

# Language

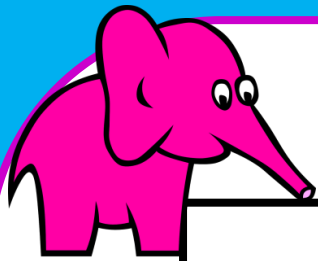


use language appropriate  
to writing, including standard  
forms of English

## Standard forms of English

- ✚ Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. Jack wanted to steal a golden goose and an awful lot of gold.
- ✚ Correct choice and consistent use of present tense and past tense throughout writing. Particularly important for direct speech.  
"I want my dinner!" shouted the giant.
- ✚ Use of the present perfect form of verbs instead of the simple past. Mostly used for character's speech.  
"He has gone out to play." lied Jack's mother.





# Language



use subject-specific vocabulary  
**independently**

## Subject specific words and phrases

e.g.

**The body**

heart, lungs, veins, brain, throat, liver etc.

**Genre vocabulary**

e.g.

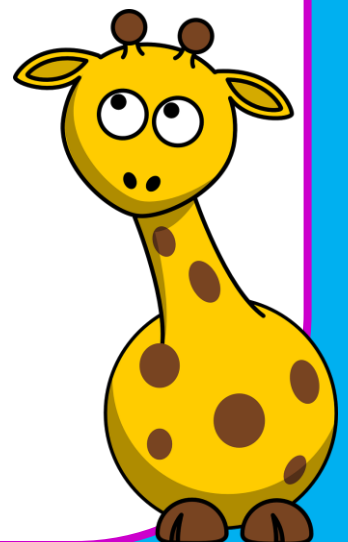
unfortunately

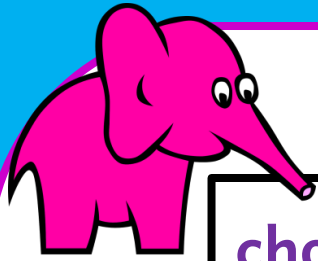
meanwhile

golden goose

giant

troll





# Language



choose & use words from an  
increasing range of imaginative  
vocabulary

**gigantic**

**weird**

**marvellous**

**courage**

**companion**

**generously**

**sadness**

**scrumptious**

**afterwards**

**delicious**

**because**

**meanwhile**

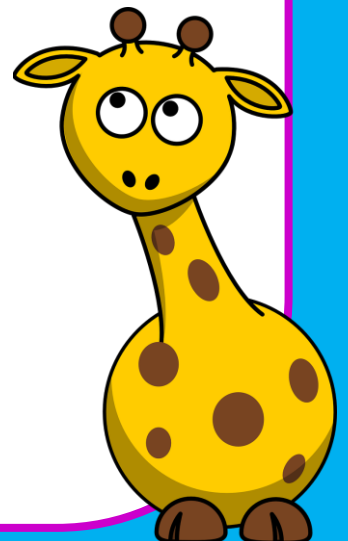
**indulgent**

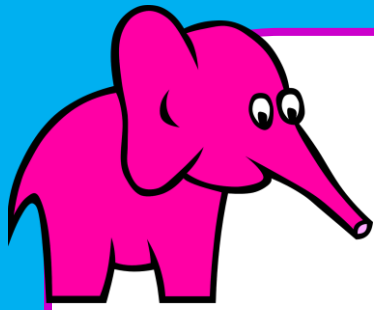
**tasty**

**grumpy**

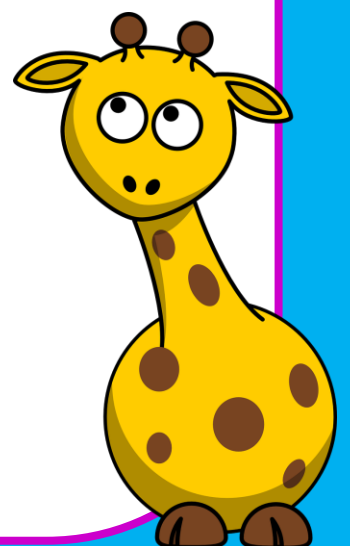
**lively**

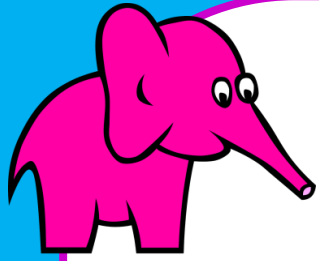
**incredible**



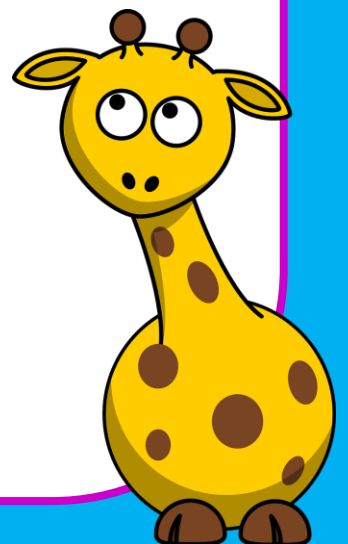


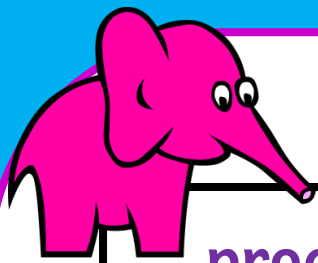
# Language Have a Go





# Language Have a Go





# Handwriting



produce handwriting which  
is clear and legible and may be cursive



*The quick brown fox jumped over the lazy dog.*



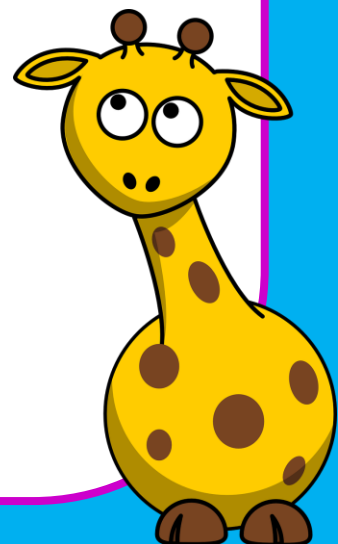
**Increase the legibility, consistency and quality of their handwriting, e.g.**

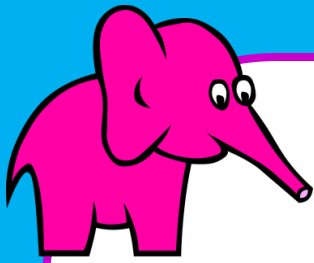
**Ensure downstrokes of letters are parallel.**

label **not** l d b e

**Ensure lines of writing are well spaced so that the ascenders and descenders of letters do not touch.**

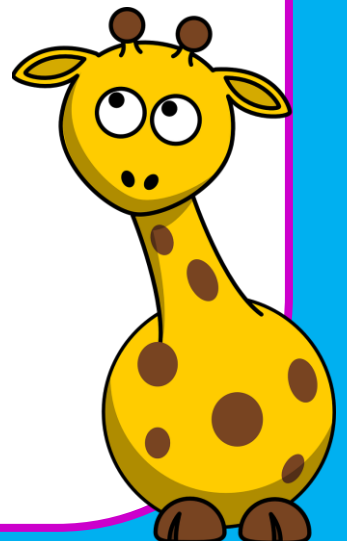
happy **not** happy  
sad sad

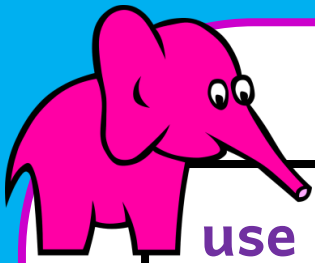




# Handwriting

## Have a Go





# Spelling



use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns

## Derivations

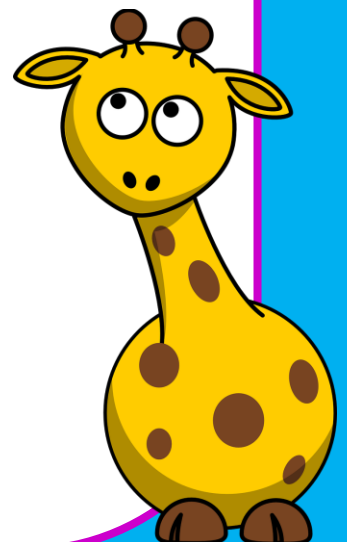
- ✚ Forming a new word on the basis of an existing word.

happi**ness**

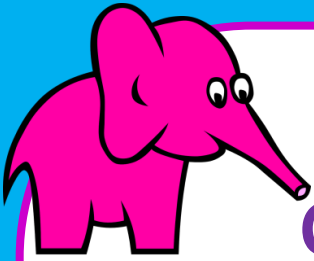
## More complex patterns

- ✚ Words that have harder spelling patterns that can't be spelt out.

shou**ld**







# Spelling Classroom Activities



## + Graffiti Wall

Designate an area of the classroom where children can 'graffiti' their spellings, e.g. a window, back of the door or a special graffiti book. Encourage children to be as creative and stylistic as possible.

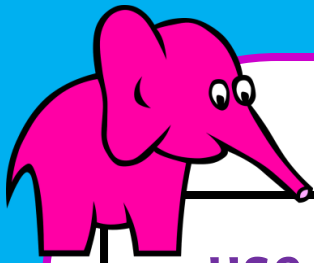
## + Secret Agent

Children give each other spellings written in secret code to decipher.

## + Don't Drop the Ball!

Children throw a ball to each other around a circle. As you catch the ball you need to say the next letter in a given spelling. If you don't know the letter you are out.





# Punctuation



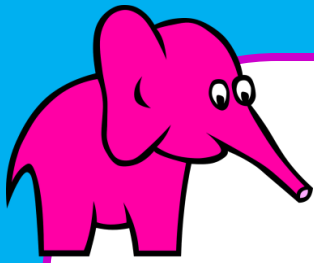
use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is)

- ✚ Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
  - a) Because the giant was so tall, he couldn't fit through the door.
  - b) Looking for help, Jack fell on his knees to beg.
  - c) Well, perhaps he meant no harm.

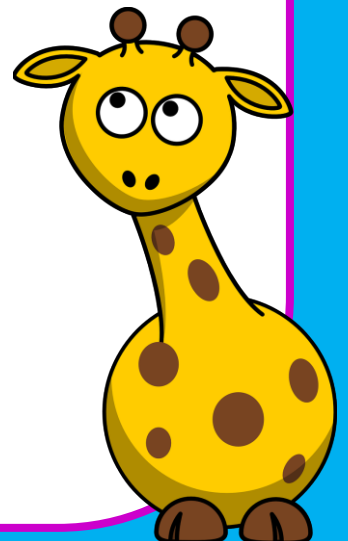
- ✚ Apostrophes for omission  
Jack didn't know what to do.  
**not**

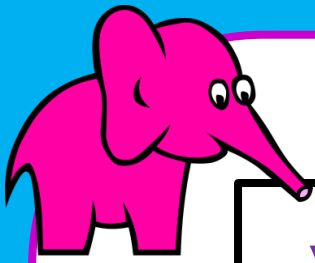
- ✚ Speech marks for direct speech  
"Quickly. Hide in here!" urged the ogre's wife.





# Punctuation Have a Go





# Sentence Structure



vary the order of words,  
phrases and clauses in sentences



Varying the order of words, phrases and clauses in sentences creates different effects.

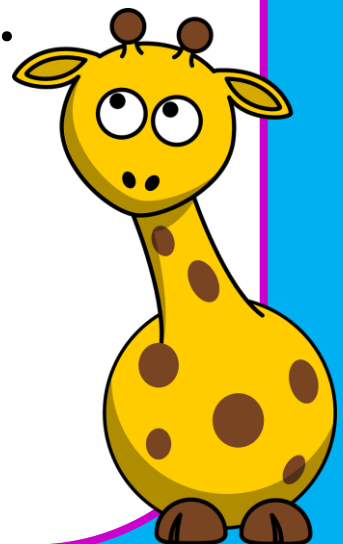
**Jack quickly climbed the beanstalk  
because he was desperate for food.**

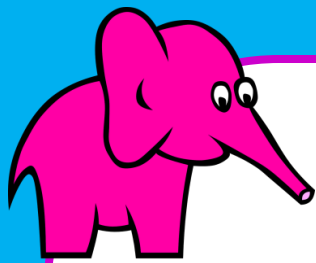
**Because he was desperate for food, Jack  
quickly climbed the beanstalk.**

**Desperate for food, Jack quickly climbed  
the beanstalk.**

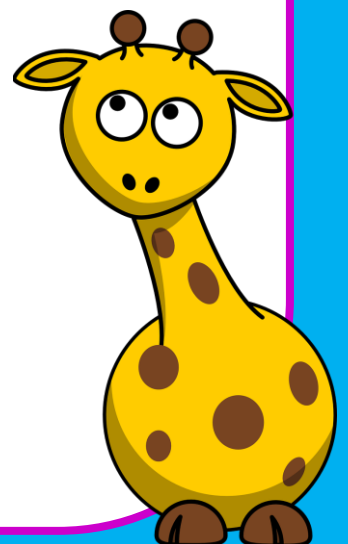
**Quickly, Jack climbed the beanstalk  
because he was desperate for food.**

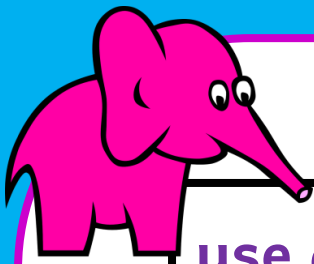
**Jack, desperate for food, quickly  
climbed the beanstalk.**





# Sentence Have a Go





# Word Class



use adjectival and adverbial phrases to add interest and precision

## Adjectival phrase

- ✚ An adjective phrase is a group of words that describe a noun or pronoun in a sentence, e.g.

Jack froze. Something **in the corner** was moving.

- ✚ An adverbial phrase is two or more words which play the role of an adverb, e.g.

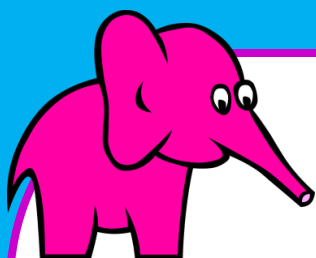
Jack sat **quietly** (adverb).

Jack sat **in silence** (adverbial phrase).

- ✚ Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows, e.g.

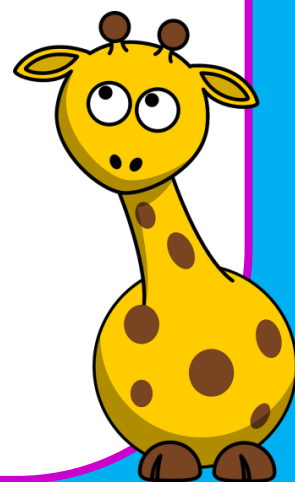
**Later that day**, Jack went to market.





# Word Class

## Have a Go





# Word Class



begin to craft their writing using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tense

## Abstract Nouns

- ✚ If a noun is abstract, it describes something you cannot see, hear, touch, taste, or smell, e.g. wisdom or bravery.

Jack let his **curiosity** get the better of him.

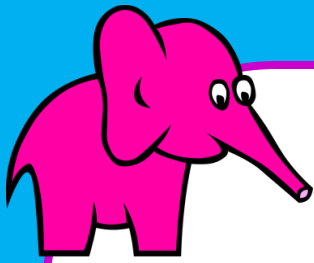
## Pronouns

- ✚ A pronoun is a word that takes the place of a noun, e.g. he, herself or everybody.

**Someone** was coming down the beanstalk! Jack held his breath. **He** didn't know what to do.







# Word Class

## Have a Go

