

Curriculum Coverage Chart

Grammar and Spelling Bug Teaching Unit	England		Wales	Scotland	Northern Ireland
	National Curriculum Programme of Study (September 2013)	1999 National Curriculum	National Literacy and Numeracy Framework (statutory from Sept. 2013)	Curriculum for Excellence	Northern Ireland Curriculum
	English Programme of Study	Programme of Study: English Key Stage 1 (goals for end of Key Stage)	Literacy – Writing across the Curriculum Foundation Phase	Outcomes and Experiences in Literacy and English for First Level	Language and Literacy Key Stage 1

Year 1

Grammar

	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Words and Sentences	leaving spaces between words.	<p>to put regular spaces between letters and words (EN3-5 e);</p> <p>the importance of clear and neat presentation in order to communicate their meaning effectively (EN3-5 h).</p>	write words, phrases and simple sentences and read back own attempts (Organising Ideas and Information, Y1).	I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features (LIT 1-24a).	talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language;
Using 'and'	joining words and joining clauses using 'and'.	<p>to sequence events and recount them in appropriate detail (EN3-1 b);</p> <p>to put their ideas into sentences (EN3-1 c);</p> <p>to use a clear structure to organise their writing (EN3-1 d);</p> <p>to consider how word choice and order are crucial to meaning (EN3-7 a);</p> <p><i>[continued below]</i></p>	<p>communicate purposefully in writing (Organising Ideas and Information, Y1);</p> <p>write words, phrases and simple sentences and read back own attempts (Organising Ideas and Information, Y1);</p> <p>sequence content correctly, e.g. instructions, recipes (Organising Ideas and Information, Y1);</p> <p>begin to use connectives to expand a point (Writing Accurately, Y1).</p>	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a);</p> <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a);</p> <p>Throughout the writing process, I can check that my writing makes sense (LIT 1-23a);</p> <p><i>[continued below]</i></p>	<p>begin to check their work in relation to specific criteria;</p> <p>understand some of the differences between spoken and written language;</p> <p>develop increasing competence in the use of grammar and punctuation.</p>

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	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Making Sentences	[understanding] how words can combine to make sentences.	<i>[continued from above]</i> to consider how ideas may be linked in sentences and how sequences of sentences fit together (EN3-7 c) .	<i>[as above]</i>	<i>[continued from above]</i> I can convey information, describe events or processes, share my opinions or persuade my reader in different ways (LIT 1-28/9a) .	<i>[as above]</i>
Putting Sentences Together	sequencing sentences to form short narratives.				
Grammar Terms	[using] the grammatical terminology in English Appendix 2 in discussing their writing.	the technical and specialist vocabulary of subjects and how to use and spell these words (Use of Language 6) .	-	-	talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language.

Punctuation

	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Sentence Punctuation	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	how punctuation helps a reader understand what is written (EN3-3 a) ; the connections between punctuation and sentence structure, intonation and emphasis (EN3-3 b) ; <i>[continued below]</i>	use capital letters and full stops with some degree of consistency (Writing Accurately, Y3) .	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) ; <i>[continued below]</i>	begin to check their work in relation to specific criteria; understand some of the differences between spoken and written language; <i>[continued below]</i>

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	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Capital Letters	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	<i>[continued from above]</i> to use capital letters, full stops, question marks and to begin to use commas (EN3-3 c).	<i>[as above]</i>	<i>[continued from above]</i> I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a).	<i>[continued from above]</i> develop increasing competence in the use of grammar and punctuation.

Spelling and Word Structures

	Pupils should be taught to:	Pupils should be taught to:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Spelling with Phonemes	spell words containing each of the 40+ phonemes already taught.	use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes] (EN3-4 b); recognise and use simple spelling patterns (EN3-4 c); spell common words (EN3-4 e).	spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. 'th', 'ck' (Writing accurately, Y1); use spelling strategies such as sound-symbol correspondence and segmenting (Writing accurately, Y1); spell high-frequency words correctly (Writing accurately, Y1).	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. (LIT 1-21a); I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a).	talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language; build up a sight vocabulary; use a range of strategies to identify unfamiliar words; recognise and notice how words are constructed and spelt;
Difficult Words	spell common exception words.	spell common words (EN3-4 e).	spell high-frequency words correctly (Writing accurately, Y1).		use a variety of skills to spell words in their writing; spell correctly a range of familiar, important and regularly occurring words.
Days of the Week	spell the days of the week.				

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	Pupils should be taught to:	Pupils should be taught to:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
The Alphabet	[name] the letters of the alphabet in order.	Write each letter of the alphabet (EN3-4 a) .	form upper- and lower-case letters that are usually clearly shaped and correctly orientated (Writing accurately, Y1) .	-	talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language.
Different Spellings	[use] letter names to distinguish between alternative spellings of the same sound.	use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes] (EN3-4 b) ; recognise and use simple spelling patterns (EN3-4 c) ; spell common words (EN3-4 e) .	spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. 'th', 'ck' (Writing accurately, Y1) ; use spelling strategies such as sound-symbol correspondence and segmenting (Writing accurately, Y1) ; spell high-frequency words correctly (Writing accurately, Y1) .	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. (LIT 1-21a) .	talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language. build up a sight vocabulary;
	Pupils should be taught to add prefixes and suffixes:				use a range of strategies to identify unfamiliar words;
Plurals	using the spelling rule for adding '-s' or '-es' as the plural marker for nouns.		spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. 'th', 'ck' (Writing accurately, Y1) ;	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. (LIT 1-21a) ;	recognise and notice how words are constructed and spelt;
Adding '-s' or '-es' to Words	using the spelling rule for adding '-s' or '-es' as [...] the third person singular marker for verbs.	spell words with common prefixes and inflectional endings (EN3-4 f) .	spell high-frequency words correctly (Writing accurately, Y1) .	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) .	use a variety of skills to spell words in their writing;
Word Endings	using '-ing-', '-ed', '-er' and '-est' where no change is needed in the spelling of root words [for example, 'helping', 'helped', 'helper', 'eating', 'quicker', 'quickest'].				spell correctly a range of familiar, important and regularly occurring words.
Adding 'un-' to Words	using the prefix 'un-'.				

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Year 2

Punctuation

	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
Types of Sentence	<p>learning how to use sentences with different forms: statement, question, exclamation [...];</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks [...].</p>		<p>write for different purposes (Organising Ideas and Information, Y2);</p> <p>use capital letters, full stops and question marks accurately, and sometimes use exclamation marks (Writing Accurately, Y2).</p>		
Commas for Lists	<p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including [...] commas for lists [...].</p>	<p>how punctuation helps a reader understand what is written (EN3-3 a);</p> <p>the connections between punctuation and sentence structure, intonation and emphasis (EN3-3 b);</p>		<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a);</p> <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a);</p>	<p>understand some of the differences between spoken and written language;</p> <p>begin to check their work in relation to specific criteria;</p>
Apostrophes	<p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including [...] apostrophes for contracted forms.</p>	<p>to use capital letters, full stops, question marks and to begin to use commas (EN3-3 c).</p>	<p>write text which makes sense to another reader, which may include details and pictures (Organising Ideas and Information, Y2).</p>	<p>Throughout the writing process, I can check that my writing makes sense (LIT 1-23a).</p>	<p>write for a variety of purposes and audiences;</p> <p>develop increasing competence in the use of grammar and punctuation.</p>

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Grammar					
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Imperative Verbs	learning how to use sentences with different forms: [...] command.	use adventurous and wide-ranging vocabulary (EN3-1 a). vary their writing to suit the purpose and reader (EN3-1 b). sequence events and recount them in appropriate detail (EN3-1 c). use a clear structure to organise their writing (EN3-1 d).	use different types of writing appropriate to purpose and reader (Organising Ideas and Information, Y2); write text which makes sense to another reader, which may include details and pictures (Organising Ideas and Information, Y2).	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a); I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a); Throughout the writing process, I can check that my writing makes sense (LIT 1-23a); I can convey information, describe events or processes, share my opinions or persuade my reader in different ways (LIT 1-28/9a).	begin to check their work in relation to specific criteria; write for a variety of purposes and audiences; develop increasing competence in the use of grammar and punctuation; understand and use a range of vocabulary by investigating and experimenting with language.
Noun Phrases	learning to use expanded noun phrases to describe and specify (for example, 'the blue butterfly').				
Conjunctions	learning how to use subordination (using 'when', 'if', 'that', or 'because') and co-ordination (using 'or', 'and', or 'but').		use connectives to write compound sentences (Writing Accurately, Y2).		
Past and Present	learning how to use the present and past tenses correctly and consistently, including the progressive form.		use different types of writing appropriate to purpose and reader (Organising Ideas and Information, Y2); use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were (Writing Accurately, Y2).		

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Spelling and Word Structures

	Pupils should be taught to:	Pupils should be taught to:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
Consonant Phonemes	spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;	use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes] (EN3-4 b) ;	use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed (Writing Accurately, Y2) ; spell high-frequency words correctly (Writing Accurately, Y2) .	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words (LIT 1-21a) ;	build up a sight vocabulary; use a range of strategies to identify unfamiliar words; recognise and notice how words are constructed and spelt; use a variety of skills to spell words in their writing; spell correctly a range of familiar, important and regularly occurring words.
Vowel Phonemes	spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones; apply spelling rules and guidelines as listed in English Appendix 1.	recognise and use simple spelling patterns (EN3-4 c) ; spell common words (EN3-4 e) .			
Suffixes	add suffixes to spell longer words, e.g. '-ment', '-ness', '-ful', '-less-', '-ly'.	spell words with common prefixes and inflectional endings (EN3-4 f) .			
More Suffixes					
'j', 'g', '-ge' and '-dge'	[spell] the /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.	use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes] (EN3-4 b) ;			
Homophones	[spell by] distinguishing between homophones and near-homophones.	recognise and use simple spelling patterns (EN3-4 c) ;			
'-le', '-el', '-al' and '-il'	[spell] the // or /ə/ sound spelt '-le'/'-el'/'-al'/'-il' at the end of words.	spell common words (EN3-4 e) .			
Adding '-es' after '-y'	[spell by] adding '-es' to nouns and verbs ending in '-y'.	spell words with common prefixes and inflectional endings (EN3-4 f) .			
Exception Words	spell common exception words.	spell common words (EN3-4 e) .			

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Years 3 and 4

Grammar

	Pupils should understand how spoken language can be represented in writing by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Connecting Clauses	extending the range of sentences with more than one clause by using a wider range of connectives, including 'when', 'if', 'because' and 'although'.	<p>to develop understanding and appreciation of literary texts, pupils should be taught to identify different ways of constructing sentences and their effects (EN2-4 b);</p> <p>to read texts with greater accuracy and understanding (EN2-6);</p>	<p>use connectives for causation and consequence, e.g. 'because' and 'after' (Writing accurately, Y3);</p> <p>use connectives to show links within sentences (Writing accurately, Y4).</p>	<p>Throughout the writing process, I can check that my writing makes sense (LIT 1-23a);</p> <p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a);</p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression (ENG 2-12a / ENG 3-12a / ENG 4-12a);</p> <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a).</p>	<p>write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;</p> <p>consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention;</p> <p>recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech;</p> <p>develop increasing competence in the use of grammar and punctuation to create clarity of meaning.</p>
Nouns and Pronouns	choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid ambiguity and repetition.	<p>to identify and comment on features of English at word, sentence and text level, using appropriate terminology, e.g. how adjectives and adverbs contribute to overall effect, the use of varying sentence length and structure, connections between chapters or sections (EN2-6);</p> <p>word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles (EN3-7 a).</p> <p><i>[continued below]</i></p>	–		

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	Pupils should understand how spoken language can be represented in writing by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Time and Cause	using conjunctions, adverbs and prepositions to express time and cause.	<i>[continued from above]</i>	use connectives for causation and consequence, e.g. 'because' and 'after' (Writing accurately, Y3); present processes, events or reports in a clear sequence (Structure and organisation, Y3);		
Using Adverbials	using fronted adverbials; using commas after fronted adverbials.	the grammar of complex sentences, including clauses, phrases and connectives (EN3-7 c); the purposes and organisational features of paragraphs, and how ideas can be linked (EN3-7 d).	start sentences in a variety of ways (Writing accurately, Y3); use adjectival and adverbial phrases to add interest and precision (Writing accurately, Y4).	<i>[as above]</i>	<i>[as above]</i>
The Present Perfect Tense	using the present perfect form of verbs in contrast to the past tense		-		

Punctuation

	Pupils should be able to indicate grammatical and other features by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Possessive Apostrophes	indicating possession by using the possessive apostrophe with singular and plural nouns; place the possessive apostrophe accurately in words with regular plurals [for example, 'girls', 'boys'] and in words with irregular plurals [for example, 'children's'].	to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission (EN3-3).	use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, speech marks and apostrophes for possession (Writing accurately, Y5).	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a); <i>[continued below]</i>	develop increasing competence in the use of grammar and punctuation to create clarity of meaning.

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	Pupils should be able to indicate grammatical and other features by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Direct Speech	using and punctuating direct speech.	<p>to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission (EN3-3).</p> <p>about how language varies between spoken and written forms, e.g. the differences between transcribed speech, direct speech and reported speech (EN1-6 c).</p>	<p>use punctuation to demarcate sentences (Writing accurately, Y4);</p> <p>begin to use speech marks and commas to mark clauses and phrases (Writing accurately, Y4);</p> <p>begin to use apostrophes for omission, e.g. writing 'it's' for 'it is' (Writing accurately, Y4).</p>	<p><i>[continued from above]</i></p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression (ENG 2-12a / 3-12a / 4-12a);</p> <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT1-22a).</p>	develop increasing competence in the use of grammar and punctuation to create clarity of meaning.

Spelling and Word Structures

	Pupils should be able to use further prefixes and suffixes by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Vowel Suffixes	adding suffixes beginning with vowels to words with more than one syllable.	to apply knowledge of spelling conventions (EN3-4 c) ;	use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words (Writing accurately, Y3) ;	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules, and use resources to help me to spell tricky or unfamiliar words (LIT 1-21a) ;	use a variety of skills to spell words correctly.
The Suffix '-ly'	adding the suffix '-ly'.	to use knowledge of common letter strings, visual patterns and analogies (EN3-4 d) ;	use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. words with more complex patterns (Writing accurately, Y4) .	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources (LIT 2-21a) .	

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	Pupils should be able to use further prefixes and suffixes by:	Pupils should be taught:	Learners are able to:	Pupils should be able to assert:	Pupils should be enabled to:
Common Prefixes	learning the meanings of and using common prefixes.	to apply knowledge of spelling conventions (EN3-4 c); to use knowledge of common letter strings, visual patterns and analogies (EN3-4 d).	use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words (Writing accurately, Y3); use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. words with more complex patterns (Writing accurately, Y4).	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules, and use resources to help me to spell tricky or unfamiliar words (LIT 1-21a); I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources (LIT 2-21a).	use a variety of skills to spell words correctly.
The Suffix '-ous'	[adding] the suffix '-ous'.				
'-tion', '-sion' and '-cian'	[spelling] endings that sound like 'shun' (/ʃən/), spelled '-tion', '-sion', '-ssion' or '-cian'.				
Common Misspellings	learning words that are often misspelt when prefixes and suffixes are added, or that have different origins.				
Exception Words	learning the words shown in English Appendix 1, organised where possible into families.				

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Years 5 and 6

Grammar

	Understand how spoken language can be represented in writing by:	Pupils should be taught:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
Formal Language	recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.	<p>the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts (EN1-5);</p> <p>to choose form and content to suit a particular purpose, e.g. notes to read or organise thinking, plans for action, poetry for pleasure (EN3-1 a);</p> <p>how written Standard English varies in degrees of formality, e.g. differences between a letter to a friend about a school trip and a report for display (EN3-6 a);</p> <p>some of the differences between Standard and non-Standard English usage, including subject-verb agreements and use of prepositions (EN3-6 b).</p>	<p>develop their understanding of when it is necessary to use Standard English, and use formal and informal language appropriately (Oracy Skills 6);</p> <p>consider how texts change when they are adapted for different media and audiences (Reading Skills 8);</p> <p>use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose (Writing Skills 1);</p> <p>choose and use appropriate vocabulary (Writing Skills 4c).</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression (ENG 2-12a).</p> <p>Throughout the writing process, I can check that my writing makes sense and meets its purpose (LIT 2-23a).</p>	<p>develop increasing competence in the use of grammar and punctuation to create clarity of meaning;</p> <p>understand the differences between spoken and written language;</p> <p>write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;</p> <p>consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention;</p> <p>recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech;</p> <p style="text-align: right;"><i>[continued below]</i></p>

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	English Programme of Study	Programme of study: English Key Stage 2 (goals for end of Key Stage)	English Key Stage 2	Outcomes and Experiences in English and Language for First and Second Level	Language and Literacy Key Stage 2

	Understand how spoken language can be represented in writing by:	Pupils should be taught:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
The Passive Voice	using the passive voice to affect the presentation of information in a sentence.	<i>[as above]</i>	<i>[as above]</i>	<i>[as above]</i>	<i>[continued from above]</i> write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.
Expanding Noun Phrases	using expanded noun phrases to convey complicated information concisely.	the grammar of complex sentences, including clauses, phrases and connectives (EN3-7 c) .	develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work (Oracy Skills 5) ; use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively (Writing Skills 2) ; use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses (Writing Skills 5) .	Throughout the writing process, I can check that my writing makes sense and meets its purpose (LIT 2-23a) ; In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader (LIT 2-22a) .	
Degrees of Possibility	using modal verbs or adverbs to indicate degrees of possibility.				
Relative Clauses	using relative clauses beginning with 'who', 'which', 'where', 'why', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun.				
Perfect Verb Forms	using the perfect form of verbs to mark relationships of time and cause				
Grammatical Terms	using and understanding the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.				

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Punctuation

	Indicate grammatical and other features by:	Pupils should be taught:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
Commas for Clarity	using commas to clarify meaning of or avoid ambiguity in writing.	to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission (EN3-3) .	use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning (Reading Skills 7) ; use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively (Writing Skills 2) ; use punctuation to clarify meaning including full stops, exclamation and question marks, commas, apostrophes, bullet points and speech marks (Writing Skills 3) .	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader (LIT 2-22a) ; I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader (LIT 2-24a) .	develop increasing competence in the use of grammar and punctuation to create clarity of meaning.
Hyphens	using hyphens to avoid ambiguity.				
Parenthesis	using brackets, dashes or commas to indicate parenthesis.				
Colons, Semicolons and Dashes	using semicolons, colons or dashes to mark boundaries between independent clauses; using a colons to introduce lists.				
Bullet Points	punctuating bullet points consistently.				

Spelling and Word Structures

	Pupils should be taught:	Pupils should be taught:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
'-tious' and '-cious'	endings that sound like 'shus' (/ʃes/) spelled '-cious' or '-tious'.	the meaning, use and spelling of common prefixes and suffixes (EN3-4g) .	develop phonic, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme (Reading Skills 1) ;	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources (LIT 2-21a) .	use a variety of skills to spell words correctly.
'-tial' and '-cial'	endings that sound like 'shul' (/ʃəl/) spelled '-cial' or '-tial'.				
'-ant' and '-ent'	words ending in '-ant', '-ance' / '-ancy', '-ent' or '-ence' / '-ency'.	the meaning, use and spelling of common prefixes and suffixes (EN3-4g) ;	develop and use a variety of strategies to enable them to spell correctly (Writing Skills 6) .		
'-able' and '-ible'	words ending in '-able' and '-ible'.	the spelling of words with inflectional endings (EN3-4h) .			

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	Pupils should be taught:	Pupils should be taught:	Pupils should be given opportunities to:	Pupils should be able to assert:	Pupils should be enabled to:
Words Ending '-fer'	how to add suffixes beginning with vowels to words ending in 'fer'.	the meaning, use and spelling of common prefixes and suffixes (EN3-4g) .	develop phonic, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme (Reading Skills 1) ; develop and use a variety of strategies to enable them to spell correctly (Writing Skills 6) .	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources (LIT 2-21a) .	use a variety of skills to spell words correctly.
Hyphens	how to use hyphens to link words.	–			
The 'ee' Sound	words with the 'ee' (/i:/) sound spelled 'ei' after 'c'.	to apply knowledge of spelling conventions (EN3-4c) .			
'ough' Words	words containing the letter-string 'ough'.	to use knowledge of common letter strings, visual patterns and analogies (EN3-4d) .			
'Silent Letters'	spell some words with 'silent' letters [for example, knight, psalm, solemn].	to apply knowledge of spelling conventions (EN3-4c) .			
Homophones	homophones and other words that are often confused: 'aisle' / 'isle'; 'aloud' / 'allowed'; 'affect' / 'effect'; 'altar' / 'alter'; 'ascent' / 'assent'; 'farther' / 'father'; 'guessed' / 'guest'; 'heard' / 'herd'; 'led' / 'lead'	the use of appropriate terminology, including vowel, consonant, homophone and syllable (EN3-4j) .			
Word Origins	knowledge of morphology and etymology in spelling and that the spelling of some words (as listed in English Appendix 1) needs to be learnt specifically.	the meaning, use and spelling of common prefixes and suffixes (EN3-4g) ; the spelling of words with inflectional endings (EN3-4h) ; the relevance of word families, roots and origins of words (EN3-4i) ; the use of appropriate terminology, including vowel, consonant, homophone and syllable (EN3-4j) .			

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Dictionary Skills	<p>how to use dictionaries to check spellings and meanings of words;</p> <p>how to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>to check their spelling using word banks, dictionaries and spellcheckers (EN3-4e).</p>	<p>develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work (Oracy Skills 5);</p> <p>use a range of appropriate information retrieval strategies including ICT, e.g. the alphabet, indexes and catalogues (Reading Skills 6a);</p> <p>choose and use appropriate vocabulary (Writing Skills 4).</p>	<p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources (LIT 2-21a).</p>	<p>use a variety of skills to spell words correctly.</p>
Thesaurus Skills	<p>how to use a thesaurus.</p>				