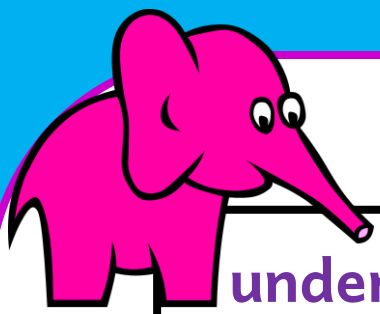


Language

understand and use language appropriate to writing, e.g. noun, verb, adjective

Noun

A **noun** is the name of a person, a place or a thing, e.g. **Tom, London, table**

If you can put *a*, *an* or *the* in front of a single word – it's a noun!

Verb

Verbs tell us about actions, e.g.

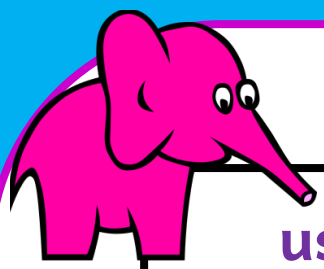
I **am** ready.

The dog **ran**.

I **know** the answer.

Adjectives

An **adjective** gives us more information about a noun, e.g. **enormous** beanstalk



Language

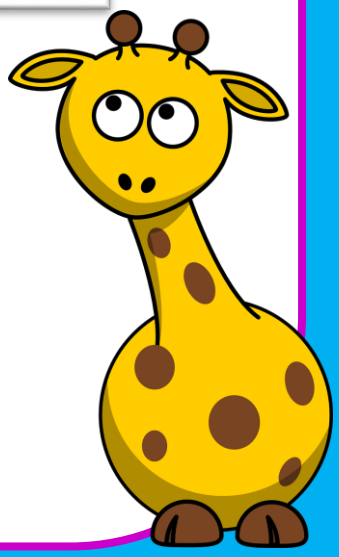
use simple subject-related words appropriately

The body

skin
stomach
teeth
chest

Birds

feather
wing
claw
beak



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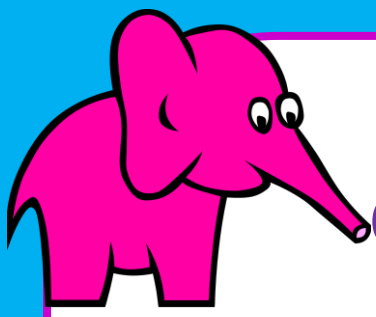

Language Classroom Activities

Guess the word

A child chooses a word from the topic vocabulary wall and describes it to the class without saying the word. If another child guesses the word both children can go out to play. Make it harder by limiting children to 2 or 3 guesses.

Word Sort Display

Children add words they have 'magpied' from reading, to a word display placing the word under the correct heading. Create an electronic list or record words in a class book if space is limited.

Noun	Verb	Adjective
water rain	flush splash	refreshing sparkling

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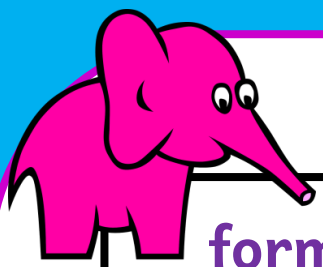
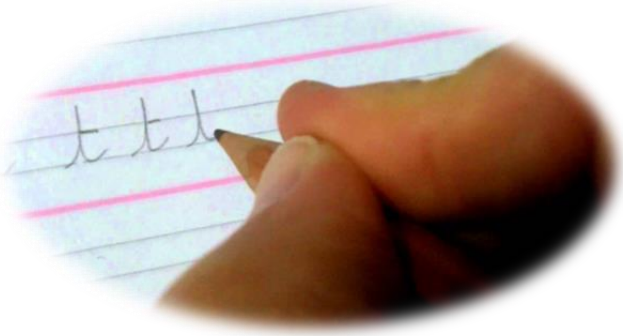


Handwriting

form upper- and lower-case letters accurately and with consistent size

The quick brown fox jumped over the lazy dog.



- **Lower-case letters are small letters, e.g.**

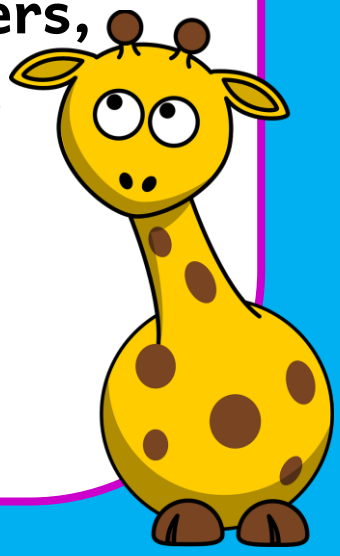
  a b c d e f g h I j k l m n o p q r

  s t u v w x y z

- **Upper-case letters are capital letters,**

  e.g. A B C D E F G H I J K L M N O P

  Q R S T U V W X Y Z



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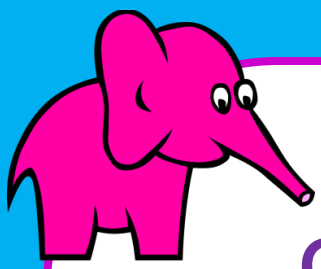


Handwriting

Classroom Activities

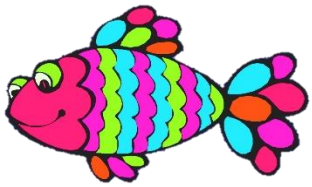
Puppet Creator

Encourage children to create puppets involving manipulation of small objects such as eyes.

Paper Fish Race

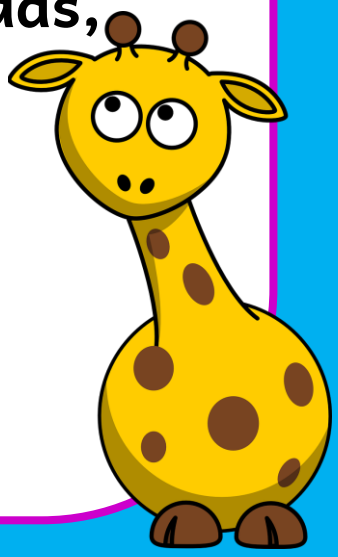
Challenge children to race fishes cut out of paper. Blow the fishes along using an empty water squirter, e.g. a bath toy

Help the fish move more easily by curling the tails.



Chopsticks

Challenge children to transfer beads, dry cereal or cotton wool balls between two containers. Who has the fastest time?



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Spelling

use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed

Segmenting

The ability to split words up into their separate speech sounds, e.g. sh – o – p

Root Words

The root word is the basic word and you can make new words from it by adding prefixes and suffixes. The root word is also a word in its own right, e.g. walked

Suffixes

A suffix is a letter or group of letters added at the end of a word which makes a new word, e.g.

walk → walks walked, walking, walker

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Spelling

use knowledge of syllables to spell polysyllabic words

Syllables

Syllables are ways to split words into speech sounds, e.g.

spell = 1 syllable

wa /ter = 2 syllables

syl/la/ble = 3 syllables

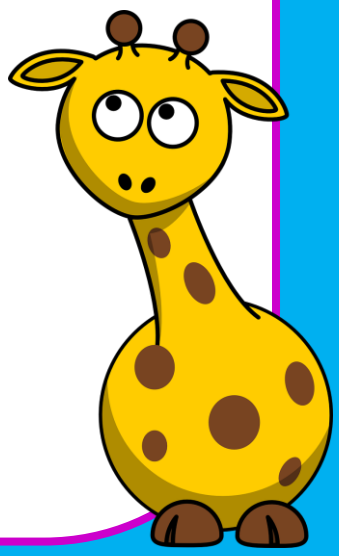
Polysyllabic words

Polysyllabic words are words with more than one syllable, e.g.

chil/dren

thun/der/ing

sand/pit



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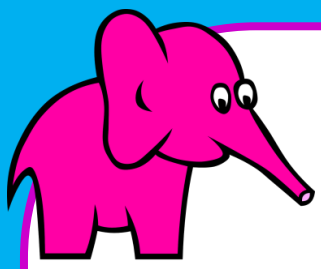
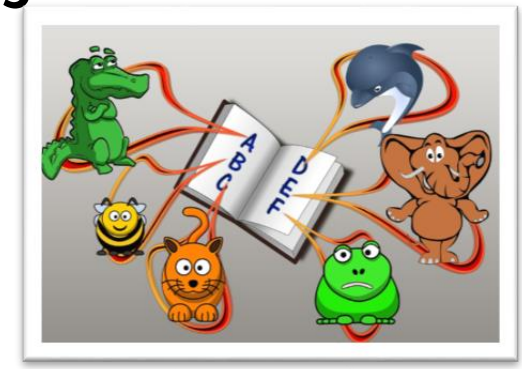


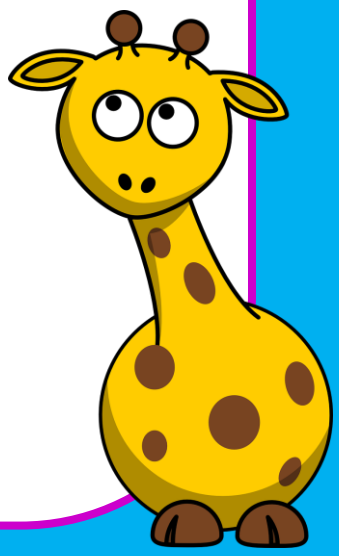
Spelling

use a dictionary

Make sure all learners have the skills needed to use a dictionary. They should…

- know the alphabet
- know that words in bold at the top left and bottom right, show the range of words on each page
- understand that each word is in alphabetical order for letter 1, 2, 3 etc.
- know the structure of words: prefix, root, suffix
- discuss their predictions/different spelling possibilities before they begin their search (They need some idea of the spelling to be able to find it.)





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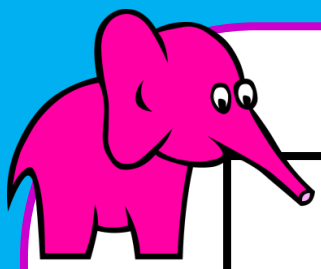

Spelling

spell high-frequency words correctly

after	again	any
bath	beautiful	because
behind	break	both
busy	child	children
class	climb	clothes
cold	door	every
everybody	even	eye
father	find	gold
grass	half	hold
hour	kind	last
mind	money	
move	old	only
path	poor	should

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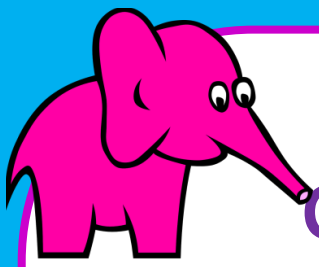


Spelling Classroom Activities

Treasure Chest or Rubbish Bin

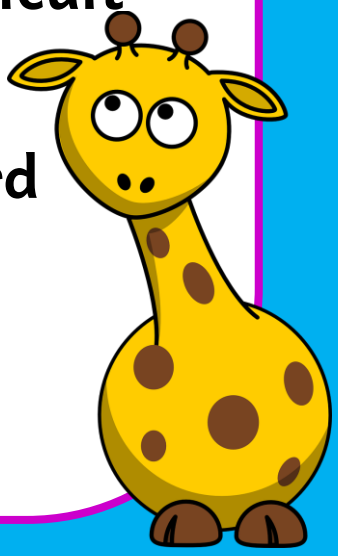
Challenge children to place their spellings in the treasure chest or the rubbish bin depending on whether they are spelt correctly.

Homophone Bingo

Call out a word with the definition. Children can cross it out if they have the matching homophone on their card, e.g. sea → see

Spelling Shells

Write words that children find difficult inside shells. Children collect a shell and practise the word throughout the day.



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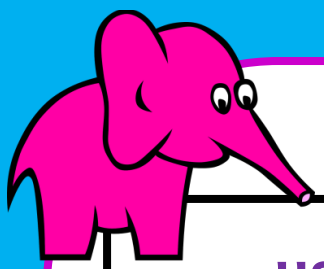

Punctuation

use capital letters, full stops and question marks accurately, and sometimes use exclamation marks

Use question marks accurately

- Use a question mark after a direct question, e.g.

  Would you like a sweet?

- Be careful not to use a question mark for indirect questions, e.g.

  I wonder if he would find me.

- A question mark replaces the end of sentence punctuation – you don't need a full stop too.
- Words that follow question marks should be capitalised.
- You can use a question mark with rhetorical questions, e.g.

  How many times do I have to tell you not to run in the house?

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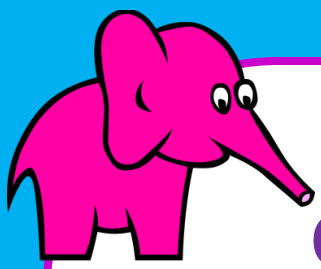
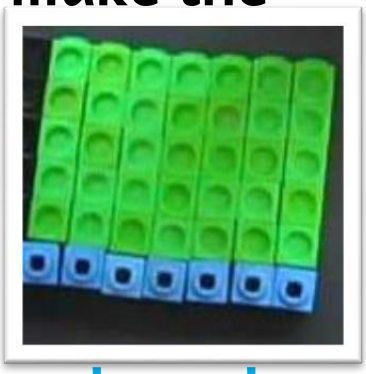


Punctuation Classroom Activities

Punctuation Towers

During writing sessions, choose a group to collect multilink every time they use their target punctuation. If it has been used correctly, they keep the multilink and can add it to their tower. Who can make the biggest punctuation tower? Makes a colourful display.

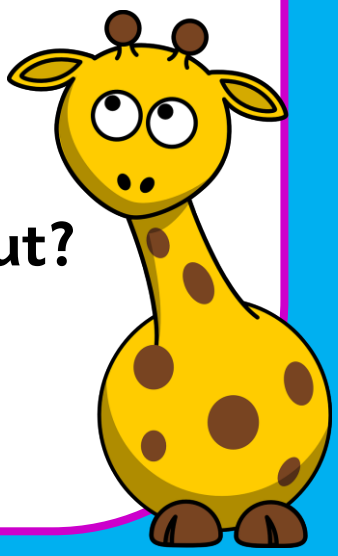


This also works well with collecting Tiddlywinks for a match at the end of the week.

Sentence Doctor

Give children questions that need some 'medicine' to make them correct, e.g. Why the teacher shout?

Why did the teacher shout?



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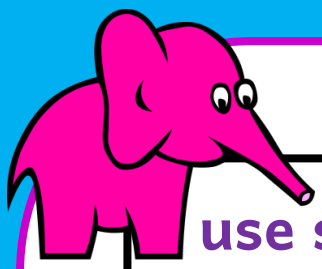


Word Class

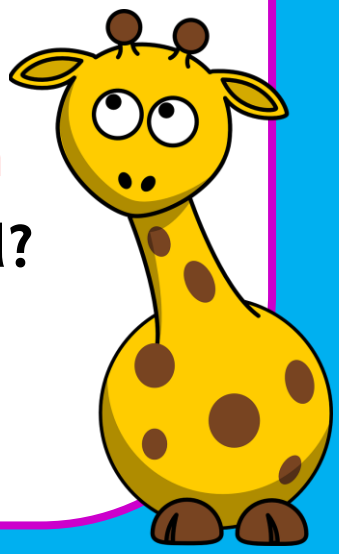
use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were

Standard form of verbs

- Standard form is the form of the English language widely accepted as the usual correct form. There are many verb tenses for children to understand, starting with the simple past and present.

Present	Past
see	saw
run	ran
go	went

- In a sentence, every verb must have a subject. If the verb expresses action—like dance, run, skip, or jump—the subject is who or what does the verb, e.g. Sam skipped across the room. Who skipped? Sam skipped, so Sam is the subject.



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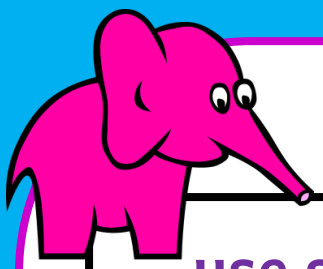


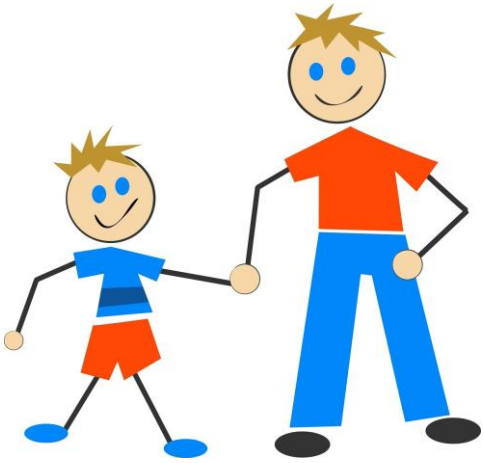
Word Class

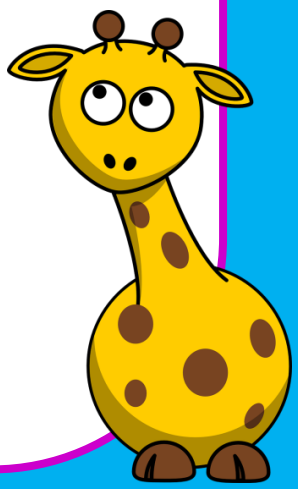
use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were **continued**

Subject-verb agreement

- **Subject and verb tense agreement means using the appropriate verb tense for the subject of the sentence, i.e. the subject and verb must agree in number.**

Singular Subject	Singular Verb
Sam	is walking
Plural Subject	**Plural Verb**
Sam and Tom	are walking





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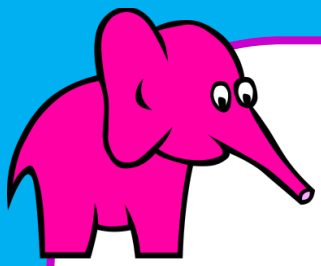


Word Class
Classroom Activities

Past Tense Bingo

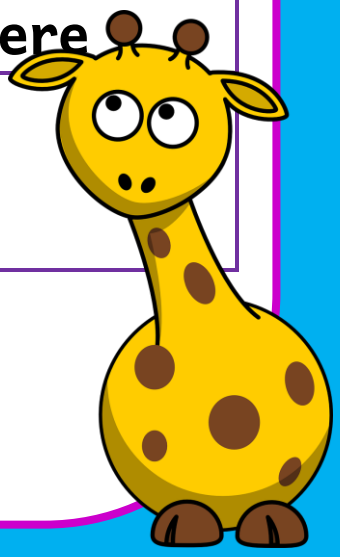
Call out a verb. Children can cross it out if they have the matching simple past tense on their card, e.g.

run → ran

Subject agreement Verb Chart

Create a class subject –verb agreement chart.

Verb – be	Subject	
	singular	plural
1st person	I was	We were
2nd person	You were	You were
3rd person	He/she/it was	They were



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Connectives

use connectives to write compound sentences

Compound Sentence

A compound sentence includes more than one main clause.

We can join the clauses together with a connective, e.g.

and but or so

I like sweets and I like chocolate.

I like chocolate cake but don't have it very often.

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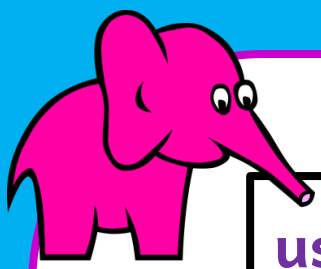
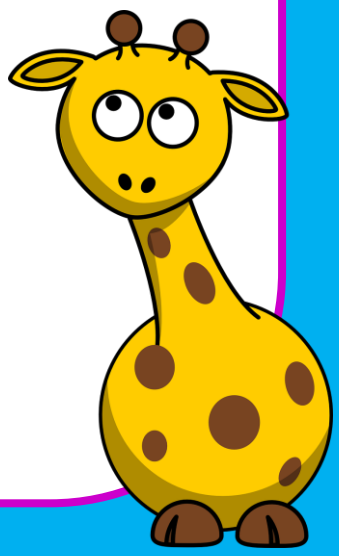


Connectives

use ordering words, e.g. first, next, then, lastly

Use ordering words

After that...	At last...	As soon as...
After a while...	At the end of the day...	
Eventually...	Finally...	First...
Immediately...	In the end...	Just then...
Lastly...	Later...	Meanwhile...
Next...	Once upon a time...	
Soon...	Suddenly...	Then...



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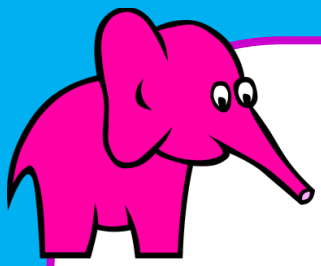

Connectives Classroom Activities

Sort it Out!

Give groups a cut up version of a text and some ordering words. Challenge them to use the ordering words in the appropriate order.

Where Does It Go?

Create an 'Ordering Words' display. Encourage children to 'magpie' words from reading and add them to each section.

Opening Words	Moving On...	Closing Words
First Once upon a time	Next Later	Finally At the end

Tell Story

Tell an oral story as a class, with everybody picking up a time ordering card to start their sentence, e.g. First the king... Next he... Suddenly...

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