



St Agnes Primary School

Helping your child at home

**An activity guide to support phonics, reading,
spelling and grammar**

Reception to Year 6



Getting Started

Sharing books - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully they need to love books! The best way to help your child is to read as many books as possible in both English and your child's home language. Read anything that your child is interested in (including magazines, menus, etc). You don't have to read all (or any) of the words each time. Remember to use silly voices, make sound effects, pull faces, act things out, talk about what you can see, talk about what you both think and feel and have fun!

Unofficial homework - Encourage your child to tell you what they have done at school today. Sharing new songs and rhymes is something that you can easily do when you are busy with something else e.g. cooking, cleaning, driving in the car.

Give everything a name - Build your child's vocabulary in both English and their home language by talking about interesting words and objects. For example, "Look at that aeroplane! Those are the wings of the plane. Why do you think they are called wings?"

General tips to support reading

Once is never enough! - Encourage your child to re-read favorite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

Take control of the television - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word.

Pick books that are at the right level - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

I read to you, you read to me - Take turns reading aloud at bedtime. Children enjoy this special time with their parents.

One more time with feeling - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often children are so busy figuring out a word they lose the meaning of what they've just read.

Games to play with your Reception/Key Stage One child

Oral Blending games

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

I spy – Say the rhyme 'I spy with my little eye something beginning with _____' allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with **t**' could be a tree, toy, tent or train.

Point out print everywhere - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as 'McDonald's; or , 'Coke'

Playing with words – Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

Phoneme recognition games

Looking for letters – Ask your child to look for English letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

Fast letter sorting - You will need:

A large piece of paper with three hoops drawn on 12 small pieces of card with letters written on (4 sets of 3 letters). Choose 3 sets of letters – 2 which the child knows and one new one. Spread the letter tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter as they move it.

Letter discrimination You will need: A 3x3 grid

Write the letter you are learning with your child onto half of the spaces (for example **c**). Fill the rest with other letters. Ask your child to cover all the **c**'s with a counter as quick as they can.

Ladder letters

You will need: A ladder template.

Make a pile of letter tiles (use a mixture of known and new letters). Place a counter at the bottom of the ladder and move up a rung for every letter they can read correctly. This game can be changed to covering spots on a ladybird, petals on a flower – go with your child's interests if possible.

Letter sound bingo - You will need: A 3x3 grid for each player & counters or coins.

Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

Tricky word games

Bingo – You will need: A board for each player and counters or coins.

The list of words your child is currently learning, for example their spelling list.

Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

Matching pairs – You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. Take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

Snap - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words your child knows fairly well, rather than new ones, as it's quite fast-paced. Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.

Further ideas...

Be your child's Number 1 fan - Ask your child to read aloud what he or she has written at school or for their homework. Be an enthusiastic listener.

Create a book together - Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.

Make up stories on the go - Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.

Questions to help you get more from your child's reading book EYFS/KS1

<u>Book introduction</u>	<u>Understanding what you have read</u>	<u>Recalling information from the book</u>
Who is the author?	What do you think is happening here?	Where does the story take place?
What can you see on the front cover?	What happened in the story?	What did he/she/it look like?
What do you think this book is going to be about?	What might this mean?	Who was he/she/it?
Does the blurb give us any more clues?	Which part of the story best describes the...?	Where did he/she/it live?
Who do you think the characters are going to be?	Which words or phrases do this?	Who are the characters in the book?
	What part of the story do you like the best?	

Giving reasons

What makes you think that?

How do you feel about?

Can you explain why?

I wonder why the author...?

Which words has the author used to show that this character is funny/naughty/mean/kind?

Discussing the story

Could this book be better?

Is it as good as?

Which did you prefer? Why?

Who was your favourite character?

Which was your favourite part of the story?

Phonics

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

The Terminology

Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

Graphemes

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/.

Split digraph

A digraph in which the two letters are not adjacent – e.g. **make**

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonantvowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

Phase 1

Phase One of 'Letters and Sounds' concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words.

Words using set 1:

at	sat	pat	sat	sap
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Words using set 1 and 2:

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is	in	man	sad
sit	nip	mat	dim
pit	pan	map	din
pip	pin	Pam	did
sip	tan	Tim	Sid
tip	nap	Sam	and
	tin		dip

Words using set 1-3:

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
sag	dog	cod	
gas	tot		
pig	pop		
dig	mog		

Words using set 1-4:

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug

pack	met	mud	rot
tuck	men		

Words using set 1-5:

(+h)	(+b)	(+f and ff)	(+l and ll)	(+ss)
had	but	of	lap	less
him	big	if	let	hiss
his	back	off	leg	mass
hot	bet	fit	lot	mess
hut	bad	fin	lit	boss
hop	bag	fun	bell	fuss
hum	bed	fig	fill	hiss
hit	bud	fog	doll	pass
hat	beg	puff	tell	kiss
has	bug	huff	sell	Tess
hack	bun	cuff	Bill	

Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

The tricky words introduced in phase 2 are:

to	the	no	go	I
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Phase 3

By the time children reach Phase 3, they will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Sounds	Word example
j	jam
v	vet
w	win
x	box
y	yes
z	zip
zz	buzz

qu	quick
ch	chop

Sounds	Word example
sh	shin
th	thick
ng	song
ai	train
igh	sight
oa	boat
oi	coil

Sounds	Word example
oo (short)	cook
ow	now
ar	star
air	hair
ear	hear
er	term
ur	curl

Tricky words:

we	me	be	was	no	go
my	you	they	her	all	are

Phase 4

By Phase 4, children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases

Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes, as well as graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling.

New graphemes for reading:

Sound	Word example	Sound	Word example	Sound	Word example	Sound	Word example
ay	day	oy	boy	wh	when	a_e	make
ou	out	ir	girl	ph	photo	e_e	these
ie	tie	ue	blue	ew	new	i_e	like
ea	eat	aw	saw	oe	toe	o_e	home
				au	Paul	u_e	rule

Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked	water	where	who	again
thought	through	work	mouse	many	laughed
because	different	any	eyes	friends	once
please					

Phase 6

In phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

-s **-es** **-ing** **-ed**

-er **-est** **-y** **-en**

-ful **-ly** **-ment** **-ness**

Phonics at home

Tips for teaching your child the sounds:

- ◆ It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.
- ◆ When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. **eg. cat, would sound like: see ay tee**
- ◆ When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.

Useful webpages

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk>

St Agnes Spelling, Grammar and Punctuation

Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Year Group
To expect written text to make sense and to check for sense if it does not.	Reception
To know that words are ordered from left to right	Reception
To use a capital letter for the start of their own name.	Reception
To re-read own writing and check whether it makes sense.	Year 1
To expect reading to make sense and check if it does not.	Year 1
To read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions	Year 1
To use capital letters for the personal pronoun "I", for names and for the first word in a sentence To end a sentence with a full stop.	Year 1
To add question marks to questions	Year 1
To use "and" to join 2 simple sentences.	Year 1
To understand other common uses of capitalisation e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis	Year 1
To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks)	Year 2
To re-read own writing to check for grammatical sense (cohesion) and accuracy	Year 2

(agreement) – identify errors and suggest alternative constructions.	
To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; To use simple gender forms, e.g. his/her correctly; To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration	Year 2
To use capitalisation for other purposes e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis	Year 2
To write in clear sentences using capital letters and full stops accurately.	Year 2
To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys to indicate sequences and relationships.	Year 2
To identify speech marks in reading, understand their purpose, use the term correctly.	Year 2
To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings.	Year 2
To use a greater variety of conjunctions to join 2 sentences.	Year 2
To use commas to separate items in a list To use exclamation marks to denote strong emotion	Year 2
To understand and use the terms "noun", "adjective" and "verb"	Year 2
To turn statements into questions, learning a range of "wh" words, typically used to open questions: <i>what, where, when, who</i> , and to add question marks.	Year 2
To compare a variety of forms of questions from texts, e.g. asking for help,	Year 2

asking the time, asking someone to be quiet.	
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<p>Grammatical knowledge and skills</p> <p>(grammatical awareness, sentence construction and punctuation)</p>	Year Group
<p>To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> • noticing in speech and reading how they stand in place of nouns; • substituting pronouns for common and proper nouns in own writing; • distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>; • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; • investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i>, 	Year 3
<p>To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i>, in standard English</p>	Year 3
<p>To extend knowledge and understanding of pluralisation through:</p> <ul style="list-style-type: none"> • recognising the use of singular and plural forms in speech and through shared writing • transforming sentences from singular to plural and vice versa, noting which words have to change and which do not • understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns • noticing which nouns can be pluralized and which cannot, e.g. trousers, rain 	Year 3
<p>To secure knowledge of question marks and exclamation marks in reading, understand</p>	Year 3

their purpose and use appropriately in own writing	
<p>To use the term "comma" appropriately and to understand the function of commas in sentences through:</p> <ul style="list-style-type: none"> noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences 	Year 3
<p>To understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> identifying speech marks in reading beginning to use speech marks in own writing using capital letters to mark the start of direct speech to use the term "speech marks" beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence 	Year 3
<p>To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <ul style="list-style-type: none"> Collecting and categorising examples and noting the differences between the singular and plural persons Discussing the purposes for which each can be used Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts Experimenting with transforming sentences and noting which words need to be changed 	Year 3
To use capitalisation for new lines in poetry	Year 3
To understand and use the term "adverb"	Year 3
To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.	Year 3

<p>Grammatical knowledge and skills</p> <p>(grammatical awareness, sentence construction and punctuation)</p>	Year Group
<p>To extend knowledge and understanding of adverbs through:</p> <ul style="list-style-type: none"> • Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs • Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i>; <i>light: brilliantly, dimly</i> • Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the housely</i> • Using adverbs with greater discrimination in own writing 	Year 4
<p>To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> • Constructing adjectival phrases • Examining comparative and superlative adjectives • Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>) • Relating them to the suffixes which indicate degrees of intensity (e.g. – <i>ish, -er, -est</i>) • Relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot 	Year 4
<p>To use commas to mark grammatical boundaries within sentences.</p> <p>Link this to work on editing and revising own writing</p>	Year 4

<p>To use apostrophes to mark possession through:</p> <ul style="list-style-type: none"> • Identifying possessive apostrophes in reading and to whom or what they refer • Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground • Distinguishing between uses of the apostrophe for contraction and possession • To begin to use the apostrophe appropriately in their own writing 	Year 4
<p>To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones</p>	Year 4
<p>To recognise how commas, conjunctions and full stops are used to join and separate clauses.</p> <p>To identify in their writing where each is more effective</p>	Year 4
<p>To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading</p>	Year 4
<p>To be aware of the use of conjunctions, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. <i>"If ..., then"</i>, <i>"on the other hand..."</i>, <i>"finally"</i>, <i>"so"</i></p>	Year 4

Upper Key Stage 2 : Spelling, Grammar and Punctuation

Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Year Group in which skills are taught.
To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes	Year 5
To construct sentences in different ways, while retaining meaning through: <ul style="list-style-type: none">• Combining 2 or more sentences• Re-ordering them• Deleting or substituting words• Writing them in more telegraphic ways	Year 5
To understand the basic conventions of standard English and consider when and why standard English is used: <ul style="list-style-type: none">• agreement between nouns and verbs• consistency of tense and subject• avoidance of double negatives• avoidance of non-standard dialect words	Year 5
To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions	Year 5
To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers	Year 5

<p>To understand the difference between direct and reported speech (e.g. "<i>She said, " I am going"</i>" and "<i>She said she was going"</i>") e.g. through</p> <ul style="list-style-type: none"> • Finding and comparing examples from reading • Discussing contexts and reasons for using particular forms and their effects • Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added 	<p>Year 5</p>
<p>To use the term "preposition" appropriately and to understand the function of prepositions in sentences through:</p> <ul style="list-style-type: none"> • Searching for, identifying and classifying a range of prepositions • Experimenting with substituting different prepositions and their effect on meaning 	<p>Year 5</p>
<p>To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list</p>	<p>Year 5</p>
<p>From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks</p>	<p>Year 5</p>
<p>To extend knowledge, understanding and use of verbs, focussing on:</p> <ul style="list-style-type: none"> • Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. have, was, shall, will • Forms: active, interrogative, imperative • Person: 1st, 2nd, 3rd, 	<p>Year 5</p>

<ul style="list-style-type: none"> • Identify and classify examples from reading • Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning 	
<p>To identify the imperative form in instructional writing and the past tense in recounts.</p> <p>To use this awareness when writing for these purposes</p>	Year 5
<p>To use further punctuation marks: colon, semi-colon, dashes, brackets</p> <p>To use punctuation marks accurately in complex sentences</p>	Year 5
<p>To use punctuation effectively to sign post meaning in longer and more complex sentences</p>	Year 5
<p>To be aware of the differences between spoken and written language, including:</p> <ul style="list-style-type: none"> • The need for writing to make sense away from immediate context • The use of punctuation to replace intonation, pauses, gestures • The use of complete sentences 	Year 5
<p>To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: <i>"police shot man with knife"</i>, <i>"nothing acts faster than Anadin"</i>, <i>"baby changing room"</i></p>	Year 5
<p>To ensure that, in using pronouns, it is clear to what or whom they refer</p>	Year 5
<p>To investigate clauses through:</p> <ul style="list-style-type: none"> • Identifying the main clause in a long sentence • Investigating sentences which contain more than one 	Year 5

<p>clause</p> <ul style="list-style-type: none"> • Understand how clauses are connected (e.g. by combining 3 short sentences into 1) 	
<p>To use connectives to link clauses within sentences and to link sentences in longer texts</p>	Year 5
<p>To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> • Transforming a sentence from active to passive and vice-versa • To note and discuss how changes from active to passive affect the word order and sense of a sentence • To investigate further the use of active and passive verbs • To know how sentences can be re-ordered by changing from one to the other • To consider how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i> 	Year 6
<p>To understand the term "impersonal voice" and to be able to write in this style</p>	Year 6
<p>To understand features of formal official language through, e.g. :</p> <ul style="list-style-type: none"> • Collecting and analysing examples, discussing when and why they are used • Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary • Collecting typical words and expressions, e.g. <i>"Those wishing to ...", "hereby ...", "forms may be obtained"</i> 	
<p>To revise the language conventions and grammatical features of the different types of text such as:</p> <ul style="list-style-type: none"> • Narrative (e.g. stories and novels) 	Year 6

<ul style="list-style-type: none"> • Recounts (e.g. anecdotes, accounts of observations, experiences) • Instructional texts (e.g. instructions and directions) • Reports (e.g. factual writing, description) • Explanatory texts (how and why) • Persuasive texts (e.g. opinions and promotional literature) • Discursive texts (e.g. balanced arguments) 	
<p>To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines</p>	<p>Year 6</p>
<p>To investigate connecting words and phrases:</p> <ul style="list-style-type: none"> • Collect examples from reading and thesauruses • Study how points are typically connected in different kinds of text • Classify useful examples for different kinds of text – for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly</i>); logic (<i>therefore, so, consequently</i>) • Identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>) 	<p>Year 6</p>
<p>To identify, understand and form complex sentences through, e.g.:</p> <ul style="list-style-type: none"> • Using different connecting devices • Reading back complex sentences for clarity of meaning, and adjusting as necessary • Evaluating which links work best • Identifying main clauses • Using appropriate punctuation 	<p>Year 6</p>
<p>To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.</p>	<p>Year 6</p>

<p>To revise work on contracting sentences:</p> <ul style="list-style-type: none"> • Summary • Note-making • editing 	<p>Year 6</p>
<p>To become aware of conditionals through:</p> <ul style="list-style-type: none"> • Using reading to investigate conditionals, e.g. using <i>if...then, might, could, would</i>, and their uses, e.g. in deduction, speculation, supposition • Using these forms to construct sentences which express, e.g. possibilities, hypotheses • Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future) 	<p>Year 6</p>
<p>To revise formal styles of writing:</p> <ul style="list-style-type: none"> • The impersonal voice • The use of passive • Management of complex sentences 	<p>Year 6</p>

Spelling, Punctuation and Grammar – end of year expectations

	Spelling	Punctuation	Grammar
Year 1	<p>Jolly Phonics letter and digraph recognition</p> <p>Blending</p> <p>CVC words and rhyme patterns</p> <p>Alphabetical order</p> <p>Recognise high frequency words</p> <p>Extending CVC to include digraphs</p> <p>Tricky words</p> <p>Decoding multi-syllabic words</p> <p>Words ending 'ff', 'll', 'ss', 'ck', 'ng'</p> <p>Words starting 'bl', 'cr', 'tr', 'str.</p> <p>Words ending 'nd', 'lp', 'st'</p> <p>Plurals that add an 's'</p> <p>Common spelling patterns 'ee', 'ai', 'ie', 'oa', 'oo' (long)</p> <p>Past tense words ending 'ed'</p>	<p>Recognise and use full stops and capital letters</p> <p>Using the terms 'sentence'</p> <p>Use capitals for 'I', sentence starts and names, 'Mr', 'Miss', headings, book titles and emphasis</p> <p>To add question marks to questions</p> <p>NO apostrophes for plurals!</p>	<p>Checking for sense of a sentence</p> <p>Use grammar of a sentence to decipher new and unfamiliar words</p> <p>To read with expression and intonation</p> <p>To predict words from sense</p> <p>To use the terms vowels and consonant</p> <p>Using question intonation in spoken word</p>

<p>Year</p> <p>2</p>	<p>Vowel phonemes 'ar', 'oy', 'oa', 'oy', 'ow' and 'oo' short</p> <p>Double letter words</p> <p>Homonyms</p> <p>Use of 'ing' for the present tense</p> <p>Vowel phonemes 'air', 'or', 'er',</p> <p>Digraphs 'wh', 'ph', 'ch'</p> <p>Splitting compound words ('himself', 'handbag' etc)</p> <p>Multi-syllabic words</p> <p>Negative prefixes 'un', 'dis'</p> <p>Phonemes 'ear' and 'ea' (in head)</p> <p>Common suffixes ('ful', 'ly')</p>	<p>To recognise and take account of commas</p> <p>To use capitals appropriately</p> <p>To identify speech marks and understand their purpose</p> <p>Commas for listing</p> <p>Exclamation marks</p>	<p>To find and use linking words: 'after', 'meanwhile', 'during', 'before', 'next', 'then', 'after a While' etc.</p> <p>Re-reading own writing for sense</p> <p>Write simple and compound sentences, using subordination for time and reason</p> <p>To use flowcharts for sequencing stories and other information</p> <p>Changing presentation of speech bubbles, enlarged, bold, italics, headings, sub-headings</p> <p>Grammatical agreement (I am, you are etc.)</p> <p>Consistent use of tense</p> <p>Tricky past tenses: caught, saw, went</p> <p>Using past tense consistently for narration</p> <p>Use of synonyms and grades of meaning</p> <p>Correct gender terms (his/hers)</p> <p>Turning statements into questions and 'what', 'when', 'where', 'who'</p>
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<p>Year</p> <p>3</p>	<p>Turning 'le' words to 'ly' and 'ing'</p> <p>Prefixes (un, de,dis, re, pre)</p> <p>Autonyms through prefixes</p> <p>Comparatives and superlatives (er and est)</p> <p>The 'y' suffix</p> <p>Pluralisation</p> <p>Silent letter words ('knife', 'rhyme')</p> <p>Compound words ('playground')</p> <p>More suffixes ('ly', 'ful', 'less')</p> <p>Apostrophes for missing letters</p> <p>Prefixes (mis, non, ex, anti)</p> <p>Homonyms</p>	<p>Question marks and exclamation marks</p> <p>Speech punctuation basics (capital letters, separating from bulk of the narrative)</p> <p>Full stops and capital letters</p> <p>Commas for listing</p> <p>Commas for grammatical boundaries</p>	<p>Verbs in sentences</p> <p>Past tense consistently for narration</p> <p>Full stops and capital letters! Sentences</p> <p>Basic paragraph structure for dialogue</p> <p>Writing for audience</p> <p>Adjectives and their function</p> <p>Singular and plural</p> <p>Capitalisation for names, headings, emphasis etc</p> <p>1st / 2nd / 3rd person with verbs and grammatical agreement therewith</p> <p>Pronouns</p> <p>Use of conjunctions and time conjunctions</p>
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<p>Year</p> <p>4</p>	<p>Double consonant words ('bubble')</p> <p>Homophones ('to', 'too', 'two' etc)</p> <p>Irregular and regular tense verbs</p> <p>Suffixes (al, ary, ic, ship, hood, ness, ment)</p> <p>Verbs from nouns (ate, ify)</p> <p>Plurals of 'f', 'ff' and 'fe'</p> <p>'ight', 'tion', 'ious', 'ial' and 'ough'</p> <p>Prefixes (ad, af, al, a)</p> <p>Rules around 'v' and 'k'</p> <p>Rules around 'wa', 'wo' and 'ss'</p> <p>Awkward spellings (ough, ould)</p> <p>Words with common roots</p> <p>Suffixes (ful, ly, ive, tion, ic, ist, ible, able, ive, sion)</p>	<p>Commas for grammatical boundaries</p> <p>The apostrophe for possession</p> <p>Its and It's</p>	<p>Verb tenses</p> <p>Powerful descriptive verbs</p> <p>Adverbs</p> <p>Paragraphs for narrative and sequencing purposes</p> <p>Adjectives – expressive language</p> <p>Significance of word order</p> <p>Choosing how to join sentences: commas, conjunctions or full stops</p> <p>Argument construction conjunctions and adverbs</p>
<p>Year</p> <p>5</p>	<p>Words ending in a, i, or u</p> <p>Pluralisation rules</p> <p>Prefixes (auto, bi, trans, tele, circum)</p>	<p>Commas for grammatical boundaries</p> <p>Colons for lists</p> <p>Commas before speech</p>	<p>Conventions of standard English</p> <p>Awareness of audience and ability to change style</p> <p>Direct and reported speech</p>

	<p>'full' to 'ful' when used as a suffix</p> <p>Rules around adding 'ing'</p> <p>Pronunciation rules for 'c'</p> <p>Further homophones ('eight', 'rain', etc)</p> <p>Possessive pronouns ('theirs' etc)</p> <p>'y' to 'ies' when pluralising</p> <p>'l before e' rule and exceptions</p> <p>Changing tenses</p> <p>Prefixes 'in, im, il, pro, sus)</p>	<p>marks</p> <p>Commas for embedded clauses</p> <p>Apostrophes for contractions</p>	<p>Imperative instructions</p> <p>Past tense recounts</p> <p>Story and text structure</p> <p>Accurate use of pronouns</p> <p>More complex sentence structure</p> <p>Conventions of written English as opposed to the spoken form</p> <p>Prepositions</p>
<p>Year</p> <p>6</p>	<p>Spellings of complex conjunctions</p> <p>Rules for adding 'ing'</p> <p>Rules for adding 's'</p> <p>Prefixes (bi, aero, aqua, audi, con, duo, hydro/hydra, in, micro, oct, photo, port, prim, sub, tele, tri, ex)</p> <p>Suffixes (cede, clued, log/logy, scribe, scope)</p> <p>Consolidation of all earlier work</p>	<p>Colon</p> <p>Semicolon</p> <p>Parenthetic commas</p> <p>Dashes</p> <p>Brackets</p>	<p>Active and passive verb forms</p> <p>Complex conjunctions</p> <p>Official language</p> <p>Summary, note taking, editing</p> <p>Conditionals</p> <p>Complex paragraphing and structure</p>

Guided Reading in KS2 – How can you help?

Guided reading focuses on the discussion based around a text. The focus is moved from just being able to read the words and text but being able to have a deeper understanding of the text that they are reading.

This greater understanding is only developed through taking the time to discuss the text with your children and questioning them to allow them to pick out important information about the text and the themes that it covers.

Below are some examples of the types of questions that would aid a greater discussion and understanding of the text that your child is reading. It is also important that you allow your children to ask their own questions about what they have been reading.

Apply knowledge of root words, prefixes and suffixes to understand meaning	What does mean? What clues are there in the parts of the word? Try separating it into the prefix/ suffix and root. Does that give you any information? How does less/ ful/ pre/ un (etc) change the meaning? If I told you that means, what do you think would mean?
Note differences between spelling and sound in unusual words	How would we sound that out? Does the word look like it sounds? How is it different? Mention 'tricky words'.
Retell stories orally	What has happened so far? Tell me about what's happened to? Can you tell me another story like this one? Tell me about this story.
Identify themes and conventions in a range of books	What is the theme of this book? How do we know? Can you think of another book that includes this theme? What happened at the end of that book? What do you think is going to happen in this book? Does good always triumph over evil? Are witches always wicked? Do unhappy children always end up having magical adventures?

	Can you give me an example?
Discuss words and phrases that capture interest	<p>What words has the author chosen to make us feel.....?</p> <p>What does makes us feel like?</p> <p>What does..... make us think about?</p> <p>Why has the author used?</p> <p>Why has the author compared..... to</p> <p>What effect does..... have?</p> <p>Can you pick out that words that make this part sad/ happy/ funny/ exciting?</p>
Recognise different forms of poetry	<p>What type of poem is this?</p> <p>What makes it a?</p> <p>How do we know that it is a?</p> <p>Which type of poem is your favourite and why?</p> <p>Does this author write a particular type of poem?</p>
Discuss understanding and explain the meaning of words in context	<p>What does mean?</p> <p>What would make sense in the sentence?</p> <p>Can you think of another word to use instead?</p>
Infer characters' feelings, thoughts and motives from actions	<p>How is feeling?</p> <p>What clues are there to help us work that out?</p> <p>Why did..... do.....?</p> <p>How can you work out what..... is thinking?</p> <p>Why has the author decided not to tell us how is feeling?</p> <p>Why does make us work it out for ourselves?</p> <p>Is Someone you'd want to be friends with? Why/ why not?</p>
Predicting from details stated and implied	<p>What do you think is going to happen next?</p> <p>What clues are there to make us think that?</p> <p>What do you think has already happened?</p> <p>Does the author tell us that or make us work it out?</p> <p>Do we all agree?</p> <p>Why/ why not?</p>
Predicting from details stated and implied	<p>What is going to happen to.....?</p> <p>What is going to happen in.....?</p> <p>What is going to happen when.....?</p> <p>Can you find the part of the book that makes you think that?</p>

<p>Identify and summarise main ideas</p>	<p>What has happened so far? Can you sum up what has happened in 3 sentences? What is the author's main point? What is the author trying to tell us? What is this book teaching us? What do we know now that we didn't know before? What would you still like to find out?</p>
<p>Identify how language, structure and presentation contribute to meaning</p>	<p>Can you see any new vocabulary? Can you work out what it means? Do you need to use a dictionary? Can you use it in a sentence of your own? What is the author trying to tell us? Why has the author chosen the word? Which word/ phrase makes us think/ feel/ picture? Why has the author decided to start a new paragraph here? What is the intention of the author? What language makes us? How does the author create a mood? What clues do the pictures give us about this part of the story? Can you picture the scene/ character? Which parts help to draw this picture? What do you think looks like? Why? How is this set out differently to our last book? Why has the author chosen to set it out this way? Tell me about the blurb/ subtitles/ layout/ diagrams.</p>
<p>Recommend books to peers, giving reasons for their choices</p>	<p>Would you read the book again? Would you read another book by the same author? Would you recommend this book to someone else? Why/ why not? Who would enjoy this book? Who would enjoy this type of book? Who has the book been written for?</p>

<p>Make comparisons within and across books</p>	<p>What genre is this? How can we tell? Are there any clues to tell us which genre this book is? Can you think of another book/ film/ poem that tells a similar story? Can you think of another book that uses similar characters? What is the theme of this book? Are there any other books you can think of with the same theme? What are the differences when the story is told from point of view? What is similar about the two/ three/ settings? Is there another book with the same setting? Which book do you prefer and why?</p>
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Reading with your child in Year 5 /6 - How To Do It: A Guide For Parents

What To Read

Books, Magazines, Comics, Newspapers, Web-pages. The type of text is not really important. However, it is best to choose what interests them - but be careful that you do not get bored! Check how hard texts are when you choose them.

Time And Place

At least 3 times each week for 15-20 minutes. Find the quietest place you can sit comfortably side by side - so you both can see the text easily.

Talk

Talk together about the text (words and pictures). Talk before you start, while you are reading, and at the end. Talk to make sure the child understands what is being read.

Mistakes

If your child reads a word incorrectly, ask them to try to put it right (up to 4 seconds). If they can't, help them break the word down and say it with the child, they then repeat it correctly - then carry on.

Praise

Praise for good reading of hard words or longer sections. Praise for child putting their own mistake right before you. Praise very often, in different words - and smile and sound as if you mean it!

Reading Together

On harder texts and difficult bits, read together. Match your reading speed to that of the child. Point to words only if you really need to.

**Notes : Remember to fill in your reading record book at the end of each session.
Questions to ask your child can be found overleaf.**