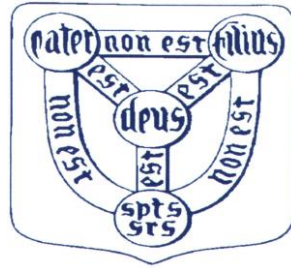


# Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

Friday 15<sup>th</sup> April 2016

Dear Parents,

## **New Government Spelling, Punctuation, and Grammar Expectations**

The 2014 National Curriculum for English places a much stronger emphasis on vocabulary development, grammar, punctuation, and spelling. Expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum and pupils are now expected to recognise and use the grammatical terminology appropriate to their year group.

We have put together an outline to raise awareness of the expectations for your child(ren), and how, as a school, we are working to help them achieve this.

### **New curriculum expectations – Year 1**

- Regular plural noun suffixes e.g. -s and -es
- Suffixes and prefixes e.g. -ing, -ed, -er and un-
- Connectives e.g. and
- Capital letters, full stops, question marks and exclamation marks
- Capital letters for names and for the personal pronoun I

### **New curriculum expectations – Year 2**

- Nouns using suffixes e.g. -ness, -er and by compounding e.g. whiteboard
- Adjectives using suffixes e.g. -ful and -less
- Adverbs by adding -ly
- Subordination and coordination e.g. when, if, that, because and or, and, but
- Expanded Noun Phrases e.g. the blue butterfly, plain flour, the man in the moon
- Sentences with different forms e.g. statement, question, exclamation or command
- Present/Past/Continuous tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes

### **New curriculum expectations – Year 3**

- Formation of nouns using a range of prefixes e.g. super-, anti-, auto-
- Use of the forms a or an according to whether the next word
- Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble

- Expressing time, place and cause using conjunctions e.g. when, adverbs e.g. soon or prepositions e.g. before
- Introduction to paragraphs, headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play
- Inverted commas to punctuate direct speech

#### **New curriculum expectations – Year 4**

- Plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair
- Fronted adverbials e.g. Later that day, I heard the bad news.
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession e.g. the girl's name versus the girls' name
- Use of commas after fronted adverbials

#### **New curriculum expectations – Year 5**

- Converting nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify
- Verb prefixes e.g. dis–, de–, mis–, over– and re–
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs e.g. perhaps or modal verbs e.g. might
- Devices to build cohesion within a paragraph e.g. then
- Linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

#### **New curriculum expectations – Year 6**

- Use of the passive 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
- Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech
- A wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand and ellipsis
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up, use of the colon to introduce a list and use of semi-colons within lists and how hyphens can be used to avoid ambiguity recover versus re-cover
- Punctuation of bullet points to list information

#### **Assessment changes - 2016**

In line with the new raised expectations, there are new national curriculum tests for grammar, punctuation and spellings in Years 2 and 6, which have been introduced this year. For your child to do well in the SPaG tests they do not just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology.

### **What do we do at school to improve spelling and grammar?**

Grammar and punctuation are explicitly taught and practised in English lessons, and then applied in the children's own writing. Spelling patterns and general rules are taught and practised with weekly spelling tests. There are also regular opportunities to write at length and ongoing teacher assessment of writing in English lessons and across the curriculum.

### **Whats you can do to help your child(ren)?**

- Sound words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) Many words cannot be sounded out so other strategies are needed;
- Using the Look, say, cover, write, check strategy: look at the word and say it out loud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- Divide the word into syllables, say each syllable as they write the word (e.g. re-mem-ber);
- Use mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could: O U lucky duck);
- Find words within words (e.g. a rat in separate);
- Make links between the meaning of words and their spelling (e.g. sign, signal, signature) – this strategy is used at a later stage than others;
- Use a dictionary as soon as they know how to.

For your information, I have also attached Appendix i of the National Curriculum 2014, which gives further information and the spelling word lists for each year group.

We do appreciate that this is a lot of information to take in, so please feel free to make an appointment to speak to your child's class teacher should you want to discuss it further.

Kind regards,

Mrs H Marsh

(English Subject Leader)

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