

SFS - SPaG Across the School			
	Spelling Revision from Yr1	Learning Objectives Year 2	Learning Objectives Year 3
Spelling	<p>Spell</p> <ul style="list-style-type: none"> Words containing each of 40+ phonemes already taught Common exception words The days of the week <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes</p> <ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and use the third person singular marker for verbs Use the prefix un Using –ing –ed, -er, and –est where no change is needed in the spelling of root words(helping, helped, helper, eating, quicker, quickest). 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher, include words using the GPCs, common exception words and punctuation taught.</p>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Word	<ul style="list-style-type: none"> Regular plural noun suffixes –s, -es,(eg dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words(eg Helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives(negation, eg unkind, or undoing, eg untie the boat) 	<p>Formation of nouns using suffixes such as –ness –er and by compounding eg whiteboard, superman.</p> <p>Formation of adjectives using suffixes such as –ful, -less</p> <p>Use of the suffixes –er –est in adjectives and ly to turn adjectives into adverbs.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>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>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	<ul style="list-style-type: none"> joining words and joining clauses using ‘and’ How words can combine to make sentences. 	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) expanded noun phrases to describe and specify [for example, the blue butterfly] <p>sentences with different forms: statement, question, exclamation, command</p>	<p>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>
Punctuation	<ul style="list-style-type: none"> leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘</p>	<ul style="list-style-type: none"> use of capital letters ,full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. <p>Apostrophes to mark where the letters are missing in spelling.</p>	<p>Introduction to inverted commas to punctuate direct speech</p>
Text	<p>Sequencing sentences to form short narratives</p>	<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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]
Terminology For Pupils	<p>Letter, capital letters, word, singular, plural, sentence,</p> <ul style="list-style-type: none"> Punctuation, full stop, question mark,exclamation mark. 	<ul style="list-style-type: none"> Noun, noun phrase, statement, question, exclamation mark, command, adjective, verb, suffix, tense(past, present) apostrophe, comma) 	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:</p> <p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas, consonant , vowel</p>

