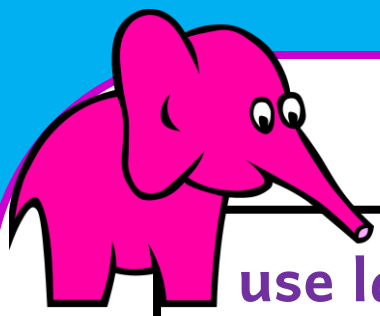


Language

use language appropriate to writing, including standard forms of English

Standard forms of English

- **Use past tense verbs consistently.**

  Jacked **begged** the giant to let him go.

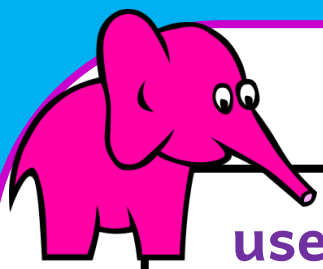
  The Egyptians **wrapped** the body in strands of linen.

- **Use of the progressive form of verbs in the past tense to mark actions in progress.**

  He **was shouting** as loudly as he could, but they couldn't hear him.

- **Use of the progressive form of verbs in the present to mark actions in progress.**

- The football manager **is training** his team every day to make sure that they win the championship.



Language

use language appropriate to writing, including standard forms of English

Standard forms of English

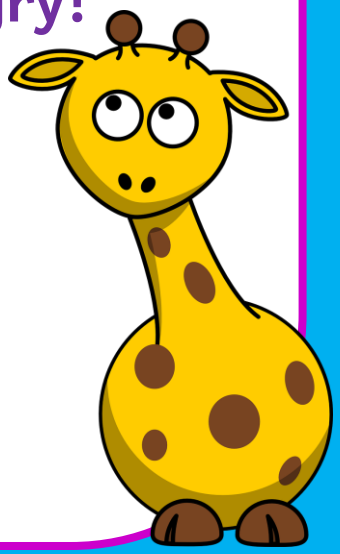
- Use **standard forms** of connectives for causation and consequence

Standard form

Jack needed to sell the cow **because** they were desperately poor.

Non-standard form

"I had to do it **cos** we are so hungry!" cried Jack.



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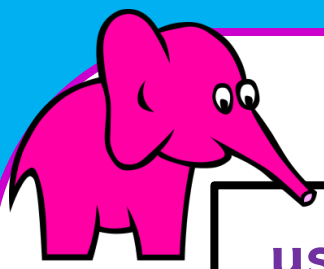


Language

use vocabulary related to the topic or subject context

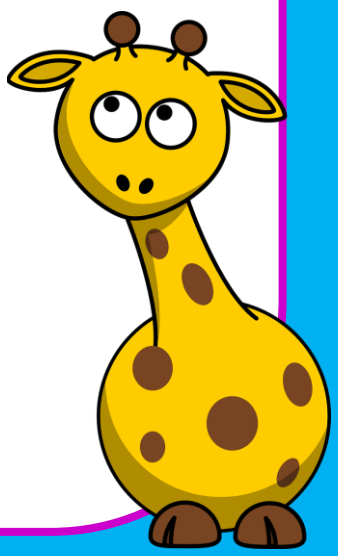
Narrative Vocabulary

unfortunately	meanwhile
golden goose	giant
ogre	troll

Topic Vocabulary

The body

heart	lungs
veins	brain
Throat	liver



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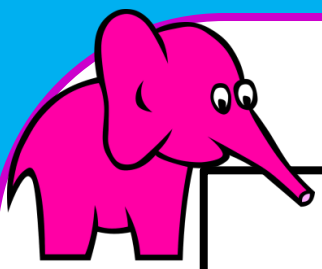
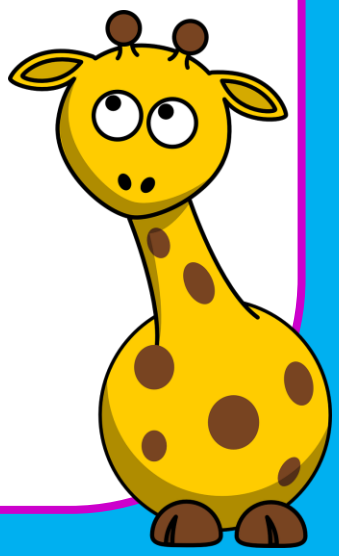


Language

use an increasingly imaginative vocabulary

beautiful	naughty
magical	fierce
adventure	exciting
interesting	awful
incredible	amazing
lively	comfortable
fascinating	magnificent



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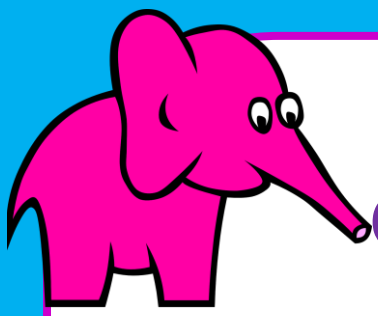


Language Classroom Activities

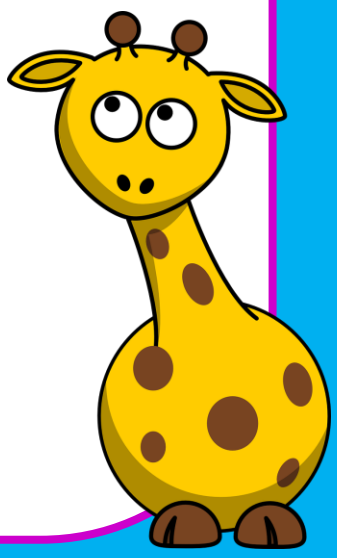
In the Past?

Invite children to act out a verb at the front of the class. The class have to say three sentences about the verb.

1) **A sentence using the progressive form of the verb in the present tense, e.g.**
   Sarah is singing.

2) **A sentence using the progressive form of the verb in the past tense, e.g.**
   Sarah was singing

3) **A sentence using simple past tense, e.g.**
   Sarah sang.



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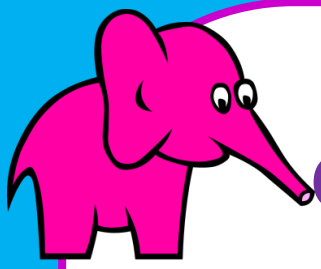


Language Classroom Activities

Wall of Grammar

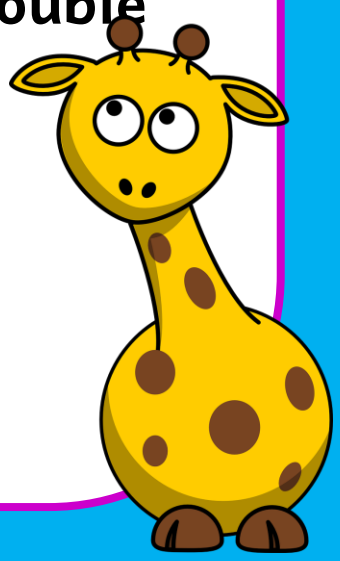
Challenge children to look for examples of non-standard English used in the environment and take a photograph of themselves next to it. Display the photographs next to the standard form of English.

Adding 'ed'

Show verbs (that need 'ed' added to write in the past tense) on the whiteboard for 3 seconds. Children write the verb on their white board deciding whether to double the consonant before adding 'ed',

e.g. walk → walked

beg → begged



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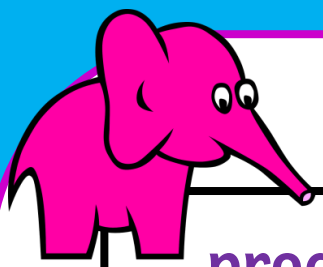


Handwriting

produce legible handwriting and present work appropriately joining letters in some words

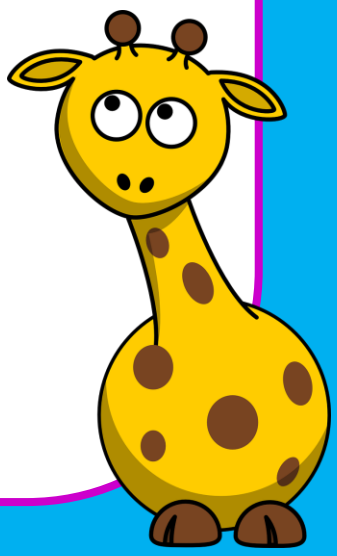
The quick brown fox jumped over the lazy dog.

- **Use the diagonal and horizontal strokes that are needed to join letters, e.g.**

  a c d e h i k l m n u

- **Understand which letters are traditionally left unjoined, e.g.**

  b j p s q y z



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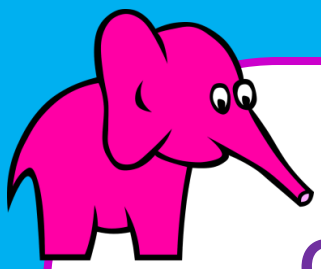


Handwriting

Classroom Activities

Strip Writing

Encourage children to write on narrow strips of paper for projects or use highlighting pens to create a coloured strip for children to write on.

Sticker Stars

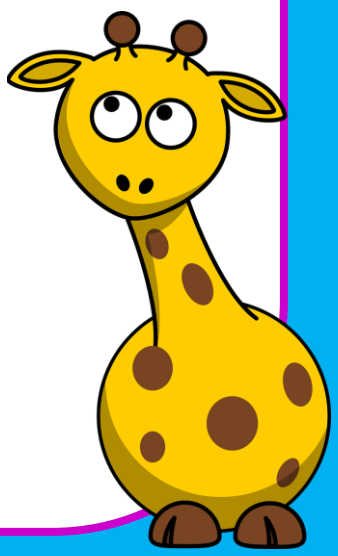
Challenge children to place stickers so that they are just touching the line.

Superstar Stamper

Encourage children to mark work using an ink stamp within set borders.

Stencils

Provide intricate stencil patterns for children to use.



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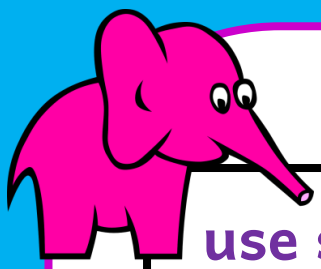


Spelling

use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words

Word Families

- Groups of words that have a common feature or pattern , e.g. art

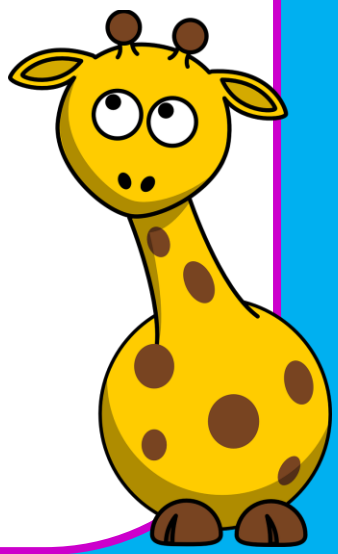
art	cart
dart	part
start	tart

Morphology

The study of word structure, e.g.

unlikeable

The prefix *un-* and the suffix *-able* surrounding the root, *like*.



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Spelling

spell plural forms, e.g. -s, -es. -ies

Add -s

Regular plurals, e.g. book/books

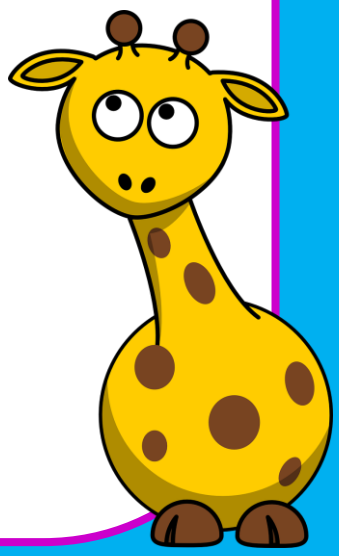
Words ending in a vowel + y, e.g. key/keys

Add -es

Words ending in -ch, -s, -sh, -x, -z, e.g. lunch/lunches * If the -ch ending is pronounced with a 'k' then just add -s, e.g. stomach/stomachs

Changing to -ves

Words ending in -fe or -f, e.g. half/halves *There are some exceptions to this rule, e.g. roof/roofs



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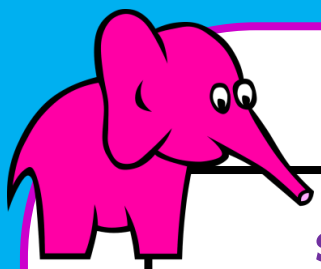


Spelling

spell plural forms, e.g. -s, -es, -ies continued...

Change -y to -ies or -s

Words ending in a vowel-a,e,i,o,u, + y just add –s, e.g. boy/boys

Words ending in a consonant + y change to –ies, e.g. baby/babies

Adding -s or -es

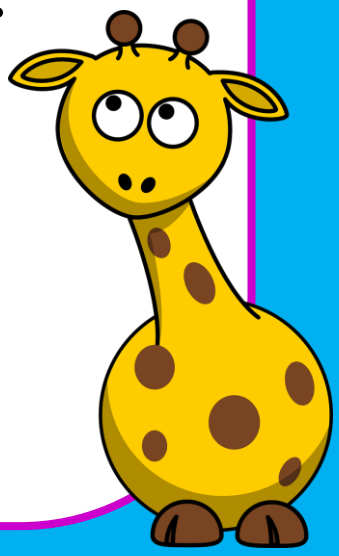
Words ending in a vowel-a,e,i,o,u + -O then we sometimes add –s, e.g.

video/videos

Words ending in a consonant + -O then we sometimes add -s or –es, e.g.

zero/zeros hero/heroes

No rules for this - you just have to learn them or use a dictionary.



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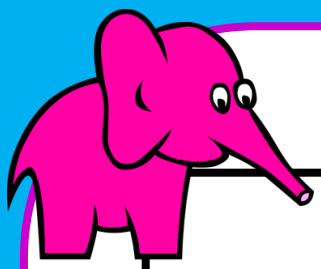


Spelling

use past tense of verbs consistently, e.g. consonant doubling before -ed

- **Double the final consonant and add ed**

  Short verbs with *a* short vowel sound, e.g. stop/stopped

  *never double w,x,y, or z, e.g. fix/fixed

- **Add -d**

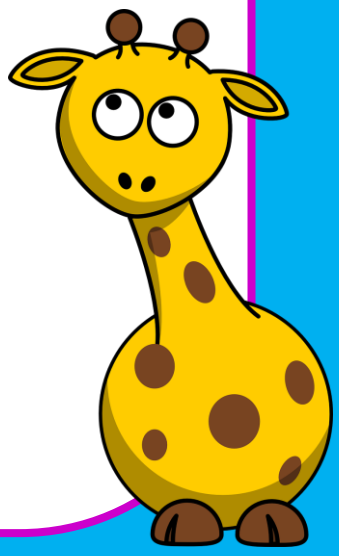
  Verbs ending in *a* vowel and one or more consonants + e, e.g. live/lived

- **Change -y to -i and add -ed**

  Verbs ending in *a* consonant + y, e.g. cry/cried

- **Add -ed**

  Verbs ending in *a* vowel + y, e.g. enjoy/enjoyed



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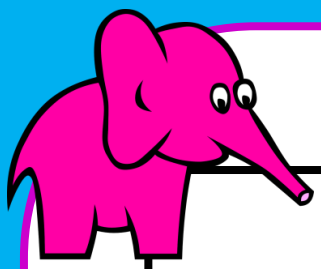

Spelling

spell all high-frequency words correctly

accident	address	answer
appear	believe	bicycle
breath	build	busy
caught	circle	decide
describe	different	early
eight	experiment	favourite
February	group	heard
imagine	important	island
length	material	minute
often	popular	promise
regular	remember	sentence
special	suppose	
surprise	though	
thought	through	woman

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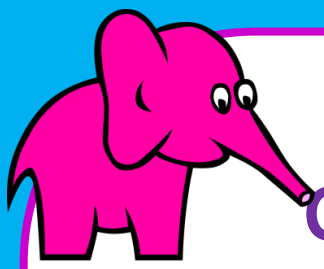

Spelling Classroom Activities

Beat the Clock

Give out spelling lists with missing letters. Challenge children to fill in all the missing letters before the countdown finishes.

Plural Bingo

Call out a word. Children can cross it out if they have the plural of the word, e.g.

baby → babies

Plural memory

Place single and plural word cards face down. Take turns to turn the cards over, keeping the cards if they are matching single and plural words and turning them back over if they don't match. The winner is the person with the most matching sets at the end.

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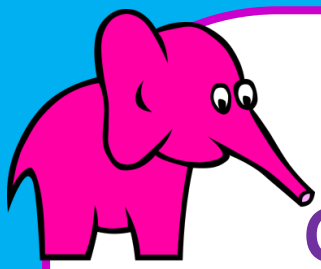

Spelling Classroom Activities

Spelling Biscuits

Create bags of spelling biscuits to sell at the school fete by icing spellings onto biscuits.

Plural snap

Children play 'Snap' with single and plural forms of words. Players shout 'Snap' when they see the matching single and plural form dealt together.

Flash Spelling

Challenge children to correctly record as many words as possible whilst the high frequency spellings flash up on the interactive whiteboard. Can they beat their previous score?

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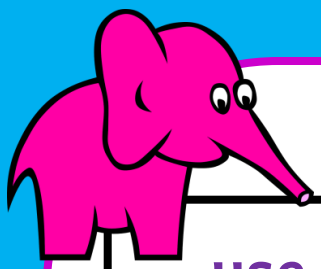

Punctuation

use full stops, question marks, exclamation marks and commas for lists

- **Use commas for lists.**

  The comma separates a series of words, phrases, or independent clauses, e.g.

  I bought tomatoes, onions, and peppers for tea.

  Jack put the golden coins, magic hen, and talking harp into his sack.

The Oxford comma

When a comma is used before the conjunction in a list, it is known as an Oxford comma. Some people consider the Oxford comma to be a waste of ink, while others strongly campaign for its inclusion. There really is no rule. You should follow whatever convention your school follows.

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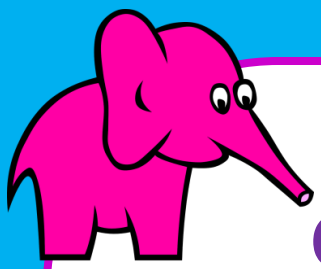


Punctuation Classroom Activities

Physical sentences

Children create physical sentences using items (or pictures), balloons for commas, and tennis balls for full stops, e.g.

The giant ate

and

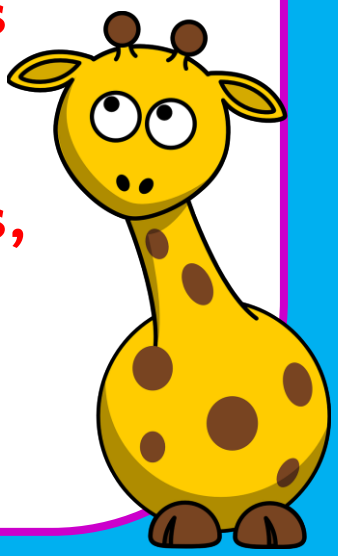
I went to market

Each child says what they bought but has to remember the previous shoppers too. Use an action to show the comma, e.g.

I went to market and bought buns.

I went to market and bought buns and crisps.

I went to market and bought buns, crisps, and sweets.



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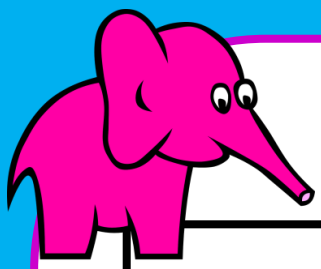

Sentence Structure

start sentences in a variety of ways

- **Start with an adverb**

  Slowly, Jack looked up.

- **Start with an 'ing' clause**

  Muttering to himself, the giant counted his money again.

- **Start with a prepositional phrase**

  From out of nowhere came a loud scream.

- **Start with an 'ed' clause**

  Stunned into silence, Jack stated at the giant.

- **Start with a connective**

  While Jack waited, the giant ate his dinner.

- **Start with a simile**

  As quiet as a mouse, Jack crept across the room.

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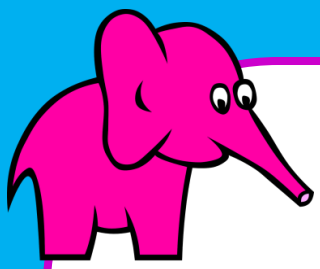

Sentence Structure Classroom Activities

Sentence Washing Line

Each week focus on a different way to start a sentence. The different ways to start a sentence can be hung on a washing line across the classroom as they are introduced alongside good examples.

Start in a different way

Challenge children to choose a way to start a simple sentence from the washing line, e.g.

The dog sat down.

Growling fiercely, the dog sat down.

As quick as a flash, the dog sat down.

Slowly, the dog sat down.

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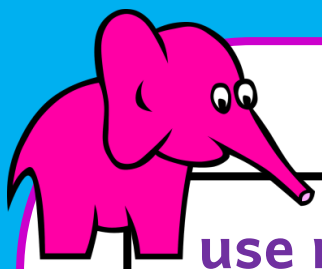


Word Class

use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing

Nouns

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!

Pronouns

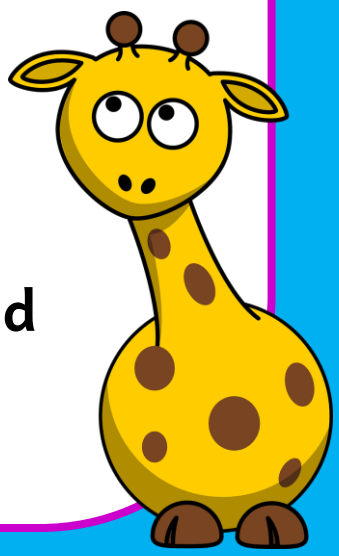
A pronoun is used in place of a noun, e.g. I, he, her, everybody

Adjectives

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

Adverbs

An adverb tells us *how, where, when, etc.* something happens, e.g. I finished yesterday.



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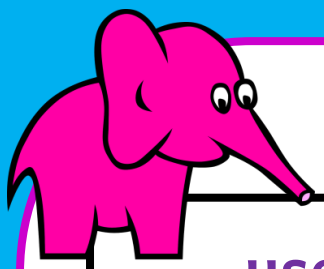

Word Class

use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing continued

Prepositions

A preposition links nouns to other parts of a sentence, e.g. Jack hid under the table.

Connectives

A connective links words or groups of words. Connectives can be conjunctions or adverbs.

Connecting adverbs and conjunctions function differently.

Conjunctions (like but) join clauses within a sentence, e.g. Jack was hungry but he didn't eat anything.

Connecting adverbs (like however) connect ideas but the clauses remain separate sentences, e.g. Jack was hungry. However, he didn't eat anything.

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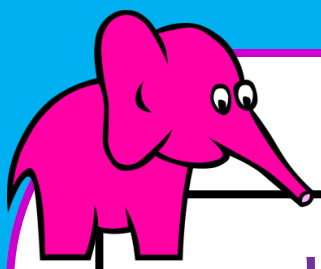


Word Class

use adjectives and adverbs to expand simple sentences and phrases

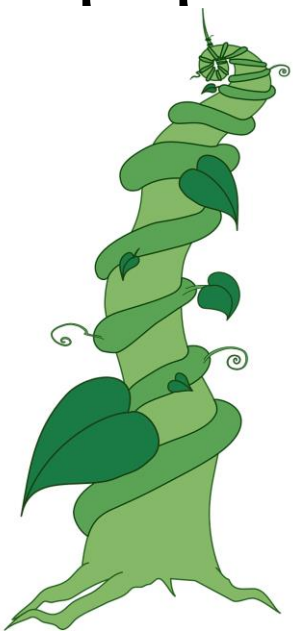
Adjectives

Use adjectives to expand a simple phrase, e.g. golden goose egg

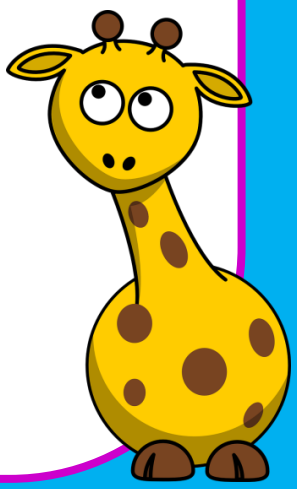
Use adjectives to expand a simple sentence, e.g. Jack stole the magical harp.

Adverbs

Use adverbs to expand a simple phrase, e.g. climbing quickly



Use adverbs to expand a simple sentence, e.g. Jack climbed the beanstalk often.



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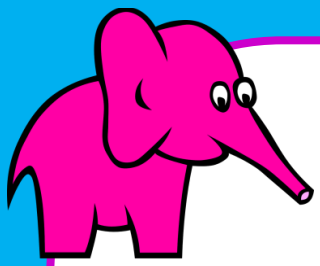

Word Class Classroom Activities

Adverb Charades

Two children are sent out of the room and the rest of the class are given an adverb. When the children return, the class act out different verbs in the manner of the adverb. The child that guesses the adverb first is the winner, e.g. adverb slowly

Class may… sing slowly

dance slowly

clap slowly

Cloze Procedure

Delete a word class from a sample of text, e.g. delete all the nouns. Challenge children to fill in the gaps using words from the word class. Who has the most effective text?

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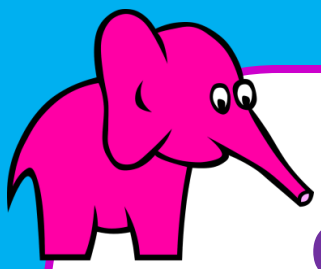

Word Class Classroom Activities

Adverb Corner

Challenge children to collect adverbs and record them under the correct headings

time	frequency	place	manner	degree
recently yesterday	occasionally only	here somewhere	extremely fast	really too

Change a Word

Give children a sentence, e.g. The tiny dog ran quickly through the park because he was scared.

Set a time limit. Groups pick command cards to tell them how to change the sentence and how many points they will gain if they change it correctly. As soon as the change is made the group can pick another card. Which team gets to 10 points first?

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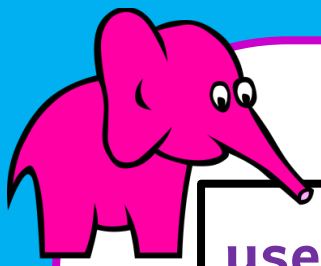


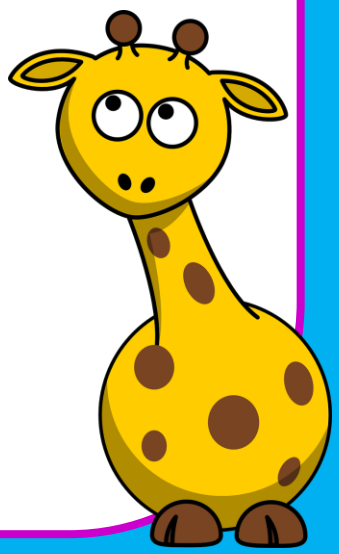
Connectives

use connectives for causation and consequence, e.g. because, after

Cause and effect connectives help to explain why something happens, e.g.

Jack had to sell the cow because they were very poor.

so	as	therefore
because	after	though
caused by	since	otherwise
as a result of	thus	
despite this	consequently	
however	nevertheless	



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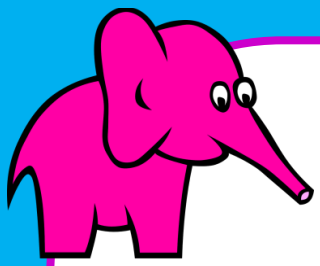


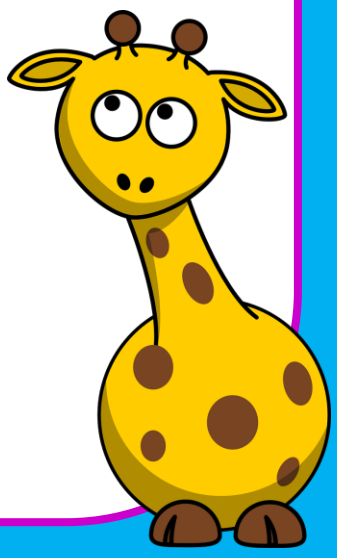
Connectives
Classroom Activities

Tell a Story

Take it in turns to go around the class telling an oral story using two alternative connectives to link sentences, e.g. because and when

Once upon a time there lived a giant who was always hungry because...he always forgot to eat when...he was counting his money because...he was too busy dreaming about when...he would buy a bigger castle because...

How far around the class can you get before the story gets stuck?



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