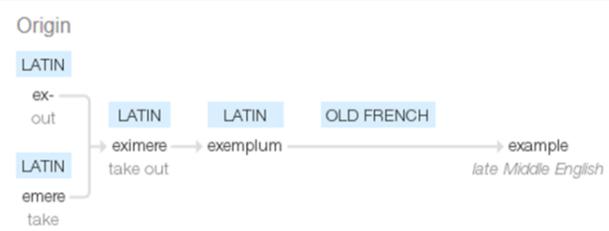
Year 3	adverbs		Adverbs can be used to express time, place and cause in sentences. E.g. then, next, soon, therefore.	I forgot my PE kit <b>therefore</b> I couldn't do PE. <b>Soon</b> we will be ready to set off. We had our lunch <b>then</b> we went out to play.
Year 3	word family		<b>Word families</b> are groups of <b>words</b> that have a common feature, pattern or meaning. They usually share a common base or root <b>word</b> , to which different prefixes and suffixes are added.	
Year 3	heading		A heading is the main title of a piece of writing. It always appears at the start of any writing, and can be written in capital letters or bold.	All About Elephants WONDERFUL WOMBATS The Water Cycle and How It Works
Year 3	sub-heading		A sub-heading is the heading of a smaller section of writing underneath the main heading. They can be phrased as questions or short phrases.	What do elephants look like? A Wombat's Diet How does evaporation happen?
Year 3	vowel		The letters a, e, i, o and u in the English alphabet.	A, E, I, O, U
Year 3	consonant		All of the letters in the alphabet that are not vowels.	B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z
Year 3	articles		English has two <b>articles</b> : the and a/an. <b>The</b> is used to refer to specific or particular nouns; <b>a/an</b> is used to modify non-specific or non-particular nouns. We call <b>the</b> : the <b>definite article</b> and <b>a/an</b> : the <b>indefinite article</b> .	<b>The</b> apple was juicy. <b>A</b> jumper is warm. ( <b>A</b> is used when the noun it is referring to begins with a <b>consonant</b> ). <b>An</b> elephant is huge. ( <b>An</b> is used when the noun it is referring to begins with a <b>vowel</b> ).

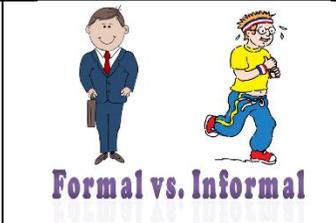
Year 3	inverted commas		Also known as speech marks. These punctuate the start and end of direct speech.	“Good morning,” said Mrs Johnson. “How are you today?” replied Mr Williams. “I’m very well, thank you,” answered Mrs Johnson.
Year 3	direct speech		The reporting of speech by repeating the actual words of a speaker. Inverted commas are used to show the start and end of direct speech.	‘I’m going,’ she said. ‘Where are you going?’ replied Bob anxiously.
Year 3	present perfect tense		Something that has happened in the past but cannot be measured, so still continuing now.	I <b>have seen</b> that movie twenty times. I think I <b>have met</b> him once before. There <b>have been</b> many earthquakes in California.
Year 3	1 <sup>st</sup> person		A type of narrative in which the writer/narrator relates their story using the first person.	I went to the park. Yesterday, <b>my</b> friends were extra kind to <b>me</b> .
Year 3	3 <sup>rd</sup> person		Writing from the point of view of someone else.	<b>He</b> walked slowly down the stairs. <b>His</b> jumper was on the table behind <b>him</b> . <b>They</b> were ready to climb the mountain with <b>their</b> guide.
Year 3	simile		Figure of speech involving the comparison of one thing with another thing of a different kind, using like or as.	Julia was <b>as good as gold</b> . He roared <b>like a lion</b> . The clouds were <b>as fluffy as cotton wool</b>
Year 3/4	paragraph		Paragraphs can be used to organize ideas around a theme (Year 3). They are 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. They should be marked by a new line and a clear indent.	While they walked in the woods, Joe and Ben saw lots of different animals. They saw deer, birds and some butterflies. The trees towered above them.  <b>Later that evening</b> , they also saw some bats, moths and a badger. These animals came out once the sun had gone down and night was setting in.

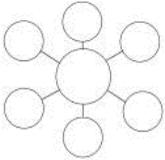
Year 4	phrase		A small group of closely related words with no verb	If you can At the museum prepositional phrases: In the house Under water Out of here
Year 4	adverbial		Adverbials of manner – how Adverbials of place – where Adverbials of time – when/how often Adverbials of probability – how certain we are	Shouted loudly. Drove fast. I saw him over there. They started work at six thirty. In a minute, I will start. Perhaps we should go. He will certainly say yes.
Year 4	fronted adverbial		The use of an adverb or adverbial phrase to begin a sentence to make the sentence more interesting. Fronted adverbials are separated from the rest of the sentence with a comma.	On the table, stood a vase of flowers. Next to the window, was a bookcase. At the end of the lane, Bob paused. Cautiously, she picked up the tarantula.
Year 4	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) and numbers.	This book is yours. I've got some sweets. I will have an apple. Which colour do you prefer?
Year 4	pronoun		A word in place of a noun. Avoids repetition. Can replace a <u>noun</u> within a <u>noun phrase</u> and refers to a person or object.	They were on the bus. He sat down quietly. The cat is becoming rather large. It is becoming rather large.
Year 4	possessive pronoun		Any pronoun that demonstrates ownership. Possessive pronouns include my, mine, our, ours, its, his, her, hers, their, theirs, your and yours.	The kids are yours and mine. The house is theirs and its paint is flaking. Ours is the blue car.

Year 4	metaphor		A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	Sam was the <b>apple of his mother's eye</b> . The pudding was <b>rock hard</b> by the time it was served to the guests.
Year 4	genre		A style or category (of writing).	<b>Non chronological report, recount, historical fiction, adventure story.</b>
Year 4	plural s		The addition of the suffix –s or –es to a noun to turn it from a singular noun (one on its own) to a plural noun (more than one). <u>No need for an apostrophe.</u>	Dog <b>s</b> Elephant <b>s</b> Fox <b>es</b> Coach <b>es</b>
Year 4	possessive s		The addition of an apostrophe followed by s to show the possession of an item to a <b>singular</b> noun.	The dog' <b>s</b> bone. Taylor' <b>s</b> cat. Mr Jones' <b>s</b> car.
Year 4	plural possessive		When a plural noun owns something, you also need to use an apostrophe to show this. If the plural noun ends in an s already (e.g. boys), you don't need to use a second s after the apostrophe (e.g. boys'). If the plural noun does <i>not</i> end in an s, you need to use apostrophe then s (children's).	The four <b>puppies'</b> tails were wagging. The two <b>cars'</b> tires were flat. All the <b>children's</b> faces were red.
Year 5	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, <b>which was long and brown</b> , hung loosely around her head. The boy was funny, <b>which made me smile</b> .
Year 5	relative pronoun		Used to connect a clause or phrase to a noun or pronoun. For example, who, which, where, when, whose, that, or an omitted relative pronoun	That's the girl <b>who</b> lives near school. I don't like the clown <b>that</b> has a bright red nose. Rachel liked the new chair, <b>which</b> was very comfortable.

Year 5	modal verb		<p>To show if we believe something is certain, probable or possible – or not!  can/could, may/might, shall/should, will/would, must/ought</p>	<p>Perhaps I <b>should</b> stay behind.  <b>Can</b> I get you a drink?  Sam <b>will</b> be here soon.  I <b>must</b> go now.</p>
Year 5	adverbs		<p>Adverbs can be used to indicate degrees of possibility. E.g. for example, perhaps, surely.</p>	<p><b>Perhaps</b> you could help me?  It will <b>surely</b> rain this afternoon looking at the forecast.  There are many synonyms for happy, <b>for example</b>, joyful, gleeful, cheerful, glad.</p>
Year 5	cohesion		<p>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.</p>	<p>I <b>went</b> to the market this morning and bought a soda; then, I <b>went</b> to the store a few hours later and purchased another root beer.</p>
Year 5	ambiguity		<p>The presence of two or more possible meanings within a single word</p>	<p>The Rabbi <b>married</b> my sister.  The fisherman went to the <b>bank</b>.  "You know, somebody actually complimented me on my driving today. They left a little note on the windscreen; it said, '<b>Parking Fine</b>.'" So that was nice."</p>
Year 5	parenthesis		<p>A typical <b>parenthesis</b> is a word, phrase, or clause inserted into a sentence as an explanation or afterthought. When a <b>parenthesis</b> is removed, the surrounding text is still grammatically sound.  A <b>parenthesis</b> is usually offset with <b>parentheses</b> (i.e., round brackets), commas, or dashes.</p>	<p>George Washington (<b>the first American President</b>) was born in 1732.  I went to the cinema to meet James, <b>my eldest brother</b>, to watch the latest film.  I love strawberries <b>–and raspberries –</b> but I'm not keen on blackberries.</p>
Year 5	brackets		<p><b>Brackets</b> can be used to add additional information to a sentence. The sentence has to make sense without the words inside the <b>brackets</b>, it's just a bit more interesting with the added detail.</p>	<p>Albert the alien (who had no training) was in charge of the wrecking ball.</p>

Year 5	dashes		<p>A <b>dash</b> is a punctuation mark that can be used within a sentence (instead of brackets or a colon) to show parenthesis. (A <b>dash</b> <i>mustn't be confused with a hyphen, which is used to combine words together and is slightly shorter in length than a dash.</i>)</p>	<p>You are the friend – <b>the only friend</b> – who offered to help me. Mrs Brown demands one thing from her pupil – attention. Just then, Tom – <b>my second cousin</b> – got home from work.</p>
Year 5	commas for parenthesis		<p><b>Commas</b> can be used to separate a <b>parenthesis</b> (additional information that is not essential to the meaning of the sentence) from the rest of the sentence.</p>	<p>My cousin, <b>who is twenty years old</b>, has just learned to drive.</p>
Year 6	subjunctive form		<p>Uses the simple form of the verb. The simple form is the infinitive without the "to."</p>	<p>I suggest that he <b>study</b>. Is it essential that we <b>be</b> there? Don recommended that you <b>join</b> the committee.</p>
Year 6	morphology		<p>The study of words, how they are formed, and their relationship to other words in the same language.</p>	<p><b>Unhappy, happy, happily</b></p>
Year 6	etymology		<p>The study of the <b>origin</b> of words and the way in which their <b>meanings</b> have changed throughout history.</p>	
Year 6	informal speech		<p>We use formal language in situations that are serious or that involve people we don't know well. <b>Formal</b> language is more common when we write.</p>	<p><b>I guarantee that your flight experience will be a positive one.</b> <b>When is the television programme scheduled to begin?</b></p>

Year 6	formal speech		<p><b>Informal</b> language is more commonly used in situations that are more relaxed and involve people we know well.</p> <p><b>Informal</b> language is more common when we speak.</p>	<p>You're gonna have a dead good trip.</p> <p>When's that TV show on?</p>
Year 6	synonyms		A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language.	<p>Happy – contented, cheerful, merry, joyful, jovial, fortunate</p> <p>Big – large, sizeable, enormous, considerable, huge, immense, vast</p>
	antonyms		<b>Antonyms</b> are words that have contrasting, or opposite, meanings.	<p>Happy – sad, unhappy, sorrowful, dejected, regretful, depressed</p> <p>Big – small, tiny, little, slight, short, compact, miniscule</p>
Year 6	subject		The <b>subject</b> is usually the thing or person who is carrying out an action.	<p><b>The man</b> ate a cream cake.</p> <p>↑ subject      ↑ verb      ↑ object</p>
Year 6	object		The <b>object</b> is the thing or person that is involved in an action, but does not carry it out.	<p><b>The man</b> ate a cream cake.</p> <p>↑ subject      ↑ verb      ↑ object</p>
Year 6	active voice		Verbs can be active or passive. In an active sentence the subject performs the action.	<p><b>Active -</b> The dog bit Ben. The subject is performing the action.</p>
Year 6	passive voice		In a passive sentence the subject is on the receiving end of the action.	<p><b>Passive -</b> Ben was bitten by the dog. The subject is on the receiving end of the action.</p>

Year 6	semicolon		A semicolon is a punctuation mark (;) that indicates a pause, typically between two main clauses, but one that is more pronounced than that indicated by a comma. Semicolons can also be used to list when commas alone would be confusing.	I have a big test tomorrow; I can't go out tonight. Dad is going bald; his hair is getting thinner and thinner. You can order a sandwich with bacon egg, and cheese; ham and cheese; egg, tomato, and cheese; or tomato, lettuce, and avocado.
Year 6	Colon		Colons (:) are used in sentences to show that something is following, like a quotation, example, or list.	There are two choices at this time: run away or fight. Never forget this point: think before you speak. He wanted to see three cities in Italy: Rome, Florence, and Venice.
Year 6	dash		Dashes can also be used to mark the boundary between two independent clauses.	It's raining – I'm fed up. I book the holiday – he has all the fun.
Year 6	Hyphen		The <b>hyphen</b> (-) is a punctuation mark <b>used</b> to join words	runner-up                      self-esteem word-of-mouth                run-of-the-mill
Year 6	Ellipsis		An ellipsis is a series of three dots that usually indicates the intentional missing out of a word, sentence, or whole section from a text without altering its original meaning. It can also be used to add suspense or show hesitation during dialogue.	Slowly, we crept on into the dark cave... He carefully opened the container and discovered... loads of coins! "Do you think you're ready? I just don't know if I..." stammered Tom. The review states: "I enjoyed the film immensely... it's perfect family fun."
Year 6	characterisation		A description of qualities or peculiarities of a character or setting.	<b>Direct</b> - Bill was short and fat, and his bald spot was widening with every passing year. <b>Indirect</b> - Bill sighed as he looked at the offer of a gym membership. He really should join. But just thinking about it made beads of sweat collect at the top of his bald spot.

Useful Websites for more information or activities for children:

- <http://www.grammar-monster.com/>
- <https://www.literacywagoll.com/>
- <https://learnenglishkids.britishcouncil.org/grammar-practice>
- <https://spellingframe.co.uk/>
- <https://ictgames.com/mobilePage/lcwc/index.html>
- <https://www.arcademics.com/games?subject=spelling>
- <https://www.education.com/games/grammar/>
- <https://www.bbc.co.uk/bitesize/topics/zhrd2p>
- <https://www.purplemash.com/#tab/home/literacy>