English Curriculum

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It is our intent at Shire Oak to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can be effective and imaginative communicators of their ideas and feelings.

Writing

At Shire Oak, writing is a crucial part of our curriculum. All children from Reception to Year 6 are provided with daily opportunities to develop and apply their writing skills across the curriculum within units inspired by high quality texts with immersive and enriching experiences.

Each writing unit is planned around a clear sequence of learning and inspired by each year group's current topic. We intend for pupils to be able to plan and draft their writing, becoming increasingly confident at evaluating, editing and improving. They will also develop an awareness of the audience, writing for purpose, aided by an ever-increasingly wide knowledge of spelling, vocabulary, grammar and punctuation. As effective communicators, pupils at Shire Oak will present their written work to the best of their abilities, displaying fluent, legible handwriting in a cursive style.

S**pelling**

From Reception to Year 6, pupils will be exposed to a wide range of vocabulary to complement the statutory word lists and be guided to understand the relationships between words (morphology, etymology, stems, roots, prefixes and suffixes); how to understand nuances in meaning (homophones and homographs), and how to develop their understanding of, and ability to use, figurative language. They will learn how to work out and clarify the meanings of unfamiliar words and words with multiple meanings (homonyms). Pupils will be taught to control their speaking and writing consciously and to use Standard English to aid their understanding, and communication whilst acknowledging regional and international dialects and accents.

Reading

We believe reading is the key to unlocking education. At Shire Oak, we strive to develop and promote a love for reading. As the pupils develop their phonological awareness through FFT Success for All Phonics, they will be exposed to a range of books and texts, many of which are linked to their current topic and writing units. As pupils move through school they will be taught vital reading comprehension skills such as retrieving and inferring information and analysing authorial intent (Reading with RIC) whilst enhancing their understanding through the learning of related vocabulary.

Alongside our teaching of reading is our recommended reading list which is shared with families and catered for in our abundant library.

Our goal at Shire Oak is to create life-long learners; a love of language through English learning is key in this endeavour.

Writing: Composition						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop positive attitudes towards and stamina for writing by writing: • **narratives about personal experiences and those of others (real and fictional)** • **writing about real events** • **writing poetry** • **writing for different purposes**						
Represent their thoughts and feelings through role play and stories. (ELG)	**Plan writing** Say out loud what they are going to write about.	**Plan writing** Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary.	**Plan writing** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		**Plan writing** • Identify the audience for and purpose of the writing. • Select the appropriate form and use other similar writing as models for their own. • Note and develop initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.	
	Drafting and redrafting **Compose a sentence orally** before writing it.		**Drafting and redrafting** **Compose and rehearse sentences orally** (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.		**Drafting and redrafting** Select appropriate grammar and vocabulary, **understanding how such choices can change and enhance meaning**.	
	Sequence **sentences** to form short narratives.	Encapsulate what they want to say, **sentence by sentence**.	Organise **paragraphs** around a theme.		Use a wide range of devices to build cohesion with and across **paragraphs**. Précising longer passages.	

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop narratives orally by connecting ideas or events. (ELG)			In **narratives**, create **settings**, **characters** and **plot**.		In **narratives**, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	
Develop explanations orally by connecting ideas or events. (ELG)			In **non-narrative** material, using simple organisational devices - **headings** and **sub-headings**.		Use further organisational and presentational devices to structure text and guide the reader - **headings, bullet points, underlining**.	
		Make simple **additions, revisions and corrections** to their own writing by: • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	**Evaluate and edit** by: • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.		**Evaluate and edit** by: • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	
	Re-read what they have written to check that it makes sense.	**Proof-read** to check for errors in spelling, grammar and punctuation.	**Proof-read** for spelling and punctuation errors.		Proof-read for spelling and punctuation errors.	
Write simple sentences which can be read by themselves and others. (ELG)	**Discuss** what they have written with the teacher or other pupils. **Read aloud** their writing clearly enough to be heard by their peers and the teacher.	**Read aloud** what they have written with appropriate intonation to make the meaning clear.	**Read aloud** their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	

Writing Composition: Text types						
Rec	**Year 1** **70% sentence level** **30% text**	**Year 2** **70% sentence level** **30% text**	**Year 3** **60% sentence level** **40% text**	**Year 4** **50% sentence level** **50% text**	**Year 5** **60% text level** **40% sentence**	**Year 6** **70% text level** **30% sentence**
▪ **Writes own name and other things such as labels, captions. (40-60+ months)** ▪ **Write short sentences in meaningful contexts. (40-60+ months) related to Narrative**	▪ **Narrative inc. adventure stories, traditional stories.** ▪ **Poetry inc. rhymes and riddles.** ▪ **Recount inc. explanation at sentence level** ▪ **Instructions** ▪ **Report inc. labels and lists, information texts** ▪ **Lists, Labels and Captions** ▪ **Message** ▪ **Non-Chronological Report**	▪ Narrative inc. adventure stories, traditional stories, **fables and parables.** ▪ Poetry inc. limericks and riddles, **shape poems, limericks and riddles.** ▪ Recount inc. explanation at sentence level and **newspaper report** ▪ Instructions ▪ Report inc. labels and lists, information texts ▪ **Notes** ▪ Caption ▪ Message	▪ Narrative inc. adventure stories, **myths and legends,** traditional stories, fables and parables. ▪ Poetry inc. **simile, metaphor, onomatopoeia,** limericks and riddles, shape poems and acrostics. ▪ Recount inc. explanation at sentence level ▪ Instructions ▪ **Script** ▪ Non-chronological report ▪ **Letter** ▪ **Persuasion inc. opinions** ▪ **Explanation** ▪ **Biography**	▪ **Narrative** inc adventure stories, mystery stories, **fantasy, myths and legends,** traditional and contemporary stories. ▪ **Poetry** inc. simile, metaphor, onomatopoeia, limericks and riddles, **shape** poems and acrostics ▪ **Recount** inc. explanation at sentence level, news reports/journalistic writing ▪ Instructions ▪ **Script** ▪ Non-chronological report inc. explanation ▪ Letter ▪ Persuasion inc. opinions, **letters** ▪ **Discussion/Debate**	▪ Narrative inc adventure stories, mystery stories, **historical stories,** myths and legends. ▪ Poetry inc simile, metaphor, onomatopoeia, haiku and cinquain. ▪ **Recount with focus on explanation** ▪ Instructions ▪ Script ▪ Non-chronological report inc explanation ▪ Letter ▪ **Promotion** ▪ Persuasion inc opinions ▪ Review and **commentary** e.g. books ▪ News reports/journalistic writing ▪ Discussion/Debate	▪ Narrative inc adventure stories, mystery stories, **suspense stories,** historical stories. ▪ Poetry inc simile, metaphor, onomatopoeia, **haiku, Kennings and cinquain.** ▪ Recount with focus on explanation ▪ Instructions ▪ Script ▪ Non-chronological report inc explanation ▪ Letter ▪ Promotion ▪ Persuasion inc opinions ▪ Review and commentary e.g. books ▪ News report/journalistic writing ▪ Discussion/Debate **inc balanced argument**

NB. The framework is cumulative so that children are able to write a wider range of text types over time. Those text types in bold are newly introduced in that year group.

	Writing: Genre Plan		
	Autumn	**Spring**	**Summer**
Rec	**Narrative** – stories - Dear Zoo by Rod Campbell – Rec classroom **Narrative** – stories - The Little Red Hen – Rec classroom **Labelling pictures**	**Narrative** – stories - The Gingerbread Man – Rec classroom **Narrative** – stories - The Somethingosaur by Tony Mitton – Rec classroom **Writing speech bubbles** **Instructions** - how to look after a baby dinosaur – ??? - Rec classroom **Labelling pictures and writing captions**	**Narrative** – stories - Jack and the Beanstalk – Rec classroom **Writing caption sentences** **Persuasion** - wanted poster for the giant (focus on adjectives) – Jack and the Beanstalk - Rec classroom **Non-Chronological Report** - Drawing, labelling and writing about a sunflower **Narrative** – stories – Supertato by Paul Linnet and Sue Hendra – tbc
Y1	**Lists/labels/captions** - Science link e.g. human body; plants/trees, art (colour), RE (belonging, models in area) **Instructions** - Planting bulbs - Model text tbc **Additional sentence work linked to Growing Topic** **Narrative** - Own version of A Little Stuck - A Little Stuck by Oliver Jeffers (Y1 stock cupboard) **Additional sentence work linked to Growing Topic**	**Narrative** - story based on Lost in the Toy Museum - Lost in the Toy Museum by David Lucas (Y1 stock cupboard) **Recount** - Trip to Abbey House Museum - Model text tbc **Additional sentence work linked to Toys Topic** **Narrative** - Traditional Tales - story based on Goldilocks and the Three Bears - Model text tbc **Additional sentence work linked to Toys Topic**	**Non-Chronological Report** - Booklet on an animal linked to topic (Hot and Cold) - Model text tbc **Poetry** - poems, rhymes and riddles on animals – various Including Polar Bear, Polar Bear What do you see? By Eric Carle **Additional sentence work linked to Hot and Cold Topic** **Narrative** - story based on Lost and Found (changing animal/habitat) - Lost and Found by Oliver Jeffers **Recount** - Trip to Seaside - Model text tbc **Additional sentence work linked to Hot and Cold Topic**

Y2	Phonics and spelling **Recount** – trip to the Railway museum - <u>Y2 Recount Model Text</u> **Narrative** – journey story – Journey by Aaron Becker (Y2 classroom) - <u>Y2 Journey Story Model Text</u> **Instructions** – how to make ice cream - <u>Y2 Instructions Model Text</u>	**Narrative** – traditional tales – No dinner for Anansi, How Men First Got Fire, Tinga Tinga tales – Y2 classroom - <u>Y2 Traditional Tales Model Video</u> **Report** – how Leeds has changed – Children's history of Leeds - resources room (history cupboard) - <u>Y2 Report Model Text</u> **Poetry** – shape – Confessions of a Runner, Red Boots On, The Engineer - <u>Y2 Poetry Model Text</u>	**Recount** – diary (bean diary report) – Model text tbc **Narrative** – fables – Model text tbc **Poetry** – limericks/riddles - <u>Y2 Poetry Model Text</u>
Y3	**Narrative** - adventure/silly story - Fortunately the Milk by Neil Gaiman – Y3 classroom **Explanation** - Information report on - <u>Y3 Explanation Model Text</u> **Narrative** - portal stories (travel back to early Leeds) - Tilly and the Time Machine by Adrian Edmondson – Y3 classroom **Letter** - 1 to girl in medieval Leeds explaining changes in city over time - <u>Y 3 Letter Model Text</u>, 1 from characters in class - book James and the Giant Peach by Roald Dahl – school library	**Recount** - diary - Satoshi Kitamura's Stone Age Boy - <u>Y3 Diary Model Text</u> **Non-Chronological Report** - Extreme weather - <u>Y3 Non-Chronological Report Model Text</u> **Biography** (Mary Anning) - <u>Y3 Biography Model Text</u> **Poetry** - shape - volcano/hurricane poems - <u>Y3 Poetry Model Text</u>	**Recount** - newspaper report – Events on the Nile/Events in class book - Foxbusters by Dick King-Smith - <u>Y3 Newspaper Report Model Text</u> **Persuasion** - Holiday leaflet to visit Ancient Egypt - <u>Y3 Persuasive Leaflet Model Text</u> **Narrative** - Egyptian myths - Tadeo Jones - <u>Y3 Myth Model Text/Video</u> **Instructions** – recipe writing - <u>Y3 Instructions Model Text</u>
Y4	**Narrative** - fantasy story - 'The Fantastic Flying Books of Mr Morris Lessmore' by W.E. Joyce - Y4 classroom **Recount** - 'Roman Diary, The Journal of Iliona, a young slave' by Richard Platt. (Y4 classroom) **Poetry** (imagery) - 'Window' by Jeannie Baker - Y4 classroom	**Narrative -** Greek myths (*Daedalus and Icarus*) - 'The Orchard Book of Greek Myths' by Geraldine McCaughrean - Y4 classroom **Playscript** (for class assembly) **-** Lineham Farm - assorted playscripts to look at for discussion tbc **Instructions** – how to defeat a minotaur - Theseus and the Minotaur by Hugh Lupton - Y4 classroom **Non-Chronological report** (information leaflet) - Lineham Farm - tbc	**Narrative -** stories that raise issues - 'The Shaman's Apprentice' by Lynne Cherry - Y4 classroom **Poetry** (shape) **-** a range of shape poems to look at and discuss - tbc **Persuasion -** letter **-** 'The Vanishing Rainforest' by Richard Platt - tbc **Discussion -** information/reference texts about endangered animals of the rainforest – tbc

Y5	**Narrative** - quest story Anglo-Saxon Boy by Tony Bradman (Class novel stored in Y5) **Non-chronological report** - selection of paper based Anglo-Saxon non-chron. reports (Stored in Y5) **Recount** - based on the Y5 class assembly or Durham University virtual visit **Recount** - diary entry - Y5 Diary Model Text	**Recount** - newspaper report - Y5 Newspaper Report Model Text **Persuasion** - holiday brochure based on a country in Central America-linked to the Mayan topic. **Instructions** - Y5 Instructions Model Text **Explanation** – report – Earth & Space science topic - Y5 Explanation Model Text	**Explanation** - water treatment process-Paper based resource following the visit to Headingley Water Treatment plant - Y5 Explanation Model Text **Persuasion** - promotional writing Y5 Persuasive Letter Model Text **Poetry** - Y5 Poetry Model Text **Discussion** - Y5 Debate & Discussion Model Text
Y6	**Recount** - day in summer holiday - Y6 Recount Model Text **Narrative** – historical fiction – sagas of gods – Viking Boy/Erik the Viking (KS2 guided reading area) **Non-Chronological Report** – Viking gods - Y6 Non-Chronological Report Model Text **Instructions** - how to make a circuit - Y6 Instructions Model Text **Letter** – thank you letters to Robinwood - Y6 Letter Model Text **Poetry** – Haiku, Kennings – Robinwood - Y6 Poetry Model Text	**Narrative** - descriptive writing of Blitz - Friend or Foe (KS2 guided reading area) and Bombed Street - Y6 Descriptive Writing Model Text **Discussion** – balanced argument – should children have been evacuated? - Y6 Balanced Argument Model Text **Recount** - diary - informal evacuee – My WWII Diary (library) **Biography** – Joan Armatrading - Y6 Biography Model Text	**Explanation** - stacks and stumps - Y6 Explanation Model Text **Recount** - newspaper report - Tempest shipwreck - Y6 Newspaper Report Model Text **Persuasion** - letter – to marry Ferdinand (Miranda) - Y6 Persuasive Letter Model Text **Recount** - diary of a character (Miranda) - Y6 Diary Model Text

Writing Unit Teaching Sequence

Model Texts - good quality, topic-related model texts, that support the teaching of the genre (including SPaG, text and language features) should be present throughout the unit, underpinning all the lessons. You should refer to the model text and use it for the teaching of knowledge and skills. Children should be encouraged to 'borrow' words, phrases and the style from the model text.

Additional support texts are also encouraged so to offer comparisons and aid in the teaching of the genre.

When devising your unit medium term plan (MTP), build in the appropriate knowledge (including grammatical terms/vocabulary) and skills to be taught in your year group – building on previous years - to ensure there is sufficient coverage across the year.

Experiences - writing based on enriching experiences (e.g. make jam sandwiches then write instructions) is also important.

In earlier years (Rec, KS1) more talk for writing is appropriate. Written work may stem from phonics programme.

Text immersion - analysis of the model text(s): reading, analysing features and language, becoming familiar with the tone, formality and structure, reading out loud with expression and performing.

Structure – looking at text and paragraph structure – what is in each paragraph? 'boxing up'

Genre/SPaG – working within the genre features, word level, sentence level, SPaG, year group/individual expectations, building on previous learning throughout the unit – can you carry forward yesterday's learning into today's?

Planning – paragraph structure (burger paragraph), links (connectives and conjunctions) and cohesion, information to be included, text and language features for the genre, vocabulary

Drafting – writing from the plan

Editing – corrections (spelling, grammar, punctuation), up-level vocabulary, add words, phrases, clauses and sentences for more information and greater detail, remove unnecessary detail and information, rearrange information within sentences and paragraphs for cohesion – to be done with purple pens on opposite blank page in general writing books

Redrafting – use marking and editing to inform redrafts in purple books

Topic Write – write a separate, topic-related independent write in the same genre during a topic lesson (topic or purple books)

Writing: Punctuation and Grammar

Year	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology to be introduced through teaching, using examples. (Also see school guide to terms used). Terminology to be applied in writing. **Terminology from previous years to be secured at the start of the year.**	• Word • Noun • Simple sentence • Letter	• Singular/plural • Adjective • Verb • Conjunction • Capital letter • Full stop • Punctuation • Question Mark • Exclamation Mark • Time adverbs/ adverbials	• Pronoun • Adverb • Verb tense (past, present, future) • Common noun/proper noun • Phrase • Adjectival phrase • Noun phrase • Statement • Question • Command • Compound sentence • Suffix • Apostrophe • Comma • Co-ordinating conjunction • Subordinating conjunction	• Preposition • Sub-division of connectives e.g. Co/Sub. conjunctions, time adverbs/adverbials, causal/logical etc. • Clause • Subordinate clause • Adverbial phrase • Determiner • Word family • Direct speech (including inverted commas for speech marks) • Prefix • Vowel • Consonant	• Possessive pronoun • Determiner pronoun • Complex sentence • Synonym • Bullet points	• Modal verb • Abstract noun/concrete noun • Relative clause • Relative pronoun • Antonym • Parenthesis • Bracket • Dash • Cohesion • Ambiguity	• Subject • Object • Active/passive voice • Hyphen • Ellipsis • Colon • Semi-colon • Subjunctive • Formality (formal and informal)
Sentence Structure	Use past, present and future forms accurately when talking about events (ELG).	▪ How words can combine to make sentences ▪ Joining words and joining sentences using 'and', 'but', 'so' and 'because'	▪ Subordination (using when, if, that, because) and coordination (using or, and, but) ▪ Expanded noun phrases for description and specification ▪ How the grammatical patterns in a sentence indicate its function as a statement,	▪ Expressing time, place and cause using conjunctions, adverbs or prepositions	▪ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ▪ Fronted adverbials (e.g. Later that day, I heard bad news)	▪ Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun ▪ Indicating degrees of possibility using adverbs or modal verbs	▪ Use of the passive voice to affect the presentation of information in a sentence ▪ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as question tags like 'isn't he?' and use of

				question, exclamation or command				the subjunctive like 'Were they to…')
Text Structure	Write simple sentences which can be read by themselves and others (ELG).	▪ Sequencing sentences to form short narratives	▪ Correct choice and consistent use of the present tense and past tense throughout writing ▪ Use of the progressive form of verbs in the present and past tense to mark actions in progress	▪ Introduction to paragraphs as a way to group related material ▪ Headings and sub headings to aid presentations ▪ Use of the present perfect form of verbs instead of the simple past	▪ Use paragraphs to organise ideas around a theme ▪ Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition	▪ Devices to build cohesion within a paragraph ▪ Linking ideas across paragraphs using adverbs/adverbial phrases of time, place and number.	▪ Linking ideas across paragraphs using a wider range of cohesive devices, repetition of word or phrase, grammatical connections (such as adverbial phrases like 'on the other hand') and ellipsis. ▪ Layout devices, such as headings, sub-headings, columns, bullets and tables to structure text.
Punctuation	Show an awareness of capital letters, full stops and spaces between words (ELG).	▪ Separation of words with spaces ▪ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. ▪ Capital letters for names and the personal pronoun 'I'	▪ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ▪ Commas to separate items in a list ▪ Apostrophes to mark where letters are missing in spelling	▪ Introduction to inverted commas to punctuate direct speech	▪ Use of inverted commas other punctuation indicate direct speech ▪ Apostrophes to mark to mark singular and plural possession ▪ Use of commas after fronted adverbials	▪ Brackets, dashes or commas to indicate parenthesis ▪ Use of commas to clarify meaning or avoid ambiguity	▪ Use of semi-colon, colon and dash to mark the boundary between independent clauses ▪ Use of the colon to introduce a list ▪ Punctuation of bullet points to list information ▪ How hyphens can be used to avoid ambiguity

Grammar Terminology Guide

The following glossary includes all the technical grammatical terms used in the programmes of study for English, as well as others that might be useful. It is intended as an aid for teachers, not as the body of knowledge that should be learnt by pupils. Apart from a few which are used only in schools (for example, *root word*), the terms below are used with the meanings defined here in most modern books on English grammar. It is recognised that there are different schools of thought on grammar, but the terms defined here clarify those being used in the programmes of study. For further details, teachers should consult the many books that are available.

Terms in definitions

As in any tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learnt at school or may have been using with their own pupils; in these cases, the more familiar meaning is also discussed.

Term	Guidance	Example
active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).	**Active: *The school arranged a visit.*** **Passive: *A visit was arranged* by the school.**
adjective	The surest way to identify adjectives is by the ways they can be used: ▪ before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or ▪ after the verb *be*, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.	*The pupils did some really <u>good</u> work.* **[adjective used before a noun, to modify it]** *Their work was <u>good</u>.* **[adjective used after the verb *be*, as its complement]** **Not adjectives:** *The lamp <u>glowed</u>.* **[verb]** *It was such a bright <u>red</u>!* **[noun]** *He spoke <u>loudly</u>.* **[adverb]** *It was a French <u>grammar</u> book.* **[noun]**

adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.	*Usha soon started snoring loudly.* [**adverbs modifying the verbs** *started* **and** *snoring*] *That match was really exciting!* [**adverb modifying the adjective** *exciting*] *We don't get to play games very often.* [**adverb modifying the other adverb,** *often*] *Fortunately, it didn't rain.* [**adverb modifying the whole clause 'it didn't rain' by commenting on it**] **Not adverbs:** ▪ *Usha went up the stairs.* [**preposition phrase used as adverbial**] ▪ *She finished her work this evening.* [**noun phrase used as adverbial**] ▪ *She finished when the teacher got cross.* [**subordinate clause used as adverbial**]
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	*The bus leaves in five minutes.* [**preposition phrase as adverbial: modifies** *leaves*] *She promised to see him last night.* [**noun phrase modifying either** *promised* **or** *see,* **according to the intended meaning**] *She worked until she had finished.* [**subordinate clause as adverbial**]
antonym	Two words are antonyms if their meanings are opposites.	*hot – cold* *light – dark* *light – heavy*
apostrophe	Apostrophes have two completely different uses: ▪ showing the place of missing letters (e.g. *I'm* for *I am*) ▪ marking possessives (e.g. *Hannah's mother*).	*I'm going out and I won't be long.* [**showing missing letters**] *Hannah's mother went to town in Justin's car.* [**marking possessives**]
article	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of determiner.	*The dog found a bone in an old box.*

auxiliary verb	The auxiliary verbs are: *be, have, do* and the modal verbs. They can be used to make questions and negative statements. In addition: ▪ *be* is used in the progressive and passive ▪ *have* is used in the perfect ▪ *do* is used to form questions and negative statements if no other auxiliary verb is present	*They are winning the match.* [*be used in the progressive*] *Have you finished your picture?* [*have used to make a question, and the perfect*] *No, I don't know him.* [*do used to make a negative; no other auxiliary is present*] *Will you come with me or not?* [modal verb *will* used to make a question about the other person's willingness]
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*It was raining.* [single-clause sentence] *It was raining but we were indoors.* [two finite clauses] *If you are coming to the party*, *please let us know.* [finite subordinate clause inside a finite main clause] *Usha went upstairs to play on her computer.* [non-finite clause]
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	A visit has been arranged for *Year 6*, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a *nature trail*. During the afternoon, *the children* will follow the trail.
cohesive device	**Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion.** **Some examples of cohesive devices are:** ▪ **determiners and pronouns, which can refer back to earlier words** ▪ **conjunctions and adverbs, which can make relations between words clear** ▪ **ellipsis of expected words.**	*Julia's dad bought her a football. The football was expensive!* [determiner; refers us back to a particular ball] *Joe was given a bike for Christmas. He liked it very much.* [the pronouns refer back to Joe and the bike] *We'll be going shopping before we go to the park.* [conjunction; makes a relationship of time clear] *I'm afraid we're going to have to wait for the next train. Meanwhile, we could have a cup of tea.* [adverb; refers back to the time of waiting] *Where are you going? … to school!* [ellipsis of the expected words links the answer back to the question]

complement	**A verb's subject complement adds more information about its subject, and its object complement does the same for its object.** **Unlike the verb's object, its complement may be an adjective. The verb** be **normally has a complement.**	*She is <u>our teacher</u>*. [adds more information about the subject, *she*] *They seem very competent*. [adds more information about the subject, *they*] *Learning makes me <u>happy</u>*. [adds more information about the object, *me*]
compound, compounding	A compound word contains at least two root words in its morphology; e.g. *whiteboard, superman*. Compounding is very important in English.	*blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow*
conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: ▪ co-ordinating conjunctions (e.g. *and*) link two words or phrases together as an equal pair ▪ subordinating conjunctions (e.g. *when*) introduce a subordinate clause.	*James bought a bat <u>and</u> ball*. [links the words *bat* and *ball* as an equal pair] *Kylie is young <u>but</u> she can kick the ball hard*. [links two clauses as an equal pair] *Everyone watches <u>when</u> Kyle does back-flips*. [introduces a subordinate clause] *Joe can't practise kicking <u>because</u> he's injured*. [introduces a subordinate clause]
consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the bottom lip touching the top teeth] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
continuous	See progressive	

co-ordinate, co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. *and, but, or*). In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined. The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.	*Susan <u>and</u> Amra met in a café.* [links the words *Susan* and *Amra* as an equal pair] *They talked <u>and</u> drank tea for an hour.* [links two clauses as an equal pair] *Susan got a bus <u>but</u> Amra walked.* [links two clauses as an equal pair] Not co-ordination: *They ate <u>before</u> they met.* [*before* introduces a subordinate clause]
determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: ▪ articles (*the*, *a* or *an*) ▪ demonstratives (e.g. *this*, *those*) ▪ possessives (e.g. *my*, *your*) ▪ quantifiers (e.g. *some*, *every*).	*<u>the</u> home team* [article, specifies the team as known] *<u>a</u> good team* [article, specifies the team as unknown] *<u>that</u> pupil* [demonstrative, known] *<u>Julia's</u> parents* [possessive, known] *<u>some</u> big boys* [quantifier, unknown] Contrast: *home <u>the</u> team, big <u>some</u> boys* [both incorrect, because the determiner should come before other modifiers]
digraph	A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph *<u>ea</u>* in *ea<u></u>ch* is pronounced /iː/. The digraph *<u>sh</u>* in *<u>sh</u>ed* is pronounced /ʃ/. The split digraph *i—e* in *li<u>n</u>e* is pronounced /aɪ/.
ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	*Frankie waved to Ivana and <u>she watched her drive away.</u>* *She did it because she wanted to <u>do it.</u>*
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.	The word *school* was borrowed from a Greek word ó÷ïëÞ (*skholé*) meaning 'leisure'. The word *verb* comes from Latin *verbum*, meaning 'word'. The word *mutton* comes from French *mouton*, meaning 'sheep'.

finite verb	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.	*Lizzie <u>does</u> the dishes every day.* [**present tense**] *Even Hana <u>did</u> the dishes yesterday.* [**past tense**] *<u>Do</u> the dishes, Naser!* [imperative] **Not finite verbs:** ▪ *I have <u>done</u> them.* [**combined with the finite verb** *have*] ▪ *I will <u>do</u> them.* [**combined with the finite verb** *will*] ▪ *I want to <u>do</u> them!* [**combined with the finite verb** *want*]
fronting, fronted	A word or phrase that normally comes after the <u>verb</u> may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an <u>adverbial</u> which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	*<u>Before we begin</u>, make sure you've got a pencil.* [**Without fronting:** *Make sure you've got a pencil before we begin.*] *<u>The day after tomorrow</u>, I'm visiting my granddad.* [**Without fronting:** *I'm visiting my granddad the day after tomorrow.*]
future	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a <u>present-tense verb</u>. See also <u>tense</u>. Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its <u>present</u> and <u>past</u> tenses.	*He <u>will leave</u> tomorrow.* [present-tense *will* followed by infinitive *leave*] *He <u>may leave</u> tomorrow.* [present-tense *may* followed by infinitive *leave*] *He <u>leaves</u> tomorrow.* [present- tense *leaves*] *He <u>is going to leave</u> tomorrow.* [present tense *is* followed by *going to* plus the infinitive *leave*]
GPC	See <u>grapheme-phoneme correspondences.</u>	
grapheme	A letter, or combination of letters, that corresponds to a single <u>phoneme</u> within a word.	**The grapheme *t* in the words *ten*, *bet* and *ate* corresponds to the phoneme /t/.** **The grapheme *ph* in the word *dol<u>ph</u>in* corresponds to the phoneme /f/.**

grapheme-phoneme correspondences	The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	**The grapheme s corresponds to the phoneme /s/ in the word s̲ee, but…** **…it corresponds to the phoneme /z/ in the word ea̲s̲y.**
head	See phrase.	
homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	*Has he left yet? Yes – he went through the door on the left.* *The noise a dog makes is called a bark. Trees have bark.*
homophone	Two different words are homophones if they sound exactly the same when pronounced.	*hear, here* *some, sum*
infinitive	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. *walk, be*). Infinitives are often used: ▪ after *to* ▪ after modal verbs.	*I want to* *walk. I will be* *quiet.*
inflection	When we add -*ed* to *walk*, or change *mouse* to *mice*, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding -*er* to *walk* produces a completely different word, *walker*, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	*dogs is an inflection of dog.* *went is an inflection of go.* *better is an inflection of good.*
intransitive verb	A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See 'transitive verb'.	*We all laughed.* *We would like to stay longer, but we must leave.*
main clause	A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	*It was raining but the sun was shining.* **[two main clauses]** *The man who wrote it told me that it was true.* **[one main clause containing two subordinate clauses.]**

modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*. A modal verb only has finite forms and has no suffixes (e.g. *I sing – he sings*, but not *I must – he musts*).	*I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might.* *Canning swim is important.* [not possible because *can* must be finite; contrast: *Being able to swim is important*, where *being* is not a modal verb]
modify, modifier	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.	In the phrase *primary-school teacher*: ▪ *teacher* is modified by *primary-school* (to mean a specific kind of teacher) ▪ *school* is modified by *primary* (to mean a specific kind of school).
morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of *mouse* to *mice*. Morphology may be used to produce different inflections of the same word (e.g. *boy – boys*), or entirely new words (e.g. *boy – boyish*) belonging to the same word family. A word that contains two or more root words is a compound (e.g. *news+paper, ice+cream*).	*dogs* has the morphological make-up: *dog + s*. *unhelpfulness* has the morphological make-up: *unhelpful + ness* ▪ where *unhelpful* = *un + helpful* ▪ and *helpful* = *help + ful*

noun	The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for example, most nouns will fit into the frame "The matters/matter."	*Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!* *My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.*
	Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions.	*<u>Actions</u> speak louder than <u>words</u>.* **Not nouns:** ▪ *He's <u>behind</u> you!* [this names a place, but is a preposition, not a noun] ▪ *She can <u>jump</u> so high!* [this names an action, but is a verb, not a noun]
	Nouns may be classified as **common** (e.g. *boy, day*) or **proper** (e.g. *Ivan, Wednesday*), and also as **countable** (e.g. *thing, boy*) or **non- countable** (e.g. *stuff, money*). These classes can be recognised by the determiners they combine with.	**common, countable:** *a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u>* **common, non-countable:** *<u>money</u>, some <u>chocolate</u>, less <u>imagination</u>* **proper, countable:** *<u>Marilyn</u>, <u>London</u>, <u>Wednesday</u>*
noun phrase	A noun phrase is a phrase with a noun as its head, e.g. *some foxes, foxes with bushy tails*. Some grammarians recognise one-word phrases, so that *foxes are multiplying* would contain the noun *foxes* acting as the head of the noun phrase *foxes*.	*<u>Adult foxes</u> can jump.* [*adult* modifies *foxes*, so *adult* belongs to the noun phrase] *<u>Almost all healthy adult foxes in this area</u> can jump.* [all the other words help to modify *foxes*, so they all belong to the noun phrase]
object	An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.	*Year 2 designed <u>puppets</u>.* [noun acting as object] *I like <u>that</u>.* [pronoun acting as object] **Some people suggested <u>a pretty display</u>.** [noun phrase acting as object]
	Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).	**Contrast:** ▪ *A display was suggested.* [object of active verb becomes the subject of the passive verb] ▪ *Year 2 designed pretty.* [incorrect, because adjectives cannot be objects]

participle	Verbs in English have two participles, called 'present participle' (e.g. *walking, taking*) and 'past participle' (e.g. *walked, taken*). Unfortunately, these terms can be confusing to learners, because: ▪ they don't necessarily have anything to do with present or past time ▪ although past participles are used as perfects (e.g. *has eaten*) they are also used as passives (e.g. *was eaten*).	*He is <u>walking</u> to school.* [**present participle in a progressive**] *He has <u>taken</u> the bus to school.* [**past participle in a perfect**] *The photo was <u>taken</u> in the rain.* [**past participle in a passive**]
passive	The sentence *It was eaten by our dog* is the passive of *Our dog ate it*. A passive is recognisable from: ▪ the past participle form *eaten* ▪ the normal object (*it*) turned into the subject ▪ the normal subject (*our dog*) turned into an optional preposition phrase with *by* as its head ▪ the verb *be*(*was*), or some other verb such as *get*. Contrast active. A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.	*A visit was <u>arranged</u> by the school. Our cat got <u>run</u> over by a bus.* **Active versions:** ▪ *The school arranged a visit.* ▪ *A bus ran over our cat.* **Not passive:** ▪ *He received a warning.* [**past tense, active *received***] ▪ *We had an accident.* [**past tense, active *had***]
past tense	Verbs in the past tense are commonly used to: ▪ talk about the past ▪ talk about imagined situations ▪ make a request sound more polite. Most verbs take a suffix *–ed*, to form their past tense, but many commonly-used verbs are irregular. See also tense.	*Tom and Chris <u>showed</u> me their new TV.* [**names an event in the past**] *Antonio <u>went</u> on holiday to Brazil.* [**names an event in the past; irregular past of *go***] *I wish I <u>had</u> a puppy.* [**names an imagined situation, not a situation in the past**] *I <u>was</u> hoping you'd help tomorrow.* [**makes an implied request sound more polite**]

perfect	The perfect form of a verb generally calls attention to the consequences of a prior event; for example, *he has gone to lunch* implies that he is still away, in contrast with *he went to lunch*. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by: ▪ turning the verb into its past participle inflection ▪ adding a form of the verb *have* before it. It can also be combined with the progressive (e.g. *he has been going*).	*She has downloaded some songs.* [present perfect; now she has some songs] *I had eaten lunch when you came.* [past perfect; I wasn't hungry when you came]
phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: ▪ /t/ contrasts with /k/ to signal the difference between *tap* and *cap* ▪ /t/ contrasts with /l/ to signal the difference between *bought* and *ball*. It is this contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.	The word *cat* has three letters and three phonemes: /kæt/ The word *catch* has five letters and three phonemes: /katʃ/ The word *caught* has six letters and three phonemes: /kɔːt/
phrase	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition, and so on; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.	*She waved to her mother.* [a noun phrase, with the noun *mother* as its head] *She waved to her mother.* [a preposition phrase, with the preposition *to* as its head] *She waved to her mother.* [a clause, with the verb *waved* as its head]

plural	A plural noun normally has a suffix – *s* or –*es* and means 'more than one'. There are a few nouns with different morphology in the plural (e.g. *mice, formulae*).	*dogs* [more than one dog]*; boxes* [more than one box] *mice* [more than one mouse]
possessive	A possessive can be: ▪ a noun followed by an apostrophe, with or without *s* ▪ a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.	*Tariq's* book [Tariq has the book] *The boys' arrival* [the boys arrive] *His obituary* [the obituary is about him] *That essay is mine*. [I wrote the essay]
prefix	A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.	*overtake, disappear*
preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like *before* or *since* can act either as prepositions or as conjunctions.	*Tom waved goodbye to Christy. She'll be back from Australia in two weeks.* *I haven't seen my dog since this morning.* **Contrast:** *I'm going, since no-one wants me here!* [conjunction: links two clauses]
preposition phrase	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	*He was in bed.* *I met them after the party.*
present tense	Verbs in the present tense are commonly used to: ▪ talk about the present ▪ talk about the future. They may take a suffix –*s* (depending on the subject). See also tense.	*Jamal goes to the pool every day.* [describes a habit that exists now] *He can swim.* [describes a state that is true now] *The bus arrives at three.* [scheduled now] *My friends are coming to play.* [describes a plan in progress now]

progressive	The progressive (also known as the 'continuous') form of a <u>verb</u> generally describes events in progress. It is formed by combining the verb's present <u>participle</u> (e.g. *singing*) with a form of the verb *be* (e.g. *he was singing*). The progressive can also be combined with the <u>perfect</u> (e.g. *he has been singing*).	*Michael <u>is singing</u> in the store room.* **[present progressive]** *Amanda <u>was making</u> a patchwork quilt.* **[past progressive]** *Usha <u>had been practising</u> for an hour when I called.* **[past perfect progressive]**
pronoun	Pronouns are normally used like <u>nouns,</u> except that: ▪ they are grammatically more specialised ▪ it is harder to <u>modify</u> them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	*Amanda waved to Michael. <u>She</u> waved to <u>him</u>.* *John's mother is over there. <u>His</u> mother is over there.* *The visit will be an overnight visit. <u>This</u> will be an overnight visit.* *Simon is the person: Simon broke it. He is the one <u>who</u> broke it.*
punctuation	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - – ( ) " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate <u>sentence</u> boundaries.	*"I'm going out, Usha, and I won't be long," Mum said.*
Received Pronunciation	Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the national curriculum.	

register	Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are 'varieties' of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.	*I regret to inform you that Mr Joseph Smith has passed away.* [formal letter] *Have you heard that Joe has died?* [casual speech] *Joe falls down and dies, centre stage.* [stage direction]
relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as *who* or *that* to refer back to that noun, though the relative pronoun *that* is often omitted. A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun. In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.	*That's the **boy** <u>who lives near</u> school.* [*who* refers back to *boy*] *The **prize** <u>that I won</u> was a book.* [*that* refers back to *prize*] *The **prize** <u>I won</u> was a book.* [the pronoun *that* is omitted] *Tom broke the game, <u>which annoyed Ali</u>.* [*which* refers back to the whole clause]
root word	Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, *help* is the root word for other words in its word family such as *helpful* and *helpless*, and also for its inflections such as *helping*. Compound words (e.g. *help- desk*) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.	*<u>play</u>ed* [the root word is *play*] *un<u>fair</u>* [the root word is *fair*] *football* [the root words are *foot* and *ball*]
schwa	The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English. It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.	/əlɒŋ/ [*a*long] /bʌtə/ [*butter*] /dɒktə/ [*doctor*]

sentence	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms **'single- clause sentence'** and **'multi-clause sentence'** may be more helpful.	_John went to his friend's house_. _He stayed there till tea-time_. _John went to his friend's house, he stayed there till tea-time._ **[This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.]** _You are my friend._ **[statement]** _Are you my friend?_ **[question]** _Be my friend!_ **[command]** _What a good friend you are!_ **[exclamation]** _Ali went home on his bike to his goldfish and his current library book about pets._ [single-clause sentence] _She went shopping but took back everything she had bought because she didn't like any of it._ [multi-clause sentence]
split digraph	See digraph.	
Standard English	Standard English can be recognised by the use of a very small range of forms such as _those books, I did it_ and _I wasn't doing anything_ (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.	_I did it because they were not willing to undertake any more work on those houses._ **[formal Standard English]** _I did it cos they wouldn't do any more work on those houses._ **[casual Standard English]** _I done it cos they wouldn't do no more work on them houses._ **[casual non-Standard English]**
stress	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	_a**bo**_ _**ut**_ _vi**sit**_

subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is: ▪ just before the verb in a statement ▪ just after the auxiliary verb, in a question. Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. *I am*, *you are*).	*Rula's mother went out.* *That is uncertain.* *The children will study the animals. Will the children study the animals?*
subjunctive	In some languages, the inflections of a verb include a large range of special forms which are used typically in subordinate clauses, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.	*The school requires that all pupils be honest.* *The school rules demand that pupils not enter the gym at lunchtime.* *If Zoë were the class president, things would be much better.*
subordinate, subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example: ▪ an adjective is subordinate to the noun it modifies ▪ subjects and objects are subordinate to their verbs. Subordination is much more common than the equal relationship of co-ordination. See also subordinate clause.	*big dogs* [*big* is subordinate to *dogs*] *Big dogs need long walks.* [*big dogs* and *long walks* are subordinate to *need*] *We can watch TV when we've finished.* [*when we've finished* is subordinate to *watch*]
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in *The apple that I ate was sour*, the clause *that I ate* is subordinate to *apple* (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in *It was sour but looked very tasty*. (Contrast: main clause) However, clauses that are directly quoted as direct speech are not subordinate clauses.	*That's the street where Ben lives.* [relative clause; modifies *street*] *He watched her as she disappeared.* [adverbial; modifies *watched*] *What you said was very nice.* [acts as subject of *was*] *She noticed an hour had passed.* [acts as object of *noticed*] **Not subordinate:** *He shouted, "Look out!"*

suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. Contrast prefix.	*call – call**ed*** *teach – teach**er*** [turns a verb into a noun] *terror – terror**ise*** [turns a noun into a verb] *green – green**ish*** [leaves word class unchanged]
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* **has one syllable.** *Fairy* **has two syllables.** *Hippopotamus* **has five syllables.**
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.	*talk – speak* *old – elderly*
tense	In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.) The simple tenses (present and past) may be combined in English with the perfect and progressive.	*He studies.* **[present tense – present time]** *He studied yesterday.* **[past tense – past time]** *He studies tomorrow, or else!* **[present tense – future time]** *He may study tomorrow.* **[present tense + infinitive – future time]** *He plans to study tomorrow.* **[present tense + infinitive – future time]** *If he studied tomorrow, he'd see the difference!* **[past tense – imagined future]** **Contrast three distinct tense forms in Spanish:** ▪ *Estudia.* **[present tense]** ▪ *Estudió.* **[past tense]** ▪ *Estudiará.* **[future tense]**
transitive verb	A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an intransitive verb, which does not.	*He loves Juliet.* *She understands English grammar.*
trigraph	A type of grapheme where three letters represent one phoneme.	*High, pure, patch, hedge*
unstressed	See stressed.	

verb	The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense,</u> either <u>present</u> or <u>past</u> (see also <u>future</u>). Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from <u>nouns</u> (which can also name actions). Moreover many verbs name states or feelings rather than actions. Verbs can be classified in various ways: for example, as <u>auxiliary,</u> or <u>modal;</u> as <u>transitive</u> or <u>intransitive</u>; and as states or events.	*He <u>lives</u> in Birmingham.* [present tense] *The teacher <u>wrote</u> a song for the class.* [past tense] *He <u>likes</u> chocolate.* [present tense; not an action] *He <u>knew</u> my father.* [past tense; not an action] **Not verbs:** ▪ *The <u>walk</u> to Halina's house will take an hour.* [noun] ▪ *All that <u>surfing</u> makes Morwenna so sleepy!* [noun]
vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form <u>syllables</u> by themselves, or they may combine with <u>consonants</u>. In the English writing system, the letters *a, e, i, o, u* and *y* can represent vowels.	
word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. *well-built, he's*).	*<u>headteacher</u>* or *<u>head teacher</u>* [can be written with or without a space] *<u>I'm</u>* going out. *<u>9.30 am</u>*
word class	Every <u>word</u> belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: <u>noun</u>, <u>verb,</u> <u>adjective</u>, <u>adverb,</u> <u>preposition</u>, <u>determiner</u>, <u>pronoun</u>, <u>conjunction.</u> Word classes are sometimes called 'parts of speech'.	
word family	**The <u>words</u> in a word family are normally related to each other by a combination of <u>morphology</u>, grammar and meaning.**	*teach – teacher* *extend – extent – extensive grammar* *– grammatical – grammarian*

Handwriting

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handle tools and equipment effectively, including pencils for writing. (ELG)	**Sit** correctly at a table, holding a pencil comfortably and correctly.					
Uses a pencil to form recognisable letters, most of which are correctly formed. (40-60+ months)	Begin to form **lower-case** letters in the correct direction, starting and finishing in the right place.	Form lower-case letters of the correct size relative to one another.				
		Start using some of the diagonal and horizontal strokes needed to **join letters** and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes that are needed to **join letters** and understand which letters, when adjacent to one another, are best left unjoined.			
	Form **capital letters**.	Write **capital letters** of the correct size, orientation and relationship to one another and to lower case letters.				
		Use **spacing** between words that reflects the size of the letters.				
	Form **digits** 0-9	Write **digits** of the correct size, orientation.				
	Understand which letters belong to which handwriting '**families**' (letters that are formed in similar ways) and practise these.					
			Increase the **legibility, consistency** and **quality** of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write **legibly, fluently** and with increasing **speed** and personal style by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.	

Reading: Word Level

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use phonic knowledge to decode regular words and read them aloud accurately. (ELG)	Apply **phonic knowledge** and skills as the route to decode words.	Continue to apply **phonic knowledge** and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.				
	Respond speedily with the correct sound to **graphemes** (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by **blending** the sounds in words that contain the **graphemes** taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by **blending** sounds in unfamiliar words containing GPCs that have been taught.					
Read some common irregular words. (ELG)	Read **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further **exception words**, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words **containing taught GPCs** and –s, –es, –ing, –ed, –er and –est endings.	Read words containing common **suffixes**.	Apply their growing knowledge of root words, **prefixes and suffixes** (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of root words, **prefixes and suffixes** (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	
	Read other **words of more than one syllable** that contain taught GPCs.	Read accurately **words of two or more syllables** that contain the taught GPCs.				
	Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, when they have been frequently encountered **without overt sounding and blending.**				
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	**Read aloud** books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
	Re-read these books to build up their **fluency and confidence** in word reading.	Re-read these books to build up their **fluency and confidence** in word reading.				

Reading: Comprehension

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they read by:	
Children listen to stories, accurately anticipating key events. (ELG)	**Listening** to and **discussing** a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	**Listening** to, **discussing** and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	**Listening** to and **discussing** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continuing to **read and discuss** an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged **to link what they read** or hear read to their own experiences.					
		Discussing **the sequence of events** in books and how items of information are related.	Reading books that are **structured** in different ways and reading for a **range of purposes**.		Reading books that are **structured** in different ways and reading for a **range of purposes**.	
			Using **dictionaries** to check the meaning of words that they have read.			
	Becoming very **familiar** with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly **familiar** with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their **familiarity** with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.		Increasing their **familiarity** with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					Recommending books that they have read to their peers, giving reasons for their choices.	
	Recognising and joining in with **predictable phrases**.	Recognising **simple recurring literary language** in stories and poetry.				
	Discussing **word meanings**, linking new meanings to those already known.	Discussing their favourite **words and phrases**.	Discussing **words and phrases** that capture the reader's interest and imagination.		Discuss and evaluate how authors **use language**, including figurative language, considering the impact on the reader.	
		Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.				
			Identifying **themes and conventions** in a wide range of books.		Identifying and discussing **themes and conventions** in and across a wide range of writing.	
					Making **comparisons** within and across books.	
			Recognising some **different forms of poetry** (for example, free verse, narrative poetry).			
	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing **poems** and **play scripts** to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of **poetry** by heart. Preparing **poems** and **plays** to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
		Being introduced to non-fiction books that are structured in different ways.				

Reading: Comprehension[2]						
Rec	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Read and understand simple sentences. (ELG)	**Understand** both the books **they can already read accurately and fluently** and those they listen to by:		**Understand** what they read, in **books they can read independently**, by:		**Understand** what they read by:	
	Drawing on **what they already know** or on background information and vocabulary provided by the teacher.	Drawing on **what they already know** or on background information and vocabulary provided by the teacher.				
	Checking that the text **makes sense** to them as they read and correcting inaccurate reading.	Checking that the text **makes sense** to them as they read and correcting inaccurate reading.	Checking that the text **makes sense** to them, discussing their understanding and explaining the meaning of words in context.		Checking that the book **makes sense** to them, discussing their understanding and exploring the meaning of words in context.	
	Discussing the significance of the title and events.					
	Making **inferences** on the basis of what is being said and done.	Making **inferences** on the basis of what is being said and done.	Drawing **inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Drawing **inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	Predicting what might happen on the basis of what has been read so far.	**Predicting** what might happen on the basis of what has been read so far.	**Predicting** what might happen from details stated and implied.		**Predicting** what might happen from details stated and implied.	
		Answering and asking **questions**.	Asking **questions** to improve their understanding of a text.		Asking **questions** to improve their understanding.	
					Provide reasoned justifications for their views.	
			Identifying **main ideas** drawn from more than one paragraph and summarising these.		Summarising the **main ideas** drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how **language, structure, and presentation** contribute to meaning.		Identifying how **language, structure and presentation** contribute to meaning.	
			Retrieve and record information from **non-fiction**.		Retrieve, record and present information from **non-fiction**.	
					Distinguish between statements of **fact and opinion**.	
	Participate in **discussion** about what is read to them, taking turns and listening to what others say.	Participate in **discussion** about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in **discussion** about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		Participate in **discussions** about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
Demonstrate understanding when talking to others about what they have read. (ELG)	Clearly explain their **understanding** of what is read to them.	Explain and discuss their **understanding** of books, poems and other material, both those that they listen to and those that they read for themselves.			Explain and discuss their **understanding** of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
		Documents the above with written responses when able.	**Documents** the above in reading exercise books.		**Documents** the above in reading exercise books.	

Spoken Language

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively in a range of situations. (ELG)	Listen and respond appropriately to adults and peers.		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		Gain, maintain and monitor the interest of the listener(s).	
Respond to what they hear with relevant comments, questions or actions. (ELG)						
Give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)						
Follow instructions involving several ideas or actions. (ELG)						
Answer how and why questions about their experiences and in response to stories or events. (ELG)	**Ask** relevant **questions** to extend their understanding and knowledge.	**Articulate** and **justify** answers, arguments and opinions.	Give **well-structured** descriptions, explanations and narratives for different purposes, including for expressing feelings.		Consider and evaluate different **viewpoints**, attending to and building on the contributions of others.	
Express themselves effectively, showing awareness of listeners' needs. (ELG)			Use spoken language to **develop understanding** through speculating, hypothesising, imagining and exploring ideas.			
Play cooperatively as part of a group to develop and act out a narrative. (40-60+ months) **Confident to speak in a familiar group. (ELG)**	Participate in **role play**.	Participate in **performances**.	Participate in **discussions** and **presentations**. Speak **audibly** and **fluently** with an increasing command of standard English.		Participate in **improvisations** and **debates**. Select and use **appropriate registers** for effective communication.	
		Use relevant strategies to build their **vocabulary**.				

Spelling

- A discrete and differentiated spelling and phonics session for 20 minutes every day (except in Y6 where they are taught new vocabulary at the beginning of the week which is then practised at home) - teachers working in upper key stage 2 may use their discretion with more able children to differentiate for other word level tasks e.g. vocabulary development such as 'Shades of meaning towers', teachers working on phonics must ensure that equal emphasis is given to phonics for writing as this is often weaker than for reading.

- Spellings to take home and practise before weekly tests (children may receive the same spellings for two weeks in a row to ensure consolidation of learning).

- An interactive visual reinforcement/display of current spelling rule studied including examples of use in context, including key words that have previously been taught.

- Spellings studied each week based on Letters and Sounds for phonics for writing and the new national curriculum spelling rules and word list for KS2. Link these to key themes in each class at the time wherever possible. Use the Babcock 'No Nonsense' scheme as an underlying framework for the progression of teaching and learning spelling. (Scheme books for each class teacher and electronic copies of books and support resources in 'Staffshare' under 'English', 'Spelling', 'No Nonsense spelling scheme'). S:\English\Spelling\No Nonsense Spelling Scheme

- In the Spring term, every KS2 class will ensure they cover a top 10 school wide list of spelling rules identified as non-negotiables (see below). This will be supported by a school wide focus including a high-profile parent and child event during 'Switched On Shire Oak' week. This will also include a focus on dictionary skills.

- For children unable to access the spelling curriculum for a particular year group in KS2 (below ARE), there is a separate programme based on progressive word lists. Each list contains 10 spellings and once a child can successfully spell all words on the list, they will move on to the next list. This will continue throughout KS2 as appropriate. These lists (including child friendly look-cover-write-check versions can be found in 'Staffshare' under 'English', 'Spelling', 'Shire Oak Spelling Intervention Programme'. S:\English\Spelling\Shire Oak Spelling Intervention Programme

- Some children (especially in lower KS2) will continue to receive regular phonics input based on their assessment at the end of KS1.

- Link to Alpha to Omega programme as additional intervention and to handwriting (e.g. 3 repeats of each word in cursive script).

- Wherever possible, children will receive both quality teacher time and a range of different independent activities.

- Ensure that there is appropriate focused support and intervention for Pupil Premium children in order to address the gap in SPAG attainment.

- Mark incorrect spellings in all work, however in doing so focus on a small number of words that follow spelling rules already taught (or common words) and ask children to try and use those 2 or 3 words in their next piece of writing.

- Growth Mindset – Have a go in the first draft, then check, edit and improve. Ensure emphasis in all lessons on the concept of drafting, not just for text level but for sentence and paragraph level work as

well. We want children to get their good ideas down before they become too limited by concerns about spelling, grammar and punctuation. However, we then need to ensure they have the ability to self-check, edit and improve their work so that the intended effect of their writing is not diminished. This self-improvement should be supported by reference to previous marking, to vocab/spelling displays and sheets on tables and to WAGOLLs.

- Consider role of 'Red words' (exceptions to the rule e.g. 'all' – shall) and children using 'dotted lines' in first drafts to encourage use of higher level language even if unsure of spelling.

- In tracking and assessment, place emphasis on application in writing rather than on weekly test scores.
- Reception and Key Stage 1 (plus any children requiring further teaching or interventions) develop phonological awareness and spelling through the FFT Success for All Phonics programme.

Top 10 spelling rules (draft)

- Y to I before adding ed, er, est e.g. copied
- Dropping e after consonant before ing, ed, er, est, y e.g. hiking
- Double consonant on short vowel for adding suffix e.g patted
- A for 'o' sound after w and qu e.g. want
- Words ending 'le', drop the 'e', add 'y' e.g. simply
- tion, ssion, sion, cian
- Y to 'ies' baby to babies
- Homophones – there/their/they're, your/you're, here/hear, to/too/two (Y2 curriculum p48) Plus additional homophones (Y3 curriculum p52)

Assessment

At Shire Oak, we assess in several ways along the children's writing journeys to inform meaningful next steps to ensure each child is making appropriate progress.

Writing

- In-lesson assessment – teachers and classroom staff will aim to see as much work as possible and provide instant feedback in order to address any misconceptions and provide areas to work on.
- Post-lesson – teachers read, mark and give feedback based on the lesson's learning objective and success criteria. Feedback consists of two elements that have been performed well - e.g. accurate capital letters and correctly placed full stops – and one target or next step – e.g. Open a sentence with an adverbial phrase. Detailed feedback is provided once a week.
- End of unit – pieces are marked against genre checklists and year group assessment grids.
- Summative – termly assessments of individual pupils are made against year group assessment grids and submitted on the school tracking system.
- Cold writing tasks – occasionally throughout the year for purposes of moderation.
- Moderation – termly across the school as well as with our Learning Alliance cluster.

Reading

- In-lesson assessment – teachers and classroom staff will aim to see as much work as possible and provide instant feedback in order to address any misconceptions and provide areas to work on.
- Summative – termly assessments of individual pupils are made against year group assessment grids and submitted on the school tracking system.
- Year 6 will do several practice tests in the months leading up to the SATs.

Spelling

- In-lesson assessment – teachers and classroom staff will aim to see as much work as possible and provide instant feedback in order to address any misconceptions and provide areas to work on
- Weekly – spelling that have been learned during the week will generally be tested on a Friday.
- Termly – 20 words from each year group's selling rules will be tested and recorded on the school tracking system for the English co-ordinator to monitor progress.

Useful Resources

- Key Stage 1 reading area
- Key Stage 2 reading area
- Shire Oak library
- Model Texts on Shared Area - Model Texts
- Model Texts on Share Point - Model Texts
- School Library Service
- Headingley library
- Pobble 365 - https://www.pobble.com/
- The Literacy Shed - https://www.literacyshed.com/
- Literacy WAGOLL - https://www.literacywagoll.com/
- RIC Texts on Shared Area - S:\English\RIC Texts
- Key Stage 1 Grammarsaurus book
- Key Stage 2 Grammaraurus book
- Key Stage 1 Descriptosaurus book
- Key Stage 2 Descriptosaurus book
- Twinkl - https://www.twinkl.co.uk/
- Alan Peat 25 Ways to Improve Writing - S:\English\Resources
- Kirkstall Valley Resources - S:\English\Resources\Resources from KVPS
- Grammasaurus - https://grammarsaurus.co.uk/portal/