

Spelling

Key Vocabulary

Middle sounds	A word that contains two or more syllables
Key word	A word which can't be phonetically decoded
Prefix	A prefix is added at the beginning of a word in order to turn it into another word e.g. dis appear
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teach er
Homophone	Two words which sound the same but are written differently e.g. here/hear, there / their, two / too / to

How to help?

- Practise reading and spelling key words weekly
- Encourage writing spelling words in sentences
- Encourage your child to write stories, diaries, letters
- Help your child to spot patterns in their spelling words

Useful Links

Reading

Key Vocabulary

Decoding	Breaking down a word into different phonemes to help read it
Retrieval	Finding information from a text
Prediction	Saying what will happen next or as a result of something
Comprehension	Understanding what has been read
Inference	Making assumptions about what is happening in a text from what you know
Deduction	Using evidence in a text to support an idea

How to help?

- Read to your child and ask them to read to you.
- Practising intonation and fluency using play scripts.
- Visit the new school library or local libraries
- Let your child see you read
- Ask your children to log onto Lexia – the school reading programme, daily and increase the levels they are working at – challenge them to a level a week!

Useful links

Grammar Revision

Key Vocabulary

Adjective	Used before a noun to make the noun's meaning more specific e.g. tall, blue
Noun	A person, place or thing e.g. cat, man, Mr Morel, England
Pronoun	Word that takes the place of a noun e.g. it, he, she
Possessive pronoun	Words that demonstrate ownership e.g. His, her, their
Verb	A doing or being word e.g. jump, run, am, was
Modal verb	An auxiliary verb that expresses necessity or possibility e.g. might, should, will, must
Auxiliary Verb	A verb that helps the sentence make sense e.g. They have been swimming
Adverb	These modifying the verb e.g. quickly, happily
Adverbial	
Question	Asks something e.g.: Why aren't you my friend?
Statement	States a fact or something that has happened e.g. You are my friend.
Command	Something you have to do e.g. Be my friend!
Exclamation	When something is exclaimed- start with 'what' or 'how' e.g. What a good friend you are!
Noun	phrase A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox
Tense	Shows whether you are writing about the past, present or future
Clause	A group of words which contains a verb
Subordinate clause	Typically introduced by a conjunction, that forms part of and is dependent on a main clause (e.g. 'when it rang' in 'she answered the phone when it rang').
Direct speech	Writing down the part being spoken e.g. Rachel shouted loudly "Watch out!"
Indirect/ reported speech	Summarising what has been said e.g. He said they'd already eaten when he'd arrived.
Speech marks	Punctuation used around the part being spoken e.g. The conductor shouted, "Sit down!"
Determiner	A modifying word that determines the kind of reference a noun or noun group has e.g. a, the, every.
Synonyms and Antonym	Synonym: words meaning the same e.g. beautiful/pretty Antonym: words meaning the opposite e.g. awful/wonderful
Subjunctive forms	Used in formal writing and speech e.g. If I were or Were they to come
Parenthesis: brackets, dashes or commas	A word or phrase inserted as an explanation or e.g. He finally answered (after taking five minutes to think) the question.
Preposition	A word which shows the relationship between two nouns in a sentence e.g.: The book under the table

Cohesion	Term used to describe the grammatical means by which sentences and paragraphs are linked and relationships between them established.
Passive/active	To affect the presentation of information in a sentence e.g. ACTIVE: I broke the window in the greenhouse PASSIVE: The window in the greenhouse was broken (by me).
Subject, object	The subject is the person or thing doing something, and the object is having something done to it.
Apostrophes for possession or contraction/ omission	To show ownership (e.g. the boy's cat) or to indicate the omission of a letter to contract a word e.g. does not becomes doesn't
Present perfect form of verbs	Instead of the simple past e.g. He has gone out to play = He went out to play
How to help?	Useful links
<ul style="list-style-type: none"> Remind your child to speak in grammatically accurate sentences 	
Writing	
Key Vocabulary	
Punctuation Contraction words	Contract means to squeeze together, it seems only logical that a contraction is two words made shorter by placing an apostrophe where letters have been omitted. Examples of common contractions in the English language include: I'm: I am.
Colon	Used to introduce a list, a quotation, or an expansion or explanation e.g. The role of the colon is simple: to introduce
Semi-colon	To mark the boundary between independent clauses e.g. It's raining; I'm fed up
Adverbial phrases	Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]
Fronted adverbials	Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, I heard the bad news
Ellipsis	Indicates an intentional omission of a word, sentence, or whole section from a text to create suspense e.g. The door opened ...
Hyphens	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Parenthesis	Separate a parenthesis (i.e., additional information that is not essential to the meaning of the sentence) from the rest of the sentence. ... parenthesis can be: commas, dashes, and parentheses (brackets) are called parenthetical punctuation.
Relative clauses	Clauses that begin with who, which, where, when, whose, that, or an omitted relative pronoun
Conjunctions	A word used to connect clauses or sentences e.g. when, before, after, while, so, because

How to help?	Useful links
<ul style="list-style-type: none"> • Don't over correct independent writing- aim for enthusiasm • Ask your child to find examples of this vocabulary in papers, magazines, books etc. • Ask your child to tell you about Macbeth – Shakespeare • Pupils will learn old English and features of a play script <p>Character names Speech</p> <p><i>Setting the scene</i> <i>Character directions within speech</i></p> <p><i>Stage directions</i></p> <p><i>The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.</i></p> <p><i>Alice enters the scene, stage left.</i></p> <p>Mad Hatter: <i>(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice)</i> It's you.</p> <p>Dormouse: <i>(exasperated) No it's not! Hare brought us the wrong Alice!</i></p> <p>Hare: <i>(gasps and throws his hands against his head) It's the wrong Alice!</i></p>	