

UK Language & Literacy Curriculum Correlation - Upfront™ Word Skills

This document details the skills and objectives outlined in the National Literacy Strategy which are addressed by the educational content and activities in the Upfront Word Skills series.

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Upfront Word Skills Key Stage 1

Kindergarten - Upfront Word Skills Level 1

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 - Upfront Word Skills Levels 2-3

Spelling Patterns and Rules

⇒ 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;

Vocabulary Building

⇒ 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
lookare	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;

⇒ Reading comprehension

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;

Grammar & 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;

Year 1 - Upfront Word Skills Levels 4-5

Spelling Patterns and Rules

⇒ **Phonological awareness, phonics and spelling**

Year 1-1

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

Year 1-2

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.

Year 1-3

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;

2. to segment words into phonemes for spelling;

⇒ **Word recognition, graphic knowledge and spelling**

Year 1-1

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;

Year 1-2

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

Year 1-3

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

Vocabulary

⇒ 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.

Grammar and punctuation

Year 1-1

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.

Year 1-2

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

1. 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.

Year 2 - Upfront Word Skills Levels 6-7

Spelling Patterns and Rules

⇒ 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
- secure reading and spelling of words containing different spellings of the long vowel phonemes;
- 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)*;
8. investigate, read and spell words with the same sounds but different spellings;
 9. read and spell words containing the digraphs *wh, ph, ch*(as in *Christmas*);
 10. split familiar compound words into their component parts e.g. *himself, handbag, milkman, pancake, teaspoon*;
 11. 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*;
 12. read on sight and spell all the words from the high frequency word list.

⇒ **Word recognition, graphic knowledge and spelling**

1. read on sight approximately 30 more high frequency words including common irregular words;
2. use word endings, e.g. *s* (plurals), *ed* (past tense), *in g*(present tense);
3. secure understanding of the terms *vowel* and *consonant*.
1. spell words with common prefixes, e.g. *un, dis*, to indicate the negative;
2. understand and use antonyms;
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*.

Vocabulary Building

⇒ **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.
6. identify patterns of rhythm and rhyme and other features of sound;
7. use dictionaries and glossaries to locate words by using the initial letter;
8. explore simple dictionnary definitions;
9. use other alphabetically ordered texts, e.g. indexes, directories, listings;
10. begin to read flow charts and cyclical diagrams that explain a process.

Grammar and punctuation

1. 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.
 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.

Upfront Word Skills Key Stage 2

Year 3 – Word Skills KS2 Levels 1-2

Spelling Patterns and Rules

⇒ 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;
3. revise high frequency words from previous stage;
4. continue to focus on spelling words containing each of the long vowel phonemes;
5. identify phonemes in speech and writing;
6. blend phonemes for reading;
7. segment words into phonemes for 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.

⇒ 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 Building

⇒ Phonics, spelling and vocabulary

1. discriminate syllables in reading and spelling;
2. recognise common letter strings;
3. build from other words with similar patterns and meanings, e.g. *medical*, *medicine*;;
4. spell by analogy with other known words, e.g. *light*, *fright*;
5. use dictionary skills.

⇒ Vocabulary extension

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

⇒ 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 a contents page and index to identify specific topics and places in a text;
4. 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*;
5. 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 ;
6. locate information, using contents, index, headings, subheadings, page numbers;
7. identify main points from information presented, e.g. by listing key words;

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;
6. 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.
7. secure knowledge of question marks and exclamation marks in reading and writing;
8. 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.

Year 4 – Word Skills KS2 Level 3

Spelling Patterns and Rules

⇒ 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	children	high	paper
across	clothes	I'm	place
almost	coming	important	right
along	didn't	inside	round
also	different	jumped	second
always	does	knew	show
animal	don't	know	sister
any	during	lady	small
around	earth	leave	something
asked	every	light	sometimes
baby	eyes	might	sound
balloon	father	money	started
before	first	morning	still
began	follow(ing)	mother	stopped
being	found	much	such
below	friends	near	suddenly
better	garden	never	sure
between	goes	number	swimming
birthday	gone	often	think
both	great	only	those
brother	half	opened	thought
brought	happy	other	through
can't	head	outside	today
change	heard	own	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;

a. carry – carried	try – tried	play – played
b.		

c.

d. 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 Building

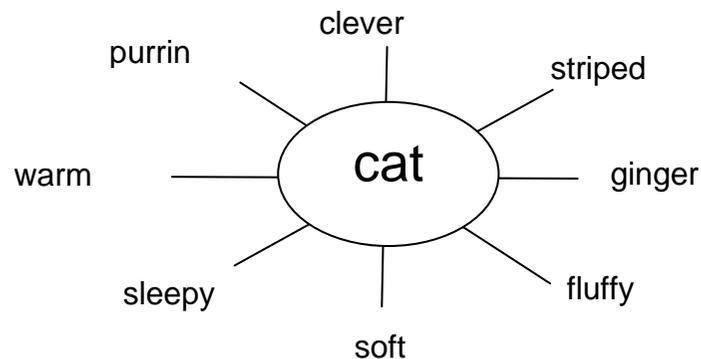
⇒ Vocabulary extension

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*.

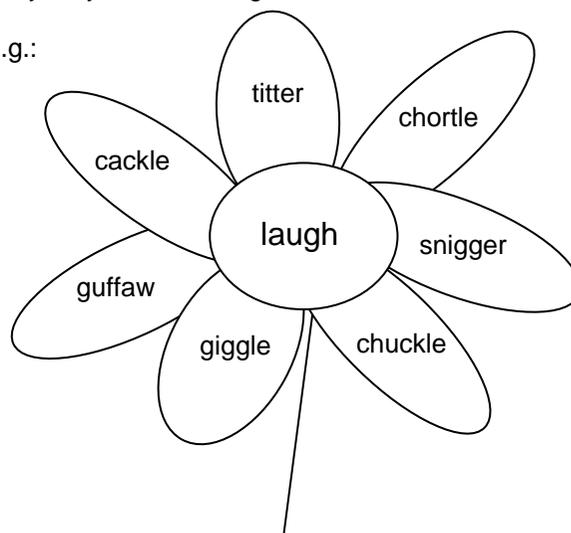
Grammar and punctuation

⇒ 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:
 - e. distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, our, your, his, hers, theirs*;
 - f. distinguishing the 1st, 2nd and 3rd person forms of pronouns;
 - g. 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.
 - h. sort verbs in a passage of writing into past, present and future tenses;
 - i. change verbs from one tense to another;
 - j. 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.
 - k. 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*);
 - l. 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 – Word Skills KS2 Level 4

Spelling Patterns and Rules

⇒ Phonics, spelling and vocabulary

1. 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;
2. 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

--	--	--	--	--

m. 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 Building

⇒ Phonics, spelling and vocabulary

1. classify words with common roots, e.g. advent, invent, prevent; press, pressure, depress; telephone, microphone, homophone;
2. 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, cub, spher, speci, ive, al, ist, ic, un, im, il
3. distinguish and use accurately the two forms: its (possessive, no apostrophe), it's (contraction of it is);
4. use prefixes and suffixes to build diminutives, e.g. mini-, -ette, -ling, -kin, -let, -ie, -ey, -y;

⇒ 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*;

⇒ Reading comprehension

4. 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.*
5. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;
6. count the syllables in each line of regular poetry;
7. describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;
8. recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;
9. compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;

10. 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;
11. from examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader;
12. 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;
13. summarise a sentence or paragraph by identifying the most important elements;
14. assemble and sequence points in order to plan the presentation of a point of view, e.g. on animal rights, school rules;

Grammar and punctuation

1. revise and extend work on adjectives including
 - a. comparative and superlative adjectives;
 - b. comparing adjectives on a scale of intensity, e.g. *icy, chilled, tepid, warm, hot, boiling*;
 - c. relate them to suffixes which indicate degrees of intensity, e.g. *-ish, -er, -est*;
 - d. relate them to adverbs which indicate degrees of intensity, e.g. *very, quite, more, most*;
 - e. investigate words which cannot be intensified, e.g. *full, empty, unique, dead, foreign, favourite, asleep*;
 - f. 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
 - g. understanding basic rules for apostrophising singular nouns, e.g. *the man's hat*;
 - h. understanding basic rules for apostrophising plural nouns ending in *s*, e.g. *the players' guernseys*;
 - i. understanding basic rules for apostrophising irregular plural nouns, e.g. *the children's playground*;
 - j. 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*'.

Year 6 – Word Skills KS2 Level 5

Spelling Patterns and Rules

⇒ 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. 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*;
9. to investigate words which have common letter strings but different pronunciations, e.g. *rough*, *cough*, *bough*; *boot*, *foot*;
10. to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight*, *ate*; *grate*, *great*; *rain*, *rein*, *reign*;
11. correctly use and spell possessive pronouns, e.g. *their*, *theirs*; *your*, *yours*; *my*, *mine*;
12. to recognise and spell the suffix: *-cian*, etc.;
13. define and spell technical words derived from work in other subjects;
14. explore onomatopoeia; investigate words whose meaning is represented in their sounds, e.g. *splash*, *plop*, *bang*, *clash*, *smack*, *trickle*, *swoop*;
15. investigate metaphorical expressions and figures of speech from everyday life.

Vocabulary Building

⇒ Phonics, spelling and vocabulary

1. collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum*;
2. explain the differences between synonyms, e.g. *angry, irritated, frustrated, upset*;
3. collect, classify and order sets of words to identify shades of meaning;
4. 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;
5. 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*.
6. use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.
7. distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign*;
8. correctly use and spell possessive pronouns, e.g. *their, theirs; your, yours; my, mine*;
9. recognise and spell the suffix: *-cian*, etc.;
10. define and spell technical words derived from work in other subjects;
11. 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;
12. explore onomatopoeia; investigate words whose meaning is represented in their sounds, e.g. *splash, plop, bang, clash, smack, trickle, swoop*;
13. investigate metaphorical expressions and figures of speech from everyday life.

⇒ 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.

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.

Upfront Word Skills Key Stage 3

Year 7 - Word Skills KS3 Level 1

Spelling Patterns and Rules

⇒ 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;

Vocabulary Building

⇒ Phonics, spelling and vocabulary

1. understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps, trainers, sneakers*;
2. 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*;
3. use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;
4. 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*;
5. investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives;
6. 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*;

7. 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;
8. understand how new words have been added to the language, e.g. *trainers*, *wheelie*;
9. understand the function of the etymological dictionary, and use it to study words of interest and significance.
10. explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss*, *familiarity breeds contempt*,
11. understand that the meanings of words change over time, e.g. through investigating such words as *nice*, *presently*, *without*;

⇒ 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

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...*';

- 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).

Years 8 and 9 - Word Skills KS3 Levels 2, 3, 4

Spelling Patterns and Rules

Phonics, spelling and vocabulary

- 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
- pluralisation, including -es endings and words ending in y, f and vowels
- 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;
- prefixes, including antonym prefixes, e.g. ir-, un-;
- the spellings of high-frequency words including common homophones;
- 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;
- the spellings of key words in each subject;
- invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows*;
- consolidate and secure spelling conventions including:
 - vowel choices;
 - pluralisation;
 - word endings;
 - prefixes and suffixes;
 - apostrophes;
 - homophones.
- 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;
- recognise links between words related by word families and roots;
- work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;
- understand and explain exactly what words mean in particular contexts;
- understand and use key terms that help to describe and analyse language, e.g. *word class, noun phrase, subordinate clause, syntax, conditional*;
- understand the implications when a word is in quotation marks or is used ironically;

16. identify examples of language change, e.g. *new words associated with electronic communication and ICT*;
17. review all aspects of spelling covered previously and continue to improve their spelling by applying knowledge of spelling conventions;
18. spell accurately all high-frequency words and new terms from all subject areas;
19. applying knowledge of word origins, families and morphology;
20. identifying common spelling patterns and conventions;
21. know and use the terms that are useful for analysing language e.g. type of phrase or clause, conditional verb;
22. recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;
23. recognise how lines of thought are developed and signposted through the use of connectives, e.g. *nonetheless, consequently, furthermore*.
24. investigate ways English has changed over time and identify current trends of language change, e.g. *word meanings*;

Spelling Words:

accommodation	conscious	furthermore
actually	consequence	guard
alcohol	continuous	happened
although	creation	health
analyse/analysis	daughter	height
argument	decide/decision	imaginary
assessment	design	improvise
atmosphere	development	industrial
audible	diamond	interesting
audience	diary	interrupt
autumn	disappear	issue
beautiful	disappoint	jealous
beginning	embarrass	knowledge
believe	energy	listening
beneath	engagement	lonely
buried	enquire	lovely
business	environment	marriage
caught	evaluation	material
chocolate	evidence	meanwhile
climb	explanation	miscellaneous
column	February	mischief
concentration	fierce	modern
conclusion	forty	moreover
conscience	fulfil	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
separate

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
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	easel	landscape
acrylic	exhibition	palette
charcoal	foreground	pastel
collage	frieze	perspective
collection	gallery	portrait
colour	highlight	sketch
crosshatch	illusion	spectrum
dimension	impasto	
display	kiln	
flowchart	portfolio	

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	librarian	simile
classification	magazine	section
clause	metaphor	soliloquy
cliche	myth	subordinate
comma	narrative/narrator	suffix
comparison	non-fiction	synonym
conjunction	novel	system
consonant	onomatopoeia	tabloid
content	pamphlet	thesaurus
copyright	paragraph	vocabulary
dialogue	personification	vowel
dictionary	photocopy	
editor	playwright	
encyclopaedia	plural	

Geography

abroad	function	poverty
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amenity	globe	provision
atlas	habitat	region/regional
authority	infrastructure	rural
climate	international	settlement
contour	landscape	situation
country	latitude	tourist/tourism
county	location	transport/transportation
desert	longitude	urban
employment	nation/national	wealth
erosion	physical	weather
estuary	pollution	

History

agriculture/agricultural	defence	politics/political
bias	disease	priest
castle	document	propaganda
cathedral	dynasty	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	pitch	
hamstring	quadriceps	

Personal Development

able/ability	effort	reality
achieve/achievement	emotion/emotional	relationship
addict/addiction	encourage/encouragement	represent/representative
approve/approval	gender	reward
communication	generous/generosity	sanction
control	involve/involvement	sexism/sexist
dependant/dependency	prefer/preference	stereotype
discipline	pressure	
discussion	racism/racist	

Science

absorb	exchange	organism
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acid	freeze	oxygen
alkaline	frequency	particles
amphibian	friction	predator
apparatus	function	pressure
chemical	growth	reproduce
circulate/circulation	hazard	respire/respiration
combustion	insect	solution
condensation	laboratory	temperature
cycle	liquid	thermometer
digest/digestion	mammal	vertebrate
element	method	vessel
evaporation	nutrient	

Vocabulary Building

⇒ Phonics, spelling and vocabulary

1. the spellings of key words in each subject;
2. invent words using known roots, prefixes and suffixes, e.g. *vacca* + *phobe* = *someone who has a fear of cows*;
3. understand that the meanings of words change over time, e.g. through investigating such words as *nice*, *presently*, *without*;
4. practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords;
5. experiment with language, e.g. creating new words, similes and metaphors.
6. use the quartiles of a dictionary and find words beyond the initial letter;
7. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate;
8. define and deploy words with precision, including their exact implication in context;
9. work out the meaning of unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia;
10. investigate and apply lexical patterns, e. g. adding -ify to an adjective to create a verb;
11. expand the range of link words and phrases used to signpost texts, including links of time (then, later, meanwhile) and cause (so, because, since);
12. 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;
13. draw links between words in different languages, e.g. Haus - house; femme – feminine;
14. recognise links between words related by word families and roots;
15. work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;
16. understand and explain exactly what words mean in particular contexts;

17. understand and use key terms that help to describe and analyse language, e.g. *word class, noun phrase, subordinate clause, syntax, conditional*;
18. understand the implications when a word is in quotation marks or is used ironically;
19. identify examples of language change, e.g. *new words associated with electronic communication and ICT*;
20. review all aspects of spelling covered previously and continue to improve their spelling by applying knowledge of spelling conventions;
21. spell accurately all high-frequency words and new terms from all subject areas;
22. applying knowledge of word origins, families and morphology;
23. identifying common spelling patterns and conventions;
24. recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;
25. recognise how lines of thought are developed and signposted through the use of connectives, e.g. *nonetheless, consequently, furthermore*.
26. investigate ways English has changed over time and identify current trends of language change, e.g. *word meanings*;

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

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. use the full range of punctuation;
16. relate vocabulary and grammar to context, e.g. *using the active or passive voice*;
17. 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*;
18. make good use of the full range of punctuation, including colons and semi-colons;
19. recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;
20. 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*;
21. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period.

Level Information & Examples – Spelling Patterns & Rules

Key Stage 1

Level 2

Students working in this level will have experience with:

- Identifying and typing beginning consonants,
- Focussing on simple CVC words Identifying simple initial blends (e.g. *sh*)
- Matching sight words such as *he, of, in* and *the*
- Building common CVC words by matching initial consonants to appropriate endings
- Making letter patterns for given CVC words (e.g. log =)
- Using *a* and *an* appropriately

Level 3

Students working in this level will have experience with:

- Sorting CVC words by their endings (e.g. *-in,-ot*)
- Identifying and typing simple initial blends (e.g. *dr*)
- Identifying and typing one- and two-letter word endings to make three- and four-letter words
- Building words by matching initial consonant blends to appropriate endings (e.g. *wh + at = what, dr + ess = dress*)
- Making letter patterns for three- and four-letter words
- Matching sight words such as *not, him*
- Unjumbling CVC words to match a correct list
- Using *you* and *your* appropriately

Level 4

Students working in this level will have experience with:

- Identifying middle sounds as well as initial and final sounds
- Finding small words in longer words (e.g. *is* - *listen*)
- Matching words to their letter patterns
- Differentiating between vowels and consonants
- Ordering letters to spell given words (e.g. *ohseu* = *house*)
- Choosing the correct word from a list to fill a given space (e.g. *_i_* = *dice*)
- Identifying three-letter word endings (e.g. *-ock*)

Level 5

Students working in this level will have experience with:

- Identifying and using three-letter blends to make words
- Adding initial blends to a variety of endings to make correct words
- Matching sight words such as *people*, *write*
- Identifying base words (e.g. the base word of *picking* is *pick*)
- Changing words from singular to plural by adding *-s*
- Matching words to their letter patterns
- Completing simple sentences by choosing between given words
- Unjumbling three- and four-letter words to match a correct list

Level 6

Students working in this level will have experience with:

- Selecting and copying the correct spelling of a word from a list (e.g. *thm*, *them*, *tham*, *thim*)
- Identifying whether or not a word is spelled correctly and correcting it if necessary
- Matching words to their letter patterns
- Identifying and using words with double letters
- Adding the suffixes *-ed* and *-ing* to verbs
- Using vowel pairs in words (e.g. *beach*, *goat*)
- Matching words from a word bank to given clues (e.g. a word that ends in *ck* = *stick*)

Level 7

Students working in this level will have experience with:

- Identifying and correcting errors in words of up to four letters
- Identifying the number of syllables in given words
- Differentiating between short and long vowel sounds in given words
- Locating vowels and consonants in words
- Changing one letter in a word to make a new word
- Matching words to their letter patterns
- Using word endings such as *-able* and *-ible*

Key Stage 2

Level 1

Students working in this level will have experience with:

- Using *there* and *their* appropriately
- Removing letters from the beginning or end of words to make smaller words
- Finding words in a grid
- Using homophones correctly in sentences (e.g. *son/sun*)
- Differentiating between singular and plural words in a group
- Adding *-s/-es*, *-ed*, *-ing* and *-er*
- Changing verbs from present to past tense and using them correctly in sentences
- Identifying spelling errors in a given sentence

Level 2

Students working in this level will have experience with:

- Identifying an initial blend that can be added to a variety of word endings to make correct words
- Making compound words from given words
- Identifying words with silent letters
- Identifying words that are the same in both their singular and plural forms (e.g. *sheep*)
- Changing words that end in *-y* into their plural forms (e.g. *baby*, *babies*)

Level 3

Students working in this level will have experience with:

- Identifying and spelling words with silent letters
- Unscrambling multiple four-letter words to match those in a given list
- Identifying and fixing errors in capitalization of nouns
- Identifying initial and final blends that can be added to a variety of word endings and beginnings to make correct words

Level 4

Students working in this level will have experience with:

- Identifying and spelling words which are exceptions to plural and suffix rules
- Using *they're* and *their* appropriately
- Solving clues to make spelling words from a set of given letters
- Recognising and making simple anagrams

Level 5

Students working in this level will have experience with:

- Identifying related words given the meaning of a base word (e.g. *enter* = *entry*, *entrant*, *entrance* but not *entity*)
- Proofreading and selecting correctly spelled words
- Reordering groups of five or more letters to spell both anagrams and real words
- Transforming words by removing or changing one letter to make a new word
- Spelling comparative and superlative forms by adding *-er* and *-est*

Key Stage 3

Level 1

Students working in this level will have experience with:

- Selecting between two commonly misused or misspelt words and spelling the correct word to complete sentences (e.g. *accept* or *except*)
- Completing words in a list to find a secret word
- Identifying rhyming words that have different endings (e.g. *choir* and *buyer*)
- Matching words to descriptions of the rule they follow

Levels 2, 3, 4

Students working in this level will have experience with:

- Identifying the correctly spelled word from a variety of common misspellings and using it in context (e.g. *decendant*, *descendent*, *descendant*)
- Using common acronyms
- Spelling increasingly complex words to solve anagrams and puzzles
- Identifying and correcting spelling errors in given sentences and paragraphs
- Spelling technical vocabulary from key learning areas (e.g. *catalyst*, *personification*, *textile*)