

Holy Cross Catholic Primary School



Parent Handbook

English

*An overview and guide to help parents support their
child's learning in English*

NEW NATIONAL CURRICULUM EXPECTATIONS

Contents

Section	Page
Introduction	3
Reception	4
Year 1	5
Year 2	7
Year 3	9
Year 4	11
Year 5	13
Year 6	15
Glossary	17

Introduction

This booklet is designed to introduce and inform you of the age related expectations for the Reading, Grammar and Punctuation aspects of the new National Curriculum so that you can guide and support your child with their learning at home.

The key objectives for each year group are listed, along with ideas and activities to help your child further develop their English skills at home. The role of a parent or carer is essential in the development of English, particularly reading. Through reading, pupils have a chance to develop culturally, emotionally, intellectually socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know.

The Department for Education states that the national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of context, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

I hope that this booklet is a useful guide and tool to fully enable you to support your child's learning at home.

Kind Regards,

Mrs Banks

English Leader

Reception

To achieve the Early Learning Goals, by the end of Reception your child should be able to:

Reading

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate an understanding when talking with others about what they have read.

Writing

- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write sentences which can be read by themselves and others.
- Spell some words correctly and make phonetically plausible attempts at others.



Ways to help your child at home:

Reading

- Help create a love of books and reading – make story time fun!
- Let your child use the pictures in a book to tell you a story.
- Help your child to memorise a familiar story and ‘tell’ you the words on the page.
- Hunt for letters when out and about.
- Spot letters in books.
- Help your child to spot words they know if a book – Mum, Dad, dog or cat are often great words to start with.
- Help your child find words that they can sound out by themselves.
- Encourage your child to read everything – books, cereal packets, signs, posters – whatever takes their fancy!

Writing

- Start writing on a big scale – outdoors with a paint brush or chalk.
- Check and encourage your child to grip the tool correctly, using a pincer grip.
- Draw and copy patterns – these will develop the writing motions of up and down strokes or rounds and diagonals.
- Let your child free write – they can tell you ‘what it says’ – initially marks, then letters, having meaning.
- Encourage spelling by sounding out the letters.

Year 1 - Reading

By the end of Year 1 your child should be able to:

- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words.
- 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.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Becoming very familiar with key stories, fairy stories and traditional tales.

Understands both the books they can already read accurately and fluently and those they listen to by:

- Checking that the text makes sense to them as they read.
- Correcting inaccurate reading, as they read.
- Discussing the significance of the title and events.
- Predicting what might happen on the basis of what has been read so far.

By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.

A child should be able to read many common words containing GPCs taught so far (e.g. shout, hand, stop, or dream) without needing to blend the sounds out loud first.

Reading of common exception words (e.g. you, could, many or people) should be secure, meaning a child can read them easily and automatically.

Ways to help your child at home:

- Initially, reading with your child is about reading to them. Model clear fluency and expression. Model how to read unknown words.
- Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.
- Play with magnetic letters on the fridge. Can they spell 'pan'?
- Ask your child to write the weekly shopping list.
- Put flour, salt, rice or sugar on a baking tray and spell out words together.
- Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.
- Play 'I spy' games.
- Show your child how to find information in a book rather than quickly finding it for them.
- Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.

Whilst you and your child read:

- Ask what is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?
- Start in the middle of a book. What do you think has happened before this point? What makes you think that?
- Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than big? Use a thesaurus together.
- Discuss the setting (where it takes place) of the story. Have you read another book with the same setting?
- Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.
- Have you learnt anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.

Year 1 - Writing

By the end of Year 1 your child should be able to:

- **Begin to form lower-case letters in the correct direction, starting and finishing in the right place.**

Writes sentences by:

- **Sequencing sentences to form short narratives.**
- **Re-reading what has been written to check that it makes sense.**
- **Spell words containing each of the 40+ phonemes already taught.**
- **Name the letters of the alphabet in order.**
- **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**
- **Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.**

By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order.

A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.

A child is able to form letters correctly and confidently.

A child is beginning to use some of the distinctive features of standard English in their writing.

Ways to help your child at home:

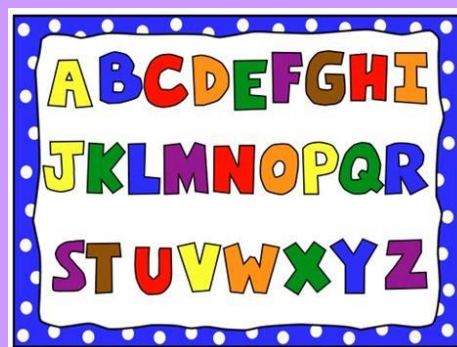
- Play with magnetic letters on the fridge. Can they spell 'pan'?
- Ask your child to write the weekly shopping list.
- Put flour, salt, rice or sugar on a baking tray and spell out words together.
- Write a sentence together. Print your writing out in big lettering, including the full stop. Cut into individual words, including the full stop. Help your child to reproduce the sentence by rearranging the cards. As you do more of these, collect them and save them for future use.
- Build up and develop vocabulary and sentences by asking questions, e.g.
Child: "It's my birthday today."
Adult: "How old are you?"
Child: "I am five."
Adult: "It is your fifth birthday today." ... and so on...
- Transform sentence, orally first and then written, changing the words in well-known sentences.
E.g. Jack and Jill went up the hill... Fred and Kath went down the mountain. Humpty Dumpty sat on a wall... Humpty Dumpty laid on a bed.

Try some of these websites:

<https://www.roythezebra.com/reading-games/capital-letter-beginner-1.html>

<http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

https://resources.hwb.wales.gov.uk/VTC/cap_letters_stops/eng/introduction/default.htm



Year 2 - Reading

By the end of Year 2 your child should be able to:

- Read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read most words quickly and accurately without overt sounding and blending, in a familiar text.
- Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

- 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.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Answering questions and predicting what might happen on the basis of what has been read so far.
- Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Y2, a child should be able to read books written at an age-appropriate level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.

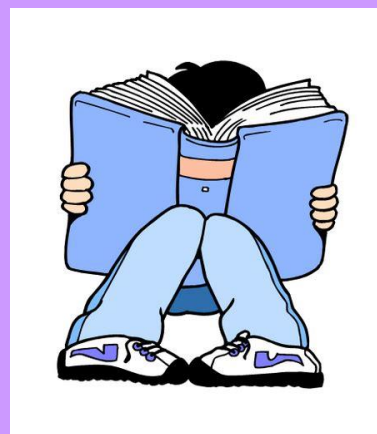
Ways to help your child at home:

Whilst your child reads:

- Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?
- Discuss the meaning of words. Support for child with using a dictionary to explore words and their meanings.
- Discuss alternative words. E.g. 'Happy is a bit of a boring adjective, isn't it? What could we use instead?' Use a thesaurus.
- Make predictions and be able to justify them. What do you think will happen next? What makes you think that?
- Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the present, past or future? How do you know?
- Have you learnt anything new whilst reading this book?

Ask your child:

- What does this word/ sentence tell you about...?
- Why did the author use the word... to describe...?
- Where/ when is this story/ poem set?
- Is this character good or bad? How can you tell?
- Is there a dilemma in the story? What is it? How is the dilemma resolved?
- Which character do we meet first?
- Who is your favourite character? Why?
- I've forgotten the story, what happens again



Year 2 - Writing

By the end of Year 2 your child should be able to:

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Develop a positive attitude towards, and stamina for, writing, by writing for different purposes.
- Consider what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.

Makes simple addition, revisions and corrections to writing by:

- Proof-reading to check for errors in spelling, grammar and punctuation.
- 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, including a few common homophones.
- Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.
- Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Use the correct choice and consistent use of present and past tense throughout a written piece.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Use commas to separate items in a list.

By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly. They spell words in a phonically plausible way, even if sometimes incorrectly; they use age-appropriate vocabulary, grammar and punctuation concepts correctly.

Ways to help your child at home:

- Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Encourage your child to alter it by reading it through again and listening to hear when the sentence is complete. Correct accordingly.
- Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, "When do we use capital letters?" Do the same with question marks, exclamation marks or verbs or adjectives.
- Use the following sentence frame to help your child develop their understanding of more complex sentences. Draw your own and encourage your child to add to it:

article	adjective	noun	verb	adverb
The	black	cat	moved	silently.
An	old	duck	swam	slowly.
Some	smart	rings	shone	brightly.

- Give your child some sentence stems and conjunctions, e.g. The dog ran over the road... when, because, next, etc. Your child then composes appropriate endings.
- Give your child some sentence stem and encourage them to add more information to make them longer, e.g. The boy went to the park. The happy, young boy went to play with his friends at the huge, exciting park. Use the sentences below for inspiration if needed:

The fox had a tail.	The sea was calm.
The bat was squeaking.	We went on the slide.
An owl was flying.	I had an ice-cream.
The hedgehog has spikes.	At night time it is dark.

Try some activities on this website:

<https://www.bbc.com/bitesize/subjects/zgkw2hv>

Year 3 - Reading

By the end of Year 3 your child should be able to:

Develop a positive attitude to reading and understanding of what they read by:

- **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
- **Using dictionaries to check the meaning of words they have read.**
- **Identifying themes and conventions in a wide range of books.**

- **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

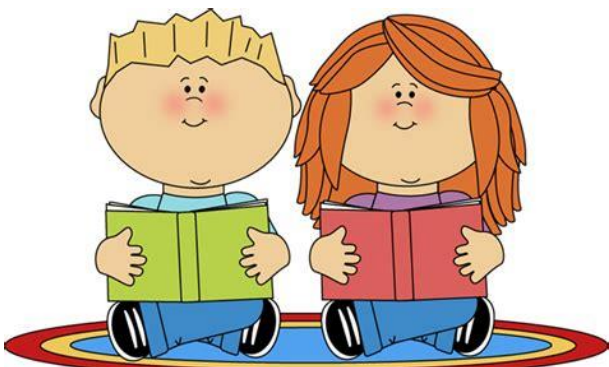
Understands what they have read independently by:

- **Drawing inferences by inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**
- **Predicting what might happen from details stated and implied.**

- **Retrieve and record information from non-fiction.**

By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level.

A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.



Ways to help your child at home:

- Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by the school.
- Encourage your child to attempt to pronounce new words they see and model the correct way for them.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.

Whilst they read, ask your child:

- What do these words mean and why might the author have chosen them? Can you explain why?
- Can you think of another story with a similar theme/ opening/ ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Will they act in the same way?
- Explain how a character's feelings change throughout the story? How do you know?
- What is similar/ different about these two characters?
- How could this part of the text be improved?
- What does this word/ phrase/ sentence tell you about the character/ mood/ setting?
- By writing this way what effect has the author created?
- How has the author made you feel happy/ angry/ sad/ frustrated/ scared?
- Where/ when does the story take place?
- Which part of the story best describes... ?
- What is the main point in this section of the text?
- Recap what has happened so far.
- Which is the most important point in this paragraph?

Year 3 - Writing

By the end of Year 3 your child should be able to:

- Organise paragraphs around a theme.
- Create settings, characters and plot in narratives.
- Proof-read for spelling and punctuation errors.
- Use the form 'a' or 'an' according to whether the next word begins with a consonant or a vowel. E.g. a rock, an egg.
- Express time, place and cause using conjunctions.
- Introduce inverted commas to punctuate direct speech.
- Use headings and sub-headings to aid presentation.
- Use the present perfect form of verbs instead of the simple past. E.g. 'He has gone out to play' in contrast to 'He went out to play'.

By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

A child understands and applies the concepts of word structure.

A child is beginning to use joined handwriting throughout independent writing.

A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.

A child is beginning to understand how writing can be different from speech.



Ways to help your child at home:

- Take a page of writing (fiction or non-fiction) and put in 'under the microscope'. How many sentences are there? What type of sentences can you see? What sort of sentence does the author use first? How does that make you feel? What is the page about? What types of words are used?
- Look at selection of magazines, advertisements, newspapers or leaflets. Highlight the punctuation you can see. How many of each type can you see? Why have they been used? Can you find any exclamation marks? Why are they where they are? What emotion are they showing – surprise, anger, fear or anything else?
- Look at a short piece of film with the sound turned down (not too many characters). Look at the action and discuss what the characters might be saying to each other. What sort of mood are they in? How would they be talking – shouting, whispering, grunting? Etc. Write out the dialogue using speech marks and the correct punctuation.
- Give your child the following sentences and ask them to underline the conjunctions:

I put on my shoes and I went out to play.

I can't eat my sweets until after dinner.

I can't go out tonight because I have to stay in and do my homework.

It had been a long time since I had last played football.

I was going to eat the sweets but I saved them for my sister.

She was nice to me although she wouldn't let me play with the Lego.

Try some of these websites:

https://resources.hwb.wales.gov.uk/VTC/sentence_delectives/eng/Introduction/default.htm

<http://www.funenglishgames.com/punctuation.swf>

http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

Year 4 - Reading

By the end of Year 4 your child should be able to:

- Apply a growing knowledge of root words, prefixes and suffixes – as listed in the appendix – both to read aloud and to understand the meaning of new words that are met.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Use dictionaries to check the meaning of words that have been read.
- Identify themes and conventions in a wide range of books.
- Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Check that the text makes sense to the individual, discussing understanding and explain the meaning of words in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their action and justifies inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Retrieve and record information from non-fiction.

By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.

In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.

Ways to help your child at home:

- Give your child access to lots of books on many different topics and by a wide range of authors who write in differing styles. E.g. Roald Dahl, Michael Morpurgo, Julia Donaldson.
- Encourage your child to attempt to pronounce new words they see.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read.

Whilst they read, ask your child:

- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing this way what effect has the author created/did the author intend to create?
- How has the author made you/the character feel happy/sad/angry/frustrated?
- Where / when does the story take place?
- Find evidence in the text. Where in the text would you find...?
- Which part of the story best describes...?
- What is the main point in this section of the text?
- Recap what has happened so far in 20 words or less.
- Which is the most important point in this paragraph? Is it mentioned anywhere else?
- What do these words mean and why might the author have chosen them?
- Can you explain why...?
- Which words give you the impression that...?
- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Will they act in the same way?



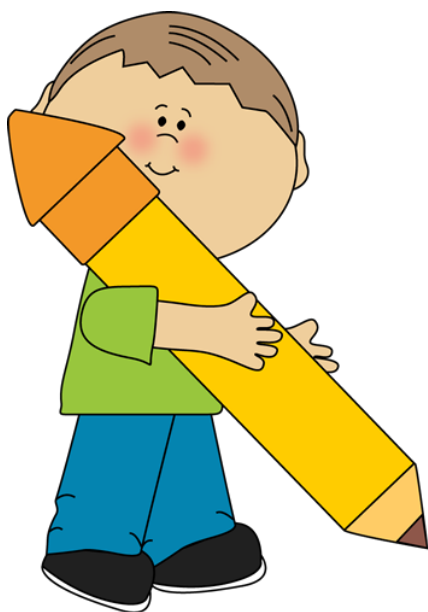
Year 4 - Writing

By the end of Year 4 your child should be able to:

- Organise paragraphs around a theme.
- Create settings, characters and plot, in narratives.
- Proof-read for spelling and punctuation errors.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use standard English forms for verb inflections instead of local spoken forms.
- Use fronted adverbials.
- Choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use inverted commas and other punctuation to indicate direct speech.

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.



Ways to help your child at home:

- Give your child a root word and encourage them to find as many words from it as they can e.g. **Wind** – winy, windier, windfall, windpipe, windscreen, window etc. Other words you could use are happy, rain, heavy etc.
- Work together to write fantastic descriptive poetry... Select a topic ... the sea. Player 1 - thinks of three adjectives to describe the sea – *raging, crashing, sparkling*... write them on pieces of card. Player 2 – collects three more words – encourage use of thesaurus. Carry taking it in turns to collect words and record on card. When you have enough – arrange and rearrange them to build your poems; Try this with other types of topic.
- Read some sentences and try to identify the verb, noun, adjective, etc. By becoming familiar with these terms, your child will become more confident at using them.
- Children often say 'could of' and 'would of' when they mean 'could have' and 'would have'. Show your child the words in their full forms: 'could have' and 'would have', and get them to cross out the letters that are missing in the contracted form.
- Make up silly sentences to remember homophones. For example, 'We'll need a new wheel' or 'I write with my right hand'.

Try some of these websites:

<http://www.sheppardsoftware.com/grammar/punctuation.htm>

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.crickweb.co.uk/ks2literacy.html>

Year 5 - Reading

By the end of Year 5 your child should be able to:

- Apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.
- Increase 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.
- Check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to the child and those that can be read independently.
- Provide reasoned justifications for their views about a book.

By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.

In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.

Ways to help your child at home:

- Read whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Expose your child to more than one account of the same event so that they can examine similarities and differences.
- Show your child different types of writing, such as diaries and autobiographies which are written in the first person.
- Teach your child how to use contents and index pages within reference books so that they can retrieve information.
- Allow your child to read texts they are genuinely interested in. E.g. comics, museum guides etc.

Whilst they read, ask your child:

- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing this way what effect has the author created/did the author intend to create?
- Through whose eyes is this story told?
- Which part of the story best describes...? Find it.
- What is the main point in this section of the text?
- Recap what has happened so far in 20 words or less.
- Which is the most important point in this paragraph? Is it mentioned anywhere else?
- What do these words mean and why might the author have chosen them?
- Can you explain why...?
- Which words give you the impression that...?
- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Would they act in the same way?
- Explain how a character's feelings change throughout the story. How do you know?
- What are the clues that this character is liked/disliked/envied/feared/loved/hated?
- How could this part of the text be improved?
- What does the word... tell you about...? Does the author use another word to do the same?
- By writing in this way, what effect has the author created?
- Has the author been successful in their purpose/use of language? What makes you think that?

Year 5 - Writing

By the end of Year 5 your child should be able to:

Composition:

- Identify the audience for, and purpose of, the writing.
- Select the appropriate form and uses other similar writing as models for their own.
- Proof-read for spelling and punctuation errors.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Use further organisational and presentational devices to structure text and to guide the reader. E.g. headings, bullet points, underlining).
- Describe settings, characters and atmosphere.

SPaG:

- Convert nouns or adjectives into verbs using suffixes. E.g. -ate, -ise, -ify).
- Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must).
- Use devices to build cohesion within a paragraph (then, after that, this, firstly).
- Use commas to clarify meaning or avoid ambiguity.

By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.



Ways to help your child at home:

- Practice making /writing alliterative sentences. Who can make the longest sentence? Rabbit... *The ravishing rabbit rowed over the river and replaced his roller boots with red rock and roll rattles.* Dictionaries help here!
- Practise sharing similes. Start with the most basic... *as hot as...*, *as tall as...*, *the moon is like...* Now ... extend the sentences – five words, six words and so on. Who can come up with the most complicated? ... *as hot as the underground in July!* Keep extending... *as slow as an old tortoise whose battery has run down...*
- Put together a collection of about ten completely unconnected nouns – *custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug.* Tell your child they are going to write a sentence that is going to begin with either... *although, because of, after, instead of, or despite of.* At random give them two of the nouns. Now write your sentence, make sure that it is correctly punctuated and that it makes sense... **Although** the **custard** was hot and sweet, the **hippo** still managed to take a bath in it. or... **Despite of** eating a large **slug** for breakfast, the man cycled to **Skegness**.
- Use a comma when it will make it easier for your reader to understand what you are writing about. In
- other words, use a comma when, if you didn't use one, your reader might get confused.
- Is it really as simple as that? Well, let's test it out.
- *With your adult, work out where commas are needed in these sentences:*

Everyone brought flour milk eggs and sugar to class.

The Head teacher wants to see Jodie Susan Tom and Nora.

Come here Hilary.

My dog a black and white terrier is called Roxy.

"Sit down here" she said.

Whitstable a small town in Kent is five miles from Canterbury.

Try some of these websites:

<https://gridclub.com/activities/comma-castle>

<http://www.funenglishgames.com/grammargames/prifixsuffix.html>

Year 6 - Reading

By the end of Year 6 your child should be able to:

- Apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.
- Increase 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.
- Check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to the individual and those that can be read independently.
- Provide reasoned justifications for their views about a book.

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English.

A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

A child applies the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.



Ways to help your child at home:

- Teach your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect
- Read whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Expose your child to more than one account of the same event so that they can examine similarities and differences.
- Show your child different types of writing, such as diaries and autobiographies which are written in the first person.
- Teach your child how to use contents and index pages within reference books so that they can retrieve information.
- Allow your child to read texts they are genuinely interested in. E.g. comics, museum guides etc.
- Provide your child with ample opportunities to access increasing challenging texts which explore a variety of themes.

Whilst they read, ask your child:

- By writing this way what effect has the author created/did the author intend to create?
- Through whose eyes is this story told?
- Which part of the story best describes...? Find it.
- Which is the most important point in this paragraph? Is it mentioned anywhere else?
- What do these words mean and why might the author have chosen them?
- Which words give you the impression that...?
- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Would they act in the same way?
- Explain how a character's feelings change throughout the story. How do you know?
- What are the clues that this character is liked/disliked/envied/feared/loved/hated?
- How could this part of the text be improved?
- By writing in this way, what effect has the author created?
- Has the author been successful in their purpose/use of language? What makes you think that?

Year 6 - Writing

By the end of Year 6 your child should be able to:

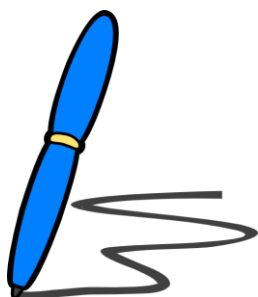
Composition:

- Identify the audience for, and purpose of, the writing.
- Select the appropriate form and uses other similar writing as models for their own.
- Proof-read for spelling and punctuation errors.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Use further organisational and presentational devices to structure text and to guide the reader. E.g. headings, bullet points, underlining).
- Describe settings, characters and atmosphere.

SPaG:

- Use dictionaries to check the spelling and meaning of words.
- Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. E.g. find out – discover, ask for – request, go in – enter.
- Use the passive voice to affect the presentation of information in a sentence. E.g. ‘I broke the window in the greenhouse.’ versus ‘The window in the greenhouse was broken [by me]’
- Can use layout devices, such as headings, subheadings, columns, bullets or tables, to structure text.
- Use the colon to introduce a list.
- Punctuate bullet points to list information.

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.



Ways to help your child at home:

- Put in the speech marks and any commas, exclamation marks, question marks or capital letters that are needed in these sentences below:

don't do that he shouted. why not I asked him.
because I don't like it he replied. tough luck I
laughed.
that's not an answer he screamed I told him
don't shout like that. he asked why not?
I replied because I don't like it. he laughed tough
luck then.
we both laughed and said enough let's go home

- Use an apostrophe to leave out a letter or letter where you can in some of the words below:

If you do not understand something, it is always best to ask for help. What would you do if you broke a finger? You would go to the doctor. He would treat the finger. He would give you good advice. If you did not listen to the doctor, you would be very silly. It is the same in school. We are here to learn things. So when we do not understand something, we should ask for help. That makes sense, does it not?

- We also use an apostrophe to show that something belongs to someone or to something. Put the apostrophes in the correct place in each sentence below:

Heres that boys pencil.

Thats my mothers best friend.

Both cars bumpers got dented.

Sallys jacket needs mending.

The birds wing is broken.

The childrens minibus has arrived.

Why is Davids sister crying?

The mices tails were cut off.

Who took the boys bicycles?

Try some of these websites:

https://resources.hwb.wales.gov.uk/MTC/apostrophes_possess/eng/Introduction/default.htm

<https://www.grammar-monster.com/>

Glossary of Terms

The following glossary includes all the technical grammatical terms your child will encounter, depending on their year group, as well as others that might be useful.

Term	Definition	Example
Active Voice	An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u>).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>
Adjective	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or after the verb <i>be</i>, as its <u>complement</u>. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.</p> <p>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 <u>verbs</u>, <u>nouns</u> and <u>adverbs</u> can do the same thing.</p>	<p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives: <i>The lamp <u>glowed</u>.</i> [verb] <i>It was such a bright <u>red</u>!</i> [noun] <i>He spoke <u>loudly</u>.</i> [adverb] <i>It was a French <u>grammar</u> book.</i> [noun]</p>
Adverb	<p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, another adverb or even a whole clause.</p> <p>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 <u>adverbials</u>, such as <u>preposition phrases</u>, <u>noun phrases</u> and <u>subordinate clauses</u>.</p>	<p><i>Joe <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i><u>Fortunately</u>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> <i>Bob went <u>up the stairs</u>.</i> [preposition phrase used as adverbial] <i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial] <i>She finished <u>when the teacher got cross</u>.</i> [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, <u>adverbs</u> can be used as adverbials, but many other types of words and phrases can be used this way, including <u>preposition phrases</u> and <u>subordinate clauses</u> .	The <i>bus leaves <u>in five minutes</u></i> . [preposition phrase as adverbial: modifies <i>leaves</i>] <i>She promised to see him <u>last night</u></i> . [noun phrase modifying either <i>promised</i> or <i>see</i> , according to the intended meaning] <i>She worked <u>until she had finished</u></i> . [subordinate clause as adverbial]
Antonym	Two words are antonyms if their meanings are opposites.	<i>hot – cold</i> <i>light – dark</i> <i>light – heavy</i>
Apostrophe	Apostrophes have two completely different uses: <ul style="list-style-type: none"> • showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) • marking <u>possessives</u> (e.g. <i>Hannah's mother</i>). 	<i>I'm going out and I <u>won't</u> be long</i> . [showing missing letters] <i><u>Hannah's</u> mother went to town in <u>Justin's</u> car</i> . [marking possessives]
Article	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of <u>determiner</u> .	<i>The dog found a bone in <u>an</u> old box</i> .
Auxiliary Verb	The auxiliary <u>verbs</u> are: <i>be</i> , <i>have</i> , <i>do</i> and the <u>modal verbs</u> . They can be used to make questions and negative statements. In addition: <ul style="list-style-type: none"> • <i>be</i> is used in the <u>progressive</u> and <u>passive</u> • <i>have</i> is used in the <u>perfect</u> • <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present 	<i>They <u>are</u> winning the match</i> . [<i>be</i> used in the progressive] <i><u>Have</u> you finished your picture?</i> [<i>have</i> used to make a question, and the perfect] <i>No, I <u>don't</u> know him</i> . [<i>do</i> used to make a negative; no other auxiliary is present] <i><u>Will</u> you come with me or not?</i> [modal verb <i>will</i> used to make a question about the other person's willingness]
Clause	A clause is a special type of <u>phrase</u> whose <u>head</u> is a <u>verb</u> . Clauses can sometimes be complete sentences. Clauses may be <u>main</u> or <u>subordinate</u> . Traditionally, a clause had to have a <u>finite verb</u> , but most modern grammarians also recognise non-finite clauses.	<i>It was raining</i> . [single-clause sentence] <i>It was raining but we were indoors</i> . [two finite clauses] <i>If you are coming to the party, please let us know</i> . [finite subordinate clause inside a finite main clause] <i>Jo went upstairs <u>to play on her computer</u></i> . [non-finite clause]
Cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> 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,	A visit has been arranged for Year 6 , to the <u>Mountain Peaks Field Study Centre</u> , leaving school at 9.30am. This is an overnight visit . <u>The centre</u> has beautiful grounds and <i>a nature trail</i> . During the afternoon, the children will follow the trail.

	such as time and cause, between different parts are clear.	
Cohesive device	<p>Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <u>cohesion</u>.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> determiners and pronouns, which can refer back to earlier words conjunctions and adverbs, which can make relations between words clear <u>ellipsis</u> of expected words. 	<p><i>Julia's dad bought her a football. <u>The</u> football was expensive!</i> [determiner; refers us back to a particular football]</p> <p><i>Joe was given a bike for Christmas. <u>He</u> liked <u>it</u> very much.</i> [the pronouns refer back to Joe and the bike]</p> <p><i>We'll be going shopping <u>before</u> we go to the park.</i> [<u>conjunction</u>; makes a relationship of time clear]</p> <p><i>I'm afraid we're going to have to wait for the next train. <u>Meanwhile</u>, we could have a cup of tea.</i> [<u>adverb</u>; refers back to the time of waiting]</p> <p><i>Where are you going? [] To school!</i> [ellipsis of the expected words I'm going; links the answer back to the question]</p>
Complement	<p>A verb's subject complement adds more information about its <u>subject</u>, and its object complement does the same for its <u>object</u>.</p> <p>Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p>	<p><i>She is <u>our teacher</u>.</i> [adds more information about the subject, <i>she</i>]</p> <p><i>They seem very competent.</i> [adds more information about the subject, <i>they</i>]</p> <p><i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i>]</p>
Compound, compounding	<p>A compound word contains at least two <u>root words</u> in its <u>morphology</u>; e.g. <i>whiteboard</i>, <i>superman</i>. Compounding is very important in English.</p>	<p><i>blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow</i></p>
Conjunction	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <u>co-ordinating</u> conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair subordinating conjunctions (e.g. <i>when</i>) introduce a <u>subordinate clause</u>. 	<p><i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p> <p><i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p>
Consonant	<p>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.</p> <p>Most of the letters of the alphabet represent consonants. Only the</p>	<p>/p/ [flow of air stopped by the lips, then released]</p> <p>/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p>/f/ [flow of air obstructed by the bottom lip touching the top teeth]</p>

	letters <i>a, e, i, o, u</i> and <i>y</i> can represent <u>vowel sounds</u> .	/s/ [flow of air obstructed by the tip of the tongue touching the gum line]
Co-ordination	<p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating <u>conjunction</u> (i.e. <i>and, but, or</i>).</p> <p>In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and <u>subordination</u> is that, in subordination, the two linked elements are not equal.</p>	<p>Susan and Lola met in a café. [links the words <i>Susan</i> and <i>Lola</i> as an equal pair]</p> <p>They talked and drank tea for an hour. [links two clauses as an equal pair]</p> <p>Susan got a bus but Lola walked. [links two clauses as an equal pair]</p> <p>Not co-ordination: They ate <u>before</u> they met. [<i>before</i> introduces a subordinate clause]</p>
Determiner	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Some examples of determiners are:</p> <ul style="list-style-type: none"> • <u>articles</u> (<i>the, a or an</i>) • demonstratives (e.g. <i>this, those</i>) • <u>possessives</u> (e.g. <i>my, your</i>) • quantifiers (e.g. <i>some, every</i>). 	<p><i>the home team</i> [article, specifies the team as known]</p> <p><i>a good team</i> [article, specifies the team as unknown]</p> <p><i>that pupil</i> [demonstrative, known]</p> <p><i>Julia's parents</i> [possessive, known]</p> <p><i>some big boys</i> [quantifier, unknown]</p> <p>Contrast: <i>home the team, big some boys</i> [both incorrect, because the determiner should come before other modifiers]</p>
Digraph	<p>A type of <u>grapheme</u> where two letters represent one <u>phoneme</u>.</p> <p>Sometimes, these two letters are not next to one another; this is called a <u>split digraph</u>.</p>	<p>The digraph <u>ea</u> in <u>each</u> is pronounced /i:/. The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/ The split digraph <u>i-e</u> in <u>line</u> is pronounced /aɪ/.</p>
Ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	<p><i>Frankie waved to Ivana and she watched her drive away.</i></p> <p><i>She did it because she wanted to do it.</i></p>
Finite verb	<p>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.</p> <p>Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.</p>	<p><i>Lizzie does the dishes every day.</i> [<u>present tense</u>]</p> <p><i>Even Hana did the dishes yesterday.</i> [<u>past tense</u>]</p> <p><i>Do the dishes, Susan!</i> [imperative]</p> <p>Not finite verbs:</p> <ul style="list-style-type: none"> • <i>I have done them.</i> [combined with the finite verb <i>have</i>] • <i>I will do them.</i> [combined with the finite verb <i>will</i>] • <i>I want to do them!</i> [combined with the finite verb <i>want</i>]
Fronting, fronted	A word or phrase that normally comes after the <u>verb</u> may be	<i>Before we begin, make sure you've got a pencil.</i>

	<p>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.</p> <p>When writing fronted phrases, we often follow them with a comma.</p>	<p>[Without fronting: <i>Make sure you’ve got a pencil before we begin.</i>]</p> <p><i>The day after tomorrow, I’m visiting my granddad.</i></p> <p>[Without fronting: <i>I’m visiting my granddad the day after tomorrow.</i>]</p>
Future	<p>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>.</p> <p>See also <u>tense</u>.</p> <p>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.</p>	<p><i>He will leave tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i>]</p> <p><i>He may leave tomorrow.</i> [present-tense <i>may</i> followed by infinitive <i>leave</i>]</p> <p><i>He leaves tomorrow.</i> [present-tense <i>leaves</i>]</p> <p><i>He is going to leave tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i>]</p>
GPC (Grapheme – phoneme correspondences)	<p>The links between letters, or combinations of letters (<u>graphemes</u>) and the speech sounds (<u>phonemes</u>) that they represent.</p> <p>In the English writing system, graphemes may correspond to different phonemes in different words.</p>	<p>The grapheme <i>s</i> corresponds to the phoneme /s/ in the word <i>see</i>, but...</p> <p>... it corresponds to the phoneme /z/ in the word <i>easy</i>.</p>
Grapheme	<p>A letter, or combination of letters, that corresponds to a single <u>phoneme</u> within a word.</p>	<p>The grapheme <i>t</i> in the words <i>ten</i>, <i>bet</i> and <i>ate</i> corresponds to the phoneme /t/.</p> <p>The grapheme <i>ph</i> in the word <i>dolphin</i> corresponds to the phoneme /f/.</p>
Homonym	<p>Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.</p>	<p><i>Has he left yet? Yes – he went through the door on the left.</i></p> <p><i>The noise a dog makes is called a bark. Trees have bark.</i></p>
Homophone	<p>Two different words are homophones if they sound exactly the same when pronounced.</p>	<p><i>hear, here</i></p> <p><i>some, sum</i></p>
Infinitive	<p>A verb’s infinitive is the basic form used as the head-word in a dictionary (e.g. <i>walk</i>, <i>be</i>).</p> <p>Infinitives are often used:</p> <ul style="list-style-type: none"> • after <i>to</i> • after <u>modal verbs</u>. 	<p><i>I want to walk.</i></p> <p><i>I will be quiet.</i></p>
Intransitive verb	<p>A verb which does not need an object in a sentence to complete its</p>	<p><i>We all laughed.</i></p> <p><i>We would like to stay longer, but we must leave.</i></p>

	meaning is described as intransitive. See ‘transitive verb’.	
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.	<p><i>It was raining but the sun was shining.</i> [two main clauses]</p> <p><i>The man who wrote it told me that it was true</i> [one main clause containing two subordinate clauses.]</p> <p><i>She said, “It rained all day.”</i> [one main clause containing another.]</p>
Modal verb	<p>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 <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. <i>I sing – he sings</i>, but not <i>I must – he musts</i>).</p>	<p><i>I can do this maths work by myself.</i></p> <p><i>This ride may be too scary for you!</i></p> <p><i>You should help your little brother.</i></p> <p><i>Is it going to rain? Yes, it might.</i></p> <p><i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i>, where <i>being</i> is not a modal verb]</p>
Modify, modifier	<p>One word or phrase modifies another by making its meaning more specific.</p> <p>Because the two words make a phrase, the ‘modifier’ is normally close to the modified word.</p>	<p>In the phrase <i>primary-school teacher</i>:</p> <ul style="list-style-type: none"> <i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher) <i>school</i> is modified by <i>primary</i> (to mean a specific kind of school).
Morphology	<p>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 <i>mouse</i> to <i>mice</i>.</p> <p>Morphology may be used to produce different <u>inflections</u> of the same word (e.g. <i>boy – boys</i>), or entirely new words (e.g. <i>boy – boyish</i>) belonging to the same <u>word family</u>.</p> <p>A word that contains two or more root words is a <u>compound</u> (e.g. <i>news+paper, ice+cream</i>).</p>	<p><i>dogs</i> has the morphological make-up: <i>dog + s</i>.</p> <p><i>unhelpfulness</i> has the morphological make-up: <i>unhelpful + ness</i></p> <ul style="list-style-type: none"> where <i>unhelpful</i> = <i>un + helpful</i> and <i>helpful</i> = <i>help + ful</i>
Noun	<p>The surest way to identify nouns is by the ways they can be used after <u>determiners</u> such as <i>the</i>: for example, most nouns will fit into the frame “The __ matters /matter.”</p> <p>Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’; this is</p>	<p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i></p> <p><i>My <u>big brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> <i>He’s <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun]

	<p>often true, but it doesn't help to distinguish nouns from other <u>word classes</u>. For example, <u>prepositions</u> can name places and <u>verbs</u> can name 'things' such as actions.</p> <p>Nouns may be classified as common (e.g. <i>boy, day</i>) or proper (e.g. <i>Ivan, Wednesday</i>), and also as countable (e.g. <i>thing, boy</i>) or non-countable (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p>	<ul style="list-style-type: none"> • <i>She can jump so high!</i> [this names an action, but is a verb, not a noun] <p>common, countable: <i>a book, books, two chocolates, one day, fewer ideas</i></p> <p>common, non-countable: <i>money, some chocolate, less imagination</i></p> <p>proper, countable: <i>Marilyn, London, Wednesday</i></p>
Noun phrase	<p>A noun phrase is a <u>phrase</u> with a noun as its <u>head</u>, e.g. <i>some foxes, foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i>.</p>	<p><i>Adult foxes can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase]</p> <p><i>Almost all healthy adult foxes in this area can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p>
Object	<p>An object is normally a <u>noun</u>, <u>pronoun</u> or <u>noun phrase</u> that comes straight after the <u>verb</u>, and shows what the verb is acting upon.</p> <p>Objects can be turned into the <u>subject</u> of a <u>passive</u> verb, and cannot be <u>adjectives</u> (contrast with <u>complements</u>).</p>	<p><i>Year 2 designed puppets.</i> [noun acting as object]</p> <p><i>I like that.</i> [pronoun acting as object]</p> <p>Some people suggested <u>a pretty display</u>. [noun phrase acting as object]</p> <p>Contrast:</p> <ul style="list-style-type: none"> • <i>A display was suggested.</i> [object of active verb becomes the subject of the passive verb] • <i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]
Participle	<p>Verbs in English have two participles, called 'present participle' (e.g. <i>walking, taking</i>) and 'past participle' (e.g. <i>walked, taken</i>).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <ul style="list-style-type: none"> • they don't necessarily have anything to do with present or past time • although past participles are used as <u>perfects</u> (e.g. <i>has eaten</i>) they are also used as <u>passives</u> (e.g. <i>was eaten</i>). 	<p><i>He is walking to school.</i> [present participle in a <u>progressive</u>]</p> <p><i>He has taken the bus to school.</i> [past participle in a <u>perfect</u>]</p> <p><i>The photo was taken in the rain.</i> [past participle in a <u>passive</u>]</p>
Passive	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> • the past <u>participle</u> form <i>eaten</i> • the normal <u>object</u> (<i>it</i>) turned into the <u>subject</u> 	<p><i>A visit was arranged by the school.</i></p> <p><i>Our cat got run over by a bus.</i></p> <p>Active versions:</p> <ul style="list-style-type: none"> • <i>The school arranged a visit.</i>

	<ul style="list-style-type: none"> the normal subject (<i>our dog</i>) turned into an optional <u>preposition phrase</u> with <i>by as</i> its <u>head</u> the verb <i>be(was)</i>, or some other verb such as <i>get</i>. <p>Contrast <u>active</u>.</p> <p>A verb is not ‘passive’ just because it has a passive meaning: it must be the passive version of an active verb.</p>	<ul style="list-style-type: none"> <i>A bus ran over our cat.</i> <p>Not passive:</p> <ul style="list-style-type: none"> <i>He received a warning.</i> [past tense, active received] <i>We had an accident.</i> [past tense, active had]
Past tense	<p><u>Verbs</u> in the past tense are commonly used to:</p> <ul style="list-style-type: none"> talk about the past talk about imagined situations make a request sound more polite. <p>Most verbs take a <u>suffix</u> <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p> <p>See also <u>tense</u>.</p>	<p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the past]</p> <p><i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I <u>was</u> hoping you’d help tomorrow.</i> [makes an implied request sound more polite]</p>
Perfect	<p>The perfect form of a <u>verb</u> generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. ‘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:</p> <ul style="list-style-type: none"> turning the verb into its past participle inflection adding a form of the verb <i>have</i> before it. <p>It can also be combined with the <u>progressive</u> (e.g. <i>he has been going</i>).</p>	<p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now she has some songs]</p> <p><i>I <u>had eaten</u> lunch when you came.</i> [past perfect; I wasn’t hungry when you came]</p>
Phoneme	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <ul style="list-style-type: none"> <i>/t/</i> contrasts with <i>/k/</i> to signal the difference between <i>tap</i> and <i>cap</i> <i>/t/</i> contrasts with <i>/l/</i> to signal the difference between <i>bought</i> and <i>ball</i>. 	<p>The word <i>cat</i> has three letters and three phonemes: /kæt/</p> <p>The word <i>catch</i> has five letters and three phonemes: /kætʃ/</p> <p>The word <i>caught</i> has six letters and three phonemes: /kɔ:t/</p>

	<p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p> <p>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 <u>grapheme</u>.</p>	
Phrase	<p>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 <u>noun phrase</u> if its head is a noun, a <u>preposition phrase</u> if its head is a preposition, and so on; but if the head is a <u>verb</u>, the phrase is called a <u>clause</u>. Phrases can be made up of other phrases.</p>	<p><i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p>
Plural	<p>A plural <u>noun</u> normally has a <u>suffix</u> -s or -es and means 'more than one'.</p> <p>There are a few nouns with different <u>morphology</u> in the plural (e.g. <i>mice</i>, <i>formulae</i>).</p>	<p><i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p>
Possessive	<p>A possessive can be:</p> <ul style="list-style-type: none"> • a <u>noun</u> followed by an <u>apostrophe</u>, with or without s • a possessive <u>pronoun</u>. <p>The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a <u>determiner</u>.</p>	<p><i><u>Tariq's</u> book</i> [Tariq has the book]</p> <p><i>The <u>boys'</u> arrival</i> [the boys arrive]</p> <p><i><u>His</u> obituary</i> [the obituary is about him]</p> <p><i>That essay is <u>mine</u>.</i> [I wrote the essay]</p>
Prefix	<p>A prefix is added at the beginning of a <u>word</u> in order to turn it into another word.</p> <p>Contrast <u>suffix</u>.</p>	<p><i><u>overtake</u>, <u>disappear</u></i></p>
Preposition	<p>A preposition links a following <u>noun</u>, <u>pronoun</u> or <u>noun phrase</u> to some other word in the sentence.</p> <p>Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p>	<p><i>Tom waved goodbye <u>to</u> Christy.</i></p> <p><i>She'll be back <u>from</u> Australia <u>in</u> two weeks.</i></p> <p><i>I haven't seen my dog <u>since</u> this morning.</i></p> <p>Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>

	Words like <i>before</i> or <i>since</i> can act either as prepositions or as <u>conjunctions</u> .	
Preposition phrase	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	<i>He was <u>in bed</u>.</i> <i>I met them <u>after the party</u>.</i>
Present tense	<u>Verbs</u> in the present tense are commonly used to: <ul style="list-style-type: none"> • talk about the present • talk about the <u>future</u>. They may take a suffix <i>-s</i> (depending on the <u>subject</u>). See also <u>tense</u> .	<i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now] <i>He <u>can</u> swim.</i> [describes a state that is true now] <i>The bus <u>arrives</u> at three.</i> [scheduled now] <i>My friends <u>are</u> coming to play.</i> [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. <i>singing</i>) with a form of the verb <i>be</i> (e.g. <i>he was singing</i>). The progressive can also be combined with the <u>perfect</u> (e.g. <i>he has been singing</i>).	<i>Michael <u>is singing</u> in the store room.</i> [present progressive] <i>Amanda <u>was making</u> a patchwork quilt.</i> [past progressive] <i>Molly <u>had been practising</u> for an hour when I called.</i> [past perfect progressive]
Pronoun	Pronouns are normally used like <u>nouns</u> , except that: <ul style="list-style-type: none"> • 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.	<i>Amanda</i> waved to <i>Michael</i> . <u><i>She</i></u> waved to <u><i>him</i></u> . <i>John’s</i> mother is over there. <u><i>His</i></u> mother is over there. <i>The visit</i> will be an overnight <i>visit</i> . <u><i>This</i></u> will be an overnight <i>visit</i> . <i>Simon</i> is the person: <i>Simon</i> broke it. <u><i>He</i></u> is the one <u><i>who</i></u> broke it.
Punctuation	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks <i>. , ; : ? ! - () “ ” ‘ ’</i> , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate <u>sentence boundaries</u> .	<i>“<u>I’m going out, Sue, and I won’t be long,</u>” Mum said.</i>
Relative clause	A relative clause is a special type of <u>subordinate clause</u> that modifies a <u>noun</u> . It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.	<i>That’s the boy <u>who lives near school</u>.</i> [who refers back to boy] <i>The prize <u>that I won</u> was a book.</i> [that refers back to prize]

	<p>A relative clause may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p>	<p>The prize <u>I won</u> was a book. [the pronoun <i>that</i> is omitted]</p> <p>Tom broke the game, <u>which annoyed Ali</u>. [<i>which</i> refers back to the whole clause]</p>
Root word	<p><u>Morphology</u> breaks words down into root words, which can stand alone, and <u>suffixes</u> or <u>prefixes</u> which can't. For example, <i>help</i> is the root word for other words in its <u>word family</u> such as <i>helpful</i> and <i>helpless</i>, and also for its <u>inflections</u> such as <i>helping</i>. <u>Compound</u> words (e.g. <i>help-desk</i>) 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.</p>	<p><u>played</u> [the root word is <i>play</i>]</p> <p><u>unfair</u> [the root word is <i>fair</i>]</p> <p><u>football</u> [the root words are <i>foot</i> and <i>ball</i>]</p>
Schwa	<p>The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English.</p> <p>It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways. /ə/</p>	<p>/ələŋ/ [<i>along</i>]</p> <p>/bʌtə/ [<i>butter</i>]</p> <p>/dɒktə/ [<i>doctor</i>]</p>
Sentence	<p>A sentence is a group of <u>words</u> which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>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</p>	<p><u>John went to his friend's house. He stayed there till tea-time.</u></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> [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.]</p> <p><i>You are my friend.</i> [statement]</p> <p><i>Are you my friend?</i> [question]</p> <p><i>Be my friend!</i> [command]</p> <p><i>What a good friend you are!</i> [exclamation]</p>

	straightforward. The terms 'single-clause sentence' and 'multi-clause sentence' may be more helpful.	<i>William went home on his bike to his goldfish and his current library book about pets. [single-clause sentence]</i> <i>She went shopping but took back everything she had bought because she didn't like any of it. [multi-clause sentence]</i>
Standard English	Standard English can be recognised by the use of a very small range of forms such as <i>those books, I did it</i> and <i>I wasn't doing anything</i> (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>I did it because they were not willing to undertake any more work on those houses. [formal Standard English]</i> <i>I did it cos they wouldn't do any more work on those houses. [casual Standard English]</i> <i>I done it cos they wouldn't do no more work on them houses. [casual non-Standard English]</i>
Stress	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	<i><u>about</u></i> <i><u>visit</u></i>
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: <ul style="list-style-type: none"> • just before the verb in a statement • just after the auxiliary verb, in a question. <p>Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. <i>I am, you are</i>).</p>	<i><u>Mary's mother</u> went out.</i> <i><u>That</u> is uncertain.</i> <i><u>The children</u> will study the animals.</i> <i>Will <u>the children</u> study the animals?</i>
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.	<i>The school requires that all pupils <u>be</u> honest.</i> <i>The school rules demand that pupils not <u>enter</u> the gym at lunchtime.</i> <i>If Zoë <u>were</u> the class president, things would be much better.</i>
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	<i><u>big dogs</u> [big is subordinate to dogs]</i> <i><u>Big dogs</u> need <u>long walks</u>. [big dogs and long walks are subordinate to need]</i>

	<p>an unequal relationship between a subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> • an adjective is subordinate to the noun it <u>modifies</u> • <u>subjects</u> and <u>objects</u> are subordinate to their <u>verbs</u>. <p>Subordination is much more common than the equal relationship of <u>co-ordination</u>.</p> <p>See also <u>subordinate clause</u>.</p>	<p><i>We can watch TV <u>when we've finished</u>.</i> [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>
Subordinate clause	<p>A clause which is <u>subordinate</u> to some other part of the same <u>sentence</u> is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it <u>modifies</u>). Subordinate clauses contrast with <u>co-ordinate</u> clauses as in <i>It was sour but looked very tasty</i>. (Contrast: <u>main clause</u>)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street <u>where Ben lives</u>.</i> [<u>relative clause</u>; modifies <i>street</i>]</p> <p><i>He watched her <u>as she disappeared</u>.</i> [<u>adverbial</u>; modifies <i>watched</i>]</p> <p><i><u>What you said</u> was very nice.</i> [acts as <u>subject</u> of <i>was</i>]</p> <p><i>She noticed <u>an hour had passed</u>.</i> [acts as <u>object</u> of <i>noticed</i>]</p> <p>Not subordinate: <i>He shouted, "<u>Look out!</u>"</i></p>
Suffix	<p>A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike <u>root words</u>, suffixes cannot stand on their own as a complete word.</p> <p>Contrast <u>prefix</u>.</p>	<p><i>call – <u>called</u></i></p> <p><i>teach – <u>teacher</u></i> [turns a <u>verb</u> into a <u>noun</u>]</p> <p><i>terror – <u>terrorise</u></i> [turns a <u>noun</u> into a <u>verb</u>]</p> <p><i>green – <u>greenish</u></i> [leaves <u>word class</u> unchanged]</p>
Syllable	<p>A syllable sounds like a beat in a <u>word</u>. Syllables consist of at least one <u>vowel</u>, and possibly one or more <u>consonants</u>.</p>	<p><i>Cat</i> has one syllable.</p> <p><i>Fairy</i> has two syllables.</p> <p><i>Hippopotamus</i> has five syllables.</p>
Synonym	<p>Two words are synonyms if they have the same meaning, or similar meanings. Contrast <u>antonym</u>.</p>	<p><i>talk – <u>speak</u></i></p> <p><i>old – <u>elderly</u></i></p>
Tense	<p>In English, tense is the choice between <u>present</u> and <u>past verbs</u>, which is special because it is signalled by <u>inflections</u> 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: <u>future</u>.)</p>	<p><i>He <u>studies</u>.</i> [present tense – present time]</p> <p><i>He <u>studied</u> yesterday.</i> [past tense – past time]</p> <p><i>He <u>studies</u> tomorrow, or else!</i> [present tense – future time]</p> <p><i>He <u>may study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>He <u>plans to study</u> tomorrow.</i> [present tense + infinitive – future time]</p>

	The simple tenses (present and past) may be combined in English with the <u>perfect</u> and <u>progressive</u> .	<i>If he <u>studied</u> tomorrow, he'd see the difference!</i> [past tense – imagined future]
Transitive verb	A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an <u>intransitive verb</u> , which does not.	<i>He <u>loves</u> Juliet.</i> <i>She <u>understands</u> English grammar.</i>
Trigraph	A type of <u>grapheme</u> where three letters represent one <u>phoneme</u> .	<i>High, pure, patch, hedge</i>
Unstressed	See <u>stressed</u> .	
Verb	<p>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>).</p> <p>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.</p> <p>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.</p>	<p><i>He <u>lives</u> in Birmingham.</i> [present tense]</p> <p><i>The teacher <u>wrote</u> a song for the class.</i> [past tense]</p> <p><i>He <u>likes</u> chocolate.</i> [present tense; not an action]</p> <p><i>He <u>knew</u> my father.</i> [past tense; not an action]</p> <p>Not verbs:</p> <ul style="list-style-type: none"> • <i>The <u>walk</u> to Helena’s house will take an hour.</i> [noun] • <i>All that <u>surfing</u> makes Maeve so sleepy!</i> [noun]
Vowel	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form <u>syllables</u> by themselves, or they may combine with <u>consonants</u>.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>	