

SFS - SPaG Across the School			
	Spelling Revision from Yr2	Learning Objectives Year 3	Learning Objectives Year 4
Spelling	<p>Spell by: 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 Apply spelling rules and guidance, as listed in English Appendix 1 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) Pupils should be taught to: 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.</p>	<p>Spelling (see English Appendix 1) Pupils should be taught to: 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.</p>
Word	<p>Formation of nouns using suffixes such as –ness –er and by compounding eg whiteboard, superman. Formation of adjectives using suffixes such as –ful, -less 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: Formation of nouns using a range of prefixes [for example super–, anti–, auto–] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: The grammatical difference between plural and possessive –s 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>
Sentence	<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>	<p>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) Fronted adverbials [for example, Later that day, I heard the bad news.]</p>
Punctuation	<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>	<p>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!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p>
Text	<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] 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Terminology For Pupils	<p>Noun, noun phrase, statement, question, exclamation mark, command, adjective, verb, suffix, tense(past, present) apostrophe, comma)</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas, consonant letter vowel</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: Determiner, pronoun, possessive pronoun, adverbial</p>

