

UK Scotland Ireland Curriculum Correlation References - Words Rock!™

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UK Language & Literacy Curriculum

Kindergarten

Preparatory Activities

1. Pattern matching – simple
2. Pattern matching – more advanced
3. Sorting – cards into boxes
4. Matching – objects from list
5. Continuing letter patterns – based on alpha order
6. Continuing letter patterns – based on letter shape distinction
7. Shape distinction – shadow match
8. Letter recognition
9. Naming each letter of the alphabet in lower and upper case
10. Grapheme-phoneme correspondences sounds a-z
11. Writing letters in response to letter names
12. Understanding alphabetical order

Reception

Phonological awareness, phonics and spelling

1. to understand and to be able to rhyme through:
 - recognising, exploring and working with rhyming patterns e.g. learning nursery rhymes;
 - extending these patterns by analogy, generating new and invented words in speech and spelling;
2. knowledge of grapheme/phoneme correspondences through:
 - hearing and identifying initial sounds in words;
 - reading letters that represent the sounds *a – z, ch, sh, th*;
 - writing each letter in response to each sound *a – z, ch, sh, th*;
 - identifying and writing initial and dominant phonemes in spoken words;
 - identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words e.g. fit, mat, pen;
3. alphabetic and phonic knowledge through:
 - sounding and naming each letter of the alphabet in lower in upper case;
 - writing letters in response to letter names;
 - understand alphabetical order through alphabet books, rhymes and songs;
4. to link sound and spelling patterns by:
 - using knowledge of rhyme to identify families of CVC words; e.g. *hop, top, mop; fat, mat, pat; etc*
 - discriminating 'onsets' from 'rimes' in speech and spelling e.g. tip, sip, slip, flip, chip;
 - identifying alliteration in known and new and invented words;

Word recognition, graphic knowledge and spelling

1. to read on sight a range of familiar words;
2. to read on sight the 45 high frequency words to be taught by the end of Level 1;

Level 2 High Frequency Words List

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

3. to read on sight the words from texts of appropriate difficulty;
4. to recognise the critical features of words, e.g. shape, length and common spelling patterns;

5. to recognise that words are ordered from left to right and need to be read that way to make sense;

Grammar and Punctuation

1. to identify words that tell 'who' or 'what' in texts, e.g. nouns and noun groups;
2. to identify words that are verbs;
3. to identify words that indicate when or where actions take place;
4. to use a capital letter for the start of names;

Reading

1. to expect written text to make sense;
2. to use awareness of the grammar of a sentence to predict words when re-reading familiar stories;
3. to use picture clues to predict a text's content and make connections between illustrations and written text when reading;

Year 1-1

Phonological awareness, phonics and spelling

1. practise and secure the ability to rhyme, and to relate this to spelling patterns through:
 1. exploring and playing with rhyming patterns;
 2. generating rhyming strings, e.g. *fat, hat, pat*;
2. practise and secure alphabetic letter knowledge and alphabetic order;
3. practise and secure the ability to hear initial and final phonemes in CVC words, e.g. f*t*, m*at*, p*en;*
4. to discriminate and segment all three phonemes in CVC words;
5. to blend phonemes to read CVC words in rhyming and non-rhyming sets;
6. to represent in writing the 3 phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets.

Word recognition, graphic knowledge and spelling

1. to read on sight approximately 30 specified high frequency words;

Levels 3 – 7 High Frequency Words List

about	can't	her	many	over	then	who	
after	could	here	may	people	there	will	
again	did	him	more	push	these	with	
an		do	his	much	pull	three	would
another		don't	home	must	put	time	your
as		dig	house	name	ran	too	
back	door	how	new	saw	took		
ball		down	if	next	school	tree	
be		first	jump	night	seen	two	
because		from	just	not	should	us	
bed		girl	last	now	sister	very	
been	good	laugh	off	so	want		
boy		got	little	old	some	water	
brother		had	live(d)	once	take	way	
but		half	love	one	than	were	
by		has	made	or	that	what	
call(ed)		have	make	our	their	when	
came	help	man	out	them	where		

2. to recognise the critical features of words, e.g. length, common spelling patterns and words within words;
3. to spell common irregular words from the list of high frequency words;
4. to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

Grammar and punctuation

1. to expect written text to make sense;
2. to use captions and recognise whether or not they make sense e.g. missing words, wrong word order.
3. to recognise full stops and capital letters when reading and name them correctly;
4. to begin to use the term *sentence* to identify sentences in text, and to recognise that a line of writing is not necessarily the same as a sentence;
5. to begin to use full stops to demarcate sentences;
6. to use a capital letter for the personal pronoun 'I' and for the start of a sentence.

Reading Comprehension

1. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
2. to read and use captions, e.g. labels
3. to read and follow simple instructions and lists.

Year 1-2

Phonological awareness, phonics and spelling

1. to secure identification, spelling and reading of initial, final and medial letter sounds in simple words;
2. to investigate, read and spell words ending in *ff, ll, ss, ck, ng*;
3. to discriminate, read and spell words with:
 - initial consonant clusters:
bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spl, spr, squ, st, str, sw, tr, tw, thr, shr
 - common end clusters: ld, nd, lk, nk, sk, lp, mp, sp, ct, ft, lt, nt, pt, st, xt, lf, nch, lth
 - to identify separate phonemes within words containing clusters in speech and writing;
 - to blend phonemes in words with clusters for reading;
 - to segment clusters into phonemes for spelling.

Word recognition, graphic knowledge and spelling

1. to investigate and learn the spellings of words with 's' for plurals.

Grammar and punctuation

1. to expect written text to make sense;
2. to use captions and recognise whether or not they make sense e.g. missing words, wrong word order.
3. to recognise full stops and capital letters when reading and name them correctly;
4. to begin to use full stops to demarcate sentences;
5. to begin to use the term *sentence* to identify sentences in text, and to recognise that a line of writing is not necessarily the same as a sentence;
6. to use a capital letter for the personal pronoun 'I' and for the start of a sentence.
7. to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;

Year 1-3

Phonological awareness, phonics and spelling

1. to recognise the common spelling patterns for each of the long vowel phonemes *ee, ai, ie, oa, oo*:
 - to identify these phonemes in speech and writing;
 - to blend these phonemes for reading;
 - to segment words into phonemes for spelling;

Word recognition, graphic knowledge and spelling

1. to read on sight approximately 30 more high frequency words;
2. to recognise words by common spelling patterns;
3. understand the terms *vowel* and *consonant*;
4. to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;
5. to spell common irregular words from the list of high frequency words;
6. apply phonological, graphic knowledge and sight vocabulary to spell words accurately.

Grammar and punctuation

1. understand about word order;
 1. match word order;
 2. re-order sentences;
 3. predict words from previous text;
 4. understand the difference between 'rhyming' and 'making sense', e.g. *Roses are red, Violets are blue, Sugar is sweet and so are (shoe)(clue)(moo)(you)*.
2. recognise other common uses of capitalisation, e.g. for personal titles, headings, book titles;
3. add question marks to questions.

Year 2-1

Phonological awareness, phonics and spelling

- secure identification, spelling and reading of long vowel digraphs in simple words (the common spelling patterns for each long vowel phoneme) *ee, ai, ie, oa, oo*;
 - ee:* *ee(feet), ea(seat)*
 - ai:* *ai(train), a_e(name), ay(play)*;
 - ie:* *ie(lie), i_e(bite), igh(high), y(fly)*;
 - oa:* *oa(boat), o_e(pole), ow(show)*;
 - oo:* *oo(moon); ew(flew), ue(blue)*;
- discriminate, spell and read the common spelling patterns for the vowel phonemes: *oo(short), ar, oy, ow*:
 - oo(short):* *oo(good), u(pull)*
 - ar:* *ar(car)*;
 - oy:* *oy(toy), oi(boil)*;
 - ow:* *ow(cow), ou(sound)*;
 - oo:* *oo(moon); ew(flew), ue(blue)*;
- investigate, read and spell words ending in *ff, ll, ss, ck, ng*;
- discriminate, read and spell words with:
 - initial consonant clusters:
bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spl, spr, squ, st, str, sw, tr, tw, thr, shr
 - common end clusters: ld, nd, lk, nk, sk, lp, mp, sp, ct, ft, lt, nt, pt, st, xt, lf, nch, lth
 - to identify separate phonemes within words containing clusters in speech and writing;
 - to blend phonemes in words with clusters for reading;
 - to segment clusters into phonemes for spelling.
- investigate and classify words with the same sounds but different spellings

Word recognition, graphic knowledge and spelling

- read on sight approximately 30 more high frequency words including common irregular words;
- use word endings, e.g. *s* (plurals), *ed* (past tense), *in g* (present tense);
- secure understanding of the terms *vowel* and *consonant*.

Grammar and punctuation

- understand about word order;

- match word order;
 - re-order sentences;
 - predict words from previous text;
 - understand the difference between 'rhyming' and 'making sense', e.g. *Roses are red, Violets are blue, Sugar is sweet and so are (shoe)(clue)(moo)(you)*.
2. recognise other common uses of capitalisation, e.g. for personal titles, headings, book titles;
 3. add question marks to questions.

Reading comprehension

1. use phonological, contextual, grammatic and graphic knowlede to predeict the meanings of unfamiliar words, and to make sense of what they read;
2. understand time and sequential relationships in stories, i.e what happened when;
3. identify aspects such as word combinations, sound patterns (rhymes, rhythms, alliteration, onomatopoeia);
4. to spell common irregular words from the list of high frequency words;
5. read simple written instructions, plans, recipes, etc.

Year 2-2

Phonological awareness, phonics and spelling

1. secure reading and spelling of words containing different spellings of the long vowel phonemes;
2. discriminate, spell and read the common spelling patterns for the vowel phonemes: *air, or, er*:
 - *air:* *air(hair), ear(bear)*
 - *or:* *or(fort), oor(floor), aw(paw), oar(roar), ore(more), au(autumn), augh(taught);*
 - *er:* *er(fern),ir(first), ur(church), ear(early);*
3. investigate, read and spell words with the same sounds but different spellings;
4. read and spell words containing the digraphs *wh, ph, ch*(as in *Christmas*);
5. split familiar compound words into their component parts e.g. *himself, handbag, milkman, pancake, teaspoon*;
6. discriminate, aurally, syllables in multi-syllabic words, e.g. Listen to a word, listen to the rhythm patterns, match the word to the correct rhythm pattern: *dinosaur = xxx alligator = xxxx*;
7. read on sight and spell all the words from the high frequency word list.

Vocabulary extension

1. spell words with common prefixes, e.g. *un, dis*, to indicate the negative;
2. understand and use antonyms;

Word recognition, graphic knowledge and spelling

4. read on sight approximately 30 more high frequency words including common irregular words;
5. use word endings, e.g. *s* (plurals), *ed* (past tense), *ing* (present tense);
6. secure understanding of the terms *vowel* and *consonant*.

Grammar and punctuation

1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text;
2. be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns and pronouns correctly;
3. use verb tenses with increasing accuracy;
4. identify speech marks in writing;
5. recognise a range of other ways of presenting texts, e.g. speech bubbles: *Put the words that Pippi spoke into the speech bubble*;
6. use commas to separate items on a list.

Comprehension

1. identify patterns of rhythm and rhyme and other features of sound;
2. use dictionaries and glossaries to locate words by using the initial letter;
3. explore simple dictionary definitions;
4. use other alphabetically ordered texts, e.g. indexes, directories, listings;
5. begin to read flow charts and cyclical diagrams that explain a process.

Year 3-1

Phonological awareness, phonics and spelling

1. secure phonemic spellings from previous levels;
 - read any monosyllabic word containing an initial and/or final consonant cluster, e.g. *blunt* or *clamp*
 - read any monosyllabic word containing one of the following vowel digraphs: **ai, ay, a_e, ee, ea, y, ie, i_e, igh, oa, ow** (*grow*), **o_e, oo, ue, ew, u_e, ar, oi, oy, ow** (*cow, air, ear(bear), are(care), or, er, ir, ur, ear(hear), ea(head)*);
 - read any polysyllabic word made up of syllables constructed from these consonant clusters and vowel digraphs;
2. reinforce syllable discrimination in reading and spelling;

Word recognition and graphic knowledge

1. secure reading and spelling of all high frequency words;
2. investigate words with same spelling patterns but different sounds, e.g. words within words;
3. spell words with common suffixes, e.g. *-ful, -ly*;
4. spell common irregular words from the high frequency list.

Vocabulary extension

1. use synonyms and other alternative words or phrases that express the same or similar meanings.

Grammar and punctuation

1. recognise the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am, the children are* and use simple gender forms correctly, e.g. *his, her*; identify patterns of rhythm and rhyme and other features of sound;
2. use standard forms of verbs in writing, e.g. *catch/caught, see/saw, go/went*;
3. use commas in lists;
4. use capital letters and full stops correctly in sentences;
5. turn statements into questions, learning a range of *wh* words typically used to open questions: *what, where, when, who, why*, and use question marks correctly;

Comprehension

1. understand the difference between fact and fiction; to use terms *fact*, *fiction* and *non-fiction* appropriately;
2. find answers to questions from factual texts;
3. use contents page and index to identify specific topics and places in a text;

Year 3-2

Phonics, spelling and vocabulary

1. revise high frequency words from previous stage;
2. continue to focus on spelling words containing each of the long vowel phonemes;
3. identify phonemes in speech and writing;
4. blend phonemes for reading;
5. segment words into phonemes for spelling;
6. discriminate syllables in reading and spelling;
7. recognise common letter strings;
8. build from other words with similar patterns and meanings, e.g. *medical*, *medicine*;;
9. spell by analogy with other known words, e.g. *light*, *fright*;
10. use dictionary skills.

Spelling conventions and rules

1. understand how the spellings of verbs alter when *-ing* is added;
2. use the spelling pattern *-le* as in *little*, *bottle*, *muddle*, *battle*, *scramble*, *cradle*;
3. understand the term *prefix*;
4. recognise and spell common prefixes and understand how these influence word meanings, e.g. *in-*, *de-*, *dis-*, *re-*, *pre-*;
5. use knowledge of prefixes to generate new words from root words, especially antonyms, e.g. *happy/unhappy*, *appear/disappear*.

Vocabulary extension

1. infer the meaning of unknown words from context;
2. understand the term *synonym*;
3. understand the purpose and use of a dictionary and a thesaurus, and the difference between the two;
4. generate synonyms for high frequency words, e.g. *big*, *little*, *good*, *nice*, *nasty*;
5. recognise common vocabulary for introducing and concluding dialogue, e.g. *said*, *replied*, *asked*.

Grammatical awareness

1. understand the function of verbs in sentences through
 - noticing that sentences cannot make sense without them, e.g. identifying sentences and non-sentences;
 - identifying examples of verbs in sentences;
 - experimenting with changing simple verbs in sentences to enhance impact of the action taking place, e.g. *The cat **ran** across the road.* and *The cat **dashed** across the road.*
 - use verb tenses with increasing accuracy.
2. secure knowledge of question marks and exclamation marks in reading and writing;
3. understand the basic conventions of speech punctuation through
 - understanding the term 'speech marks';
 - identifying speech marks in writing;
 - using capital letters to mark the start of direct speech;
 - understanding alternative ways of representing direct speech, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text.

Comprehension

1. understand that choice of words and phrases creates impact in writing, e.g. using adjectives, powerful and expressive verbs, e.g. *stared* instead of *looked*;
2. understand the distinction between fiction and non-fiction, e.g. *Fact File?* – recognise the difference between the accounts of bear behaviours given by *Goldilocks and the three Bears* and e.g. a zoo website ;
3. locate information, using contents, index, headings, subheadings, page numbers;
4. identify main points from information presented, e.g. by listing key words;

Year 4

Phonics, spelling and vocabulary

1. revise and consolidate the spelling of words containing each of the long vowel phonemes;
2. identify phonemes in speech and writing, blend phonemes for reading, segment words into phonemes for spelling;
3. revise and consolidate the spelling of high frequency words;
4. discriminate syllables in reading and spelling;
5. recognise common letter strings and check critical features of words;
6. build from other words with similar patterns and meanings;
7. spell by analogy with other known words;
8. use word banks, dictionaries, e.g.
9. practise saying the alphabet starting at different letters;
10. identify the 4 quartiles of the dictionary (A-D, E-L, M-R, S-Z) e.g. make up a mnemonic to recall where the quartiles begin: Elephants Make Squirts
11. organise word cards alphabetically – first with different initial letters, then with the same initial letter and different second letter.
12. identify short words within longer words as an aid to spelling;
13. recognise and spell the prefixes *mis-*, *non-*, *ex-*, *co-*, *anti-*; use their knowledge of these prefixes to generate new words from root words, e.g. *read/misread*; *sense/nonsense*;
14. use these prefixes as clues to find meaning, e.g. *extend*, *export*, *mistake*, *misplace*;
15. use the apostrophe to make further contracted words, e.g. *couldn't*, *wouldn't*.

Medium Frequency Words

above
across
almost
along
also
always
animal
any
around
asked
baby
balloon
before
began

being
below
better
between
birthday
both
brother
brought
can't
change
children
clothes
coming
didn't

different
does
don't
during
earth
every
eyes
father
first
follow(ing)
found
friends
garden
goes

gone
great

half
happy
head
heard
high
I'm
important
inside
jumped
knew
know

lady
leave
light
might
money
morning
mother
much
near
never
number
often

only
opened
other
outside

own
paper
place
right
round
second
show
sister
small
something
sometimes
sound
started
still
stopped
such
suddenly

sure
swimming
think
those
thought
through
today
together
told
tries
turn(ed)
under
until
upon
used
walk(ed)(ing)
watch

where
while
white
whole
why
window
without
woke(n)
word
work
world
write
year
young

Spelling conventions and rules

1. identify how words change when *er*, *est* and *y* are added, e.g.
2. complete lists of regular comparatives and superlatives;
3. identify the base word for given adjectives, including those where the spelling of the base word has altered, e.g. *sunny*, *cloudy*, *smelly*, *woody*, *muddy*, *bony*, *slimy*;
4. understand the term *suffix*;
5. identify basic rules for changing the spelling of nouns when *s* is added and correctly use the terms *singular* and *plural*;
6. investigate words with silent letters, e.g. *knee*, *gnat*, *wrinkle*;
7. recognise and generate compound words, and separate compound words into their component parts, e.g. *playground*, *airport*, *shoelace*, *underground*;
8. recognise and spell common suffixes and understand how these influence word meanings, e.g. *-ly*, *-ful*, *-ness*;
9. *use suffixes to generate new words from root words*, e.g. *proud/proudly*, *hope/hopeful/hopeless*;
10. correctly use the apostrophe to spell contracted forms of words, e.g. *don't*, *can't*, *isn't*;
11. spell two-syllable words containing double consonants, e.g. *bubble*, *kettle*, *common*;
12. distinguish between the spellings and meanings of common homophones, e.g. *to/two/too*; *they're/their/there*; *piece/peace*;

13. spell regular verb endings *s, ed, ing*, e.g.

14. spell irregular tense changes e.g. *go/went, can/could*;

- Verb Mix n'Match : Sort each word-pair into its correct group:
annoy-annoys, dry-dries, marry-marries, study-studies, play-plays, hurry-hurries, deny-denies;

empty – empties	try – tries	stay – stays
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hurry-hurried, cry-cried, delay-delayed, fry-fried, enjoy-enjoyed, study-studies, envy-envied;

• carry – carried	try – tried	play – played
•		

-
- From a list of jumbled words, pair the present and past tense forms, e.g.

go	did	ate	came
am	sit	was	went
could	fell	fall	eat
say	stand	stood	said
bought	can	were	do
come	are	buy	sat

- Find words which share patterns in verb tenses, e.g.

lend – send – bend (*but not mend*)

bear – wear – tear (*but not hear*)

sing – ring – fling (*but not bring*)

bind – find – grind (*but not mind*)

keep-sleep-weep-creep (*but not peep*)

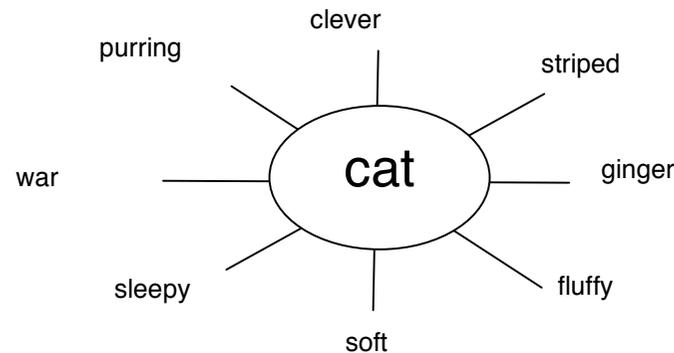
15. recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment*.

Vocabulary extension

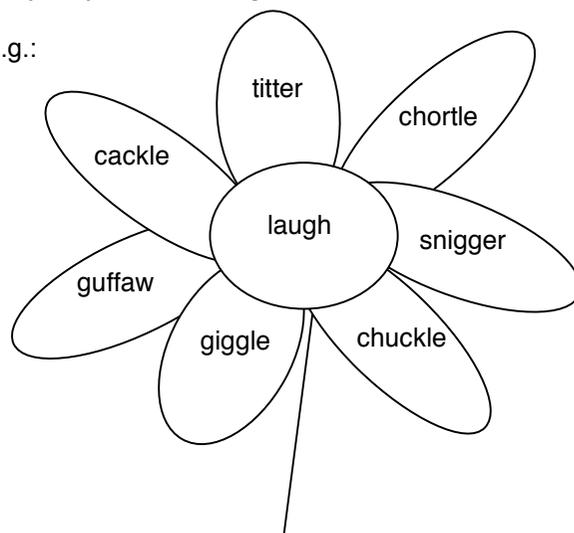
1. recognise synonyms for describing dialogue, e.g. *shouted, yelled, screamed, cried, squealed*;
2. explore homonyms with the same spelling but multiple meanings; recognise that meaning is determined by context, e.g. *bear (animal or action); form (shape, document or action), wave (gesture, shape or motion)*;
3. infer the meanings of words from context and recognise the most likely possible meaning from a range of options;
4. use the term *definition*;
5. recognise and explore opposites, e.g. *upper/lower, rude/polite*;
6. recognise synonyms for describing dialogue, e.g. *shouted, yelled, screamed, cried, squealed*;
7. explore homonyms with the same spelling but multiple meanings; recognise that meaning is determined by context, e.g. *bear (animal or action); form (shape, document or action), wave (gesture, shape or motion)*;
8. define familiar vocabulary in own words, using alternative phrases or expressions;
9. use 3rd and 4th place letters to locate and sequence words in alphabetical order;
10. investigate the ways in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs using suffixes, e.g. *-ate, -ify, -en, -ise*.

Grammatical awareness

1. understand the function of adjectives in sentences, through
 - deleting and substituting adjectives and noting effects on meaning;
 - classifying adjectives, e.g. colour, size, mood, touch, taste, sight, sound, smell, shape;
 - playing *Arthur's Cat*: e.g. *Arthur's cat is an agile cat; Bart's cat is a big cat; Carly's cat is a clever cat; Chester's cat is a charming cat, etc*
 - use cloze procedures with the adjectives omitted: children must choose appropriate adjectives;
 - identify adjectives applying to a particular noun and put them in a web, e.g.



2. extend knowledge and understanding of pluralisation through
 - 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 beginning to use collective nouns correctly, e.g. a *flock* of sheep, a *herd* of cattle, a *school* of fish;
 - understanding that nouns are words that *name objects* and can usually be pluralised, e.g. *house/houses, dog/dogs, shoe/shoes*;
 - identifying nouns that cannot be pluralised, e.g. *trousers, scissors, sheep*
3. identify pronouns and understand their functions in sentences through:
 - distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, our, your, his, hers, theirs*;
 - distinguishing the 1st, 2nd and 3rd person forms of pronouns;
 - investigating how pronouns are used to mark gender;
4. ensure grammatical agreement between pronouns and verbs;
5. 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;
6. use a widening range of conjunctions, in addition to 'and' and 'then', e.g. *if, so, while, though, since, when*;
7. to investigate how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where*;
8. to become aware of the use of commas in marking grammatical boundaries within sentences.
9. read writing and check for grammatical sense and accuracy; identify errors in a given text, e.g. subject – verb agreement, verb tense inconsistencies;
10. recognise tense as an attribute of verbs , e.g.
 - sort verbs in a passage of writing into past, present and future tenses;
 - change verbs from one tense to another;
 - use cloze procedures to reinforce the idea of consistency in tenses, e.g. Put the correct verb to complete this sentence: *Today is Sunday, and yesterday _____ Saturday.*
11. identify the use of powerful verbs, e.g.
 - choose another verb that is synonymous with a given verb in a sentence, e.g. A family of ducks walked across the road. (*ran, flew, swam, waddled*);
 - complete Verb Spinners, e.g.:



1. identify adverbs and understand their functions in sentences through:
 - identifying commonly adverbs with *-ly* endings and noticing their impact on the meaning of a sentence;
 - classifying examples of adverbs, e.g. for speed – swiftly, rapidly, speedily, briskly, hastily, slowly, sluggishly, etc;
 - choosing an appropriate adverb for a particular sentence: They left the house _____ly.
2. identify the various uses of commas, e.g. to separate items on a list, to demarcate speech within a sentence, to indicate a pause.

Sentence construction and punctuation

1. recognise uses of capitalisation for names, headings, days of the week, beginnings of sentences, beginning lines of poetry, e.g. *There are four names without capital letters. Can you find them?*;
2. understand which words in a sentence are essential to retain meaning, e.g. *Put all the non-essential words in the trash: Jared rode his shiny red bike down the lane over the bridge, past the railway station, beside the park, all the way to school.*
3. understand the differences between verbs in the first, second and third persons, e.g. *I/we do, you/you do, he/she/they/does/do*;
4. understand the need for grammatical agreement in sentences, e.g.
 - identify instances where person/verb agreements are incorrect: *We was running.*
 - match subject and sentence cards, e.g. *My dad – loves ironing; The dogs – chewed Gran's slippers; I – want a new computer game for Christmas;*
 - match 'toddler speech' with its correct 'adult version', e.g. *Wah! Me want din-dins! = May I have some food now, please?*

Composition

1. in written instructions (e.g. rules for playing a game, recipes, using equipment) recognise the importance of correct sequence;
2. recognise how ideas or messages can be written in shortened form e.g. correlate a message with its shortened form:

Year 5

Phonics, spelling and vocabulary

explore the occurrence of certain letters, e.g. *v* and *k* and letter strings, e.g. *wa* (*swat, water*), *wo* (*worship, won*), and *ss* (*goodness, hiss missile*) within words and deduce some of the conventions for using them at the beginnings, middles and endings of words;

spell words with common letter strings but different pronunciations, e.g. *tough, through, plough, could, four, route*;

- E.g. Which words rhyme? *rough, dough, tough, bough, through; wood, mood, stood, blood; brain, curtain, cairn, certain*;
3. classify words with common roots, e.g. *advent, invent, prevent; press, pressure, depress; telephone, microphone, homophone*;
 4. practise extending and compounding words by adding parts, e.g. *ful, ly, ive, tion, ic, ist*;
 - E.g. Make-A-Word from a collection of roots, prefixes and suffixes; *pract, log, cycl, cub, spher, speci, ive, al, ist, ic, un, im, il*
 5. distinguish and use accurately the two forms: *its* (possessive, no apostrophe), *it's* (contraction of *it is*);
 6. use prefixes and suffixes to build diminutives, e.g. *mini-, -ette, -ling, -kin, -let, -ie, -ey, -y*;

Spelling conventions and rules

1. investigate words ending in *f*, changing *f* to *v* when endings are added, e.g. *hoof – hooves, dwarf – dwarves, elf – elves, shelf – shelves, calf – calves*;
2. recognise and spell words using the prefix family *ac-, ad-, af-, ag-, al-, an-, ap-, ar-, as-, at-* (meaning “to, toward, on top of”), e.g. *adhere, admit, and adverse, affix, apply, and attend*.
3. investigate words with common endings, e.g.

-tion	-ial	-ight	-ious	-ough
invention	partial	slight	officious	bough
section	special	fright	spacious	although
action	official	sight	vicious	through
suction	racial	knight	precious	cough
fiction	artificial	bright	delicious	rough
election	financial	light	fictitious	tough
station	social	might	gracious	enough

- E.g. put a beginning and ending together to make a word to complete this sentence:

The _____ used his new sword and shield as he rode into battle.

Beginnings: *s, br, l, f, fr, kn, m, al, act, part,*

Endings: *ight, ough, ion, ial.*

Vocabulary Extension

1. understand that vocabulary changes over time, e.g. **Old-Fashioned Words**: Match a word that has become little-used with its contemporary equivalent, e.g. *wireless* – *radio*, *frock* – *dress*, *walking out* – *dating*;
2. explore words which imply gender, including the –*ess* suffix, e.g. *fox-vixen*, *king-queen*, *prince-princess*;
3. explore a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash...able*, *hope....ful*, *shock...ing*, *child...like*, *child....ish*, *hero...ic*, *road...worthy*, *tire...less*;

Grammar and punctuation

1. revise and extend work on adjectives including
 - comparative and superlative adjectives;
 - comparing adjectives on a scale of intensity, e.g. *icy*, *chilled*, *tepid*, *warm*, *hot*, *boiling*;
 - relate them to suffixes which indicate degrees of intensity, e.g. –*ish*, –*er*, –*est*;
 - relate them to adverbs which indicate degrees of intensity, e.g. *very*, *quite*, *more*, *most*;
 - investigate words which cannot be intensified, e.g. *full*, *empty*, *unique*, *dead*, *foreign*, *favourite*, *asleep*;
 - choosing adjectives with discrimination, e.g. in a sentence such as:

The big crocodile opened its big mouth and I saw its big teeth.

substitute other more appropriate adjectives for the word *big*.

2. use the apostrophe accurately to mark possession, through
 - understanding basic rules for apostrophising singular nouns, e.g. *the man's hat*;
 - understanding basic rules for apostrophising plural nouns ending in *s*, e.g. *the players' guernseys*;
 - understanding basic rules for apostrophising irregular plural nouns, e.g. *the children's playground*;
 - distinguishing between the use of the apostrophe for possession and for contraction, e.g.

A Short History of Ownership Hundreds of years ago, nouns in Old English changed their form to show ownership or possession. They ended in –*es*.

 boyes books doges bone lordes castle

There have been many changes to the language since then, but this idea remains in our language in the use of –'s. The apostrophe is there to show that the **e** has been left out.

 boy's books dog's bone lord's castle

1. understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes;
2. identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens and speech marks;
3. understand how the grammar of a sentence changes when e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, e.g.
the order of words;

verb tenses;
additions and/or deletions of words;
changes to punctuation;

4. recognise and make negative words using prefixes such as *un-*, *mis-*, *non-*, and negative words such as *no*, *nothing*, *neither*, *not*, *nobody*, *never*;
5. the use of connectives, e.g. adverbs, adverbial phrases, conjunctions to structure an argument, e.g. '*if...*, *then*'; '*on the other hand...*'; '*finally*'; '*so*'.

Reading Comprehension

1. understand the use of figurative language in poetry and prose, and compare poetic phrasing with narrative language, e.g. given a phrase from an older piece of literature with dated vocabulary and syntax, choose a meaning phrased in more modern idiom, e.g. *Our most illustrious sovereign is without.* = *The king is outside.*
2. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;
3. count the syllables in each line of regular poetry;
4. describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;
5. recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;
6. compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;
7. identify how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments;
8. from examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader;
9. evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: e.g. exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words;
10. summarise a sentence or paragraph by identifying the most important elements;
11. assemble and sequence points in order to plan the presentation of a point of view, e.g. on animal rights, school rules;

Year 6

Phonics, spelling and vocabulary

1. build up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
2. apply knowledge of spelling rules and exceptions;
3. build words from other known words, and from awareness of the meaning or derivations of words;
4. use a dictionary;

5. use visual skills, e.g. recognise common letter strings and check critical features (i.e. does it look right, shape, length, etc.);
6. examine the properties of words ending in vowels other than the letter 'e';
7. investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when -y is preceded by a vowel, add -s;
8. collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum*;
9. explain the differences between synonyms, e.g. *angry, irritated, frustrated, upset*;
10. collect, classify and order sets of words to identify shades of meaning;
11. identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling;
12. identify a range of idiomatic phrases, clichés and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up*.
13. use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.
14. explore spelling patterns of consonants and formulate rules:
 - ll in full becomes l when used as a suffix;
 - words ending with a single consonant preceded by a short vowel double the consonant before adding -ing, etc. e.g. *hummed, sitting, wetter*;
 - c is usually soft when followed by i e.g. *circus, accident*;
15. to investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough; boot, foot*;
16. to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign*;
17. correctly use and spell possessive pronouns, e.g. *their, theirs; your, yours; my, mine*;
18. to recognise and spell the suffix: -cian, etc.;
19. define and spell technical words derived from work in other subjects;
20. investigate antonyms;
 - Why do some words have opposites, e.g. *near, over*, while others have more than one opposite, e.g. *big, right*, and others have none, e.g. *green, wall*?
 - Investigate common spelling patterns and other ways of creating opposites through additional words and phrases.
 - Link to knowledge of adjectives and adverbs;
21. explore onomatopoeia; investigate words whose meaning is represented in their sounds, e.g. *splash, plop, bang, clash, smack, trickle, swoop*;
22. investigate metaphorical expressions and figures of speech from everyday life.

Grammar and punctuation

1. investigate word order by examining how far the order of words in sentences can be changed:
 - Which words are essential to meaning?
 - Which words can be deleted without damaging the basic meaning?
 - Which words or groups of words can be moved into a different order?
2. understand the basic conventions of standard English:

agreement between nouns and verbs;
consistency of tense and subject;
avoidance of double negatives;

3. understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), and transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;
4. understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks;
5. extend work on verbs, focusing on:
 - tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;
 - forms: active, interrogative, imperative;
 - 1st, 2nd, 3rd person: identify and classify examples;
 - imperative form in instructional writing and the past tense in recounts
6. Revise the different kinds of noun; the function of pronouns; agreement between nouns, pronouns and verbs;
7. use punctuation effectively to signpost meaning in longer and more complex sentences
8. explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: '*police shot man with knife*', '*Nothing acts faster than Anadin*', '*Baby Changing Room*';
9. construct sentences in different ways, while retaining meaning, through:
 - combining two or more sentences;
 - re-ordering them;
 - deleting or substituting words;
 - writing them in more succinct ways;
10. ensure that, in using pronouns, it is clear to what or to whom they refer.

Reading Comprehension

1. investigate and collect different examples of word play, relating form to meaning;
2. write metaphors from original ideas, or from similes;
3. understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features;
4. use the structures of poems to write extensions based on these, e.g. additional verses or substitute verses;
5. identify explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (*if...then, might when the...*); use of words/phrases to make sequential, causal, logical connections, e.g. *while, during, after, because, due to, only when, so*; investigate use of persuasive devices: e.g. words and phrases: e.g. '*surely*', '*it wouldn't be very difficult...*'; persuasive definitions, e.g. '*no-one but a complete idiot...*', '*every right-thinking person would ...*' '*the real truth is...*'; rhetorical questions '*are we expected to..?*' '*where will future audiences come from..?*'; pandering, condescension, concession etc.; '*Naturally, it takes time for local residents...*'; deliberate ambiguities, e.g. '*probably the best...in the world*' '*known to cure all...*', '*the professionals' choice*';
6. locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding
7. investigate a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (*if...then, might when the...*); use of words/phrases to make sequential, causal, logical connections, e.g. *while, during, after, because, due to, only when, so*;
8. locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding.

Year 7

Phonics, spelling and vocabulary

1. spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous interest description, carpet, sector, freedom, extra*, etc.;
2. investigate and learn spelling rules:
 - i. words ending in modifying *e* drop *e* when adding *ing*, e.g. *taking*;
 - ii. words ending in modifying *e* keep *e* when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*;
 - iii. words ending in *y* preceded by a consonant change *y* to *ie* when adding a suffix, e.g. *flies, tried* - except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions;
3. transform words, e.g. changing tenses: *-ed, -ing*; negation: *un-, im-, il-*; making comparatives: *-er, -est, -ish*; changing verbs to nouns, e.g. *-ion, -ism, -ology*; nouns to verbs: *-ise, -ify, -en*;
4. recognise the spelling and meaning of the prefixes: *in-, im-, ir-, il-, pro-, sus-*;
5. identify everyday words such as *spaghetti, bungalow, boutique* which have been borrowed from other languages, and to understand how this might give clues to spelling;
6. understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps, trainers, sneakers*;
7. understand how words can be formed from longer words, e.g. through the omission of letters - *o'clock, Hallowe'en*; through omission of prefixes - *(omni)bus, (tele)phone, (aero)plane*; through the use of acronyms - *radar, CD*;
8. use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;
9. use word roots prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex*;
10. investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives;
11. understand how words and expressions have changed over time, e.g. old verb endings *-st* and *-th* and how some words have fallen out of use, e.g. *yonder, thither*;
12. origins of proper names, e.g. place names such as *-borough* or *-chester*, surnames such as *Donaldson, O'Donnell* and *MacDonald*, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers;
13. understand how new words have been added to the language, e.g. *trainers, wheelie*;
14. understand the function of the etymological dictionary, and use it to study words of interest and significance.
15. explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*,
16. understand that the meanings of words change over time, e.g. through investigating such words as *nice, presently, without*;

Grammar and punctuation

1. Understand and use the term preposition; identify and classify a range of prepositions: *back, up, down, across, through, on*, etc.; experiment with substituting different prepositions and their effect on meaning.

2. use punctuation marks accurately in complex sentences;
3. revise use of apostrophes for possession;
4. investigate clauses through:
 - identifying the main clause in a long sentence;
 - investigating sentences which contain more than one clause;
 - understanding how clauses are connected (e.g. by combining three short sentences into one);
 - use connectives to link clauses within sentences and to link sentences in longer texts;
5. understand the terms *active* and *passive voice*, and be able to transform a sentence from active to passive, and vice versa;
6. secure knowledge and understanding of more sophisticated punctuation marks, e.g. colon, semi-colon, parenthetical commas, dashes and brackets;
7. understand how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator*;
8. noting the conventions of formal language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary; e.g. *'those wishing to...' 'hereby...' 'forms may be obtained...'*;
9. investigate conditionals, e.g. using *if ...then, might, could, would*, and their uses, e.g. in deduction, speculation, supposition; explore 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).

Reading Comprehension

1. change point of view, e.g. tell an incident or describe a situation from the point of view of another character or perspective;
2. identify differences in language used in classic texts – how the meanings of words have changed over time;
3. consider the deliberate use of ambiguity, half-truth, bias and how opinion can be disguised to seem like fact;
4. investigate use of persuasive devices: e.g. words and phrases: e.g. *'surely', 'it wouldn't be very difficult...'*; persuasive definitions, e.g. *'no-one but a complete idiot...'*, *'every right-thinking person would ...'* *'the real truth is...'*; rhetorical questions *'are we expected to...?' 'where will future audiences come from...?'*; pandering, condescension, concession etc.; *'Naturally, it takes time for local residents...'*; deliberate ambiguities, e.g. *'probably the best...in the world' 'known to cure all...'*, *'the professionals' choice'*;
5. recognise poetic devices of rhythm, rhyme and assonance;
6. recognise multiple layers of meaning, e.g. through figurative language, ambiguity

Year 8

Phonics, spelling and vocabulary

1. correct vowel choices, including: vowels with common alternative spellings, e.g. ay, ai, ae; unstressed vowel spellings in polysyllabic words; the influence of vowels on other letters, e.g. doubling consonants, softening c
2. pluralisation, including -es endings and words ending in y, f and vowels
3. word endings, including vowel suffixes such as -ing; consonant suffixes such as -ful; modifying words ending in y or e; making choices between similar endings such as -cian, -sion and -tion;
4. prefixes, including antonym prefixes, e.g. ir-, un-;
5. the spellings of high-frequency words including common homophones;
6. the use of the apostrophe including: omissions; the possessive apostrophe; apostrophising plurals, e.g. ladies? coats, and words ending in s; the exception of possessive pronouns;
7. the spellings of key words in each subject;
8. invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows*;
9. understand that the meanings of words change over time, e.g. through investigating such words as *nice, presently, without*;
10. practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords;
11. experiment with language, e.g. creating new words, similes and metaphors.
12. use the quartiles of a dictionary and find words beyond the initial letter;
13. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate;
14. define and deploy words with precision, including their exact implication in context;
15. work out the meaning of unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia;
16. investigate and apply lexical patterns, e. g. adding -ify to an adjective to create a verb;
17. expand the range of link words and phrases used to signpost texts, including links of time (then, later, meanwhile) and cause (so, because, since);
18. read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject specific use, e.g. energy, resistance;
19. draw links between words in different languages, e.g. Haus - house; femme – feminine;

Spelling Words:

accommodation
actually
alcohol
although
analyse/analysis
argument

assessment
atmosphere
audible
audience
autumn
beautiful

beginning
believe
beneath
buried
business
caught

chocolate
climb
column
concentration
conclusion
conscience
conscious
consequence
continuous
creation
daughter
decide/decision
design
development
diamond
diary
disappear
disappoint
embarrass
energy
engagement
enquire
environment
evaluation
evidence
explanation
February
fierce
forty
fulfil
furthermore
guard
happened
health
height
imaginary

improvise
industrial
interesting
interrupt
issue
jealous
knowledge
listening
lonely
lovely
marriage
material
meanwhile
miscellaneous
mischief
modern
moreover
murmur
necessary
nervous
original
outrageous
parallel
participation
pattern
peaceful
people
performance
permanent
persuade/persuasion
physical
possession
potential
meanwhile
miscellaneous
mischief

modern
moreover
murmur
necessary
nervous
original
outrageous
parallel
participation
pattern
peaceful
people
performance
permanent
persuade/persuasion
physical
possession
potential
preparation
prioritise
process
proposition
questionnaire
queue
reaction
reference
Saturday
secondary
sequence
sincerely
shoulder
skilful
soldier
stomach
strategy
strength

success
surely
survey
technique
technology
separate

texture
tomorrow
unfortunately
Wednesday
weight

weird
women

Common homophones and confusions

advise/advice
a lot of cloth/clothe
affect/effect
allowed/aloud
bought/brought
braking/breaking
choose/chose
conscience/conscious

course/coarse
our/are
quiet/quite
sites/sights
source/sauce
thank you
threw/through

Specialist Subject Spelling Words

Art

abstract
acrylic
charcoal
collage
collection
colour
crosshatch
dimension
display
flowchart

easel
exhibition
foreground
frieze
gallery
highlight
illusion
impasto
kiln
portfolio

landscape
palette
pastel
perspective
portrait
sketch
spectrum

D&T

aesthetic	hygiene	presentation
brief	ingredient	production
carbohydrate	innovation	protein
component	knife/knives	recipe
design	linen	sew
diet	machine	specification
disassemble	manufacture	technology
evaluation	mineral	tension
fabric	natural	textile
fibre	nutrition	vitamin
flour	polyester	

Drama

applause	curtain	entrance
character/characteristics	director	exit
costume	dramatise	freeze
improvise	playwright	script
inspire	position	share
lighting	rehearse/rehearsal	spotlight
movement	role	stage
perform/performance	scene/scenario	theatre/theatrical

English

advertise/advertisement	exclamation	prefix
alliteration	fantasy	preposition
alphabet/alphabetical	figurative	publisher
anthology	genre	relevant/relevance
apostrophe	glossary	resolution
article	grammar	rhyme
atmosphere	index	romance
author	imagery	scene
catalogue	irrelevant/irrelevance	series

chorus
classification
clause
cliche
comma
comparison
conjunction
consonant
content
copyright
dialogue
dictionary
editor
encyclopaedia

librarian
magazine
metaphor
myth
narrative/narrator
non-fiction
novel
onomatopoeia
pamphlet
paragraph
personification
photocopy
playwright
plural

simile
section
soliloquy
subordinate
suffix
synonym
system
tabloid
thesaurus
vocabulary
vowel

Geography

abroad
amenity
atlas
authority
climate
contour
country
county
desert
employment
erosion
estuary

function
globe
habitat
infrastructure
international
landscape
latitude
location
longitude
nation/national
physical
pollution

poverty
provision
region/regional
rural
settlement
situation
tourist/tourism
transport/transportation
urban
wealth
weather

History

agriculture/agricultural
bias
castle
cathedral

defence
disease
document
dynasty

politics/political
priest
propaganda
Protestant

Catholic	economy/economic(al)	rebel/rebellion
chronology/chronological	emigration	reign
citizen	government	religious
civilisation	immigrant	republic
colony/colonisation	imperial/imperialism	revolt/revolution
conflict	independence	siege
constitution/constitutional	invasion	source
contradict/contradiction	motive	trade
current	parliament	traitor

ICT

binary	hardware	network
byte	icon	output
cable	input	password
cartridge	interactive	preview
CD-ROM	interface	processor
computer	Internet	program
connect/connection	justify	scanner
cursor	keyboard	sensor
data/database	megabyte	server
delete	memory	software
disk	modem	spreadsheet
document	module	virus
electronic	monitor	
graphic	multimedia	

Maths

addition	equilateral	perpendicular
adjacent	estimate	positive
alternate	equation	quadrilateral
angle	fraction	questionnaire
amount	graph	radius
approximately	guess	ratio
average	horizontal	recurring

axis/axes	isosceles	reflect/reflection
calculate	kilogram	regular/irregular
centimetre	kilometre	rhombus
circumference	litre	rotate/rotation
corresponding	measure	square
co-ordinate	metre	subtraction
decimal	minus	symmetry/symmetrical
degree	multiply/multiplication	triangle/triangular
denominator	parallel/parallelogram	tonne
diameter	negative	vertex/vertices
digit	numerator	vertical
divide/division	percentage	volume
	perimeter	weight

Music

choir	melody	scale
chord	minim	score
chromatic	minor	semibreve
composition/conductor	musician	synchronise
crotchet	octave	syncopation
dynamics	orchestra/orchestral	tempo
harmony	ostinato	ternary
instrument/instrumental	percussion	timbre
interval	pitch	triad
lyric	quaver	vocal
major	rhythm	

Physical Education

active/activity	injury	qualify
agile/agility	league	relay
athletic/athlete	medicine	squad
bicep	mobile/mobility	tactic
exercise	muscle	tournament
field	personal	triceps

gym/gymnastic
hamstring

pitch
quadriceps

Personal Development

able/ability
achieve/achievement
addict/addiction
approve/approval
communication
control
dependant/dependency
discipline
discussion

effort
emotion/emotional
encourage/encouragement
gender
generous/generosity
involve/involvement
prefer/preference
pressure
racism/racist

reality
relationship
represent/representative
reward
sanction
sexism/sexist
stereotype

Science

absorb
acid
alkaline
amphibian
apparatus
chemical
circulate/circulation
combustion
condensation
cycle
digest/digestion
element
evaporation

exchange
freeze
frequency
friction
function
growth
hazard
insect
laboratory
liquid
mammal
method
nutrient

organism
oxygen
particles
predator
pressure
reproduce
respire/respiration
solution
temperature
thermometer
vertebrate
vessel

Grammar and punctuation

1. understand and have the terminology to describe the role of word classes, e. g. preposition, auxiliary verb;
2. understand and use correctly terms of qualification e.g. fully, slightly, similarly, mostly, and comparison, e.g. less, fewer, more, most, ...- er /- est;
3. understand how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator*;
4. noting the conventions of formal language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary; e.g. *'those wishing to...' 'hereby...' 'forms may be obtained...'*;
5. investigate conditionals, e.g. using *if ...then, might, could, would*, and their uses, e.g. in deduction, speculation, supposition; explore 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);
6. recognise and use subordinate clauses;
7. deploy subordinate clauses in a variety of positions within the sentence;
8. recognise the functions of subordinate clauses, e.g. *relative clauses* such as *'which I bought'* or *adverbial clauses* such as *'having finished his lunch'*;
9. expand nouns and noun phrases, e.g. *by using a prepositional phrase*;
10. keep tense usage consistent, and manage changes of tense so that meaning is clear;
11. recognise and remedy ambiguity in sentences, e.g. *unclear use of pronouns*;
12. use speech punctuation accurately to integrate speech into larger sentences
13. recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time*;
14. identify the main point in a paragraph, and how the supporting information relates to it, e.g. *as illustration*;
- 15.

Reading Comprehension

1. recognise the stylistic conventions of the main types of non-fiction:
 - Information*, which maintains the use of the present tense and the third person, organises and links information clearly;
 - Recount*, which maintains the use of past tense, clear chronology and temporal connectives;
 - Explanation*, which maintains the use of the present tense and impersonal voice, and links points clearly;
 - Instructions*, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;
 - Persuasion*, which emphasises key points and articulates logical links in the argument;
 - Discursive writing*, which signposts the organisation of contrasting points and clarifies the viewpoint;
2. recognise poetic devices of rhythm, rhyme and assonance;
3. recognise multiple layers of meaning, e.g. through figurative language, ambiguity;
4. identify specific ways in which sentence structure and punctuation are different in older texts;
5. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;
6. distinguish between the views of the writer and those expressed by others in the text, e.g. the narrator, quoted experts, characters.

Year 9+

Phonics, spelling and vocabulary

1. consolidate and secure spelling conventions including:
 - vowel choices;
 - pluralisation;
 - word endings;
 - prefixes and suffixes;
 - apostrophes;
 - homophones.
2. investigate lexical patterns in new vocabulary; learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns; secure the spelling of key terms and new words from across the curriculum;
3. recognise links between words related by word families and roots;
4. work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;
5. understand and explain exactly what words mean in particular contexts;
6. understand and use key terms that help to describe and analyse language, e.g. *word class, noun phrase, subordinate clause, syntax, conditional*;
7. understand the implications when a word is in quotation marks or is used ironically;
8. identify examples of language change, e.g. *new words associated with electronic communication and ICT*;
9. review all aspects of spelling covered previously and continue to improve their spelling by applying knowledge of spelling conventions;
10. spell accurately all high-frequency words and new terms from all subject areas;
11. applying knowledge of word origins, families and morphology;
12. identifying common spelling patterns and conventions;
13. know and use the terms that are useful for analysing language e.g. type of phrase or clause, conditional verb;
14. recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;
15. recognise how lines of thought are developed and signposted through the use of connectives, e.g. *nonetheless, consequently, furthermore*.
16. investigate ways English has changed over time and identify current trends of language change, e.g. *word meanings*;

Grammar and punctuation

1. use the full range of punctuation;
2. relate vocabulary and grammar to context, e.g. *using the active or passive voice*;
3. combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;
4. make good use of the full range of punctuation, including colons and semi-colons;
5. recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

6. understand the main differences between standard English and dialectal variations, e.g. *subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions*;
7. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period.

Reading Comprehension

1. recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;
2. identify the ways implied and explicit meanings are conveyed in different texts, e.g. *irony, satire*.

Scotland – English Language Levels A – E

Strands	Level A	Level B	Level C	Level D	Level E
	WR Levels 1 - 5	WR Levels 6 - 9	WR Levels 10 - 11	WR Levels 11-12	WR Levels 12-14
Punctuation & structure	In all writing tasks, use capital letters and full stops correctly.	In all writing tasks, use capital letters and full stops correctly, and use common linking words: and, but, then, so, that.	In all writing tasks, punctuate many sentences accurately, including simple use of commas and question marks; begin to use paragraphs to structure writing.	In all writing tasks, punctuate many sentences accurately, achieve some variety in sentence structure; begin to indicate speech in some way where appropriate.	In all writing tasks, construct. Punctuate and link sentences of different lengths, and organise them in paragraphs in order to shape meaning.
Spelling	In all writing tasks, spell accurately the words which they need to use most commonly.	In all writing tasks, spell frequently used words accurately through using a simple wordbank or dictionary.	In all writing tasks, spell less frequently used words with increasing confidence and accuracy.	In all writing tasks, spell accurately most of the words they need to use in classroom activities.	In all writing tasks, spell accurately most of the words they need to use including specialist terminology.
Knowledge about language		Show that they know, understand and can use at least the following terms: letter, word, capital, full stop, sentence.	Show that they know, understand and can use the following terms: noun, verb, comma, question mark.	Show that they know, understand and can use the following terms: vowel and consonant; adjective, adverb, pronoun, conjunction, masculine, feminine and plural, tense, paragraph.	Show that they know, understand and can use at least the following terms: main point, topic sentence, subject, predicate, clause; quotation marks, apostrophe, punctuation.

Scotland – Language Activities for Pupils Beyond Level E

Language Topics	Language Activities S1/S2	Standard Grade
	WR Levels 13-14	WR Levels 15-16
Punctuation and structure	<p>Pupils should be expected to:</p> <p><i>Develop confidence in the manipulation of punctuation, paragraphing and sentence structures to achieve particular effects;</i></p> <p><i>Develop a sense of the importance of careful proof-reading.</i></p>	<p>Pupils are expected to:</p> <p><i>Give consideration to some of the main ways in which:</i></p> <p><i>Words are built up from constituent parts,</i></p> <p><i>Meanings develop and change, the spelling system operates, spoken language differs from written forms,</i></p> <p><i>language varies: Scottish forms of English, regional dialects, standard and non-standard forms</i></p>
Spelling	<p>Pupils should be expected to:</p> <p><i>Be alert to the structures of words from specialist vocabularies across the curriculum;</i></p> <p><i>Develop an interest in comparative forms of spellings in Standard English and dialects.</i></p>	<p>Pupils are expected to:</p> <p><i>Ensure that paragraphing and sentence construction are accurate and varied;</i></p> <p><i>Give consideration to some of the main ways in which sentences are constructed and punctuated.</i></p>

Eire (Irish Republic) – English

Infant Classes		First & Second Classes		Third & Fourth Classes	
Junior Infants	Senior Infants	First Class	Second Class	Third Class	Fourth Class
WR Levels 1 - 4		WR Levels 5 - 6	WR Levels 6 - 8	WR Levels 7- 9	WR Levels 9 - 10
<p>Reading: developing concepts of language and print Learn to recognise and name the letters of the alphabet; Develop an awareness of letter-sound relationships.</p> <p>Reading: developing reading skills and strategies Learn to isolate the beginning sound of a word or syllable; Learn to isolate beginning and final sounds in written words; Learn to isolate the part of a word or syllable which allows it to rhyme with another word or syllable; Use knowledge of word order, illustration, context and initial letters to identify unknown words.</p> <p>Reading: developing interests, attitudes and the ability to think Analyse and interpret characters, situations, events and sequences presented pictorially; Predict future incidents and outcomes in stories; Differentiate between text and pictures; Understand the function of text, become aware that text says something</p> <p>Writing: developing competence,</p>		<p>Reading: developing strategies Continue to build a sight vocabulary of common words from books read and from personal experience; Engage in activities designed to increase awareness of sounds focusing on the sounds associated with letters and letter-clusters, patterns of sounds in words; Learn about the sounds associated with the part of a word or a syllable that allows it to rhyme with another word or syllable; Learn about the sounds associated with the beginning of a word or syllable; Learn to connect the beginnings of words and syllables with their rhyming parts as an auditory and visual exercise; Learn about common word endings, word families and roots of words; Use knowledge of letter-sound relationships (graphophonic cues), grammar and syntax (syntactic cues) and surrounding text (contextual cues) when attempting to identify unfamiliar words; Develop reading skills through engaging with reading material appropriate to his/her stage of development; Adapt his/her reading style for different purposes: browsing, simple scanning, skimming.</p>		<p>Oral language: developing competence and confidence in using oral language Discuss the meanings and origins of words, phrases and expressions with the teacher; Become aware of new words and new connotations of words; Play synonym and antonym games; Become familiar with the functions of words without necessarily using technical grammatical terms: noun, verb, adjective, adverb, pronoun, preposition.</p> <p>Reading: developing strategies Use more than one strategy when reading unfamiliar text (graphophonic, syntactic and contextual cues); Identify unfamiliar words by reference to word parts, prefixes and suffixes; Understand the relationship between text and illustration.</p> <p>Reading: reading for pleasure and information Experience different types of text; Use simple dictionaries effectively.</p> <p>Writing: developing competence, confidence and the ability to write independently</p>	

<p>confidence and the ability to write independently Use labels to name familiar people and things;</p> <p>Become aware of lower-case and capital letters and the full stop; Write letters and words from memory; Begin to develop conventional spelling of simple words.</p> <p>Writing: clarifying thought through writing Draw a picture and write about it a name, a caption, a sentence; Write naming words and add descriptive words; Rewrite sentences to make the message clearer.</p>	<p>Writing: developing competence, confidence and the ability to write independently Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns, in particular:</p> <p>simple words with short vowel rimes; simple words with regular patterns; two-syllable words with regular patterns; words with common prefixes and suffixes;</p> <p>perform alphabetical order tasks; use information technology to increase motivation to read and enhance reading development;</p> <p>Writing: clarifying thought through writing Write a simple sentence.</p>	<p>Develop an appreciation of how the intended audience should influence the nature of a piece of writing; Develop an understanding of the difference between written and oral language; Learn to use a wider range of punctuation marks with greater accuracy; Learn to write with increased grammatical accuracy; Use a range of aids and strategies to improve his/her command of spelling: Dictionaries, word lists, word searches, anagrams, regular word patterns; Develop his/her ability to write using information technology, word-processing.</p> <p>Writing: clarifying thought through writing Write in a variety of genres with greater sophistication.</p>
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Fifth Class	Sixth Class
WR Levels 10 - 12	WR Levels 11 - 13
<p style="text-align: center;">Oral language: developing competence and confidence in using oral language</p> <p>Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them; Understand the functions and know the names of the parts of speech: noun, verb, adjective, adverb, pronoun, conjunction, preposition, article; Learn about and name the basic properties of nouns and verbs: common, proper, gender, case, tense, voice, person, number; Become familiar with compound and complex sentences, and know and understand the terms, 'phrase' and 'clause'; Discuss the meaning, effect and diversity of local words and expressions.</p> <p style="text-align: center;">Oral language: developing emotional and imaginative life through oral language</p> <p>Experience and enjoy playful aspects of language; Experiment with sequences of words discussing the origins and effects of unusual words; Play word association games.</p> <p style="text-align: center;">Reading: developing strategies</p> <p>Achieve proficiency in word identification by refining the different word identification skills; Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, syllabification – engage with an increasing range of narrative, expository and representational text.</p> <p style="text-align: center;">Writing: creating and fostering the impulse to write</p> <p>Observe models of a wide variety of writing genres.</p> <p style="text-align: center;">Writing: developing competence, confidence and the ability to write independently</p> <p>Observe the conventions of grammar, punctuation and spelling in his/her writing; Use dictionaries and thesauruses to extend and develop vocabulary and spelling; Choose a register of language appropriate to subject and audience; Choose a form and quality of expression appropriate to the audience.</p>	