

**Waddesdon Village Primary School – a  
Pathway to Excellence**



**Spelling, Grammar and Punctuation  
(SPaG)**

**A guide for Parents and Carers**

## Introduction

In the 2014 National Curriculum for English, there is a very significant emphasis placed on SPAG (spelling and grammar). This booklet outlines the expectations.

We appreciate that there is a lot of information in this booklet, and that it may be a lot to digest. Our rationale is to keep you informed, in order for us to work together to support children in their learning. Therefore, practical ideas for how you can help are included. If you have any queries, a wealth of information can be found online, and we are always here should you wish to ask us for more information.

## Word lists

Parents/carers can support their children by ensuring that they are familiar with these words by applying them, using the range of games and activities listed in this booklet.

## Years 1 and 2 common exception words

# Year 1 and 2 Common Exception Words

## Year 1

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

## Year 2

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

### Years 3 and 4 statutory word list

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

### Years 5 and 6 statutory word list

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

## SPaG glossary

Year	Terminology taught	Year	Terminology taught	Year	Terminology taught
Year 1	<ul style="list-style-type: none"> <li>▪ Letter</li> <li>▪ Capital letter</li> <li>▪ Word</li> <li>▪ Singular</li> <li>▪ Plural</li> <li>▪ Sentence</li> <li>▪ Punctuation</li> <li>▪ Full stop</li> <li>▪ Question mark</li> <li>▪ Exclamation mark</li> </ul>	Year 2	<ul style="list-style-type: none"> <li>▪ Noun</li> <li>▪ Noun phrase</li> <li>▪ Statement</li> <li>▪ Question</li> <li>▪ Exclamation</li> <li>▪ Command</li> <li>▪ Compound</li> <li>▪ Suffix</li> <li>▪ Adjective</li> <li>▪ Adverb</li> <li>▪ Verb</li> <li>▪ Tense (past, present)</li> <li>▪ Apostrophe</li> <li>▪ Comma</li> </ul>	Year 3	<ul style="list-style-type: none"> <li>▪ Preposition</li> <li>▪ Conjunction</li> <li>▪ Word family</li> <li>▪ Prefix</li> <li>▪ Clause</li> <li>▪ Subordinate clause</li> <li>▪ Direct speech</li> <li>▪ Consonant</li> <li>▪ Letter</li> <li>▪ Vowel</li> <li>▪ Inverted commas (speech marks)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▪ Determiner</li> <li>▪ Pronoun</li> <li>▪ Possessive pronoun</li> <li>▪ Adverbial</li> </ul>	Year 5	<ul style="list-style-type: none"> <li>▪ Modal verb</li> <li>▪ Relative pronoun</li> <li>▪ Relative clause</li> <li>▪ Parenthesis</li> <li>▪ Bracket</li> <li>▪ Dash</li> <li>▪ Cohesion</li> <li>▪ Ambiguity</li> </ul>	Year 6	<ul style="list-style-type: none"> <li>▪ Subject</li> <li>▪ Object</li> <li>▪ Active</li> <li>▪ Passive</li> <li>▪ Synonym</li> <li>▪ Antonym</li> <li>▪ Ellipsis</li> <li>▪ Hyphen</li> <li>▪ Colon</li> <li>▪ Semi-colon</li> <li>▪ Bullet points</li> </ul>

<b>Abstract noun</b>	A feeling or concept which cannot be touched, such as love, happiness,
<b>Active voice</b>	A <b>sentence</b> written in the active voice has the <b>subject</b> of the sentence carrying out the main action.
<b>Adjectival phrase</b>	A <b>phrase</b> built around an adjective – for example 'bright red', 'frighteningly bad'.
<b>Adjective</b>	A word which describes a <b>noun</b> .
<b>Adverb</b>	A word which describes how a <b>verb</b> action is being carried out.
<b>Adverbial phrase</b>	A <b>phrase</b> built around an <b>adverb</b> – for example 'as quickly as possible', 'very
<b>Ambiguity</b>	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use <b>hyphens</b> to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a <u>man-eating shark</u> '.
<b>Antonym</b>	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/
<b>Apostrophe</b>	A punctuation mark used to show possession or to represent missing letters in a <b>contracted form</b> . See also <b>possessive apostrophe</b> .
<b>Article</b>	Words which tell us if a <b>noun</b> is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.

<b>Auxiliary verb</b>	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the <b>modal verbs</b> . For example, 'be' is used in the <b>progressive</b> tense verbs such as 'I <u>am</u> running', 'he <u>was</u> eating'.
<b>Brackets ( )</b>	A <b>punctuation mark</b> used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
<b>Bullet points</b>	A way of setting information out in a list of points, which may be <b>phrases</b> , words or short <b>sentences</b> .
<b>Capital letter</b>	A letter used at the beginning of a <b>sentence</b> and for <b>proper nouns</b> . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
<b>Clause</b>	Clauses are the building blocks of a <b>sentence</b> . They are groups of words that contain a <b>subject</b> and a <b>verb</b> . They can be ' <b>main</b> ' or ' <b>subordinate</b> '.
<b>Cohesion</b>	A <b>sentence</b> will have cohesion if all its parts fit together, for example if <b>tenses</b> and <b>pronouns</b> are consistent and <b>determiners</b> refer to the correct noun.
<b>Collective noun</b>	A <b>noun</b> which refers to a group of people, animals or things, for example, 'a <u>class</u> of children', 'a <u>herd</u> of elephants', 'a <u>pride</u> of lions'.
<b>Colon :</b>	A <b>punctuation mark</b> used in a <b>sentence</b> to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.
<b>Comma ,</b>	A <b>punctuation mark</b> used in a <b>sentence</b> to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce <b>ambiguity</b> and increase <b>cohesion</b> . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
<b>Command</b>	A type of <b>sentence</b> which instructs or orders an action to take place. Contains an <b>imperative verb</b> which does not need a <b>subject</b> . Often a command will begin with this imperative verb or with a <b>time connective</b> . For example, ' <u>Eat</u> your dinner. <u>Next</u> add the eggs to the mixture'.
<b>Common exception word</b>	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
<b>Common noun</b>	Describes a class of objects (e.g. dog, man, day) which do not have a <b>capital letter</b> (e.g. Rover, John, Tuesday). See also <b>proper nouns</b> .
<b>Comparative</b>	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also superlative.
<b>Complex sentence</b>	Formed by joining a <b>main clause</b> with a <b>subordinate clause</b> using a <b>subordinating conjunction</b> . They can also be called <b>multi-clause sentences</b> . The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
<b>Compound sentence</b>	Formed by joining two <b>main clauses</b> with a <b>connective</b> . The two clauses can stand on their own as <b>sentences</b> . For example, 'I like dogs but my friend likes cats'.
<b>Compound word</b>	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.

<b>Concrete noun</b>	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be <b>common nouns</b> , or <b>proper nouns</b> that need a <b>capital letter</b> . For example, 'Mr Jones', 'Blackpool Tower'.
<b>Conjunction</b>	A type of <b>connective</b> that joins <b>clauses</b> . <b>Co-ordinating conjunctions</b> include 'and', 'but' and 'so'. <b>Subordinating conjunctions</b> include 'because', 'if' and 'until'. See also <b>subordinating clause</b> .
<b>Connective</b>	Any word which joins two bits of text.
<b>Consonant</b>	Any letter of the alphabet other than the vowels (a, e, i, o, u).
<b>Contracted form</b>	Short words made by putting two words together and omitting some letters, which are replaced by an <b>apostrophe</b> . For example, 'did not' is contracted to 'didn't'.
<b>Co-ordinating conjunction</b>	A conjunction which joins two <b>main clauses</b> to create a <b>compound sentence</b> (for, and, nor, but, or, yet, so).
<b>Co-ordination</b>	The joining of <b>clauses</b> in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
<b>Dash</b>	Used in a similar way to <b>brackets</b> or <b>parentheses</b> to set information apart in a <b>sentence</b> . For example, 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.
<b>Definite article</b>	See <b>article</b> .
<b>Determiner</b>	A word that introduces a <b>noun</b> and identifies it in detail. This may be a <b>definite</b> or <b>indefinite article</b> (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
<b>Digraph</b>	A sound represented by two letters – for example 'ee' or 'th'.
<b>Direct speech</b>	A sentence where the exact words spoken are represented, and shown in <b>speech marks</b> (also known as <b>inverted commas</b> ). ("Tidy your room, please," said Mum).
<b>Ellipsis</b> ...	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
<b>Embedded clause</b>	A <b>clause</b> used in the middle of another <b>clause</b> . It is usually marked by <b>commas</b> . For example, 'The man, <u>walking along with his dog</u> , whistled a tune to himself'.
<b>Etymology</b>	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
<b>Exclamation</b>	A <b>sentence</b> which expresses surprise or wonder, and ends with an <b>exclamation mark</b> in place of a <b>full stop</b> . Begins with the words 'how' or 'what' and must also contain a <b>verb</b> . For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'

<b>Exclamation mark</b> !	A <b>punctuation mark</b> used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a <b>statement</b> or <b>command</b> to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
<b>Exclamative statement</b>	See <b>exclamation</b> .
<b>First person</b>	A <b>sentence</b> is written in the first person if it is written from the point of view of the subject – in other words, using the <b>pronouns</b> 'I' or 'we'.
<b>Formal speech</b>	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
<b>Fronted adverbial</b>	Words or phrases used at the beginning of a <b>sentence</b> , used like <b>adverbs</b> to describe the action that follows. For example, ' <u>With a happy smile</u> , she skipped into the room'.
<b>Full stop</b>	A <b>punctuation mark</b> used to demarcate the end of a <b>statement</b> or <b>command</b> .
<b>Future tense</b>	A verb tense which describes actions that are going to take place in the future. Often uses the <b>modal auxiliary</b> verb 'will'. For example, 'Tomorrow I will do the shopping'.
<b>GPC</b>	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
<b>Grammar</b>	The rules that cover spoken and written language.
<b>Grapheme</b>	A letter or string of letters that represents a spoken sound.
<b>Homophone</b>	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same - for example, 'there/their/they're'; some are spelt the same but have different meanings - for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').
<b>Hyphen</b> -	A punctuation mark used to link and join words, and often used to reduce <b>ambiguity</b> in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
<b>Imperative verb</b>	A <b>verb</b> that stands alone without a <b>subject noun</b> or <b>pronoun</b> in a <b>command</b> .
<b>Indefinite article</b>	See <b>article</b> .
<b>Indirect speech</b>	A <b>sentence</b> where the main points of what someone has said are reported without actually writing the speech out in full. <b>Speech marks</b> are not used. For example, 'Mum told us to tidy our rooms'.
<b>Informal speech</b>	See <b>formal speech</b> .
<b>Inverted commas</b>	Punctuation marks used to demarcate <b>direct speech</b> in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
<b>Main clause</b>	The leading <b>clause</b> in a <b>sentence</b> which indicates the main <b>subject</b> and action of the sentence. It stands alone without any additional <b>clauses</b> . For example, 'Even though the weather is bad, <u>I will still go for a walk</u> '.

<b>Modal verb</b>	A special <b>verb</b> which affects the other verbs in the <b>sentence</b> by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').
<b>Morphology</b>	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, <b>root words</b> , <b>prefixes</b> , and <b>suffixes</b> . An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
<b>Noun</b>	A naming word for things, animals, people, places and feelings. Can be <b>common</b> , <b>proper</b> , <b>concrete</b> , <b>abstract</b> or <b>collective</b> .
<b>Noun phrase</b>	A small group of words that does not contain a <b>verb</b> . A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.
<b>Object</b>	The object of a <b>sentence</b> is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'.
<b>Paragraph</b>	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
<b>Parenthesis</b>	See <b>brackets</b> .
<b>Passive voice</b>	A sentence is written in the passive voice when the <b>subject</b> is having something done to it. For example, 'The mouse was chased by the cat'.
<b>Past continuous</b>	See <b>past progressive tense</b> .
<b>Past perfect tense</b>	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I <u>had walked</u> to school'.
<b>Past progressive tense</b>	Also known as past continuous tense, a form of the <b>past tense</b> where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
<b>Past tense</b>	Any one of a set of verb tenses which describe action that took place in the past. See also <b>progressive tense</b> , <b>past perfect tense</b> .
<b>Phonics</b>	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct <b>GPCs</b> .
<b>Phrase</b>	A small group of words that does not contain a <b>verb</b> .
<b>Plural</b>	More than one. Using plurals can affect the <b>nouns</b> and <b>verbs</b> in a <b>sentence</b> .
<b>Phoneme</b>	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
<b>Personal pronoun</b>	A <b>pronoun</b> which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
<b>Possessive apostrophe</b>	An <b>apostrophe</b> used before the letter s to show ownership. For example, 'This is Sally's coat'.
<b>Possessive pronoun</b>	A <b>pronoun</b> which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
<b>Prefix</b>	Letters that go in front of a <b>root word</b> and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
<b>Preposition</b>	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.

<b>Prepositional phrase</b>	A <b>phrase</b> which contains a <b>preposition</b> . For example, 'under the carpet', 'behind the door', 'after school'.
<b>Present perfect tense</b>	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I <u>have cycled</u> two miles already.'
<b>Present progressive tense</b>	A tense which describes an action which began in the past and is still going on now. For example, 'I am <u>learning</u> to speak French'.
<b>Present tense</b>	Any one of a set of tenses that describe actions which are happening now. See also <b>present perfect tense</b> and <b>present progressive tense</b> .
<b>Pronoun</b>	Any word which can be used to replace a noun. See <b>personal pronoun</b> , <b>possessive pronoun</b> .
<b>Proper noun</b>	A <b>noun</b> which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.
<b>Punctuation mark</b>	A symbol used to create and support meaning within a <b>sentence</b> or within a word, for example <b>full stop</b> , <b>comma</b> , <b>question mark</b> , <b>colon</b> , <b>speech marks</b> .
<b>Relative clause</b>	A <b>relative clause</b> is a type of <b>subordinate clause that adapts, describes or modifies a noun by using a relative pronoun</b> (who, that or which). For example, 'He ate too many cakes, <u>which</u> made him feel ill'.
<b>Relative pronoun</b>	A pronoun used in a <b>relative clause</b> (who, that, which).
<b>Reported speech</b>	See <b>indirect speech</b> .
<b>Root word</b>	A basic word with no <b>prefix</b> or <b>suffix</b> added to it. Adding prefixes and suffixes can change the meaning of a root word.
<b>Question</b>	A type of <b>sentence</b> which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the <b>(pro)noun/verb</b> order in a <b>statement</b> - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'
<b>Question mark ?</b>	A <b>punctuation mark</b> which indicates a <b>question</b> and comes at the end of the <b>sentence</b> in place of the <b>full stop</b> .
<b>Second person</b>	A <b>sentence</b> is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the <b>pronoun</b> 'you'.
<b>Semi-colon ;</b>	A <b>punctuation mark</b> used in a <b>sentence</b> to separate major sentence elements. A <b>semicolon</b> can be used between two closely related independent <b>clauses</b> , provided they are not already joined by a <b>coordinating conjunction</b> . For example, 'My car is red; my friend's car is blue'.
<b>Sentence</b>	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a <b>capital letter</b> and ends with a <b>full stop</b> , <b>question mark</b> or <b>exclamation mark</b> . Usually contains a <b>subject</b> and always contains a <b>verb</b> .
<b>Simple sentence</b>	Has a <b>subject</b> and one <b>verb</b> . See also <b>compound sentence</b> and <b>complex sentence</b> .
<b>Singular</b>	Referring to only one. Use of the singular may affect the <b>nouns</b> , <b>pronouns</b> and <b>verbs</b> in a <b>sentence</b> .
<b>Speech marks “ ”</b>	Punctuation marks used to demarcate <b>direct speech</b> in a sentence.

<b>Split digraph</b>	A <b>digraph</b> that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
<b>Statement</b>	A <b>sentence</b> that conveys a simple piece of information. For example, 'It is a sunny day today'.
<b>Subject</b>	The subject of a <b>sentence</b> is the thing or person carrying out the main action. For example, ' <u>The cow</u> ate the grass'.
<b>Subordinate clause</b>	A <b>clause</b> that cannot stand alone as a complete sentence, but is linked to a main clause using a <b>subordinating conjunction</b> . It does not express a complete thought, and if read on its own it requires additional information. For example, 'I played out until <u>it went dark</u> '. Subordinate clauses contain a subject noun and a verb.
<b>Subordinating conjunction</b>	A <b>conjunction</b> that connects a main <b>clause</b> to a <b>subordinating clause</b> . Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
<b>Subordination</b>	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
<b>Suffix</b>	A string of letters that go at the end of a <b>root word</b> , changing or adding to its meaning. Suffixes can also show if a word is a <b>noun, verb, adjective or adverb</b> .
<b>Superlative</b>	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the <b>suffix</b> '-est' or the word 'most'. For example, 'Mia ran <u>fastest</u> on Sports Day'. 'I am hungry, you are hungrier than me, but he is the <u>hungriest</u> of all'. See also <b>comparative</b> .
<b>Syllable</b>	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
<b>Synonym</b>	A word which has exactly or nearly the same meaning as another word.
<b>Third person</b>	A <b>sentence</b> is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.
<b>Time connective</b>	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. Then you can read your book'.
<b>Trigraph</b>	A string of three letters which make a single sound, for example 'igh'.
<b>Verb</b>	A word used to describe an action, occurrence or state. An essential part of a sentence.
<b>Vowel</b>	The letters a, e, i, o and u.
<b>Word family</b>	A group of words which may share a common root word or morphology. For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.

### **Websites for Grammar**

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>