

# 1. Language and literacy

- 1.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

## Spoken language

- 1.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

## Reading and writing

- 1.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

## Vocabulary development

1.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

## 2. Programmes of study and attainment targets

- 2.1 The following pages set out the statutory programmes of study and attainment targets for all the subjects taught at key stages 1 and 2. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

# English

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the

continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

## 7. Programmes of study and attainment targets

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on [spelling](#) and on [vocabulary, grammar and punctuation](#) – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [Glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.**

## Spoken language – years 1 to 6

### Spoken language

#### Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

#### Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing



**Notes and guidance (non-statutory)**

their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

# Key stage 1 – year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see [English Appendix 1](#)). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

## Year 2 programme of study

### Reading – word reading

#### Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

#### Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

### Reading – comprehension

#### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

#### Notes and guidance (non-statutory)

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading 'place' instead of 'palace'].

**Notes and guidance (non-statutory)**

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

**Writing – transcription****Statutory requirements****Spelling (see [English Appendix 1](#))**

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

## 7. Programmes of study and attainment targets

### Statutory requirements

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Notes and guidance (non-statutory)

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

### Statutory requirements

#### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Notes and guidance (non-statutory)

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

### Writing – vocabulary, grammar and punctuation

#### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

#### Notes and guidance (non-statutory)

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.



## English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as ‘example words’ for years 1 and 2, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

**In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.**

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>–ed, –er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The <b>–e</b> at the end of the root word is dropped before <b>–ing, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before I and II	The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before <b>I</b> and <b>II</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

## 7. Programmes of study and attainment targets

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of <b>–s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /b/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>–y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

## International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).<sup>1</sup> The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix ([English Appendix 1](#)). The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	<b>bad</b>	/ɑː/	<b>father, arm</b>
/d/	<b>dog</b>	/ɒ/	<b>hot</b>
/ð/	<b>this</b>	/æ/	<b>cat</b>
/dʒ/	<b>gem, jug</b>	/aɪ/	<b>mind, fine, pie, high</b>
/f/	<b>if, puff, photo</b>	/aʊ/	<b>out, cow</b>
/g/	<b>gum</b>	/ɛ/	<b>hen, head</b>
/h/	<b>how</b>	/eɪ/	<b>say, came, bait</b>
/j/	<b>yes</b>	/ɛə/	<b>air</b>
/k/	<b>cat, check, key, school</b>	/əʊ/	<b>cold, boat, cone, blow</b>
/l/	<b>leg, hill</b>	/ɪ/	<b>hit</b>
/m/	<b>man</b>	/ɪə/	<b>beer</b>
/n/	<b>man</b>	/iː/	<b>she, bead, see, scheme, chief</b>
/ŋ/	<b>sing</b>	/ɔː/	<b>launch, raw, born</b>
/θ/	<b>both</b>	/ɔɪ/	<b>coin, boy</b>
/p/	<b>pet</b>	/ʊ/	<b>book</b>
/r/	<b>red</b>	/ʊə/	<b>tour</b>
/s/	<b>sit, miss, cell</b>	/uː/	<b>room, you, blue, brute</b>
/ʃ/	<b>she, chef</b>	/ʌ/	<b>cup</b>
/t/	<b>tea</b>	/ɜː/	<b>fern, turn, girl</b>
/tʃ/	<b>check</b>	/ə/	<b>farmer</b>
/v/	<b>vet</b>		
/w/	<b>wet, when</b>		
/z/	<b>zip, hens, buzz</b>		
/ʒ/	<b>pleasure</b>		

<sup>1</sup> This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

## English Appendix 2: Vocabulary, grammar and punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in **bold** should be understood with the meanings set out in the [Glossary](#).

## Vocabulary, grammar and punctuation – Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i> (A fuller list of <b>suffixes</b> can be found on page <a href="#">19</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>



# Glossary for the programmes of study for English (non-statutory)

The following glossary includes all the technical grammatical terms used in the programmes of study for English, as well as others that might be useful. It is intended as an aid for teachers, not as the body of knowledge that should be learnt by pupils. Apart from a few which are used only in schools (for example, *root word*), the terms below are used with the meanings defined here in most modern books on English grammar. It is recognised that there are different schools of thought on grammar, but the terms defined here clarify those being used in the programmes of study. For further details, teachers should consult the many books that are available.

## Terms in definitions

As in any tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learnt at school or may have been using with their own pupils; in these cases, the more familiar meaning is also discussed.

Term	Guidance	Example
<b>active voice</b>	An active <a href="#">verb</a> has its usual pattern of <a href="#">subject</a> and <a href="#">object</a> (in contrast with the <a href="#">passive</a> ).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>
<b>adjective</b>	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>before a noun, to make the noun's meaning more specific (i.e. to <a href="#">modify</a> the noun), or</li> <li>after the verb <i>be</i>, as its <a href="#">complement</a>.</li> </ul> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <a href="#">nouns</a>, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes,</p>	<p><i>The pupils did some really <a href="#">good</a> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <a href="#">good</a>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives:</p> <p><i>The lamp <a href="#">glowed</a>.</i> [verb] <i>It was such a bright <a href="#">red</a>!</i> [noun] <i>He spoke <a href="#">loudly</a>.</i> [adverb] <i>It was a French <a href="#">grammar</a> book.</i> [noun]</p>

## 7. Programmes of study and attainment targets

Term	Guidance	Example
	because <a href="#">verbs</a> , <a href="#">nouns</a> and <a href="#">adverbs</a> can do the same thing.	
<b>adverb</b>	<p>The surest way to identify adverbs is by the ways they can be used: they can <a href="#">modify</a> a <a href="#">verb</a>, an <a href="#">adjective</a>, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as <a href="#">adverbials</a>, such as <a href="#">preposition phrases</a>, <a href="#">noun phrases</a> and <a href="#">subordinate clauses</a>.</p>	<p><i>Usha <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i><u>Fortunately</u>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> <li>▪ <i>Usha went <u>up the stairs</u>.</i> [preposition phrase used as adverbial]</li> <li>▪ <i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial]</li> <li>▪ <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause used as adverbial]</li> </ul>
<b>adverbial</b>	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, <a href="#">adverbs</a> can be used as adverbials, but many other types of words and phrases can be used this way, including <a href="#">preposition phrases</a> and <a href="#">subordinate clauses</a> .	<p>The <i>bus leaves <u>in five minutes</u>.</i> [preposition phrase as adverbial: modifies <i>leaves</i>]</p> <p><i>She promised to see him <u>last night</u>.</i> [noun phrase modifying either <i>promised</i> or <i>see</i>, according to the intended meaning]</p> <p><i>She worked <u>until she had finished</u>.</i> [subordinate clause as adverbial]</p>
<b>antonym</b>	Two words are antonyms if their meanings are opposites.	<p><i>hot – cold</i></p> <p><i>light – dark</i></p> <p><i>light – heavy</i></p>
<b>apostrophe</b>	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> <li>▪ showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>)</li> </ul>	<p><i><u>I'm</u> going out and I <u>won't</u> be long.</i> [showing missing letters]</p> <p><i><u>Hannah's</u> mother went to town in <u>Justin's</u> car.</i> [marking possessives]</p>

Term	Guidance	Example
	<ul style="list-style-type: none"> <li>marking <u>possessives</u> (e.g. <i>Hannah's mother</i>).</li> </ul>	
<b>article</b>	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of <u>determiner</u> .	<i><u>The</u> dog found <u>a</u> bone in <u>an</u> old box.</i>
<b>auxiliary verb</b>	<p>The auxiliary <u>verbs</u> are: <i>be</i>, <i>have</i>, <i>do</i> and the <u>modal verbs</u>. They can be used to make questions and negative statements. In addition:</p> <ul style="list-style-type: none"> <li><i>be</i> is used in the <u>progressive</u> and <u>passive</u></li> <li><i>have</i> is used in the <u>perfect</u></li> <li><i>do</i> is used to form questions and negative statements if no other auxiliary verb is present</li> </ul>	<p><i>They <u>are</u> winning the match.</i> [<i>be</i> used in the progressive]</p> <p><i><u>Have</u> you finished your picture?</i> [<i>have</i> used to make a question, and the perfect]</p> <p><i>No, I <u>don't</u> know him.</i> [<i>do</i> used to make a negative; no other auxiliary is present]</p> <p><i><u>Will</u> you come with me or not?</i> [modal verb <i>will</i> used to make a question about the other person's willingness]</p>
<b>clause</b>	<p>A clause is a special type of <u>phrase</u> whose <u>head</u> is a <u>verb</u>. Clauses can sometimes be complete sentences. Clauses may be <u>main</u> or <u>subordinate</u>.</p> <p>Traditionally, a clause had to have a <u>finite verb</u>, but most modern grammarians also recognise non-finite clauses.</p>	<p><i>It was raining.</i> [single-clause sentence]</p> <p><i>It was raining but we were indoors.</i> [two finite clauses]</p> <p><i><u>If you are coming to the party,</u> please let us know.</i> [finite subordinate clause inside a finite main clause]</p> <p><i>Usha went upstairs <u>to play on her computer.</u></i> [non-finite clause]</p>
<b>cohesion</b>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p>	<p><b>A visit</b> has been arranged for <b><u>Year 6</u></b>, to the <b><u>Mountain Peaks Field Study Centre</u></b>, leaving school at 9.30am. <b>This is an overnight visit.</b> <b><u>The centre</u></b> has beautiful grounds and <i>a nature trail</i>. During the afternoon, <b><u>the children</u></b> will follow <i>the trail</i>.</p>
<b>cohesive device</b>	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <u>cohesion</u> .	<p><i>Julia's dad bought her a football.</i>  <i><u>The</u> football was expensive!</i>  [determiner; refers us back to a particular football]</p>

## 7. Programmes of study and attainment targets

Term	Guidance	Example
	<p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">determiners</a> and <a href="#">pronouns</a>, which can refer back to earlier words</li> <li>▪ <a href="#">conjunctions</a> and <a href="#">adverbs</a>, which can make relations between words clear</li> <li>▪ <a href="#">ellipsis</a> of expected words.</li> </ul>	<p><i>Joe was given a bike for Christmas. <u>He</u> liked <u>it</u> very much.</i> [the pronouns refer back to Joe and the bike]</p> <p><i>We'll be going shopping <u>before</u> we go to the park.</i> [<a href="#">conjunction</a>; makes a relationship of time clear]</p> <p><i>I'm afraid we're going to have to wait for the next train. <u>Meanwhile</u>, we could have a cup of tea.</i> [<a href="#">adverb</a>; refers back to the time of waiting]</p> <p><i>Where are you going? [<u>  </u>] To school!</i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p>
<b>complement</b>	<p>A verb's subject complement adds more information about its <a href="#">subject</a>, and its object complement does the same for its <a href="#">object</a>.</p> <p>Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p>	<p><i>She is <u>our teacher</u>.</i> [adds more information about the subject, <i>she</i>]</p> <p><i>They seem very competent.</i> [adds more information about the subject, <i>they</i>]</p> <p><i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i>]</p>
<b>compound, compounding</b>	<p>A compound word contains at least two <a href="#">root words</a> in its <a href="#">morphology</a>; e.g. <i>whiteboard</i>, <i>superman</i>. Compounding is very important in English.</p>	<p><i>blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow</i></p>
<b>conjunction</b>	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">co-ordinating</a> conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair</li> <li>▪ subordinating conjunctions (e.g. <i>when</i>) introduce a <a href="#">subordinate clause</a>.</li> </ul>	<p><i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p> <p><i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p>

Term	Guidance	Example
<b>consonant</b>	<p>A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.</p> <p>Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent <u>vowel</u> sounds.</p>	<p>/p/ [flow of air stopped by the lips, then released]</p> <p>/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p>/f/ [flow of air obstructed by the bottom lip touching the top teeth]</p> <p>/s/ [flow of air obstructed by the tip of the tongue touching the gum line]</p>
<b>continuous</b>	See <u>progressive</u>	
<b>co-ordinate, co-ordination</b>	<p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating <u>conjunction</u> (i.e. <i>and, but, or</i>).</p> <p>In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and <u>subordination</u> is that, in subordination, the two linked elements are not equal.</p>	<p><b><i>Susan</i></b> <u>and</u> <b><i>Amra</i></b> <i>met in a café.</i> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair]</p> <p><b><i>They talked</i></b> <u>and</u> <b><i>drank tea</i></b> <i>for an hour.</i> [links two clauses as an equal pair]</p> <p><b><i>Susan got a bus</i></b> <u>but</u> <b><i>Amra walked.</i></b> [links two clauses as an equal pair]</p> <p>Not co-ordination: <i>They ate</i> <u>before</u> <i>they met.</i> [<i>before</i> introduces a subordinate clause]</p>
<b>determiner</b>	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Some examples of determiners are:</p> <ul style="list-style-type: none"> <li>▪ <u>articles</u> (<i>the, a</i> or <i>an</i>)</li> <li>▪ demonstratives (e.g. <i>this, those</i>)</li> <li>▪ <u>possessives</u> (e.g. <i>my, your</i>)</li> <li>▪ quantifiers (e.g. <i>some, every</i>).</li> </ul>	<p><u>the</u> <i>home team</i> [article, specifies the team as known]</p> <p><u>a</u> <i>good team</i> [article, specifies the team as unknown]</p> <p><u>that</u> <i>pupil</i> [demonstrative, known]</p> <p><u>Julia's</u> <i>parents</i> [possessive, known]</p> <p><u>some</u> <i>big boys</i> [quantifier, unknown]</p> <p>Contrast: <i>home</i> <u>the</u> <i>team</i>, <i>big</i> <u>some</u> <i>boys</i> [both incorrect, because the determiner should come before other modifiers]</p>
<b>digraph</b>	<p>A type of <u>grapheme</u> where two letters represent one <u>phoneme</u>.</p> <p>Sometimes, these two letters are not next to one another; this is called a</p>	<p>The digraph <u>ea</u> in <u>each</u> is pronounced /i:/.  The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/.</p>

## 7. Programmes of study and attainment targets

Term	Guidance	Example
	split digraph.	The split digraph <u>l</u> <del>e</del> in <u>l</u> <u>i</u> <u>n</u> <u>e</u> is pronounced /aɪ/.
<b>ellipsis</b>	Ellipsis is the omission of a word or phrase which is expected and predictable.	<i>Frankie waved to Ivana and <u>she</u> watched her drive away.</i> <i>She did it because she wanted to <u>do it</u>.</i>
<b>etymology</b>	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.	The word <i>school</i> was borrowed from a Greek word <i>σχολή</i> ( <i>skholé</i> ) meaning 'leisure'. The word <i>verb</i> comes from Latin <i>verbum</i> , meaning 'word'. The word <i>mutton</i> comes from French <i>mouton</i> , meaning 'sheep'.
<b>finite verb</b>	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite.  Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.	<i>Lizzie <u>does</u> the dishes every day.</i> [ <a href="#">present tense</a> ] <i>Even Hana <u>did</u> the dishes yesterday.</i> [ <a href="#">past tense</a> ] <i><u>Do</u> the dishes, Naser!</i> [imperative] Not finite verbs: <ul style="list-style-type: none"> <li>▪ <i>I have <u>done</u> them.</i> [combined with the finite verb <i>have</i>]</li> <li>▪ <i>I will <u>do</u> them.</i> [combined with the finite verb <i>will</i>]</li> <li>▪ <i>I want to <u>do</u> them!</i> [combined with the finite verb <i>want</i>]</li> </ul>
<b>fronting, fronted</b>	A word or phrase that normally comes after the <a href="#">verb</a> may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an <a href="#">adverbial</a> which has been moved before the verb.  When writing fronted phrases, we often follow them with a comma.	<i><u>Before we begin</u>, make sure you've got a pencil.</i> [Without fronting: <i>Make sure you've got a pencil before we begin.</i> ] <i><u>The day after tomorrow</u>, I'm visiting my granddad.</i> [Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i> ]
<b>future</b>	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a <a href="#">present-tense verb</a> .  See also <a href="#">tense</a> .  Unlike many other languages (such	<i>He <u>will leave</u> tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i> ] <i>He <u>may leave</u> tomorrow.</i> [present-tense <i>may</i> followed by infinitive <i>leave</i> ]

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	as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its <a href="#">present</a> and <a href="#">past</a> tenses.	<i>He <u>leaves</u> tomorrow.</i> [present-tense <i>leaves</i> ]  <i>He <u>is going to leave</u> tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i> ]
<b>GPC</b>	See <a href="#">grapheme-phoneme correspondences</a> .	
<b>grapheme</b>	A letter, or combination of letters, that corresponds to a single <a href="#">phoneme</a> within a word.	The grapheme <u>t</u> in the words <i>te<u>n</u></i> , <i>be<u>t</u></i> and <i>a<u>t</u>e</i> corresponds to the phoneme /t/.  The grapheme <u>ph</u> in the word <i>do<u>lphin</u></i> corresponds to the phoneme /f/.
<b>grapheme-phoneme correspondences</b>	The links between letters, or combinations of letters ( <a href="#">graphemes</a> ) and the speech sounds ( <a href="#">phonemes</a> ) that they represent.  In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme s corresponds to the phoneme /s/ in the word <i>see</i> , but...  ...it corresponds to the phoneme /z/ in the word <i>easy</i> .
<b>head</b>	See <a href="#">phrase</a> .	
<b>homonym</b>	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	<i>Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u>.</i>  <i>The noise a dog makes is called a <u>bark</u>. Trees have <u>bark</u>.</i>
<b>homophone</b>	Two different words are homophones if they sound exactly the same when pronounced.	<i><u>hear</u>, <u>here</u></i>  <i><u>some</u>, <u>sum</u></i>
<b>infinitive</b>	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. <i>walk</i> , <i>be</i> ).  Infinitives are often used: <ul style="list-style-type: none"> <li>▪ after <i>to</i></li> <li>▪ after <a href="#">modal verbs</a>.</li> </ul>	<i>I want to <u>walk</u>.</i>  <i>I will <u>be</u> quiet.</i>
<b>inflection</b>	When we add <i>-ed</i> to <i>walk</i> , or change <i>mouse</i> to <i>mice</i> , this change of <a href="#">morphology</a> produces an inflection ('bending') of the basic word which has special grammar (e.g. <a href="#">past tense</a>	<i>dogs</i> is an inflection of <i>dog</i> . <i>went</i> is an inflection of <i>go</i> . <i>better</i> is an inflection of <i>good</i> .

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	<p>or <a href="#">plural</a>). In contrast, adding <i>-er</i> to <i>walk</i> produces a completely different word, <i>walker</i>, which is part of the same <a href="#">word family</a>. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.</p>	
<b>intransitive verb</b>	<p>A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See '<a href="#">transitive verb</a>'.</p>	<p><i>We all <u>laughed</u>.</i> <i>We would like to stay longer, but we must <u>leave</u>.</i></p>
<b>main clause</b>	<p>A <a href="#">sentence</a> contains at least one <a href="#">clause</a> which is not a <a href="#">subordinate clause</a>; such a clause is a main clause. A main clause may contain any number of subordinate clauses.</p>	<p><i><u>It was raining but the sun was shining</u>.</i> [two main clauses] <i><u>The man who wrote it told me that it was true</u>.</i> [one main clause containing two subordinate clauses.] <i>She said, "It rained all day."</i> [one main clause containing another.]</p>
<b>modal verb</b>	<p>Modal verbs are used to change the meaning of other <a href="#">verbs</a>. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p>A modal verb only has <a href="#">finite</a> forms and has no <a href="#">suffixes</a> (e.g. <i>I sing – he sings</i>, but not <i>I must – he musts</i>).</p>	<p><i>I <u>can</u> do this maths work by myself.</i> <i>This ride <u>may</u> be too scary for you!</i> <i>You <u>should</u> help your little brother.</i> <i>Is it going to rain? Yes, it <u>might</u>.</i> <i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i>, where <i>being</i> is not a modal verb]</p>
<b>modify, modifier</b>	<p>One word or phrase modifies another by making its meaning more specific.</p> <p>Because the two words make a <a href="#">phrase</a>, the 'modifier' is normally close to the modified word.</p>	<p>In the phrase <i>primary-school teacher</i>:</p> <ul style="list-style-type: none"> <li>▪ <i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher)</li> <li>▪ <i>school</i> is modified by <i>primary</i> (to mean a specific kind of school).</li> </ul>
<b>morphology</b>	<p>A word's morphology is its internal make-up in terms of <a href="#">root words</a> and <a href="#">suffixes</a> or <a href="#">prefixes</a>, as well as other kinds of change such as the change</p>	<p><i>dogs</i> has the morphological make-up: <i>dog + s</i>. <i>unhelpfulness</i> has the</p>



Term	Guidance	Example
	<p>of <i>mouse</i> to <i>mice</i>.</p> <p>Morphology may be used to produce different <a href="#">inflections</a> of the same word (e.g. <i>boy</i> – <i>boys</i>), or entirely new words (e.g. <i>boy</i> – <i>boyish</i>) belonging to the same <a href="#">word family</a>.</p> <p>A word that contains two or more root words is a <a href="#">compound</a> (e.g. <i>news+paper</i>, <i>ice+cream</i>).</p>	<p>morphological make-up:</p> <p><i>unhelpful</i> + <i>ness</i></p> <ul style="list-style-type: none"> <li>▪ where <i>unhelpful</i> = <i>un</i> + <i>helpful</i></li> <li>▪ and <i>helpful</i> = <i>help</i> + <i>ful</i></li> </ul>
<p><b>noun</b></p>	<p>The surest way to identify nouns is by the ways they can be used after <a href="#">determiners</a> such as <i>the</i>: for example, most nouns will fit into the frame “The ___ matters/matter.”</p> <p>Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’; this is often true, but it doesn’t help to distinguish nouns from other <a href="#">word classes</a>. For example, <a href="#">prepositions</a> can name places and <a href="#">verbs</a> can name ‘things’ such as actions.</p> <p>Nouns may be classified as <b>common</b> (e.g. <i>boy</i>, <i>day</i>) or <b>proper</b> (e.g. <i>Ivan</i>, <i>Wednesday</i>), and also as <b>countable</b> (e.g. <i>thing</i>, <i>boy</i>) or <b>non-countable</b> (e.g. <i>stuff</i>, <i>money</i>). These classes can be recognised by the determiners they combine with.</p>	<p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i></p> <p><i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> <li>▪ <i>He’s <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun]</li> <li>▪ <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]</li> </ul> <p>common, countable: <i>a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></i></p> <p>common, non-countable: <i><u>money</u>, some <u>chocolate</u>, less <u>imagination</u></i></p> <p>proper, countable: <i><u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></i></p>
<p><b>noun phrase</b></p>	<p>A noun phrase is a <a href="#">phrase</a> with a noun as its <a href="#">head</a>, e.g. <i>some foxes</i>, <i>foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i>.</p>	<p><i><u>Adult foxes</u> can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase]</p> <p><i><u>Almost all healthy adult foxes in this area</u> can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p>
<p><b>object</b></p>	<p>An object is normally a <a href="#">noun</a>, <a href="#">pronoun</a> or <a href="#">noun phrase</a> that comes straight after the <a href="#">verb</a>, and shows what the verb is acting upon.</p> <p>Objects can be turned into the</p>	<p><i>Year 2 designed <u>puppets</u>.</i> [noun acting as object]</p> <p><i>I like <u>that</u>.</i> [pronoun acting as object]</p>

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	<p><u>subject</u> of a <u>passive</u> verb, and cannot be <u>adjectives</u> (contrast with <u>complements</u>).</p>	<p>Some people suggested <u>a pretty display</u>. [noun phrase acting as object]</p> <p>Contrast:</p> <ul style="list-style-type: none"> <li>▪ <i>A display was suggested.</i> [object of active verb becomes the subject of the passive verb]</li> <li>▪ <i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]</li> </ul>
<b>participle</b>	<p>Verbs in English have two participles, called ‘present participle’ (e.g. <i>walking, taking</i>) and ‘past participle’ (e.g. <i>walked, taken</i>).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <ul style="list-style-type: none"> <li>▪ they don’t necessarily have anything to do with present or past time</li> <li>▪ although past participles are used as <u>perfects</u> (e.g. <i>has eaten</i>) they are also used as <u>passives</u> (e.g. <i>was eaten</i>).</li> </ul>	<p><i>He is <u>walking</u> to school.</i> [present participle in a <u>progressive</u>]</p> <p><i>He has <u>taken</u> the bus to school.</i> [past participle in a <u>perfect</u>]</p> <p><i>The photo was <u>taken</u> in the rain.</i> [past participle in a <u>passive</u>]</p>
<b>passive</b>	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> <li>▪ the past <u>participle</u> form <i>eaten</i></li> <li>▪ the normal <u>object</u> (<i>it</i>) turned into the <u>subject</u></li> <li>▪ the normal subject (<i>our dog</i>) turned into an optional <u>preposition phrase</u> with <i>by</i> as its <u>head</u></li> <li>▪ the verb <i>be(was)</i>, or some other verb such as <i>get</i>.</li> </ul> <p>Contrast <u>active</u>.</p> <p>A verb is not ‘passive’ just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p><i>A visit was <u>arranged</u> by the school.</i></p> <p><i>Our cat got <u>run</u> over by a bus.</i></p> <p>Active versions:</p> <ul style="list-style-type: none"> <li>▪ <i>The school arranged a visit.</i></li> <li>▪ <i>A bus ran over our cat.</i></li> </ul> <p>Not passive:</p> <ul style="list-style-type: none"> <li>▪ <i>He received a warning.</i> [past tense, active <i>received</i>]</li> <li>▪ <i>We had an accident.</i> [past tense, active <i>had</i>]</li> </ul>
<b>past tense</b>	<p><u>Verbs</u> in the past tense are commonly used to:</p>	<p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the</p>

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	<ul style="list-style-type: none"> <li>▪ talk about the past</li> <li>▪ talk about imagined situations</li> <li>▪ make a request sound more polite.</li> </ul> <p>Most verbs take a <u>suffix</u> <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p> <p>See also <u>tense</u>.</p>	<p>past]</p> <p><i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I <u>was</u> hoping you'd help tomorrow.</i> [makes an implied request sound more polite]</p>
<b>perfect</b>	<p>The perfect form of a <u>verb</u> generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by:</p> <ul style="list-style-type: none"> <li>▪ turning the verb into its past <u>participle inflection</u></li> <li>▪ adding a form of the verb <i>have</i> before it.</li> </ul> <p>It can also be combined with the <u>progressive</u> (e.g. <i>he has been going</i>).</p>	<p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now she has some songs]</p> <p><i>I <u>had eaten</u> lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p>
<b>phoneme</b>	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <ul style="list-style-type: none"> <li>▪ /t/ contrasts with /k/ to signal the difference between <i>tap</i> and <i>cap</i></li> <li>▪ /t/ contrasts with /l/ to signal the difference between <i>bought</i> and <i>ball</i>.</li> </ul> <p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p> <p>There are around 44 phonemes in English; the exact number depends on regional accents. A single</p>	<p>The word <i>cat</i> has three letters and three phonemes: /kæt/</p> <p>The word <i>catch</i> has five letters and three phonemes: /kætʃ/</p> <p>The word <i>caught</i> has six letters and three phonemes: /kɔ:t/</p>

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Term	Guidance	Example
	<p>phoneme may be represented in writing by one, two, three or four letters constituting a single <a href="#">grapheme</a>.</p>	
<b>phrase</b>	<p>A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the ‘head’. The phrase is a <a href="#">noun phrase</a> if its head is a noun, a <a href="#">preposition phrase</a> if its head is a preposition, and so on; but if the head is a <a href="#">verb</a>, the phrase is called a <a href="#">clause</a>. Phrases can be made up of other phrases.</p>	<p><i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head]</p> <p><i><u>She waved to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p>
<b>plural</b>	<p>A plural <a href="#">noun</a> normally has a <a href="#">suffix</a> –s or –es and means ‘more than one’.</p> <p>There are a few nouns with different <a href="#">morphology</a> in the plural (e.g. <i>mice</i>, <i>formulae</i>).</p>	<p><i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p>
<b>possessive</b>	<p>A possessive can be:</p> <ul style="list-style-type: none"> <li>▪ a <a href="#">noun</a> followed by an <a href="#">apostrophe</a>, with or without s</li> <li>▪ a possessive <a href="#">pronoun</a>.</li> </ul> <p>The relation expressed by a possessive goes well beyond ordinary ideas of ‘possession’.</p> <p>A possessive may act as a <a href="#">determiner</a>.</p>	<p><i><u>Tariq’s</u> book</i> [Tariq has the book]</p> <p><i>The <u>boys’</u> arrival</i> [the boys arrive]</p> <p><i><u>His</u> obituary</i> [the obituary is about him]</p> <p><i>That essay is <u>mine</u>.</i> [I wrote the essay]</p>
<b>prefix</b>	<p>A prefix is added at the beginning of a <a href="#">word</a> in order to turn it into another word.</p> <p>Contrast <a href="#">suffix</a>.</p>	<p><i><u>overtake</u>, <u>disappear</u></i></p>
<b>preposition</b>	<p>A preposition links a following <a href="#">noun</a>, <a href="#">pronoun</a> or <a href="#">noun phrase</a> to some other word in the sentence.</p> <p>Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as <a href="#">conjunctions</a>.</p>	<p><i>Tom waved goodbye <u>to</u> Christy.</i>  <i>She’ll be back <u>from</u> Australia <u>in</u> two weeks.</i></p> <p><i>I haven’t seen my dog <u>since</u> this morning.</i></p> <p>Contrast: <i>I’m going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>

Term	Guidance	Example
<b>preposition phrase</b>	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	<i>He was <u>in bed</u>.</i> <i>I met them <u>after the party</u>.</i>
<b>present tense</b>	<u>Verbs</u> in the present tense are commonly used to: <ul style="list-style-type: none"> <li>▪ talk about the present</li> <li>▪ talk about the <u>future</u>.</li> </ul> They may take a suffix –s (depending on the <u>subject</u> ). See also <u>tense</u> .	<i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now] <i>He <u>can</u> swim.</i> [describes a state that is true now] <i>The bus <u>arrives</u> at three.</i> [scheduled now] <i>My friends <u>are</u> coming to play.</i> [describes a plan in progress now]
<b>progressive</b>	The progressive (also known as the ‘continuous’) form of a <u>verb</u> generally describes events in progress. It is formed by combining the verb’s present <u>participle</u> (e.g. <i>singing</i> ) with a form of the verb <i>be</i> (e.g. <i>he was singing</i> ). The progressive can also be combined with the <u>perfect</u> (e.g. <i>he has been singing</i> ).	<i>Michael <u>is singing</u> in the store room.</i> [present progressive] <i>Amanda <u>was making</u> a patchwork quilt.</i> [past progressive] <i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect progressive]
<b>pronoun</b>	Pronouns are normally used like <u>nouns</u> , except that: <ul style="list-style-type: none"> <li>▪ they are grammatically more specialised</li> <li>▪ it is harder to <u>modify</u> them</li> </ul> In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	<b><i>Amanda</i></b> waved to <b><i>Michael</i></b> . <b><i>She</i></b> waved to <b><i>him</i></b> . <b><i>John’s</i></b> mother is over there. <b><i>His</i></b> mother is over there. <b><i>The visit</i></b> will be an overnight <b><i>visit</i></b> . <b><i>This</i></b> will be an overnight <b><i>visit</i></b> . <b><i>Simon</i></b> is the person: <b><i>Simon</i></b> broke <b><i>it</i></b> . <b><i>He</i></b> is the one <b><i>who</i></b> broke it.
<b>punctuation</b>	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - ( ) “ ” ‘ ’ , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate <u>sentence</u> boundaries.	<i><u>“I’m going out, Usha, and I won’t be long.” Mum said.</u></i>
<b>Received Pronunciation</b>	Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small	

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	<p>minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the national curriculum.</p>	
<p><b>register</b></p>	<p>Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are ‘varieties’ of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.</p>	<p><i>I regret to inform you that Mr Joseph Smith has passed away.</i> [formal letter]</p> <p><i>Have you heard that Joe has died?</i> [casual speech]</p> <p><i>Joe falls down and dies, centre stage.</i> [stage direction]</p>
<p><b>relative clause</b></p>	<p>A relative clause is a special type of <u>subordinate clause</u> that modifies a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p>	<p><i>That’s the <b>boy</b> <u>who lives near school</u>.</i> [<i>who</i> refers back to <i>boy</i>]</p> <p><i>The <b>prize</b> <u>that I won</u> was a book.</i> [<i>that</i> refers back to <i>prize</i>]</p> <p><i>The <b>prize</b> <u>I won</u> was a book.</i> [the pronoun <i>that</i> is omitted]</p> <p><i><b>Tom broke the game, which annoyed Ali.</b></i> [<i>which</i> refers back to the whole clause]</p>
<p><b>root word</b></p>	<p><u>Morphology</u> breaks words down into root words, which can stand alone, and <u>suffixes</u> or <u>prefixes</u> which can’t. For example, <i>help</i> is the root word for other words in its <u>word family</u> such as <i>helpful</i> and <i>helpless</i>, and also for its <u>inflections</u> such as <i>helping</i>. <u>Compound</u> words (e.g. <i>help-desk</i>) contain two or more root words. When looking in a dictionary, we sometimes have to look for the</p>	<p><u>played</u> [the root word is <i>play</i>]</p> <p><u>unfair</u> [the root word is <i>fair</i>]</p> <p><i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p>

Term	Guidance	Example
	root word (or words) of the word we are interested in.	
<b>schwa</b>	<p>The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English.</p> <p>It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.</p>	<p>/əlɒŋ/ [<u>a</u>long]</p> <p>/bʌtə/ [<u>u</u>tter]</p> <p>/dɒktə/ [<u>o</u>ctor]</p>
<b>sentence</b>	<p>A sentence is a group of <u>words</u> which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms '<b>single-clause sentence</b>' and '<b>multi-clause sentence</b>' may be more helpful.</p>	<p><u>John went to his friend's house. He stayed there till tea-time.</u></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.]</p> <p><i>You are my friend.</i> [statement]</p> <p><i>Are you my friend?</i> [question]</p> <p><i>Be my friend!</i> [command]</p> <p><i>What a good friend you are!</i> [exclamation]</p> <p><i>Ali went home on his bike to his goldfish and his current library book about pets.</i> [single-clause sentence]</p> <p><i>She went shopping but took back everything she had bought because she didn't like any of it.</i> [multi-clause sentence]</p>
<b>split digraph</b>	See <u>digraph</u> .	
<b>Standard English</b>	Standard English can be recognised by the use of a very small range of forms such as <i>those books, I did it</i> and <i>I wasn't doing anything</i> (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor	<p><i>I did it because they were not willing to undertake any more work on those houses.</i> [formal Standard English]</p> <p><i>I did it cos they wouldn't do any more work on those houses.</i> [casual Standard English]</p>

## 7. Programmes of study and attainment targets

Term	Guidance	Example
	<p>variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most <a href="#">registers</a>. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.</p>	<p><i>I done it cos they wouldn't do no more work on them houses.</i> [casual non-Standard English]</p>
<b>stress</b>	<p>A <a href="#">syllable</a> is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.</p>	<p><i><u>about</u></i> <i><u>visit</u></i></p>
<b>subject</b>	<p>The subject of a verb is normally the <a href="#">noun</a>, <a href="#">noun phrase</a> or <a href="#">pronoun</a> that names the 'do-er' or 'be-er'. The subject's normal position is:</p> <ul style="list-style-type: none"> <li>▪ just before the <a href="#">verb</a> in a statement</li> <li>▪ just after the <a href="#">auxiliary verb</a>, in a question.</li> </ul> <p>Unlike the verb's <a href="#">object</a> and <a href="#">complement</a>, the subject can determine the form of the verb (e.g. <i>I am</i>, <i>you are</i>).</p>	<p><i><u>Rula's mother</u> went out.</i> <i><u>That</u> is uncertain.</i> <i><u>The children</u> will study the animals.</i> <i>Will <u>the children</u> study the animals?</i></p>
<b>subjunctive</b>	<p>In some languages, the <a href="#">inflections</a> of a <a href="#">verb</a> include a large range of special forms which are used typically in <a href="#">subordinate clauses</a>, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.</p>	<p><i>The school requires that all pupils <u>be</u> honest.</i> <i>The school rules demand that pupils not <u>enter</u> the gym at lunchtime.</i> <i>If Zoë <u>were</u> the class president, things would be much better.</i></p>
<b>subordinate, subordination</b>	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> <li>▪ an adjective is subordinate to the noun it <a href="#">modifies</a></li> <li>▪ <a href="#">subjects</a> and <a href="#">objects</a> are</li> </ul>	<p><i><u>big</u> dogs [big is subordinate to dogs]</i> <i><u>Big dogs</u> need <u>long</u> walks.</i> <i>[big dogs and long walks are subordinate to need]</i> <i>We can watch TV <u>when we've finished</u>.</i> [when we've finished is subordinate to watch]</p>



Term	Guidance	Example
	<p>subordinate to their <a href="#">verbs</a>.</p> <p>Subordination is much more common than the equal relationship of <a href="#">co-ordination</a>.</p> <p>See also <a href="#">subordinate clause</a>.</p>	
<b>subordinate clause</b>	<p>A clause which is <a href="#">subordinate</a> to some other part of the same <a href="#">sentence</a> is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it <a href="#">modifies</a>). Subordinate clauses contrast with <a href="#">co-ordinate</a> clauses as in <i>It was sour but looked very tasty</i>. (Contrast: <a href="#">main clause</a>)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street <u>where Ben lives</u>.</i> [<a href="#">relative clause</a>; modifies <i>street</i>]</p> <p><i>He watched her <u>as she disappeared</u>.</i> [<a href="#">adverbial</a>; modifies <i>watched</i>]</p> <p><i><u>What you said</u> was very nice.</i> [acts as <a href="#">subject</a> of <i>was</i>]</p> <p><i>She noticed <u>an hour had passed</u>.</i> [acts as <a href="#">object</a> of <i>noticed</i>]</p> <p>Not subordinate: <i>He shouted, "<u>Look out!</u>"</i></p>
<b>suffix</b>	<p>A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike <a href="#">root words</a>, suffixes cannot stand on their own as a complete word.</p> <p>Contrast <a href="#">prefix</a>.</p>	<p><i>call – <u>called</u></i></p> <p><i>teach – <u>teacher</u></i> [turns a <a href="#">verb</a> into a <a href="#">noun</a>]</p> <p><i>terror – <u>terrorise</u></i> [turns a noun into a verb]</p> <p><i>green – <u>greenish</u></i> [leaves <a href="#">word class</a> unchanged]</p>
<b>syllable</b>	<p>A syllable sounds like a beat in a <a href="#">word</a>. Syllables consist of at least one <a href="#">vowel</a>, and possibly one or more <a href="#">consonants</a>.</p>	<p><i>Cat</i> has one syllable.</p> <p><i>Fairy</i> has two syllables.</p> <p><i>Hippopotamus</i> has five syllables.</p>
<b>synonym</b>	<p>Two words are synonyms if they have the same meaning, or similar meanings. Contrast <a href="#">antonym</a>.</p>	<p><i>talk – speak</i></p> <p><i>old – elderly</i></p>
<b>tense</b>	<p>In English, tense is the choice between <a href="#">present</a> and <a href="#">past verbs</a>, which is special because it is signalled by <a href="#">inflections</a> and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including</p>	<p><i>He <u>studies</u>.</i> [present tense – present time]</p> <p><i>He <u>studied</u> yesterday.</i> [past tense – past time]</p> <p><i>He <u>studies</u> tomorrow, or else!</i> [present tense – future time]</p> <p><i>He <u>may study</u> tomorrow.</i> [present</p>

## 7. Programmes of study and attainment targets

Term	Guidance	Example
	<p>a future tense. (See also: <a href="#">future</a>.)</p> <p>The simple tenses (present and past) may be combined in English with the <a href="#">perfect</a> and <a href="#">progressive</a>.</p>	<p>tense + infinitive – future time]</p> <p><i>He <u>plans</u> to <u>study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>If he <u>studied</u> tomorrow, he'd see the difference!</i> [past tense – imagined future]</p> <p>Contrast three distinct tense forms in Spanish:</p> <ul style="list-style-type: none"> <li>▪ <i>Estudia.</i> [present tense]</li> <li>▪ <i>Estudió.</i> [past tense]</li> <li>▪ <i>Estudiará.</i> [future tense]</li> </ul>
<b>transitive verb</b>	<p>A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an <a href="#">intransitive verb</a>, which does not.</p>	<p><i>He <u>loves</u> Juliet.</i></p> <p><i>She <u>understands</u> English grammar.</i></p>
<b>trigraph</b>	<p>A type of <a href="#">grapheme</a> where three letters represent one <a href="#">phoneme</a>.</p>	<p><i><u>H</u><u>i</u><u>g</u><u>h</u>, <u>p</u><u>u</u><u>r</u><u>e</u>, <u>p</u><u>a</u><u>t</u><u>c</u><u>h</u>, <u>h</u><u>e</u><u>d</u><u>g</u><u>e</u></i></p>
<b>unstressed</b>	<p>See <a href="#">stressed</a>.</p>	
<b>verb</b>	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a <a href="#">tense</a>, either <a href="#">present</a> or <a href="#">past</a> (see also <a href="#">future</a>).</p> <p>Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn’t distinguish verbs from <a href="#">nouns</a> (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as <a href="#">auxiliary</a>, or <a href="#">modal</a>; as <a href="#">transitive</a> or <a href="#">intransitive</a>; and as states or events.</p>	<p><i>He <u>lives</u> in Birmingham.</i> [present tense]</p> <p><i>The teacher <u>wrote</u> a song for the class.</i> [past tense]</p> <p><i>He <u>likes</u> chocolate.</i> [present tense; not an action]</p> <p><i>He <u>knew</u> my father.</i> [past tense; not an action]</p> <p>Not verbs:</p> <ul style="list-style-type: none"> <li>▪ <i>The <u>walk</u> to Halina’s house will take an hour.</i> [noun]</li> <li>▪ <i>All that <u>surfing</u> makes Morwenna so sleepy!</i> [noun]</li> </ul>
<b>vowel</b>	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form <a href="#">syllables</a> by themselves, or they may combine with <a href="#">consonants</a>.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>	

Term	Guidance	Example
<b>word</b>	<p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.</p> <p>Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. <i>well-built, he's</i>).</p>	<p><i><u>headteacher</u> or <u>head teacher</u></i> [can be written with or without a space]</p> <p><i><u>I'm</u> going out.</i></p> <p><i><u>9.30 am</u></i></p>
<b>word class</b>	<p>Every <u>word</u> belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: <u>noun</u>, <u>verb</u>, <u>adjective</u>, <u>adverb</u>, <u>preposition</u>, <u>determiner</u>, <u>pronoun</u>, <u>conjunction</u>. Word classes are sometimes called 'parts of speech'.</p>	
<b>word family</b>	<p>The <u>words</u> in a word family are normally related to each other by a combination of <u>morphology</u>, grammar and meaning.</p>	<p><i>teach – teacher</i></p> <p><i>extend – extent – extensive</i></p> <p><i>grammar – grammatical – grammarian</i></p>