



Liskeard Hillfort
Primary School

**Grammar, Punctuation, Spelling
and
Handwriting**

**Y2 - Y6
(Version 3: 15/9/21)**

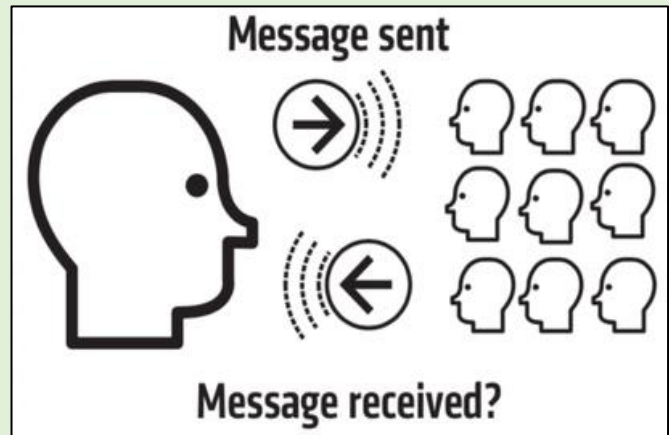
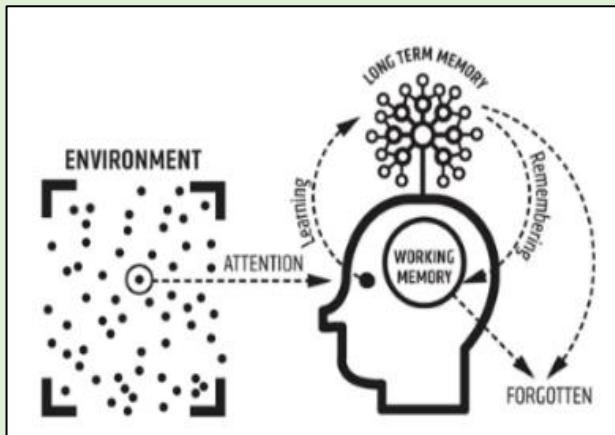


Index

Rationale	3
Routines	4
Spelling Maps	7
Homophone Map	18
Common Exception Word / Statutory Word Map	20
Grammar Map	22
Handwriting Map	25



Rationale



Before	Five Times Fluency					After the objective is mastered
Clear curriculum progression mapped	Model Session Activate prior learning Model Guided Practice	Practice Session Recap model Assess Independent practice	Recap Session 1 Recap model Independent practice	Recap Session 2 Targeted Recap Independent practice	Final Assess Session Have children mastered objective	Add to 'Spelling Spot' or 'Grammar Hammer'
						Automaticity
AfL	MTYT – My turn, Your Turn; Micro scripts for key definitions; Show Me – mini white boards; Tick or Fix; Defect Detectives; Dictated Sentences; Pinch it out					Feedback tasks in Writing Tasks

MASTERY

Expectations and Routines (artefacts)			
Grammar Shorts	Mastering Tricky words	Application	Assessment
Punctuation Station	Homophones: Bexley Bear & Harley Hare	Spelling feedback tasks	GL Assessment PTE
Word Class ID	Statutory words / Common exception words		NGST: Spelling Age

CONSISTENCY



Routines

Routine	Purpose	Description	Timing	Monitoring for effectiveness
Clear curriculum mapping	To ensure that no objectives are missed.	Objectives have been taken from the national curriculum	6 x 6 weeks of mapping per year group in KS2	
Five Times Fluency	To ensure that objectives are embedded and that children are confident and become fluent.	Each objective is covered 5 times. Week 1 Mon: Model – Teacher starts with <i>AfL and Vocab</i> ; then introduces the concept before moving into guided practice. Week 1 Tues: Recap and practise – teacher introduces more words / sentences (adds breadth). Week 3 Wed: General Recap – teacher recaps the rules – offering new words. Week 4 Thurs: Targeted Recap – teacher targets the recap at the trickiest words / elements. Based on children’s performance in general recap the week before. Week 5: Fri: Final assess – teacher ensures children have mastered the objective adequately.	20 minutes per day in KS2	Drop ins, book looks
Feedback Tasks	To ensure that children apply spelling patterns which they have been taught.	When children misspell words which they have been taught or don’t apply grammar correctly, they may be given a feedback task to complete. This could be a margin code (Sp – Spelling, SpR – Spelling Rule not followed, H – homophone misspelled, G – grammar incorrect, T- tense incorrect) or a targeted feedback task.	Feedback tasks should be given to children regularly.	Book looks, Pupil Conferencing
Grammar Short: Punctuation Station	To ensure that children are able to punctuate fluently – especially when editing work for errors and omissions.	Children will be shown a sentence which either needs punctuating adding or needs punctuation to be corrected.		Pupil conferencing once per term by English Lead.
Grammar Short: Word Class ID	To ensure that children are able to identify different word classes in a sentence (Prep for GPS test.)	Children will be shown a sentence and will be asked to identify particular word classes.		Pupil conferencing once per term by English Lead.
Homophones: Bexley Bear	To teach children key homophones.	Children are taught specific homophones and ways to remember them. Teacher model, guided practice, independent practice in book	Once per week	Book look NGST results Pupil conferencing
Homophones: Harley Hare	To give children practice in choosing the correct ‘commonly-used’ homophone.	Children are tasked to use the correct commonly-misspelled homophone. They may have to insert the correct spelling or correct an error.	Once per week	Book look NGST results Pupil conferencing



Liskeard Hillfort Primary School

Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

Common Exception Words / Statutory words	To ensure that tricky / statutory words are taught, practised and embedded.	Ten words are taught over a half term. Two new words are introduced each Friday. On Monday they are recapped; on Tuesday, the previous week's are recapped; on Wednesday all are recapped; on Thursday recap is targeted. Every 6 th week, there is a test of all ten words.	Every day	Book look NGST results Pupil conferencing Spelling test results
Grammar Hammer	To ensure that teaching has been effective and that knowledge is retained over time.	Once Five Times Fluency has been completed, those objectives are put together into Grammar Hammer sheets which cover the previous 5 objectives. (Teachers have discretion to add further objectives which need further embedding if required)	See planning overview.	Pupil conferencing
Spelling Spot	To ensure that teaching has been effective and that knowledge is retained over time.	Once Five Times Fluency has been completed, those objectives are put together into Spelling Spot tests which cover the previous 5 objectives. (Teachers have discretion to add further objectives which need further embedding if required)		
NGST	To provide effective AfL for teachers and to provide children and parents with a quickly understandable measure of spelling ability.	NGST is a computer-based adaptive test which calculates a spelling age for each child.	Twice per year	Feedback from phase leads. Triangulate with knowledge from book looks.
PTE	To provide a comparison of Hillfort's results with 'National'	PTE is a computer based test which assesses reading and GPS. A predictive end of KS2 scaled score is given.	Twice per year	Feedback from phase leads. Triangulate with knowledge from book looks.

Consistency

MTYT – My turn, Your Turn

Teacher points to themselves and says the words; then open hand gesture to class for them to repeat. Always done at least twice.

Micro scripts for key definitions

These will be included in planning from English Lead

Show Me – mini white boards

When children respond on white boards, they won't show anyone until the teacher says, "3,2,1 Show me."

Tick or Fix

Tick or fix is modelled by the teacher. Children tick or fix in purple pen. Always follow with quick talk partner – what I need to remember next time.

Defect Detectives



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)
Sheet completed in the book. Identified by Defect Detective Symbol.



Children complete activity in their usual pen/pencil and then tick or fix (purple pen)

Dictated Sentences

Dictated sentences are always completed in a book – not on a whiteboard.

Children do not start to write the sentence until they can remember it. Teacher ensures pens/pencils are down. Teacher uses MTYT using different voices to embed it and then signals to children when they can start writing it.

Once complete use tick or fix.



Liskeard Hillfort Primary School
 Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)
Spelling Progression

SP1	SP2	SP3	SP4																										
'igh' spelt y	Adding the suffix -ly	Identifying characteristics of the root word	o spelt a after w and qu or spelt ar																										
try fry July sky cry deny reply by my	Eg Sad - sadly Root words ends in y - drop the y add an i Happy - happily Root word ends in l (adding -ly results in double l) Helpful - helpfully	Ends in more than one consonant Ends in an e Ends in a y Short vowel Long vowel	want wand wasp wash watch quad squad squat squash quality war warn ward warm warp																										
SP5	SP6	SP7	SP8																										
Words ending in j - ge, dge	Adding suffixes: ed & ing	More practice doubling the consonant or not	Adding suffix to words ending in y																										
KS1 recap 'j' sound If the 'j' sound is at the end of a word, look at the vowel sound before it. If it's a short vowel sound, use -dge bridge, ridge badge fudge edge wodge If it's a long vowel sound, use -ge huge cage rampage If the j sound is somewhere else in the word, we have to look at the vowel after it. If it's an e or I, the 'j' sound will probably be spelled with a g rather than a j. (Jelly is an exception)	Adding ed, ing, er, est Root ends in two or more consonants - just add the suffix. Call - calling - called Blast - blasting - blasted Sight - sighting - sighted Root words end in e - drop the e and add the suffix. Bake - baking - baked Root word ends in a single consonant - look at vowel sound. Double to consonant rule - short vowel / long vowel <table border="1"> <thead> <tr> <th>Short</th> <th>Long</th> </tr> </thead> <tbody> <tr> <td>chip</td> <td>boil</td> </tr> <tr> <td>bat</td> <td>train</td> </tr> <tr> <td>grab</td> <td>stew</td> </tr> <tr> <td>pop</td> <td>beep</td> </tr> <tr> <td>beg</td> <td>fool</td> </tr> <tr> <td>thud</td> <td>group</td> </tr> </tbody> </table>	Short	Long	chip	boil	bat	train	grab	stew	pop	beep	beg	fool	thud	group	Adding ed or ing Double to consonant rule - short vowel / long vowel <table border="1"> <tbody> <tr> <td>chip</td> <td>boil</td> </tr> <tr> <td>bat</td> <td>train</td> </tr> <tr> <td>grab</td> <td>stew</td> </tr> <tr> <td>pop</td> <td>beep</td> </tr> <tr> <td>beg</td> <td>fool</td> </tr> <tr> <td>thud</td> <td>group</td> </tr> </tbody> </table> Root words end in y - depends on consonant or vowel before it. Consonant before - drop the y add an i.	chip	boil	bat	train	grab	stew	pop	beep	beg	fool	thud	group	When the y is preceded by a consonant, drop the y and add an i, except when adding 'ing'. This would give a double i. Cry - cries - cried - crying Try - tries - tried - trying Deny - denies - denied - denying Just add the suffix if the word ends in a y preceded by a vowel Play - played - playing Toy - toyed - toying Obey - obeyed - obeying
Short	Long																												
chip	boil																												
bat	train																												
grab	stew																												
pop	beep																												
beg	fool																												
thud	group																												
chip	boil																												
bat	train																												
grab	stew																												
pop	beep																												
beg	fool																												
thud	group																												



SP9	SP10	SP11	SP12				
Suffixes <i>ness</i> and <i>ful</i>	Words ending <i>l - le, el, al</i>	Plurals - adding <i>s, es</i> and dropping the <i>y</i> to add <i>ies</i>	Suffixes <i>less</i> and <i>ment</i>				
	<p>le -al -el -il</p> <table border="1" data-bbox="459 539 783 1243"> <tr> <td data-bbox="459 539 624 725">bubble ripple wriggle trickle gargle</td> <td data-bbox="624 539 783 725">funnel kennel kettle flannel camel</td> </tr> <tr> <td data-bbox="459 725 624 1243">tonal bridal verbal sandal local hospital mortal fatal portal capital crystal mental dental legal</td> <td data-bbox="624 725 783 1243">fossil basil evil devil gerbil pencil pupil lentil april nostril</td> </tr> </table>	bubble ripple wriggle trickle gargle	funnel kennel kettle flannel camel	tonal bridal verbal sandal local hospital mortal fatal portal capital crystal mental dental legal	fossil basil evil devil gerbil pencil pupil lentil april nostril	<p>Adding <i>s, es</i> or <i>ies</i> to make a plural</p> <p>Add <i>es</i> to words ending in hissing and buzzing sounds</p> <p>Words ending in <i>ss, x, ch, sh, z</i></p> <p>kisses glasses boxes foxes churches wishes</p> <p>Words ending in <i>y</i> (but not <i>ey</i>) berry - berries</p>	
bubble ripple wriggle trickle gargle	funnel kennel kettle flannel camel						
tonal bridal verbal sandal local hospital mortal fatal portal capital crystal mental dental legal	fossil basil evil devil gerbil pencil pupil lentil april nostril						



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

SP13	SP14		SP15	SP16																																							
Adding s, es or ies to make a plural	Silent letters - kn and gn		Recap adding er, est, ed or ing (double the consonant rule)	Recap adding el, le, al or il																																							
KS1 recap Adding s, es or ies to make a plural Add es to words ending in hissing and buzzing sounds Words ending in ss, x, ch, sh, z kisses glasses boxes foxes churches wishes Words ending in y (but not ey) berry - berries Words ending in ey donkeys	knight knock knot knit knee knife	gnome gnash gnarl gnaw		le -al -el -il	<table border="1"> <tr> <td>bubble</td> <td>funnel</td> </tr> <tr> <td>ripple</td> <td>kennel</td> </tr> <tr> <td>wriggle</td> <td>kettle</td> </tr> <tr> <td>trickle</td> <td>flannel</td> </tr> <tr> <td>gargle</td> <td>camel</td> </tr> <tr> <td>tonal</td> <td>fossil</td> </tr> <tr> <td>bridal</td> <td>basil</td> </tr> <tr> <td>verbal</td> <td>evil</td> </tr> <tr> <td>sandal</td> <td>devil</td> </tr> <tr> <td>local</td> <td>gerbil</td> </tr> <tr> <td>hospital</td> <td>pencil</td> </tr> <tr> <td>mortal</td> <td>pupil</td> </tr> <tr> <td>fatal</td> <td>lentil</td> </tr> <tr> <td>portal</td> <td>april</td> </tr> <tr> <td>capital</td> <td>nostril</td> </tr> <tr> <td>crystal</td> <td></td> </tr> <tr> <td>mental</td> <td></td> </tr> <tr> <td>dental</td> <td></td> </tr> <tr> <td>legal</td> <td></td> </tr> </table>	bubble	funnel	ripple	kennel	wriggle	kettle	trickle	flannel	gargle	camel	tonal	fossil	bridal	basil	verbal	evil	sandal	devil	local	gerbil	hospital	pencil	mortal	pupil	fatal	lentil	portal	april	capital	nostril	crystal		mental		dental		legal	
bubble	funnel																																										
ripple	kennel																																										
wriggle	kettle																																										
trickle	flannel																																										
gargle	camel																																										
tonal	fossil																																										
bridal	basil																																										
verbal	evil																																										
sandal	devil																																										
local	gerbil																																										
hospital	pencil																																										
mortal	pupil																																										
fatal	lentil																																										
portal	april																																										
capital	nostril																																										
crystal																																											
mental																																											
dental																																											
legal																																											

SP17	SP18	SP19	SP20
Recap suffixes ment ful ness less	Words ending -ary	Words with the short 'u' spelt o	Words with the 'ai' sound spelt eigh
	library February dictionary boundary salary summary primary secondary ordinary necessary	woman wonder month govern brother another shovel above Monday discover	eigh eight weight eighty eighth neighbour vein sleigh freight veil beige



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

SP21	SP22	SP23	SP24
Words ending -tion	Y=i	Ou (u)	First set of prefixes meaning not dis un in
station vacation lotion potion option nation motion condition invitation action	myth gym Egypt Pyramid mystery	Ou (u) young touch double trouble country enough courage rough tough cousin	First set of prefixes meaning not Dis- disappoint, disagree, disobey Un- Uncertain, unaware, unclean, uncover In- inactive, incorrect

SP25	SP26	SP27	SP28
Second set of prefixes meaning not ir il im	Ex- meaning out	Prefixes Re- and Mis-	Prefix sub- meaning below & Prefix inter- meaning between
Ir- irregular irrelevant irresponsible Il- Illegal illegible Im- immature immortal impossible impatient imperfect	NB - the root is often lost exclaim extend explode excursion exchange export exit expel external exterior	Re- redo, refresh, return, reappear, redecorate Mis- misbehave, mislead, misspell (mis + spell)	Prefix sub- meaning below subdivide subheading submarine submerge Prefix inter- meaning between interact intergalactic intercity international interrupt



Liskeard Hillfort Primary School
 Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

SP29	SP30	SP31	SP32																																						
Polysyllabic words	Recap Y3 prefixes and look at others prefixes - uni, bi, tri, quad	Recap adding el, le, al or il	Auto, anti and super																																						
	Recap Y3 prefixes and look at others <u>uni- meaning one</u> uniform universe <u>bi- meaning two</u> bicycle biped <u>tri- meaning three</u> triangle tripod triple <u>quad- meaning four</u> quadrilateral quadruple <u>oct- meaning eight</u> octopus octagon October	le -al -el -il <table border="1"> <tr> <td>bubble</td> <td>funnel</td> </tr> <tr> <td>ripple</td> <td>kennel</td> </tr> <tr> <td>wriggle</td> <td>kettle</td> </tr> <tr> <td>trickle</td> <td>flannel</td> </tr> <tr> <td>gargle</td> <td>camel</td> </tr> </table> <table border="1"> <tr> <td>tonal</td> <td>fossil</td> </tr> <tr> <td>bridal</td> <td>basil</td> </tr> <tr> <td>verbal</td> <td>evil</td> </tr> <tr> <td>sandal</td> <td>devil</td> </tr> <tr> <td>local</td> <td>gerbil</td> </tr> <tr> <td>hospital</td> <td>pencil</td> </tr> <tr> <td>mortal</td> <td>pupil</td> </tr> <tr> <td>fatal</td> <td>lentil</td> </tr> <tr> <td>portal</td> <td>april</td> </tr> <tr> <td>capital</td> <td>nostril</td> </tr> <tr> <td>crystal</td> <td></td> </tr> <tr> <td>mental</td> <td></td> </tr> <tr> <td>dental</td> <td></td> </tr> <tr> <td>legal</td> <td></td> </tr> </table>	bubble	funnel	ripple	kennel	wriggle	kettle	trickle	flannel	gargle	camel	tonal	fossil	bridal	basil	verbal	evil	sandal	devil	local	gerbil	hospital	pencil	mortal	pupil	fatal	lentil	portal	april	capital	nostril	crystal		mental		dental		legal		autobiography autograph autocorrect autopilot automatic autofocus antiseptic antifreeze anticlockwise antisocial supermarket superman superstar
bubble	funnel																																								
ripple	kennel																																								
wriggle	kettle																																								
trickle	flannel																																								
gargle	camel																																								
tonal	fossil																																								
bridal	basil																																								
verbal	evil																																								
sandal	devil																																								
local	gerbil																																								
hospital	pencil																																								
mortal	pupil																																								
fatal	lentil																																								
portal	april																																								
capital	nostril																																								
crystal																																									
mental																																									
dental																																									
legal																																									



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

SP33	SP34	SP35	SP36
-ly (adverbs) - recap KS1 rule - add ly	-sure	-ture	-ous
-ly (adverbs) - recap KS1 rule - add ly Adding ly to a root word ending in e Truly Gently Simply Watch out when the root word ends in l (creates a double) usually (usual + ly), finally (final + ly), thankfully hopefully helpfully accidentally emotionally When the root ends in ic we add al+ly comically (comic+al+ly) basically automatically magically historically dramatically	measure treasure pleasure enclosure closure leisure exposure pressure composure fissure	creature furniture picture nature adventure capture culture moisture future gesture structure lecture literature mature miniature mixture sculpture signature temperature texture	poisonous dangerous mountainous famous tremendous enormous jealous



SP37	SP38	SP39	SP40
trickier words ending ous	tion and -sion	-sion, -ssion	adding -ation
<p><u>Trickier words ending in ous</u></p> <p><u>Firstly, ones where we can hear ee-ous</u></p> <p><u>Mostly these will be spelt -ious (root word sometimes ends in y)</u></p> <p>various serious mysterious furious</p> <p><u>Very occasionally -eous (very few of these)</u></p> <p>hideous spontaneous</p> <p><u>Tricky words - root words ending in our become or</u></p> <p>rigorous glamorous odorous vigorous</p> <p><u>Drop the e, add ous</u></p> <p>nerve - nervous ridicule- ridiculous carnivore - carnivorous pore - porous</p> <p><u>Watch out for root word ending in e or ge.</u></p> <p><u>We don't drop the e to add ous to words ending in ge</u></p> <p>fame - famous</p> <p>advantageous courageous outrageous</p>	<p>-tion invention injection action hesitation completion</p> <p>-sion division invasion confusion decision collision television</p>	<p>-sion comprehension decision emulsion expansion immersion -sion collision corrosion conversion delusion illusion -ssion expression discussion confession,</p>	<p>-ation Sometimes the root ends in a consonant - just add -ation information formation confirmation relaxation adaptation temptation</p> <p>Sometimes the root ends in an e. Drop the e, add ation adoration sensation preparation admiration contamination germination</p> <p>Sometimes the root ends in y. Drop the y, add -ation. classification simplification verification identification</p>



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

SP41	SP42	SP43	SP44
words ending cian	When ch makes a 'k' sound	When ch makes a sh sound	Unfamiliar word endings -que and -gue
-cian musician electrician magician politician, technician mathematician dietician beautician statistician	When ch makes a 'k' sound scheme chorus chemist echo character ache chaos stomach orchestra technology	When ch makes a sh sound Chef Chalet Machine Brochure Crochet Ricochet Parachute Moustache Champagne chute	Unfamiliar word endings -que Antique Unique Technique Mosque plaque -gue League Tongue Rogue Plague vague

SP45	SP46	SP47	SP48																						
Sc	Words with a soft c	Ei / eigh / ey	Recap tion, sion, -ssion, cian																						
Sc science scene discipline fascinate crescent scent scissors ascent descent scientist scenery	<table border="1"> <thead> <tr> <th>Ce</th> <th>ci</th> </tr> </thead> <tbody> <tr> <td>centre</td> <td>circle</td> </tr> <tr> <td>century</td> <td>decide</td> </tr> <tr> <td>certain</td> <td>medicine</td> </tr> <tr> <td>recent</td> <td>exercise</td> </tr> <tr> <td>experience</td> <td>special</td> </tr> <tr> <td>sentence</td> <td>cinema</td> </tr> <tr> <td>notice</td> <td>decimal</td> </tr> <tr> <td>celebrate</td> <td>accident</td> </tr> <tr> <td>ceremony</td> <td>city</td> </tr> <tr> <td>certificate</td> <td>citizen</td> </tr> </tbody> </table>	Ce	ci	centre	circle	century	decide	certain	medicine	recent	exercise	experience	special	sentence	cinema	notice	decimal	celebrate	accident	ceremony	city	certificate	citizen	Ei / eigh / ey vein, weigh, eight, neighbour, they, obey	SP 38 - 41
Ce	ci																								
centre	circle																								
century	decide																								
certain	medicine																								
recent	exercise																								
experience	special																								
sentence	cinema																								
notice	decimal																								
celebrate	accident																								
ceremony	city																								
certificate	citizen																								

SP49	SP50	SP51	SP52
Recap -ous, ious, eous	Create verbs -ate	Create verbs -ise	Create verbs -ify
	captivate pollinate activate motivate communicate medicate hyphenate alienate validate abbreviate	criticise advertise capitalise finalise equalise fertilise terrorise socialise visualise vandalise	amplify solidify signify falsify glorify notify testify purify intensify classify



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

SP53	SP54	SP55	SP56
Create verbs -en	Create adjectives -al	Create adjectives -ful	Create adjectives -ive
<u>-en</u> thicken blacken <u>Drop the e</u> awaken loosen mistaken <u>Double consonant</u> flatten <u>Tricky to spell root word</u> toughen tighten straighten lengthen	Just add al musical political mathematical tropical accidental functional Root end e - drop the e bridal central global Root ends y industrial	boastful faithful doubtful fearful thankful Root ends y beautiful pitiful plentiful fanciful merciful	Just add -ive attractive addictive assertive exhaustive expressive Root ends in e - drop the e creative abusive cooperative appreciative offensive

SP57	SP58	SP59	SP60
Create nouns -ity	Create nouns -ness	Create nouns -ship	Tricky words ending in -ar
community curiosity ability visibility captivity activity eternity flexibility positivity sensitivity	happiness hardness madness nastiness silliness childishness willingness carelessness foolishness tidiness	membership ownership partnership dictatorship championship craftsmanship fellowship apprenticeship citizenship sponsorship	calendar peculiar singular particular grammar popular regular vinegar perpendicular sugar

SP61	SP62	SP63	SP64
Au making aw sound	I before e except after c when the sound is ee	Words ending in ere	tial / cial
pause taught cause clause sauce fraud launch author august applaud astronaut daughter	deceive conceive receive perceive ceiling belief fierce chief friend There are exceptions weird forfeit glacier seize	sincere interfere sphere adhere severe persevere atmosphere mere hemisphere austere	tial / cial official special artificial partial confidential essential



SP65	SP66	SP67	SP68																
Words with 'silent' letters	Endings which sound like -shuss but spelt -cious or -tious	Words families ending in -ant, -ance/-ancy/ ation	Words families ending in -ent, -ence/-ency,																
<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <table border="1" data-bbox="113 651 429 949"> <tr> <td>comb</td> <td>column</td> </tr> <tr> <td>thumb</td> <td>autumn</td> </tr> <tr> <td>lamb</td> <td>solemn</td> </tr> <tr> <td>bomb</td> <td>aisle</td> </tr> <tr> <td>doubt</td> <td>wrestle</td> </tr> <tr> <td>debt</td> <td>wrapper</td> </tr> <tr> <td>island</td> <td>debris</td> </tr> <tr> <td>thistle</td> <td>mortgage</td> </tr> </table>	comb	column	thumb	autumn	lamb	solemn	bomb	aisle	doubt	wrestle	debt	wrapper	island	debris	thistle	mortgage	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)	innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
comb	column																		
thumb	autumn																		
lamb	solemn																		
bomb	aisle																		
doubt	wrestle																		
debt	wrapper																		
island	debris																		
thistle	mortgage																		



SP69	SP70	SP71	SP72
Use of the hyphen	Words ending in -able and -ably	Words ending in -ible and -ibly	Adding suffixes beginning with vowel letters to words ending -fer
<p>Mostly, hyphens within words are optional.</p> <p>1. Words with the prefix non</p> <p>Non-stick Non-stop Non-starter Non-believer Non-drip Non-fiction (Watch out for nonsense)</p> <p>2. Where two vowels would end up together</p> <p>co-ordinate re-enter co-operate co-own re-educate re-examine re-elect</p> <p>3. Where the meaning of the word changes</p> <p>Recover vs re-cover Repress vs re-press Reform vs re-form Resign vs re-sign Resent vs re-sent</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable</p>	<p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>	<p>If the word starts with the sound 're' - double the r referring, referred, referral,</p> <p>If the word starts with the sound 'ref' - don't double the r reference, referee, 'pre' or 'pref' preferring, preferred, preference</p> <p>transferring, transferred</p> <p>If the f is doubled, it easier. buffering differing offering suffering</p>

SP73
Words containing the letter-string ough
<p>'aw' sound ought, bought, thought, nought, brought, fought</p> <p>'uff' sound rough, tough, enough</p> <p>'off' sound cough</p> <p>'o-e' sound though, although, dough through</p> <p>'u' sound thorough, borough</p> <p>'ow' sound plough, bough</p>



Homophone Map

Words highlighted in yellow are specifically mentioned in the national curriculum.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bexley Bear Homophones to be taught	Bare bear	Which witch	Sun son	Blue blew	Missed mist	Dear deer
	To too two	Where wear (were)	Here hear	One won	Ball bawl	Knot not
	There their	Hour our (are)	night/ knight	Fair fare	Meat meet	Pair pear
	There their they're	See sea,	Here hear	Mail male	Grown groan	Medal meddle
	Bye by buy	Be bee	He'll heel heal	Main mane	Through threw	Bury berry
	Recap	Recap	Recap	Recap	Recap	Recap
Harley Hair	Two / to / two; There / they're/ their; Buy / Bye / by; which/witch; Where / wear; our/are/hour;					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bexley Bear Homophones to be taught	No know	Piece peace	Need knead	Die dye	Wait weight	Flower flour
	New knew	Plain plane	Whether weather	Pray prey	Wood would	Poor pour
	Who's whose	Great grate	Eight ate	Made maid	Weak week	Root route
	Scene seen	Quite quiet,	Reign rain	Waist waste	Shore sure	Accept except (NH)
	Brake brake	Whole hole	Cell sell	Tale tail	None nun	Affect effect (NH)
	Recap	Recap	Recap	Recap	Recap	Recap
Harley Hair	There / they're/ their; Two / to / two; Buy / Bye / by; Where / were; our/are/hour					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bexley Bear Homophones to be taught	Right write	steal steel	altar alter	Suite sweet	Idle idol	desert dessert
	guessed guest	Stair stare	Bridal bridle	Soul sole	Seam seem	Coarse course
	heard herd	aloud allowed	In inn	farther father	morning mourning	Device devise
	led lead	Draft draught	sight site	We'll wheel	descent dissent	Advice advise
	past passed	aisle isle	Real reel	Board bored	Ascent assent	Scent sent
	Recap	Recap	Recap	Recap	Recap	Recap
Harley Hair	There / they're/ their; Two / to / two; Buy / Bye / by; Where / were; our/are/hour					



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Bexley Bear Homophones to be taught	Fate/fete	Recap Y4	Recap Y5	licence license	stationary stationery	
	Vein vain vane	Recap Y4	Recap Y5	practice practise	Compliment complement	
	Recap Y3	Recap Y4	wary weary	profit prophet	prophecy prophesy	
	Recap Y3	Recap Y5	cereal serial	precede proceed		
	Recap Y3	Recap Y5	affect effect	principal principle		
	Recap	Recap	Recap	Recap	Recap	Recap
Harley Hair	There / they're/ their; Two / to / two; Buy / Bye / by; Where / were; our/are/hour					



Common Exception Words / Statutory Words Map Y3

Autumn 1	1. busy	2. again	3. friend	4. school	5. children
	6. every	7. father	8. beautiful	9. pretty	10. improve
Autumn 2	1. sure	2. clothes	3. people	4. money	5. should, could, would
	6. parents	7. Christmas	8. many	9. sugar	10. house
Spring 1	1. February	2. minute	3. often	4. early	5. busy
	6. address	7. interest	8. describe	9. answer	10. grammar
Spring 2	1. history	2. important	3. height	4. eight	5. heard
	6. difficult	7. build	8. famous	9. group	10. heart
Summer 1	1. position	2. arrive	3. caught	4. certain	5. length
	6. favourite	7. fruit	8. natural	9. remember	10. learn
Summer 2	1. circle	2. knowledge	3. material	4. experiment	5. special
	6. sentence	7. promise	8. thought	9. weight	10. woman & women

Common Exception Words / Statutory Words Map Y4

Autumn 1	1. question	2. quarter	3. island	4. promise	5. strange
	6. surprise	7. probably	8. regular	9. enough	10. exercise
Autumn 2	1. breathe and breath	2. through	3. century	4. continue	5. difficult
	6. consider	7. decide	8. earth	9. increase	10. mention
Spring 1	1. actual and actually	2. bicycle	3. centre	4. complete	5. medicine
	6. believe	7. reign	8. guide	9. notice	10. perhaps
Spring 2	1. accident and accidentally	2. occasion and occasionally	3. appear	4. disappear	5. guard
	6. business	7. imagine	8. naughty	9. opposite	10. popular
Summer 1	1. possession and possess	2. recent	3. library	4. calendar	5. possible
	6. peculiar	7. purpose	8. eighth	9. pressure	10. potatoes
Summer 2	forward and forwards	experience	particular	ordinary	separate
	straight	strength	extreme	suppose	various



Common Exception Words / Statutory Words Map Y5

Autumn 1	1. yacht	2. stomach	3. awkward	4. suggest	5. government
	6. soldier	7. cemetery	8. develop	9. average	10. system
Autumn 2	1. environment	2. communicate	3. forty	4. muscle	5. familiar
	6. frequently	7. queue	8. bargain	9. excellent	10. occur
Spring 1	1. bruise	2. competition	3. explanation	4. recommend	5. parliament
	6. definite	7. environment	8. programme	9. profession	10. occupy
Spring 2	1. Immediate and immediately	2. curiosity	3. shoulder	4. vehicle	5. vegetable
	6. embarrass	7. dictionary	8. physical	9. neighbour	10. lightning
Summer 1	1. Equipment and equipped	2. especially	3. thorough	4. necessary	5. language
	6. recognise	7. interfere	8. disastrous	9. determined	10. variety
Summer 2	1. sincere and sincerely	2. signature	3. opportunity	4. prejudice	5. privilege
	6. sufficient	7. individual	8. symbol	9. twelfth	10. temperature

Common Exception Words / Statutory Words Map Y6

Autumn 1	1. accommodate	2. accompany	3. appreciate	4. attached	5. achieve
	6. amateur	7. ancient	8. according	9. aggressive	10. apparent
Autumn 2	1. identity	2. available	3. criticise	4. desperate	5. conscious
	6. conscience	7. correspond	8. exaggerate	9. interrupt	10. marvellous
Spring 1	1. community	2. foreign	3. category	4. leisure	5. restaurant
	6. controversy	7. guarantee	8. hindrance	9. relevant	10. pronunciation
Spring 2	1. convenience	2. committee	3. existence	4. mischievous	5. nuisance
	6. harass	7. persuade	8. rhythm and rhyme	9. sacrifice	10. secretary



Grammar Map: KS2 (2021-22)

GP1	Nouns – identify nouns in a sentence including abstract nouns. Understand that a pronoun replaces a noun so id not included. <i>A noun is a person, place or thing.</i> <i>An abstract noun is a thing that you can't touch.</i>
GP2	Identify proper nouns that require a capital letter – including park v Castle Park, he is a doctor v Dr Smith.
GP3	Identify what tense a sentence is written in (using simple tense only) – do include irregular past tense verbs such as rode, fought and saw as well as verbs with the '-ed' suffix.
GP4	Identify verbs in a sentence in any simple tense. <i>A verb is a doing or a being word.</i>
GP5	Identify verbs in a sentence in any simple tense. Include the use of the verb 'to be'. When deepening, include non-verbs ending in -ing. Eg She was on the swing.
GP6	Introduce the progressive tense which uses the -ing form of the verb and the verb to be Past progressive – I was going / They were going Present progressive – I am going / They are going Future progressive – I will be going / They will be going
GP7	Is it a sentence? Focus on ensuring children know not to comma splice. Two sentences can only be joined with a conjunction – not a comma. (example of comma splice) John was really happy, he was allowed to go to his friend's house. There are two ways to fix it – either add a conjunction or use a full stop. John was really happy because he was allowed to go to his friend's house. John was really happy. He was allowed to go to his friend's house.
GP8	Sentence types: simple sentences Simple sentences only have one clause. Eg The bird was singing. The bird was singing in the garden. The bird was singing from a branch, in the garden The bird was singing from a branch, high in the tree, in the garden At sunrise, the bird was singing from a branch, high in the tree, in the garden
GP9	Identify a subordinating or co-ordinating conjunction to decide if a sentence is compound or complex.
GP10	Main clause / subordinate clause
GP11	Is it an adjective or is it an adverb? Adjectives describe nouns Adverbs describe verbs – time, manner, place Include examples of adjectives which end in -ly (bubbly) and adverbs which don't (yesterday, soon)
GP12	Prepositions



GP13	<p>Determiners</p> <p>Children only need to identify a determiner, not the type of determiner. However, knowing the different types of determiners often helps them to find them.</p> <ol style="list-style-type: none">1. Articles – a, an, the2. Quantities<ol style="list-style-type: none">a. numbers – one, two, three etcb. quantifiers – some, few, manyc. ordinal – first, second, last3. Demonstrative – this, that, these, those4. Possessive – my, her, his, their, our, my
GP14	Word classes recap
GP15	Apostrophes including for plural possession
GP16	Fronted adverbial or fronted subordinate clause – include fronted subordinate clauses which use a conjunction which could also be used as a preposition. Also, include fronted subordinate clauses with an implied conjunction eg Running down the stairs, she gripped her golden ticket securely in her hand.
GP17	Use of commas: list, separate clauses/phrases
GP18	Hyphens – used to join two adjectives working together eg dog-eared, jet-black
GP19	<p>Sentence types: question or exclamation</p> <p>Exclamations only start with ‘what’ or ‘how’ eg What a lovely day! How lovely of you to come! They are usually punctuated with an exclamation mark</p> <p>Help! is not an exclamation. (It’s actually an exclamatory statement but children don’t need to know this)</p> <p>Once children learn that an exclamation begins with What or How, they will sometimes incorrectly identify questions as exclamations. Eg</p> <p>What time is it? – question</p> <p>What big eyes you have! – exclamation</p>
GP20	<p>Sentence types: commands</p> <p>Children need to learn to identify a command by the presence of an imperative verb not by how commanding it sounds. The imperative form of the verb doesn’t have a pronoun or noun.</p> <p>Eg</p> <p>Stop doing that please. – command</p> <p>You must stop right now! – not a command (it’s a commanding statement – but children don’t need to know that.)</p>
GP21	Sentence types: commands, exclamations, questions, statements
GP22	<p>Standard English – looking for syntax errors</p> <p>Include irregular verbs</p> <p>Not gooder but better</p> <p>Double negative</p> <p>I done vs I did</p> <p>(I did well not I done good)</p>
GP23	Progressive tense vs simple tense (past, present, future)
GP24	Perfect tense v simple tense (past, present, future)
GP25	Perfect, present and simple tense (past, present, future)



Liskeard Hillfort Primary School
Grammar, Punctuation and Spelling: Y2-Y6 (Version 3: 15/09/21)

GP26	Modal verbs (include reversing modal verbs to become questions e.g. I should go – Should I go?) Also include degrees of possibility based on the modal verb.
GP27	Inverted commas (children should already know how to use inverted commas – this is a unit to teach a test strategy rather than inverted commas from scratch.)
GP28	Synonyms & Antonyms
GP29	Extend use of commas to include comma for clarity Let's eat, Granny v Let's eat Granny Also when removing a conjunction Eg She went to bed as she hoped the tooth fairy would come. She went to bed, hoping the tooth fairy would come.
GP30	Word classes recap
GP31	Sentence types recap (simple, compound, complex)– including identifying a relative clauses & relative pronouns and knowing that a relative clause is still a type of subordinate clause.
GP32	Punctuating relative clauses – brackets, dashes, commas (parenthesis) – with and without relative pronouns.
GP33	Dashes, colons and semi-colons used to join clauses
GP34	Colons and semi-colons used in a list
GP35	Recap tense: Progressive, perfect, simple.
GP36	Possessive pronouns and apostrophes The ball belongs to Kate. It is Kate's ball. It is Kate's. (apostrophe needed) The ball belongs to us. It is our ball. It is ours. (no apostrophe needed) Same applies to theirs, yours, hers
GP37	Subject and object & Passive Voice
GP38	Subjunctive Mood

Formal Grammar Progression

	Y4	Y5	Y6
Word classes	<p>GP1: Identify nouns, including abstract nouns. Understand a pronoun replaces a noun.</p> <p>GP4: Identify verbs in a sentence (simple tense).</p> <p>GP5: Identify verbs in a sentence (simple tense), including the verb 'to be'</p> <p>GP9: Identify subordinating and co-ordinating conjunctions</p> <p>GP11: Adjectives and adverbs</p> <p>GP12: Prepositions</p>	<p>GP13: Determiners</p> <p>GP14: RECAP</p> <p>GP26: modal verbs and degree of possibility</p>	<p>GP30: recap word classes</p> <p>GP37: Subject & Object with Passive Voice</p>
Sentence structure	<p>GP8: Simple sentences with added phrases.</p> <p>GP10: Identify the main clause and subordinate clause.</p>	<p>GP16: Identifying a fronted adverbial or fronted subordinate clause</p>	<p>GP31: Simple, compound, complex sentences – including relative clauses.</p>
Sentence purpose		<p>GP19: Questions vs exclamations</p> <p>GP20: Commands</p> <p>GP21: Commands, explanations, questions, statements.</p> <p>GP29: Commas for clarity</p>	
Punctuation	<p>GP2: Identify proper nouns that require a capital letter.</p> <p>GP7: Is it a sentence? Identifying and correcting a comma splice.</p>	<p>GP15: Apostrophes (including for plural possession)</p> <p>GP17: Commas in lists – including lists of clauses and phrases.</p> <p>GP18: Hyphens to separate two adjectives working together.</p> <p>GP27: Inverted commas</p>	<p>GP32: Punctuating relative clauses.</p> <p>GP33: Dashes, colons and semi-colons to join clauses.</p> <p>GP34: Colons and semi-colons in a list.</p> <p>GP36: Possessive pronouns and use for apostrophe.</p>
Vocabulary		<p>GP28: Antonyms and synonyms</p>	
Tense, verb forms & consistency	<p>GP3: Identify what tense a sentence is written in (simple tense) – include irregular nouns.</p> <p>GP6: Introduce the progressive tense.</p>	<p>GP23: identifying progressive tense vs simple tense.</p> <p>GP24: Introduce perfect tense and compare with simple tense (Past, present & future).</p> <p>GP25: perfect, progressive and future tense (Past, present & future).</p>	<p>GP35: Recap progressive, perfect and simple tenses.</p> <p>GP38: Subjunctive mood.</p>



Standard English & Formality		GP22: Standard errors – syntax errors.	
---	--	---	--

Handwriting

At Hillfort we use two different handwriting schemes which complement each other. Children begin their handwriting journey in their RWI lessons. At this point, the focus is on correct letter formation to allow a progression to joined script in KS2.

When children no longer access RWI, they will learn handwriting with resources selected from the Nelson Handwriting scheme. In Year 2, they learn to add the flicks as a precursor to joining. In Y3, they learn to join their script and in Year 4, as their control of letter formation improves, children learn to write in pen.

We do not follow the Nelson scheme entirely, especially into UKS2 where it teaches children a sloped style. Whilst we show children this sloped style, we do not insist that it is used.

Importance of pencil grip

Add to this

Handwriting in RWI

Add to this

Break letters

Don't join the letters highlighted bold. This prevents children from back and forwards between letters.

a**b**cde f**g**hij klmno p**q**r **s**tuvw x**y**z

Capital Letters

Never join a capital letter

Looped descenders

At Hillfort, we have made the decision not to teach children a looped descender. However, if children arrive from other schools who have been taught a looped descender, they may continue to do so.

Similarly in UKS2, when children are beginning to develop their own handwriting style, looped descenders would be accepted – as long as they are small, neat and would not cross an ascender on the line below.



Handwriting Progression Y2, Y3 and Y4

- EYFS/Y1 - Correct letter formation taught within the RWI lesson
- Y2 – Introduce handwriting flicks as soon as the children come off RWI (Handwriting Books)
- Y3 – Introduce handwriting joins (Handwriting Books)
- Y4 – Use normal lined paper (Ascenders and descenders not crossing – children need to be taught to shorten their ascenders and descenders to avoid them touching each other)
- Y4 – Aim for the children to be using handwriting pens by the start of Y4

Before children are taught to join their handwriting, the following should be in place:

- Can you form all your lower case letters correctly?
- Do you start and finish all your letters in the correct place?
- Are your lower case letters the correct size?
- Are your ascenders tall but not too tall?
- Are your descenders below the line?
- Are your letters sitting on the line?
- Can you form capital letters correctly?
- Are you using flicks?
- Are your finger spaces not too big and not too small?
- Can you join your letters in a handwriting book neatly?

Before children are allowed to write in pen in any book apart from their handwriting book, the following should be in place:

Do you form all your letters correctly?

- Do you join your handwriting? (You are allowed to leave some letters unjoined.)
- Are your descenders and ascenders parallel, equidistant and do not cross?
- Does your writing consistently sit on the line?
- Can you write in neat joined handwriting consistently and with increasing pace?
- Are your letters the correct size? (Including an s before and ascender and fs ascending and descending.)



Wk	Y2 Handwriting	Y2 Practice	Y3 Handwriting	Y3 Practice	Y4 Handwriting	Y4 Practice
1			Handwriting join 1 Diagonal join to mid-point <i>in</i>	Include: bed beg had hid lids digs busy	Revision Handwriting join 1 Diagonal join to mid-point <i>in</i>	Include: Sentences/poems/extracts etc. that include handwriting join 1
2			Diagonal join to mid-point including with capital letters	Include: Dad Ben New Huge tiny	Revision Handwriting join 2 Diagonal join to the top of letters - Stage 1 (the join meets the ascender towards the bottom of the letter and then continues to the top of the ascender) <i>il</i>	Include: Sentences/poems/extracts etc. that include handwriting join 2
3			Handwriting join 2 Diagonal join to the top of letters - Stage 1 (the join meets the ascender towards the bottom of the letter and then continues to the top of the ascender) <i>il</i>	Include: thief catch quick tail sack patch	Revision Handwriting join 3 Horizontal curve <i>og</i>	Include: Sentences/poems/extracts etc. that include handwriting join 3



4			<p>Handwriting join 3</p> <p>Horizontal curve</p> <p>Horizontal join from the letter o</p> <p>og</p>	<p>Include:</p> <p>moon</p> <p>room</p> <p>zoom</p> <p>born</p> <p>morning</p> <p>rope</p> <p>join</p>	<p>Revision Handwriting join 4</p> <p>Diagonal join to the top of letters – Stage 2 (from the x-height of one letter towards the top of the ascender of the next.)</p> <p>ob</p>	<p>Include:</p> <p>Sentences/poems/extracts etc. that include handwriting join 4</p>
5			<p>Horizontal join from the letters v and w</p>	<p>Include:</p> <p>vet</p> <p>very</p> <p>every</p> <p>was</p> <p>wall</p> <p>walk</p> <p>want</p>	<p>Developing fluency</p> <p>Writing words and sentences at speed</p>	<p>Include:</p> <p>Sentences/poems/extracts etc. that include opportunities for the children to write at speed</p>
6			<p>Handwriting join 4</p> <p>Diagonal join to the top of letters – Stage 2 (from the x-height of one letter towards the top of the ascender of the next.)</p> <p>ob</p>	<p>Include:</p> <p>off</p> <p>smell</p> <p>growl</p> <p>dark</p>	<p>Developing fluency</p> <p>Practising a slanted handwriting style</p>	<p>Include:</p> <p>Sentences/poems/extracts etc. that include opportunities for the children to use a slanted style.</p>
7	<p>Individual letter formation</p> <p>‘anti-clockwise’ letter family</p> <p>caose</p>	<p>Include:</p> <p>dog</p> <p>fog</p> <p>add</p> <p>off</p> <p>lit</p> <p>jet</p> <p>yet</p>	<p>Practising break letters</p> <p>b, g, j, p, q, s, x, y, z</p>	<p>Include:</p> <p>you</p> <p>poke</p> <p>join</p> <p>break</p> <p>word</p> <p>build</p>		
8	<p>Individual letter formation</p>		<p>Revising the 4 handwriting joins</p>	<p>Include:</p> <p>say</p> <p>tie</p>		



	<p>'anti-clockwise' letter family</p> <p><i>d g q f</i></p>			<p>coal toy about fall</p>		
9	<p>Individual letter formation 'down and off' letter family</p> <p><i>lit ju y</i></p>	<p>Include: lit jut jug yet till</p>	<p>Revising capital letter formation</p>	<p>The alphabet</p>		
10	<p>Individual letter formation 'down and retrace' letter family</p> <p><i>r n m h b p</i></p>	<p>Include: bank harm pin arm pink</p>	<p>Joining an f from the cross bar</p> <p><i>fan</i></p>	<p>from funny farm effort coffee</p>		
11	<p><i>k</i></p> <p>Individual letter formation 'down and retrace' letter family</p> <p>K (cursive)</p>	<p>king bank key kind</p>	<p>Forming descenders accurately</p>	<p>Include: spike spray spring quad foggy</p>		
12	<p>Individual letter formation 'zig-zag' letter family</p> <p><i>v w x y</i></p>	<p>Include: zip vat wax wig</p>	<p>Forming ascenders accurately</p>	<p>Include: all child table baby hello kind</p>		
13	<p>Individual letter formation Capital letters</p> <p>EFHITL</p>	<p>Include: Freya Luke February Italy France</p>	<p>Joining into an x from the top (o) and the bottom (a, i, e) of the preceding letter.</p> <p>E.g. From the top of an o</p> <p><i>fox</i></p>	<p>Include: fox fix taxi toxic exact box next exit axis text expect</p>		



			From the bottom of an a, l or e <i>axis</i>			
			<i>fix</i> <i>exact</i>			
14	Individual letter formation Capital letters AKMNV	Include: Monday Tuesday Wednesday Thursday Friday	Spacing between letters	Include: cleaned walking happily fastest		
15	Individual letter formation Capital letters WXYZ		Spacing between words	Include: Write a complete sentence		
16	Individual letter formation Capital letters BDCGOQ	Include: Saturday Sunday January	Size and height of letters including capital letters	Include: Write a complete sentence		
17	Individual letter formation Capital letters SPRUJ		Forming double letters correctly	Include: Ball Guess Off rattle		
18	Punctuation	! ? ' ,	Punctuation	! ? " ' ,		



Notes from National Curriculum (Yr 5/6 homophones, near homophones and words which are often confused)

advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on

principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help)

aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit).