



HENLEY GREEN
Primary School

"It's our place to shine!"

Parents' Writing Resources

Thursday 19th January 2023

Reception

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others.

Year 1

Combine words into sentences

Capital letters for sentences, I and proper nouns

Plural suffixes -s and -es

Suffixes -ing, -er, -est, -ed

Prefix un-

Finger spaces

Introduce full stops, exclamation marks and question marks

Joining words and clauses with and

Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 3

Form nouns using prefix eg. anti-, auto-

Use a or an correctly

Know how word families link together eg. solve, dissolve

Express time, place and cause using conjunctions, adverbs and prepositions eg. then, because, next, while, in, near

Introduction to paragraphs

Headings and subheadings

Present perfect tense

Introduction to inverted commas for speech

Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Year 5

Converting nouns and adjectives into verbs using suffixes

Using prefixes with verbs

Relative clauses and relative pronouns

Indicate possibility with adverbs and modal verbs

Cohesive devices within a paragraph

Cohesive devices across paragraphs using adverbials of time, place, number

Cohesive devices including tense choice

Brackets, dashes and commas to indicate parenthesis

Commas to avoid ambiguity

Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 2

Suffixes -ness, -er to make nouns, -ful, -less to make adjectives and -ly, -er, -est to make adjectives

Compound words

Subordinate conjunctions and clauses

Expanded noun phrases

Sentence types: exclamation, command, question, statement

Present and past tense including the progressive

Full stops, capitals, question marks, exclamation marks

Commas in a list

Apostrophes for contractions and singular possession

Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 4

Difference between the plural and possessive s

Plural possessive s

Standard English verb agreement

Noun phrases using adjectives, nouns and prepositions

Fronted adverbials and commas

Paragraphs used to organise ideas by theme

Use the correct pronouns to avoid repetition

Punctuate speech using inverted commas, commas and other punctuation inside them

Terminology: determiner pronoun, possessive pronoun, adverbial

Year 6

Difference between informal spoken language and formal writing (register)

How words are related by meaning- synonyms, antonyms

Passive and active voice

Subjunctive forms

Linking across paragraphs using a wider range of cohesive features such as repetition, adverbs and ellipses

Use of the semi colon to mark the boundary between clauses

Colons and semi-colons in lists

Bullet points

Hyphens to avoid ambiguity

Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



How to learn spellings!

- Air writing - spell out the words in the air using your finger as the pencil.
- Writing on backs - write the words on a partner's back.
- Using small cut out letters to make words or magnetic letters if you have them!
- Ask someone to spell the word out and say the word they choose.
- Look, cover, say, write and check!
- Anagrams- jumble the letters in a word up and then sort them into the correct order again. Challenge a friend with your jumbled up words!
- Sing the word to use your musical memory by using song or rhythm to help the words or spelling to go in. You could clap or tap along!
- Write words with vowels or consonants missing, and then replace them.
- Hangman- play a game with a friend, adult or sibling using your spelling words.
- Pair game: children have a set of word cards. Partner A takes a card away, and, to get it, Partner B needs to spell the word correctly, either speaking or writing.
- Use rainbow writing- write the word once and then go over the top in several different colours. It makes a really cool effect and will help you to learn the word!

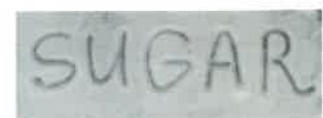


- Create pyramids using your words. Write the 1st letter, then underneath write the 1st and 2nd, then under those the 1st, 2nd and 3rd letters.



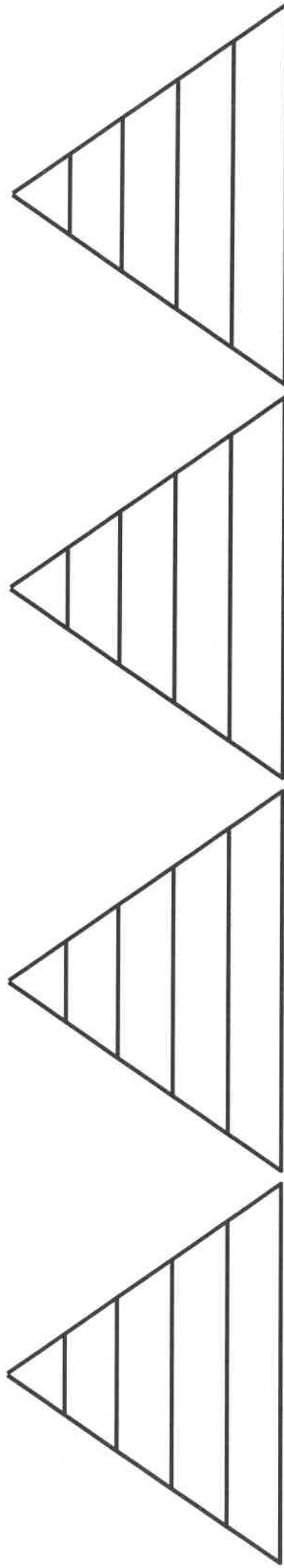
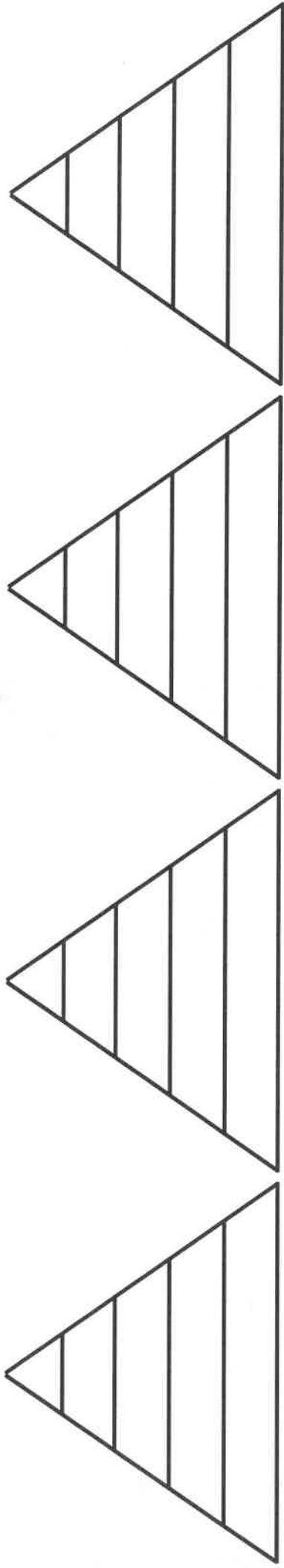
- Make wordsearches and crosswords with your spelling words.

- Lay out a tray of flour, sugar or sand. Use your finger or a stick to write the words into the material.



Pyramid Words Spelling Challenge

Write your spelling words in the pyramids below, using one letter less on each level of the pyramid.



Year 1 and 2 Common Exception Words

Year 1

the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath hour people
because every great move water
find break prove again
kind steak improve half
mind pretty sure money
behind beautiful Mr
child after sugar Mrs
children eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold pass many

Year 3 and 4 Spelling List

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought

through

various

weight

woman/women

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

1.

B.O.Y.S.

Examples:

- a) She was happily playing a game, but got upset when she lost.
- b) The cookies could be double chocolate chip, or oat and raisin.
- c) It was a warm day, yet storm clouds gathered over the distant horizon.
- d) Mr. File was hungry, so he ate all the chocolate biscuits.

Rule: A B.O.Y.S sentence is a two-part sentence. The first part of the sentence always ends with a comma [,] and the last part always begins with a connective.

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

4.

3 _ed

Examples:

Confused, shocked, scared, the children ran from the burning building!
Excited, elated, thrilled, she won the dance competition.

Rule:

A 3 _ed sentence starts with three adjectives, that end in _ed and describe emotions. The _ed words MUST be followed by commas.

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

7.

Verb, person

Examples:

- a. **Running, Sarah** almost tripped over her own feet.
- b. **Tiptoeing, he** tried to sneak out across the landing without waking anybody up.

Rule: A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal pronoun (he, she, they, it) followed by the rest of the sentence.

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

2.

2Ad

Examples:

- a) Mr. Twit was a **dirty, horrible** man with **long, soggy** spaghetti in his beard.
- b) It was a **sparse, dry** desert with a **calming, exotic** oasis in the distance.

Rule: A 2Ad sentence has **TWO adjectives before the first noun and TWO adjectives before the second noun**. This sentence creates a clear picture for the reader.

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

5.

2 pairs

Examples:

Exhausted and worried, cold and hungry, they did not know how much further they had to go.

Rule: Begins with two pairs of related adjectives. Each pair is:

- followed by a comma
- separated by **and**

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

8.

O. (O.)

Examples:

- a. Kate ate the cake that was given to her with enthusiasm and delight. **Inside**, however she wished she had turned down the offer.)
- b. She smiled at the cheeky little boy. **(At the same time she was hurt by his tricks.)**

Rule: They are **Outside**: Inside sentences. They are made up of two related sentences. The first sentence tells the reader a character's outward action and the second reveals their true feelings.

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

3.

Simile

Examples:

The huge, green monster chased after the children **like a tornado**.
 Although the pirate was as tall **as a mountain**, he wasn't frightening.

Rule:

A simile creates a picture in the reader's mind.

It compares one thing with another, using **...like a....** and **...as a....**

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

6.

De:De

Examples:

I was exhausted. I hadn't slept for more than two days.

Rule: A Description: Detail or **De:De** sentence is a

- A compound sentence in which two independent clauses are separated by a **colon**
- The first clause is descriptive
- The second adds further detail

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

9.

If, if, if, then

Examples:

if the alarm hadn't gone off, **if** the bus had been on time, **if** the road repairs had been completed, **then** his life would not have been destroyed.
if Hannibal hadn't been lost, **if** Rome hadn't won, **if** Carthage hadn't fallen, **then** the Mediterranean would be very different today.

Rule: Summarising a dramatic plot (key plots) at beginning or end of a story in groups of 3. The emphasis is on using a comma after each clause.

Reproduced with the kind permission of Alan Peat. www.alanpeat.com

10.

Emotion word, (comma)

Examples:

Desperate, she screamed for help.

Terrified, he froze instantly to the spot.

Happily, she skipped along the gravelly path.

Rule: Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use (e.g.) Afraid, Brave, Cantankerous etc.)

Reproduced with the kind permission of Alan Peat. www.allabout.com

11

NOUN, which, who, where

Examples:

• Snakes, **which** scare me, are not always poisonous.

• My pet dog, **who** only has three legs, loves to chase seagulls.

• The deserted beach, **where** the shipwreck was found, can only be reached by sea.

Rule:

Use **commas** to embed a clause in a sentence, add information that links with the sentence topic and start the clause with **which**, **who** or **where**.

Reproduced with the kind permission of Alan Peat. www.allabout.com

12.

Many Questions

Examples:

• Where is the treasure? **the diamonds?** **the gold?** **the rubies?**

• What if she was lost? **trapped?** **captured?** **murdered?**

Rule:

Start with a question and **question mark**, followed by further words or phrases which pose linked questions. Beware - you **don't** need to start each phrase with a capital letter!

Reproduced with the kind permission of Alan Peat. www.allabout.com

13.

Ad, same ad

Examples:

He was a **fast** runner, **fast** because he needed to be.

It was a **cold** planet, **cold** due to the distance from the sun.

Rule: Same adjective used twice. The second adjective repeated straight after a comma.

Reproduced with the kind permission of Alan Peat. www.allabout.com

14.

3 bad - (dash) question?

Examples:

Cold, dark, airlessness – which would kill the spaceman first?

Greed, jealousy, hatred – which of these is most evil?

Rule: 3 negative adjectives followed by a dash then a question which relates to the 3 adjectives.

Reproduced with the kind permission of Alan Peat. www.allabout.com

Double ly ending

Examples:

• She sang **soulfully** and **emotionally**.

• He exercised **vigorously** and **enthusiastically**.

• They laughed **loudly** and **shrilly**.

Rule:

The sentence must end in two adverbs which add detail to, and describe how the verb within the sentence is being carried out.

Reproduced with the kind permission of Alan Peat. www.allabout.com

16.

All the Ws

Examples:

Would there ever be another opportunity like this one?

Who would take over his role now?

What if you had all of the money in the world?

Why do zebras have stripes?

Rule:

Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?

Reproduced with the kind permission of Alan Peat. www.allabout.com

18.

Some; others sentences

Examples:

Some people love football, others just can't stand it.

Some days are full of enjoyment; others begin and end terribly.

Rule: *Some; others* sentences are compound sentences which begin with the word *some* and have a semi-colon to replace the word *but*.

Reproduced with the kind permission of Alan Peat. www.allabout.com

Reproduced with the kind permission of Alan Peat. www.allabout.com

Spelling:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Scan the code to access detailed information about spelling rules children need to be able to use to spell unknown words.



Handwriting:

<https://teachhandwriting.co.uk/route-d-letter-choice-4-ks2.html>

Scan the code to access the letter animations to show your children how to form each letter and how to join letters together.



Grammar Glossary:

<https://www.theschoolrun.com/primary-grammar-glossary-parents>

Scan the code to access a glossary of key grammar terms that children need to know by the time they leave Year 6.

