

AVONWOOD PRIMARY SCHOOL



GRAMMAR HANDBOOK

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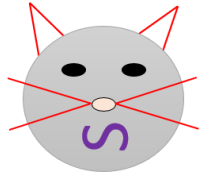
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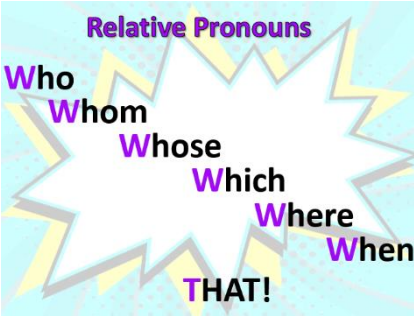
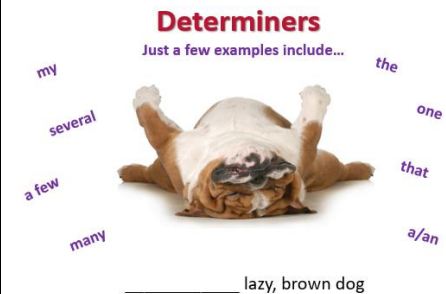
Parts of a Sentence


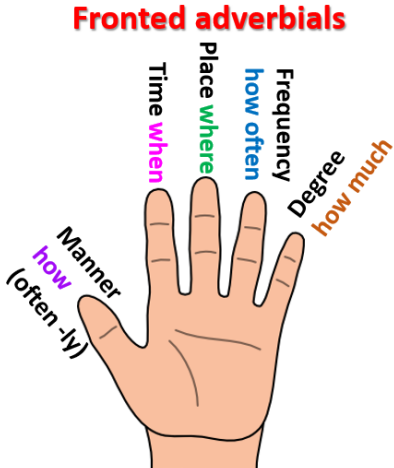
	Feature	Definition	Example	Year Group (Curriculum Guidelines)	Picture Clue / Misconceptions
PARTS OF A SENTENCE	Subject	The who or what in a clause that is performing the verb.	<u>The girl</u> ran home. The apple was pecked by <u>it</u> .	Yr 6	N/A
	Object	The who or what in a clause that is acted upon by a verb.	The girl ran <u>home</u> . <u>It</u> was pecked by a bird.	Yr 6	N/A
	Phrase	A group of words that <u>does not</u> contain a verb. <i>(Also see Noun Phrase, Expanded Noun Phrase, Adverbial Phrase and Prepositional Phrase.)</i>	the shy girl in the deep, dark forest at the beginning of the week	<i>For Reference</i> Recommend Yr 3 with Clause	Misconception: The word 'phrase' is used in reading comprehension too. This is not the true definition of 'phrase' and can include a verb.
	Clause	A group of related words containing a subject and a verb. The subject can be implicit. <i>Main Clause</i> A group of words containing a subject and a verb and expresses a complete thought. A main clause makes sense by itself. <i>(For Subordinate Clause and Relative Clause see Subordinating Conjunctions)</i>	The dog was barking. <u>It was raining,</u> but <u>the sun was shining.</u> (two main clauses) The man <u>who wrote it</u> told me <u>that it was true.</u> (one main clause containing two subordinate clauses – more specifically relative clauses)	Yr 3	<p>Main Clause Cat</p>  <p>A main clause must have a Subject and a Verb</p>
	Sentence	Simple Sentence Has one main clause (subject and verb). Can have an object. Compound Sentence Has main clauses that are linked by a co-ordinating conjunction. Both clauses carry equal weight. Complex Sentence Has 2 or more clauses, in which one clause is dependent on the other (e.g. a main and subordinate clause). The clauses are linked in a way that shows interrelationship.	The boy ran away. The boy ran away from the dog.	Yr 1	<p>Misconception: When using co-ordinating conjunctions, we teach children NOT to use a comma. Later on in life they will learn that they do sometimes need one. This is when the clause after the conjunction is a main clause. <i>e.g. The boy threw the ball, and the girl caught it.</i></p> <p>A comma is needed in the example above but would not be required for 'The boy threw the ball and frisbee.'</p>
			All the dogs barked, and the boy ran away.	Yr 1	
The boy ate alone because all the children ran away.			Yr 2		

Statement	A sentence that declares (states) something that is true or false.	The sun is blue. I am going to the beach.	Yr 2	N/A
Exclamation	A sentence (so it contains a verb) that begins with <i>how</i> or <i>what</i> and ends in an exclamation mark.	What a hot day it is! How colourful you are!	Yr 2	Misconception: Exclamations have to contain a verb. If it does not contain a verb (e.g., <i>How lovely!</i>) it is an exclamatory phrase.
Question	A sentence that could be responded to and ends in a question mark.	Where are we going? Who are you?	Yr 2	N/A
Command	A sentence that contains an imperative verb (a 'bossy' verb) which means the sentence requires an action in response (it asks for something to be done).	Go away! Adam, put that down! Cut the carrot diagonally.	Yr 2	N/A
Parenthesis	A word or phrase that is added into a sentence to give additional information. Brackets, dashes or commas are used to mark the boundaries of parenthesis. Parenthesis does not have to appear in the middle of a sentence.	The boat (<u>a wooden canoe</u>) won the competition. The teacher, <u>a young woman</u> , taught the class. Her latest song – <u>Wild Thoughts</u> – was number one. They will be taking Jamie, <u>a young man from London</u> .	Yr 5	Misconception: It is the extra information which is the parenthesis NOT the punctuation.
Cohesion	Writing needs to flow and have cohesion. It needs this both within and between paragraphs.	Conjunctions: Then she zipped up her coat as high as she possibly could. As her foot touched the pavement, ... Pronouns: She lifted the present and gave it a shake. Repetition: They are then ready to leave their mother . Once the animal has moved into its own territory , ...	Yr 6	Cohesion Bring your writing to life: use CPR  Conjunctions Pronouns Repetition



Word Types and Classes

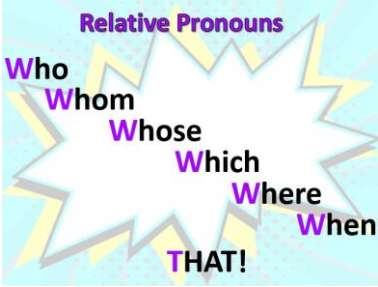
	Feature	Definition	Example	Year Group (Curriculum Guidelines)	Picture Clue / Misconceptions
WORD TYPES & CLASSES	Noun	<p>Words that name a person, place, thing or idea. These can be described as either Common or Proper.</p> <p><i>Singular Nouns</i> A noun that refers to one person, place thing or idea.</p> <p><i>Plural Nouns</i> A noun that refers to more than one person, place, thing or idea.</p> <p><i>Common Nouns</i> A noun that describes types of objects or concepts</p> <p><i>Proper Nouns</i> A noun that describes people, places or 'times'.</p> <p><i>Collective Nouns</i> A noun that describes a group. (can be considered plural)</p> <p><i>Abstract Nouns</i> A noun that describes a feeling or concept you cannot touch or see.</p>	<p>cat, tree, kitchen, Monday, team, dogs, truth, hope</p> <p>cat, Jane, hope</p> <p>guys, dogs</p> <p>cat, tree, kitchen</p> <p>Monday, Jane, Bournemouth</p> <p>bunch, team, swarm</p> <p>truth, hope, friendship</p>	<p>Yr 2</p> <p>Yr 1</p> <p>Yr 1</p> <p>For Reference</p> <p>For Reference</p> <p>For Reference</p> <p>For Reference</p>	N/A
	Noun Phrase	<p>A phrase (group of words) built around a noun that does not contain a verb. Adjectives are used to provide more detail about the noun.</p>	<p><u>The tall girl</u> walked away. <u>Adult foxes</u> like to run.</p>	Yr 2	<p>Expanded noun phrase</p>  <p>DA, ANP</p> <p>Determiner Adjective, Adjective Noun Prepositional phrase</p> <p><small>Examples of prepositions: under next to opposite below in on</small></p> <p><small>TRICKY - with</small></p> <p>Misconception: A noun phrase does NOT include a verb as it is a phrase. Lots of children think the verb is also part of the noun phrase.</p>
	Expanded Noun Phrase	<p><i>Expanded Noun Phrase</i> Longer noun phrases that give extra detail, with modifying adjectives, nouns and prepositional phrases.</p>	<p><u>Almost all healthy adult foxes in this area</u> can jump.</p>	Yr 4	
	Pronoun	<p>Words to replace a noun.</p>	<p>it, you, she, he, I, mine, yours, his, they, we, ours, their,</p>	Yr 4	

		<p>who, which, that</p> <p><i>Singular Pronouns</i> Pronouns to describe one thing or person.</p> <p><i>Plural Pronouns</i> Pronouns to describe more than one thing or person.</p> <p><i>Possessive Pronouns</i> Pronouns to show possession.</p> <p><i>Relative Pronouns</i> Pronouns that relate/refer to the subject (noun). (Also see 'Relative Clause'.)</p>	<p>it, you, she, he, I, mine, yours, his</p> <p>they, we, ours, their</p> <p>his, ours, theirs, mine</p> <p>There are 7 relative pronouns: who, whom, whose, which, where, when, that</p>	<p><i>For Reference</i></p> <p><i>For Reference</i></p> <p>Yr 4</p> <p>Yr 5</p>	 <p>Relative pronoun song</p>
Determiner	<p>Words to introduce a noun or noun phrase.</p> <p><i>Article</i> The most common determiners</p>	<p>a, an, the, every, this, those, one, some, many</p> <p>a, an, the</p>	<p>Yr 4</p> <p><i>For Reference</i></p>	 <p>_____ lazy, brown dog</p>	
Adjective	<p>Words to describe a noun or pronoun.</p>	<p>A <u>shy</u> child, <u>blue</u> notebook and <u>rotten</u> apple.</p> <p>The jumper was <u>enormous</u>.</p>	<p>Yr 2</p>	<p>N/A</p>	
Verb	<p>Words to describe an action or state.</p> <p><i>Auxiliary Verb</i> Verbs used with main verbs</p> <p><i>Modal Verb</i> A type of auxiliary verb (it's used with another verb)</p>	<p>I <u>was</u> cold. (state) Jane <u>baked</u> a cake. (action)</p> <p>be, have, do, might, should</p> <p>I <u>am</u> going to the shops.</p> <p>will, would, can, could,</p>	<p>Yr 2</p> <p><i>For Reference</i></p> <p>Yr 5</p>	<p>N/A</p>	

	<p>which can express meanings such as certainty, ability, or obligation. It indicates the likelihood of something happening.</p> <p><i>Imperative Verb</i> A type of verb that creates an imperative sentence (a sentence that gives an order or command). This is a 'bossy' verb.</p>	<p>may, might, shall, should, must, ought</p> <p><u>Give</u> me that pen.</p> <p>John, <u>put</u> that down!</p>	<p><i>For Reference</i></p>	
<p>Subjunctive Verbs</p>	<p>Used to set a formal mood. It expresses things that could or should happen and can express wishes, hopes, commands, demands or suggestions. It explores the hypothetical.</p> <p>The subjunctive mood uses the 'root' verb.</p> <p>1. Use of 'be' and 'were' instead of am, is, are, was.</p> <p>2. Skips the -s on the verb when using he, she, it.</p>	<p>I advise We demand You suggested It is important</p> <p>If I <u>were</u> taller, I would be able to reach.</p> <p>If only I <u>were</u> ten years younger. (instead of was)</p> <p>I demand that they <u>be</u> released. (instead of are)</p> <p>I suggested that he <u>face</u> up to the bully. (instead of faces)</p>	<p>Yr 6 SATs use 'were'</p>	<p>Subjunctive Verb Form</p> 
<p>Adverb (Adverbial)</p>	<p>Single words that modify (change or add to the meaning of) verbs, adjectives and adverbs (and clauses).</p> <p>Note: they <u>do not</u> modify nouns.</p> <p>There are 5 different types of adverb: manner, time, place, frequency and degree.</p>	<p>He moved <u>slowly</u> down the path. (modifying verb – move)</p> <p>That match was <u>really</u> exciting. (modifying adjective – exciting)</p> <p>We don't get to dance <u>very often</u>. (often modifies verb – dance AND very modifies</p>		<p>Fronted adverbials</p> 

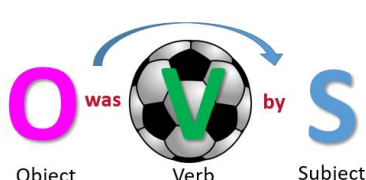
		adverb – often)		
		<p><u>Fortunately</u>, it didn't rain. (modifying clause – it didn't rain)</p> <p><i>-ly adverbs</i> Adjectives with the suffix – ly to modify into adverbs.</p> <p><i>Express time, place or cause.</i></p> <p><i>Indicate degrees of possibility</i></p> <p><i>Linking across paragraphs</i> Using adverbs of time, place and number.</p>	<p>bravely, loudly</p> <p>then, next, soon, therefore</p> <p>perhaps, surely</p> <p>later, nearby, secondly</p>	<p>Yr 2</p> <p>Yr 3</p> <p>Yr 5</p> <p>Yr 5</p>
Adverbial Phrases	<p>A phrase (group of words) that modifies the meaning of a verb or clause. It explains how, where or when something happens. It DOES NOT contain a verb.</p> <p><i>Fronted Adverbials</i> Adverbial phrases/adverbs that begin a sentence followed by a comma.</p> <p><i>Fronted Adverbial Clause</i> Adverbial clauses that begin a sentence followed by a comma. They contain a verb.</p>	<p>The teacher screamed <u>in front of the mirror</u>.</p> <p>The squirrel climbed <u>at the break of day</u>.</p> <p><u>Carefully</u>, the frog jumped.</p> <p><u>In the deep, dark jungle</u>, the lion prowled.</p> <p><u>After she had eaten</u>, she brushed her teeth.</p>	Yr 4	<p>Fronted adverbials</p>
Preposition	<p>Words that show a noun's relationship to another word in the sentence. They indicate the position of something.</p>	<p>behind, throughout, on, into</p>	Yr 3	N/A

Prepositional Phrase	<p>A phrase (group of words) built around a preposition. Prepositional phrases can act both as adjectives and adverbs and is considered a type of adverbial phrase.</p>	<p>The sweet potatoes <u>in the vegetable bin</u> are rotten. (acting as an adjective)</p> <p><u>Before class</u>, Josh went for a walk. (acting as an adverbial)</p>	Yr 4	N/A
Conjunction	<p>Words that join together phrases or clauses. They should NOT be referred to as connectives.</p> <p><i>Co-ordinating Conjunctions</i> Conjunctions that join main clauses (sentences). Create a compound sentence.</p> <p><i>Subordinating Conjunctions</i> Conjunctions that show cause and effect. They are used to join a main clause and a subordinate clause. Create a complex sentence.</p>	<p>when, because, if, so, while, after, and, but, or</p> <p>for, and, nor, but, or, yet, so</p> <p>e.g. since, until, before, when, as, if</p>	<p>Yr 2</p> <p>Yr 2</p>	<p>Co-ordinating Conjunctions</p> <p>FANBOYS For And Nor But Or Yet So</p>  <p>Subordinating Conjunctions</p> <p>SUBWAI Since Until Because When As If Before Where After While Although</p> 
Subordinate Clause	<p>A clause that is dependent of a main clause. Must contain a verb. These often begin with a subordinating conjunction.</p> <p>This clause does not make sense on its own.</p> <p>Can also begin with -ed or -ing words.</p>	<p>The frog jumped <u>because the boy splashed the water.</u></p> <p><u>Before washing his hands</u>, the boy found some soap.</p> <p><u>Running through the forest</u>, the boy fell.</p>	<p>Yr 3</p> <p>For Reference</p>	N/A
Relative Clause	<p>A type of subordinate clause that begins with a relative pronoun.</p>	<p><i>There are 7 Relative Pronouns:</i> who, whom, whose, which, where, when, that</p>	Yr 5	

		Commas are used to mark the clause when it comes at the beginning or in the middle of the sentence.	The dog, <u>who</u> was barking, jumped up at the window.		 <p>Relative Pronouns Who Whom Whose Which Where When THAT! <i>Relative pronoun song</i></p>
	Simile	A figure of speech that compares two things by using the words 'like' or 'as'.	White as a ghost. Swims like a fish.	<i>For Reference</i>	N/A
	Metaphor	A figure of speech that describes a place, subject or object as something unlikely and not literal.	Drowning in debt. The world is a stage.	<i>For Reference</i>	N/A

Tenses and Voices

	Feature	Definition	Example	Year Group (Curriculum Guidelines)	Picture Clue / Misconceptions
TENSES & VOICES	Simple Tense	<p>A verb is used in its present or past form without any other verbs modifying it.</p> <p>Contains a subject and verb. Can also contain an object but doesn't have to.</p>	<p>Jane <u>works</u> hard. (present)</p> <p>Bill <u>jogged</u> to school. (past)</p> <p>I ate. (past)</p>	Yr 2	<p style="text-align: center;">Simple tense</p> <div style="text-align: center;"> <p>Subject (noun) Verb (x1) Object (noun)</p> </div>
	Progressive Tense	<p>Used to describe actions happening over a period of time. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'to be' verb.</p> <p><i>Progressive Verbs</i> Refers to the verbs used to indicate the progressive tense.</p>	<p>am, are, is + verb-ing (present) was, were + verb-ing (past)</p> <p>I <u>am walking</u> home. (present)</p> <p>Dave <u>was eating</u> an apple. (past)</p>	Yr 2	<p style="text-align: center;">Progressive tense</p> <div style="text-align: center;"> </div>
	Perfect Tense	<p>Used to describe actions that are/have been completed. The verb (always in its past tense) is accompanied by a 'have' verb.</p> <p><i>Perfect Verbs</i> Refers to the verbs used to indicate the perfect tense.</p>	<p>have, has + past verb (present) had + past verb (past)</p> <p>I <u>have eaten</u> cake. (present)</p> <p>They <u>had danced</u> all night. (past)</p>	Yr 3	<p style="text-align: center;">Perfect tense</p> <div style="text-align: center;"> </div>
	Perfect Progressive Tense	<p>A combination of both the progressive and perfect tenses. Used to describe actions happening over a period of time and are/have been completed. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'have' verb and the 'to be' verb - been.</p>	<p>have, has + 'to be verb' + verb-ing (present)</p> <p>had + 'to be verb' + verb-ing (past)</p> <p>It <u>has been raining</u>. (present)</p>	<i>For Reference</i>	N/A

			Sue <u>had been practising</u> for an hour when I called. (past)		
Active Voice	A sentence in which the subject <i>actively</i> performs the verb.	Jane caught the ball. Mum baked a cake yesterday.	Yr 6	AKA Simple tense S V O Subject (noun) Verb (x1) Object (noun)	
Passive Voice	A sentence in which the subject is performing the verb, but it is <i>passively</i> having something done to it. i.e. The object is having something done to it by the subject.	The ball was caught by Jane. A cake was baked by Mum yesterday.	Yr 6	Passive voice  Object was Verb by Subject The ball was thrown by the boy.	

Punctuation

	Feature	Definition	Example	Year Group (Curriculum Guidelines)	Picture Clue / Misconceptions
PUNCTUATION	Capital Letter	Used to begin a sentence, important words in titles, proper nouns and acronyms.	Monday, I, Sarah, R.S.P.C.A.	Yr 1	N/A
	Full Stop	Used at the end of a sentence and abbreviations. If an abbreviation ends a sentence a second full stop is not required.	Dec. = December	Yr 1	N/A
	Comma	Used: <i>to separate items in a list</i>	I would like cheese, lettuce and tomato.	Yr 2	N/A
		<i>after a fronted adverbial (see fronted adverbial)</i>	In the forest, I ran for my life.	Yr 4	
		<i>after a reporting clause when beginning speech</i>	Jane said, "Hello."	Yr 4	
		<i>to clarify meaning or avoid ambiguity</i>	Let's eat Grandma. Let's eat, Grandma.	Yr 5	
		<i>to show parenthesis see parenthesis</i>	The teacher, <u>a young woman</u> , taught the class.	Yr 5	
Apostrophe	Used: <i>to show contraction</i>	can't, she's, I'll	Yr 2	Misconception: <i>There are times when you need to add 's to a noun ending in 's'.</i> <i>If the noun ends in 's' you may only need to add an apostrophe.</i> <i>However, if you add the 's' sound to a noun ending in 's' you also need to add an 's'.</i>	
	<i>to show singular possession</i> Belongs to a singular noun. Add an apostrophe and – s	Liam = Liam's hat. Cat = The cat's hat. Pupils' = The pupils' coats. Jess = Jess's hat.	Yr 2		
	<i>to show plural possession</i> Belongs to a plural noun. Add just an apostrophe if it ends in –s (add an apostrophe and –s if the plural noun does not end in –s)	Actresses = The two actresses' roles. Guys = The guys' night out. Children = The children's slide.	Yr 4		
Exclamation Mark	Used to show emotion, emphasis or surprise. Can be used at the end of a statement,	That is amazing! (statement)	Yr 1	N/A	

	command or exclamation.	Go away! (command) How lovely it is! (exclamation)		
Question Mark	Used at the end of a sentence to show a direct or rhetorical question.	Will you go with me?	Yr 1	N/A
Inverted Commas	Used to show direct speech. Indirect speech (aka reported speech) is reporting what someone says without quoting them directly (no “ “ required). <i>Writing Direct Speech:</i> Change in speaker = new line. <i>Reporting Clause</i> If beginning speech, it begins with a capital letter and a comma is required after. If ending speech, it begins with a lower-case letter and a full stop is required after. If the reporting clause is in the middle of the same speaker’s speech it begins with a lower case letter and can either end in a , followed by “ then lower case letter or end in a . followed by “ and a capital letter.	“I am hungry” He told his friends how excited he was. “I am so hungry,” said Jane. “Me too. I am famished!” replied her sister. “What should we get?” asked Jane. “Maybe, sushi?” “I don’t like sushi,” her sister said. “It’s disgusting!” Jane replied, “Well I fancy sushi now, so that is what I am going to get.” “Alright,” Jane’s sister said, “I will order my own.”	Yr 3 only required to learn “ “ use Yr 4 Yr 4	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><u>Direct speech then reporting clause</u></p> <p>“We need to keep looking,” Rashid said.</p> <ol style="list-style-type: none"> 1. Inverted commas 2. CL for beginning of dialogue 3. No CL for reporting clause (unless it’s a name) 4. Comma, ? or ! after dialogue (inside inverted commas) 5. Full stop at end of reporting clause </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><u>Reporting clause then direct speech</u></p> <p>Rashid said, “We need to keep looking.”</p> <ol style="list-style-type: none"> 1. CL for reporting clause 2. Comma at end of reporting clause 3. Inverted commas 4. CL for beginning of dialogue 5. Full stop, ? or ! after dialogue (inside inverted commas) </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><u>Split speech – first half not a full sentence</u></p> <p>“I know,” Rashid said, “but we need to keep looking.”</p> <ol style="list-style-type: none"> 1. Inverted commas 2. CL for beginning of dialogue 3. Comma, ? or ! after first half of split speech (inside inverted commas) 4. No CL for reporting clause (unless it’s a name) 5. Comma at end of reporting clause 6. Inverted commas 7. No CL for start of dialogue 8. Full stop, ? or ! after dialogue (inside inverted commas) </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><u>Split speech – first half is a full sentence</u></p> <p>“I know it’s hard,” Rashid said. “We just need to keep looking.”</p> <ol style="list-style-type: none"> 1. Inverted commas 2. CL for beginning of dialogue 3. Comma, ? or ! after first half of split speech (inside inverted commas) 4. No CL for reporting clause (unless it’s a name) 5. Full stop at end of reporting clause 6. Inverted commas 7. CL for start of dialogue 8. Full stop, ? or ! after dialogue (inside inverted commas) </div>
Ellipsis	Used when missing a word or phrase and to express hesitation, changes of mood, suspense, or thoughts trailing off.	Scientists have estimated that... humans share 98.2% of their DNA with chimpanzees. "I really... don't ... understand this," he panted. Before I knew it, I was surrounded...	Yr 6	N/A

Brackets	Can be used to show parenthesis.	The boat (<u>a wooden canoe</u>) won the competition.	Yr 5	N/A
Dash	Used: <i>to show parenthesis</i> <i>to mark the boundary between independent clauses.</i>	Her latest song – Wild Thoughts – was number one. She might come to the party - you never know.	Yr 5 Yr 6	N/A
Hyphen	Used to join two or more words together to avoid ambiguity.	man eating shark man-eating shark recover re-cover They are used in any number from 21-99 e.g. twenty-one	Yr 6	Misconception: Children often get confused between hyphens and dashes.
Bullet Points	Used to list information. If the text that follows the bullet point is not a proper sentence, it does not need to begin with a capital letter or end with a full stop. However, if you choose to begin one bullet point with a capital letter, they all should for consistency. To introduce a bullet pointed list, a main clause MUST be used.	<ul style="list-style-type: none"> • text books • scissors • tray labels <ul style="list-style-type: none"> • We will buy text books. • I will borrow the scissors. • You will laminate tray labels. You will need to bring the necessary equipment with you when camping: <ul style="list-style-type: none"> • tent; • sleeping bag; • clothes; • food. 	Yr 6	Misconception: Children often start bullet pointed lists with something that is not a main clause. <i>e.g. 'You need a range of ingredients such as:'</i> <i>Instead, this should be 'You need a range of ingredients:'</i>
Colon	Used: <i>to introduce an item or list</i> <i>between independent clauses</i> when the second sentence explains, illustrates, paraphrases, or expands on the first sentence. The second sentence must be more significant than the first.	Ingredients: He got what he worked for: he really earned that promotion.	Yr 6 Yr 6	N/A
Semi-colon	Used: <i>to mark the boundary between independent clauses</i>	Call me tomorrow; you can give me an answer then.	Yr 6	N/A

	<p>the clauses should be related and of equal importance. A lower-case letter should be used after the semi-colon unless it is a proper noun.</p> <p><i>in descriptive lists</i> Note: a semi-colon is needed before 'and'</p> <p><i>within lists when commas are used within the items of the list</i></p>	<p>At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight-year-old acrobat.</p> <p>You should choose ham, chicken, or char-grilled vegetable sandwiches; cups of tea, Bovril, or coffee; or red wine.</p>	<p>Yr 6</p> <p>Yr 6</p>	
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Spelling

	Feature	Definition	Example	Year Group (Curriculum Guidelines)
SPELLING	Root Word	A word in its simplest form, to which prefixes and suffixes can be added to change the meaning.	unemployment employ = root word un = prefix ment = suffix	Yr 1
	Prefix	Letters added to the beginning of a word to modify its meaning. All prefixes hold meaning by themselves; however, they are not considered words. Learning the meaning of prefixes can help children with their comprehension of unknown words.	unhappy happy = root word un = prefix	Yr 1 'un-' Yr 3 Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Yr 5 Verb prefixes [for example, dis-, de-, mis-, over- and re-]
	Suffix	Letters added to the end of a word to modify its meaning. All suffixes hold meaning by themselves; however, they are not considered words.	tasteless taste = root word less = suffix	Yr 1 Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes] Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Yr 2 Formation of nouns using suffixes such as –ness, –er and by Compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverb (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Yr 5 Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
	Compound Word	A word containing two root words.	blackboard, daydream, outgrow, bone-dry	<i>For Reference</i>

Word Families	A group of words that are related to each other. <i>Common root word.</i> <i>Common feature.</i>	help, helpful, helper cat, mat, hat, pat	Yr 3
Antonym	Two words with opposite meanings.	hot – cold	Yr 6
Synonym	Two words with the same/similar meanings.	talk - speak	Yr 6
Homophone	Two words that sound exactly the same but are spelled differently and have different meanings.	hear, here some, sum	Yr 2 Unique homophones for each year group. Check English - Appendix 1: spelling
Homonym	Two words that are spelled and sound exactly the same but have different meanings.	Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u> . The noise a dog makes is called a <u>bark</u> . Trees have <u>bark</u> .	<i>For Reference</i>
Idiom	A group of words which together do not hold their typical meanings.	over the moon = very happy	<i>For Reference</i>