Spelling Shed

Grammar Overview
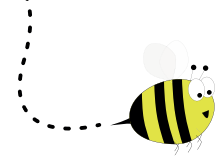
Stages 1-6

Grammar Overview Stage 1
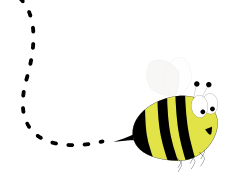
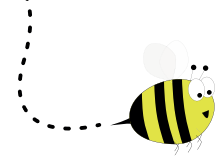|	Statutory Requirement	Education Shed Objectives
Word	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.	W1.1 Identifying and defining nouns
		W1.2 Add -s when there is more than one noun
		W1.3 Add -es when there is more than one noun
		W1.4 Choosing -s or -es where appropriate
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	W2.1 Defining and identifying verbs
		W2.2 Sorting verbs and nouns
		W2.3 Adding -ing to verbs
		W2.4 Adding -ed to regular verbs
		W2.5 Adding -er to verbs
		W2.6 Choosing the correct word for the sentence
	How the prefix un-changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	W3.1 Identifying and defining adjectives
		W3.2 Identifying and sorting verbs and adjectives
		W3.3 Understanding antonyms
		W3.4 Adding the prefix un- to create antonyms
		W3.5 Choose the correct verb or adjective for an image/sentence
Sentence	How words can combine to make sentences	S1.1 Write a simple sentence starting with a noun/proper noun
		S1.2 Write a simple sentence using the personal pronoun 'I'
		S1.3 Finish each sentence with a full stop
	Joining words and joining clauses using and	S2.1 Join two simple sentences using 'and'
Punctuation	Separation of words with spaces	P1.1 Write a simple sentence with finger spaces between words
	Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences	P2.1 Sort common and proper nouns
		P2.2 Add capital letters to proper nouns in isolations and in a sentence
		P2.3 Sort questions words who, which, where, why. when
		P2.4 Orally ask questions using question words
		P2.5 Add question marks to questions
		P2.6 Introduce exclamation phrases
		P2.7 Add an exclamation mark, question mark or full stop to a range of sentences
	Capital letters for names and for the personal pronoun I	P3.1 Sort common and proper nouns
		P3.2 Adding capital letters to months and days of the week
Text	Sequencing sentences to form short narratives	T1.1 Choosing words from a bank to create a sentence
		T1.2 Sequence sentences to form a short narrative
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	

Grammar Overview Stage 2

	Statutory Requirement	Education Shed Objectives
Word	Formation of nouns using suffixes such as -ness, -er, and by compounding [for example, whiteboard, superman]	W1.1 Identifying and sorting nouns using suffixes -ness, -er and compounding
		W1.2 Adding the suffix -er to make nouns using suffixes -ness, -er and compounding
		W1.3 Identifying and sorting adjectives using suffixes -ness, -er and compounding
		W1.4 Sorting nouns and adjectives using suffixes -ness, -er and compounding
		W1.5 Adding the suffix using suffixes -ness to create a noun
		W1.6 Adding the suffix -ness to adjectives that end in y to create nouns
		W1.7 Sorting correct spelling of -ness words
		W1.8 Choosing the correct -ness noun or adjective
		W1.9 Making compound words by joining words and images
		W1.10 Making compound words by joining two words
		W1.11 Separating comping words
		W1.12 Identifying compounds words in a list and a sentence
		W1.13 Create compound words from a list
		W1.14 Create a sentence using compound nouns in appropriate places
		W1.15 Identifying errors in sentences with compound nouns
	Formation of adjectives using suffixes such as -ful, -less	W2.1 Adding the suffixes, -ful, ness, ment, less to adjectives
		W2.2 Choosing the correct word with the suffix -ful and -less
		W2.3 Selecting the correct suffix to make a new word
		W2.4 Adding suffixes -ful and -ness to nouns ending in -y
		W2.5 Sorting compound words and words with a suffix
	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	W3.1 Forming comparative adjectives by adding the suffix -er
		W.3.2 Forming superlative adjectives by adding the suffix -est
		W3.3 Forming superlative adjectives by adding the suffix -er and -est
		W3.4 Completing sentences with the correct -er and -est adjectives
		W3.5 Defining and identifying adverbs
		W3.6 Sorting and identifying adverbs
		W3.7 Adding the suffix -ly to adjectives to create adverbs
		W3.8 Choosing the appropriate adverb for a sentence
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	S1.1 Identifying, defining and sorting nouns
		S1.2 Identify noun phrases
		S1.3 Introducing adjectives as pre-modifiers in noun phrases

Grammar Overview Stage 2 Continued

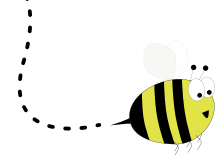|	Statutory Requirement	Education Shed Objectives
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	S1.4 Creating sentences with noun phrases from word banks
		S1.5 Introducing post-noun modifiers for noun phrases
	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man on the moon]	S2.1 Identifying a sentence and clause
		S2.2 Joining clauses using and
		S2.3 Introducing coordinating conjunctions or, and, but
		S2.4 Identifying the coordinating conjunctions or, and, but
		S2.5 Choosing sentences that use conjunctions correctly
		S2.6 Inserting the correct coordinating conjunctions
		S2.7 Rearranging words from a bank to create sentences
		S2.8 Introducing subordinating conjunctions when, if, that, because
		S2.9 Ask questions where answers are dependent on the conjunctions
		S2.10 Matching main clauses with correct subordinate clauses
		S2.11 Inserting the correct conjunction into sentences
		S2.12 Choosing sentences that use coordinating conjunctions correctly
		S2.13 Complete sentences using subordinating conjunctions
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command	S3.1 Introducing statement, question, exclamation and command
		S3.2 Sorting statement, question, exclamation and command sentences
		S3.3 Adding the correct punctuation to different sentence types
		S3.4 Writing statement, question, exclamation and command sentences
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	P1.1 – 1.4 Sorting and adding correct punctuation marks to statements, questions and exclamations
	Commas to separate items in a list	P2.1 Introducing commas
		P2.2 Adding commas to lists that include given items
		P2.3 Adding commas to lists in sentences
		P2.4 Choosing which sentences are written correctly
		P2.5 Correcting errors in sentences with commas
		P2.6 Creating sentences using commas to separate lists
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	P3.1 Introducing apostrophes for possession
		P3.2 Adding apostrophes to simple phrases
		P3.3 Adding apostrophes to short sentences
		P3.4 Rearranging words including those with apostrophes to make sentences
		P3.5 Apostrophes added to words ending in s

Grammar Overview Stage 2 Continued

	Statutory Requirement	Education Shed Objectives
Text	Correct choice and consistent use of present tense and past tense throughout writing	**T1.1** Recognise and identify verbs and sort verbs and nouns
		T1.2 – 1.7 Introducing simple present and simple past tense; changing from simple past to simple present with regular verbs
		T1.8 – 1.11 Identify past and present tense verbs in sentences including irregular verbs
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	**T2.1 -2.7** Converting root verbs to progressive and introducing present and past progressive
		T2.8 – 2.11 Use of the progressive form of verbs in the present tense to mark action in progress
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	

Grammar Overview Stage 3

	Statutory Requirement	Education Shed Objectives
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-,]	W1.1 Identify sort nouns
		W1.2 What are prefixes?
		W.1.3 The prefix un-
		W1.4 – 1.7 The prefixes super-, anti- and auto-
	Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	W2.1 Vowel and consonants with a or an
		W2.2 Use a or an correctly
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble.]	W3.1 Identify and sort prefix, suffix and root word
		W3.2 Add an appropriate prefix or suffix to root words
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore,], or prepositions [for example, before, after, during, in, because of,]	S1.1 Coordinating and subordinating conjunctions
		S1.2 Identify, define and use prepositions
		S1.3 – 1.4 Conjunctions, adverbs and prepositions
Punctuation	Introduction to inverted commas to punctuate direct speech	P1.1 Identify the words that are being spoken
		P1.2 Punctuate spoken sentences
		P1.3 Synonyms for said
		P1.4 Create grammatically accurate sentences including speech
		P1.5 Punctuate spoken sentences using all punctuation
		P1.6 Identify which speech sentences are punctuated correctly
Text	Introduction of paragraphs as a way to group related material	T1.1 - 1.2 Grouping ideas into paragraphs
	Headings and sub-headings to aid presentation	T2.1 Choose appropriate headings
	Use of the present perfect form of verbs instead of the simple past [for example, he has gone out to play contrasted with he went out to play]	T3.1 Simple past and simple present tense
		T3.2 Introduction to the present perfect
		T3.3 Choose the correct auxiliary verb for the present perfect tense
		T3.4 Use the correct verb form including irregular verb forms in the present perfect tense
		T3.5 Identify and sort present perfect and simple past sentences
		T3.6 Change sentences from simple past to present perfect
		T3.7 Create sentences in the present perfect tense
Vocabulary	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	

Grammar Overview Stage 4

	Statutory Requirement	Education Shed Objectives
Word	The grammatical differences between plural and possessive s	W1.1 – 1.3 Recognising the grammatical differences between plural and possessive -s
		W1.4 Revising and extending using apostrophes to mark singular possession in nouns
		W1.5-1.7 Recognising the grammatical differences between plural and possessive -s
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	W2.1 Inflections of the verb to be using standard English and identifying verb forms in standard English
		W2.2 Identifying local non-standard terms in everyday language
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	S1.1 Identify and sort determiners, adjectives and nouns
		S1.2 Add adjectives before nouns
		S1.3 Identify prepositional phrases and add prepositional phrases to a sentence
		S1.4 Identify and sort determiners, adjectives and nouns
		S1.5 Expand sentences using adjectives and prepositional phrases
	Fronted adverbials [for example, later that day, I heard the bad news]	S2.1 Revise work on conjunctions adverbs and prepositions
		S2.2-2.3 Identify adverbial phrases and select the most appropriate one
		S2.4 – 2.5 Rearrange sentences so the adverbial is at the front and punctuate correctly
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]	P1. Revise Stage 3 P.1
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	P2.2 – 2.4 Identify and use the correct speech punctuation in a sentence
		P2.4a Add punctuation marks sentences including inverted commas
	Use commas after fronted adverbials	P3.1 – 3.2 Identify correct use of apostrophes for plural possession
		P3.3 Identify and use apostrophes for plural possession including irregular plurals.
Text	Use of paragraphs to organise ideas around a theme	T1.1 Ongoing through writing lessons in English following taught content in Stage 3.
		T1.2 Sorting sentences into paragraphs based on TiPToP themes
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	T2.1 Revise noun types. Sort words into word classes
		T2.2 Identify and sort noun types
		T2.3 - 2.4 Identify and sort nouns and pronouns
		T2.5 Identify and sort nouns and pronouns.
		T2.6 Find and correct pronoun errors in a sentence
Terminology	determiner, pronoun, possessive pronoun, adverbial	

Grammar Overview Stage 5

	Statutory Requirement	Education Shed Objectives
Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	W1.1 Identifying and sorting nouns, adjectives, verbs and adverbs
		W1.2 Identifying and sorting conjunctions, determiners and prepositions
		W1.3 and 1.4 Converting nouns or adjectives into verbs using suffixes
	Verb prefixes [for example, dis-, de-, mis-, over-, and re-]	W2.1 Identifying and using verb prefixes
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	S1.1 Revise the terms personal and possessive pronoun
		S1.2 Introduce relative pronouns
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	S2.1 Introducing and identifying modal verbs
		S2.2 Sorting and ordering modal verbs in terms of probability
		S2.3 Introducing adverbs of possibility
Punctuation	Brackets, dashes or commas to indicate parenthesis	P1.1 Brackets to indicate parenthesis
		P1.2 Dashes to indicate parenthesis
		P1.3 Commas to indicate parenthesis
		P1.4 Brackets, dashes and commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity	P2.1 Identify an extra clause at the opening of a sentence
		P2.2 Identifying clauses and phrases at the start of sentences and embedded within sentences
		P2.3 – 2.5 Identifying when commas are needed in lists and to avoid ambiguity
Text	Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly]	T1.1 Identify and define cohesive features
		T1.2 Identify and sort adverbs, conjunctions and pronouns
		T1.3 Improve cohesion by adding cohesive devices from selection into simple paragraphs
	Linking ideas across paragraphs using adverbials of time [for example, later] place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	T2.1 Identify and sort adverbials of time, place and number
		T2.2 Add appropriate adverbials from a selection
		T2.3 Improve paragraphs/texts by adding in appropriate adverbials from selection
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Grammar Overview **Stage 6**

	Statutory Requirement	Education Shed Objectives
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in – enter]	W1.1 Introduce formal and informal language
		W1.2 Edit poor examples of formal language to make them more appropriate
	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	W2.1a – W2.1b Identify antonyms and synonyms from lists of words
		W2.1c – W2.1d Identify and match synonyms in different contexts
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	S1.1a – 1.1b Explore active and passive voice
		S1.1c – 1.1e Create sentences using the active and passive voice
		S1.1f – 1.1g Rearrange and write sentences using the active and passive voice.
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	S2.1 Identify situations where formal or informal language would be used
		S2.2 Introducing and using the subjunctive
		S2.3 Understanding the use of question tags
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	P1.1 Explore the three punctuation marks – semicolon, colon and dashes
		P1.2 Explore independent clauses
		P1.3a – P1.3d Adding the correct punctuation to sentences
	Use of the colon to introduce a list and use of semi-colons within lists	P2.1 Using colons and semicolons for lists and list sentences
	Punctuation of bullet points to list information	P3.1 Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	P4.1 Using hyphens to avoid ambiguity
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	T1.1 Linking ideas across paragraphs using a wider range of cohesive devices
	Layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text]	T2.1 Incorporating a variety of layout devices to structure a text.
Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	