



Year 6 GPS (Grammar, Punctuation & Spelling) Parent Guide 2023

This booklet is intended to help you navigate your way through the terminology of the Key Stage 2 Grammar, Punctuation and Vocabulary Test, often referred to as GPS, so that you can support your child during this busy period of their life

The terminology of the GPS tests can often be a minefield for parents, who are often not familiar with the current curriculum in school. You may have overheard your child using phrases like fronted adverbials, relative clauses, subordinating conjunction is, the subject and object of the sentence, and wondered what does it all mean?

This booklet is intended as a guide to the terminology of the GPS test so that you, and your child, can use it as a revision reference in the build up to the KS2 SATs assessments. Throughout you will find explanations of the areas tested within the assessment with example questions too.

Each section in this booklet refers to one of the areas (or domains) tested in Grammar, Punctuation and Vocabulary Test. Read and discuss each section with your child and check that they understand the terminology. This terminology will be taught throughout Year 6 and should have previously been covered and taught in other year groups within the school.

The English Grammar, Punctuation and Vocabulary Test & Spelling assessment comprises of two papers. Paper 1 is the Grammar, Punctuation and Vocabulary Test and Paper 2 is a separate Spelling Test.





The grammar, punctuation and vocabulary test, seven different areas, as follows:

- G1 – grammatical terms/word classes,
- G2 – functions of sentences,
- G3 – combining words, phrases and clauses,
- G4 – Verb forms, tenses and consistency,
- G5 – Punctuation,
- G6 – Vocabulary &
- G7 – Standard English and formality

G1: Grammatical Terms and Word Classes

Nouns

Nouns are naming words. You will need to know the different types of nouns and be able to spot them in a sentence. Use this table to help you identify different types of nouns:

<p>Common Nouns</p>	<p>These are straightforward, everyday words for things. They can be singular or plural. They are words like:</p> <p>chair, pen, pencil, bike, house, monkey, elephant, fish, cheeseburger</p>	
<p>Proper Nouns</p>	<p>Proper nouns are the names for particular people, places, or things. They also include days and months. Proper nouns should always start with a capital letter.</p> <p>River Mersey, London, Mr Smith, Scarlett, Rohail, Tuesday, December, Sandown Street</p>	
<p>Collective Nouns</p>	<p>Collective nouns are the special names for groups.</p> <p>a crowd of people, a herd of reindeer, a gaggle of geese, a swarm of bees, an army, a pack of wolves</p>	
<p>Abstract Nouns</p>	<p>These are names of things you can't see, touch, taste, smell or hear. They are used to name ideas and concepts such as:</p> <p>friendship, love, fear, education, politeness, beauty</p>	

Verbs

Verbs are words that tell us what is happening in a sentence. They are often referred to as doing or being words. If the sentence doesn't have a verb, it's not a sentence. Here are some examples of verbs in sentences.

Stop the car!

The boy ran across the playground.

They eat strange food.

She is painting the wall.

Sentences can contain more than one verb!

The Verb 'To Be'

A tricky one for the children is 'to be' as they don't always recognise it as a verb. That's why it's important that verbs are referred to as doing and being words. 'To be' is an irregular verb so use the table below to help you identify it in its different tense forms.

The verb 'to be'	
1st person present	I am
2nd person present	you are
3rd person present	he is, she is, it is
1st person plural present	we are
2nd person plural present	you are
3rd person plural present	they are
1st person past	I was
2nd person past	you were
3rd person past	he was, she was, it was
1st person plural past	we were
2nd person plural past	you were
3rd person plural past	they were

The different forms of 'to be' will sometimes appear in sentences with another main verb, e.g. 'Ben **is playing** football' or 'During yesterday's lesson, we **were writing** stories.'

Adjectives

Objectives are words used to describe nouns.

A **large, black** cat climbed along the **high** wall.

It is the **Spanish** flag.

A **colossal** giant.

The house was in **pristine** condition.



Adjectives can be used to describe: colour, size, shape, condition, age, personality, texture, feelings, appearance and origin/nationality.

Comparative and Superlative Adjectives

Adjectives can also be used to compare things. These are called 'comparatives'. They can tell you if something is bigger, better, smarter and so on. You often add -er to make comparatives but sometimes the words 'more' or 'less' are used too.

The new car was **smaller** than her last.

She was **happier** after dinner.

Jack ate the **smaller** slice.

She is **less thoughtful** than her brother.

The 'superlative' is used to show something is the most, least, best or worst. Sometimes the words the most and the least are used to make the superlative.

Everest is the **highest** mountain in the world.

It was the **most wonderful** sight he'd seen.

Co-ordinating Conjunctions

Conjunctions are words used to join forces or sentences together. Firstly, children are taught coordinating conjunctions that are used to link to separate sentences together. They are often taught the acronym 'FANBOYS' to remember them: both part of the sentence (or main clauses) on either side of the conjunction would make sense on their own.



Both parts of the sentence (or main clauses) on either side of the conjunction would make sense on their own.

It was getting late **and** Mia had to get ready for bed.

Nell needed a shower **so** she turned on the water.

Subordinating Conjunctions

Subordinating conjunctions create complex sentences. Examples include:

If Since As When Although
While After Before Until Because

Subordinating conjunctions are used at the start of subordinate clauses.

The children were allowed to play **until** it got dark.

Put up the posters **before** the parents arrive.

As she had won the race, she was happy.

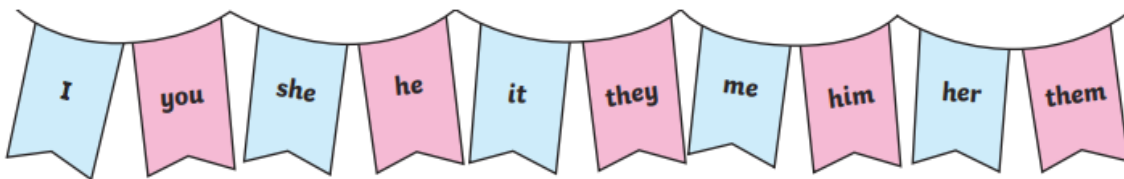
Subordinate clauses do not make sense on their own. They can appear at the beginning and at the end of sentence.

Pronouns

Pronouns are words that are used to replace a noun or a noun phrase. Without pronouns, spoken and written English would be very repetitive. For example:

Steven likes to play football. **He** practises every weekend.

In the second sentence, the pronoun he refers to Steven. It has been used to avoid the repetition of using his name again. Please see below for a list of personal pronouns:



Possessive Pronouns

Possessive pronouns show ownership or who something belongs to. They are: mine, yours, his, hers, its, ours, theirs.

Jack won the medal. The medal is **his**.

That's **mine**!

Relative Pronouns

Pronouns are: who, which, whose, where, when, and that. They are used to add further information about a noun in a sentence. For example:

She lives in Manchester, which is in the North of England.

The relative pronoun above is used to start a relative clause (which is in the North of England) to give more information about the noun – in this case it's harder giving the reader more information about Manchester.

Adverbs

Adverbs are words that usually give more information about the verb (they can sometimes describe another adverb or clause) explaining how, when, or why an action is taking place. Consider the following sentence:

I rode my bike.

If you had an adverb of manner, it gives more information about how the action in the sentence was done:

I rode my bike quickly. or Slowly, I rode my bike.

Adverbs can also be used to indicate the time, frequency or place of an action that takes place in writing. For example:

Time:

Yesterday, I rode my bike.

Frequency:

I always ride my bike to school.

Place:

I rode my bike outside.

Adverbs of Possibility

Read the crystal balls below. The adverbs in each of the sentences are used to show how certain we are about something – these are called adverbs of possibility.



Adverbials

Adverbials are phrases (a small group of words) that function like an adverb. They usually express place (in the garden), when (early one morning) and how (like a flash of lightning) things happen. For example:

The birds flew **through the sky**.

I went for a walk **in the evening**.

The boy ate the chocolate **with a smile on his face**.



Fronted Adverbials

A fronted adverbial is a single word, phrase and or clause that comes at the front of the sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

Inside the sunken ship, a school of fish swam.

Later in the evening, they sat down to watch television.

Nervously, she walked onto the stage.

Prepositions

Prepositions are very commonly used words in the English language that explain where something is (beside, under, adjacent, inside), the direction something is moving (along, into, toward) or when something is happening (during, at 7am, on Monday).

By Year 6, children are expected to recognise a range of prepositions and know the difference between a preposition (used before a noun; for example; 'I sat before the stage.' And a subordinating conjunction (used to introduce a subordinate clause; for example: 'I had to finish my homework before I went out to play.'



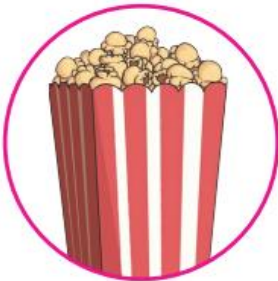
On the table.



Under the table.

Determiners

A determiner is a word that introduces a noun such as a, an, every, three, many and those. The determiner 'the' is known as the definite article and the determiners 'a' and 'an' are known as the indefinite article. In the KS2 test framework, children are expected to use the forms of 'a' or 'an' according to whether the next word begins with the consonant or vowel. For example:



an exciting film



a wet and windy day



an amazing match

Subject and Object

In an active sentence, the subject is the noun (person, animal or thing) that is doing the verb (action). All sentences have a subject. For example:

The wizard cast a powerful spell.

(The wizard is the one doing the action so he is the subject.)

The object is a noun (person, animal or thing) that is having the verb (action) done to it, for example:

The fisherman caught **a fish**.

(The fish is being caught so it is the object.)

Not all sentences have an object. For example:

The witch cackled.

(The witch is the subject and cackled is the verb, but the witch is not cackling something, so there is no object.)

This is different in passive sentences.

The ball was caught by the dog.

In this sentence, the ball is being caught, which in an active sentence would make it the object, but because the sentence is passive, it becomes the subject.



The flowers were eaten by the snails.

In this sentence, the flowers are being eaten, which in an active sentence would make them the object, but because the sentence is passive, they become the subject.

G2: Functions of Sentences

What is a Sentence?

A sentence has a capital letter at the beginning and ends with a full stop (.), question mark (?) or an exclamation mark (!). It must have a verb in it and it must make complete, grammatical sense on its own.

There are 4 different types of sentences, which are:

Statements,
Questions,
Commands &
Exclamations.

This section will help you to identify the different sentence types.

Statements

A statement is simply a sentence that tells you something. They usually end with a full stop (.). For example:

The rainbow has many colours.

Henry VIII had six wives.

A statement can contain conjunctions and several clauses (often called in multi-clause sentence) so long as it still makes sense and finishes with you. (.):



The bright and colourful rainbow appeared after the terrible thunderstorm had hit.

Henry VIII, who was King of England in Tudor times, had six wives.



Questions

A question sentence asks a question – it is the sentence used to find out information. They always finish with a question mark (?) And often start with an interrogative word such as why, how, who, what and which.

Why is your bedroom so messy?

Who were you playing with at break time?

Some questions don't start with an interrogative word and have a question tag at the end of the sentence.

You've been to Spain, haven't you?

You don't like broccoli, do you?

Commands

Commands are sentences that tell you to do something. They are found in instructions but they can also be urgent, angry and very short. A command can end with a (.) or sometimes an exclamation mark (!). They always contain imperative (bossy) verbs.

All these sentences are commands. They are all telling someone what to do. The first one doesn't sound as commanding as the others but it is still a command.

Please pass the salt.

Shut the door.

Smile.

Concentrate!

Mix the mixture together.



Exclamations

Exclamations start with and with the interrogative words 'what' or 'how', and always contain a subject and a verb.

What amazing children they are!

How beautiful you are!

How kind of him to do that!

Exclamation sentences should not be confused with using an exclamation mark for punctuation to show a heightened emotion (fear, surprise, shock, etc.)



G3: Combining Words, Phrases and Clauses

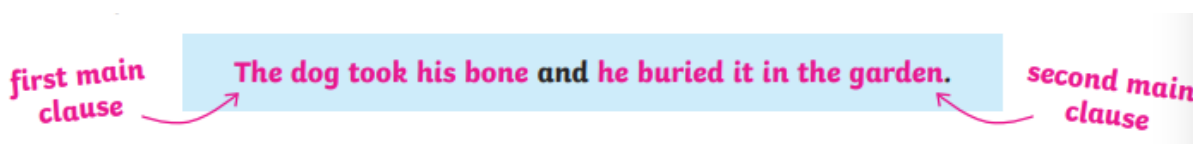
It is important that children are able to identify different phrases and clauses in a sentence and what their functions are.

Sentences and Clauses

A sentence is a group of words that gives a complete thought or idea. The sentence must contain a verb and a subject. From KS1, children are taught to write sentences made up of more than one clause.

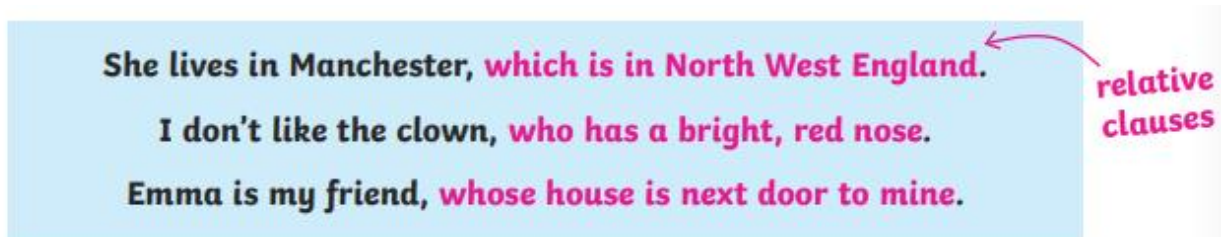


A clause is a group of words that contains a subject and a verb. Main (Independent) clauses can be a sentence themselves, such as 'she ran'. In the sentence below, the two main clauses have been joined together using the conjunction 'and'. These are often called 'compound sentences'.



Relative Clauses

A relative clause begins with a relative pronoun. Relative pronouns are: who, whose, which, where, when and that. They are used to start in relative clause, which give extra information about a noun or pronoun in the sentence. They are usually demarcated using a comma (except when that is used). For example:



A relative clause can also be embedded in a sentence. It is then separated from the rest of the sentence by commas. For example:

The cat, **who had bright eyes**, walked down the gloomy street.

Snow, **which is very cold**, can be used to make snowmen.

Usain Bolt, **whose hometown is Jamaica**, has won lots of medals.

Noun Phrases

A noun phrase is part of the sentence that includes a noun – a person, place or thing – and the words, which describe it. For example, we might find the word cat in the sentence, which is a noun. However, by adding modifiers to the noun we can gather more information about it or distinguish which cat we are talking about, such as:



a cat



Aunt Marge's cat



the frightened cat



my neighbour's cat



the ginger cat



the sleeping cat

All the noun phrases above refer to cat but give more information about the specific cat being discussed in each sentence.

In KS2, children are taught to extend their noun phrases further by adding a further prepositional phrase, for example:

The mewing, frightened cat **with the arched back**.

The mewing, frightened cat **in my garden**.

Subordinating Conjunctions

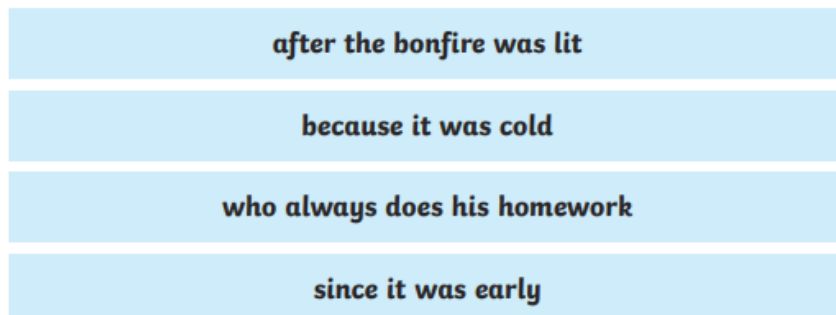
The subordinate conjunction is used to introduce a subordinate clause (see below) in complex (or multi-clause) sentences. Below you will see some of the main subordinate conjunctions that your child may be encouraged to use.

If **Since** **As** **When** **Although**
While **After** **Before** **Until** **Because**

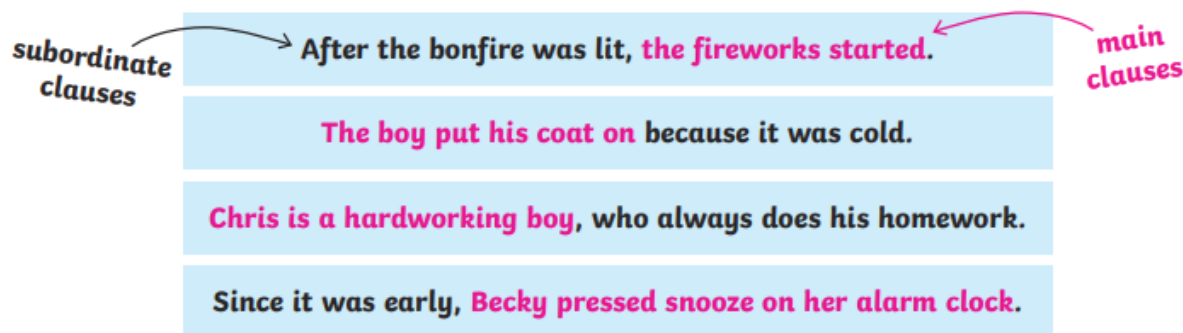
Subordinate Clauses

The subordinate clause – begins with a subordinate conjunction or a relative pronoun and contains both a subject and a verb. They do not make sense on their own; therefore, it is dependent on the main clause of the sentence in order for it to make sense.

Look at the following subordinate clauses; on their own they do not make sense:



They only make sense when we add a main clause to each subordinate clause:



Remember: is subordinate clause cannot stand alone as a sentence because it does not make sense. The reader is left wondering, 'where is the rest of the sentence?'

G4: Verb Forms, Tense and Consistency

Verb tenses tell us when an action takes place, i.e. in the past, present or future. From KS1 pupils are taught to identify different tenses and change the tense of verbs, such as present tense to past tense. In their writing they must demonstrate that they can write consistently in the correct tense.

Simple Present and Simple Past Tense

The simple present tense of a verb is made by using the base form of a verb (the simplest form of the verb without any suffixes added), such as:

I **work** in Sheffield.

Or by adding an –s (or an –es) in third person (to write about another person):

He **works** in Sheffield.

We use the simple present tense to talk about:

Something that is true in the present:

- I **am** twenty years old.
- She **lives** in Manchester.
- He **goes** to Sycamore School.

Facts that are always true:

- The adult human body **contains** 206 bones.
- The Earth **takes** twenty four hours to complete a full rotation on its axis.

Something that happens again and again in the present:

- I **play** football every weekend.
- They **eat** chocolate every day.
- We **walk** the dog every morning.



The simple past tense is used to talk about a completed action in the past. The main way to change a verb to past tense is to add the suffix –ed. However, there are many words where the spelling changes when the suffix –ed is added (such as ‘tidied’) and many irregular past simple tense verb forms, which children have to learn as they encounter them (such as ‘buy’ changing to ‘bought’).

Christopher Columbus **sailed** the seas.

Henry VIII **died** in 1547.

They **lived** in Spain from 1982 to 1989.

She **bought** a new jumper at the shop.



Verbs in the Perfect Form

The present perfect tense is formed when you use the present tense of the verb ‘to have’ and the past participle of a verb. It is used to describe something that started in the past and continues now, or for things done several times in the past and continue to do so. For example:

She **has lived** in Liverpool all her life.

It **has been** raining for hours.

He **has written** two essays so far.

I **have been** there lots of times.

The past perfect tense is used to show an event that happened before another event in the past. It uses the past tense form of the verb ‘had’ and the past participle of a verb. For example:

He **had studied** Spanish for many years before moving to Spain

Sarah **had never been** to the theatre before last night.

I **had lost** my job but I quickly found a new career.

Modal Verbs

Modal verbs are sometimes also known as ‘auxiliary verbs’. They are used with other verbs to describe how likely things are to happen or to what degree something is known. Modal verbs include: can, could, may, might, will, would, must, should, ought to. For example:

The Princess **might** marry a Prince.

They **could** go there next weekend.

We **ought to** leave soon as it is getting late.

Present and Past Progressive

Both the present progressive and past progressive are formed using the verb ‘to be’ and then, by adding the suffix ‘-ing’ to another verb. For example:

I **am riding** my bike.

They **were watching** a film.

The present progressive is when the verb ‘to be’ is used in the present tense with another verb ending in ‘ing’. It shows something that is currently taking place. The table below shows all of the present tense forms of the verb ‘to be’.

Verb ‘to be’	Verb with suffix -ing
I am	wearing
You are	running
He is	reading
She is	swimming
It is	raining
We are	playing
They are	sleeping

The past progressive is made when we use the simple past form of the verb ‘to be’ with a verb ending in -ing. It shows something that was happening and ongoing at some point in the past. For example:

Verb 'to be'	Verb with suffix -ing
I was	wearing
You were	running
He was	reading
She was	swimming
It was	raining
We were	playing
They were	sleeping

Tense Consistency

This paragraph has not been written in a consistent tense throughout the story. It swaps between present tense and past tense, and therefore it doesn't make grammatical sense. At KS2, children are taught to maintain tense consistency throughout a text so that it reads correctly.

Rahman walks to the park with his parents and was playing on the swing. He felt very happy because it is a sunny day and he enjoyed being outdoors. After the swings, he run to the climbing frame and is meeting his friend, Michaela.

Subjunctive Verb Forms

The subjunctive verb form is used to express things that could or should happen. It can be used for:

- showing conditions that are not true;
- making a command more formal;
- making a wish more formal;
- making a request more formal.

When describing conditions that are not true, we use 'were' instead of was, which creates a more formal sentence.

If I **were the boss, I'd leave.**

'Had' can also be used to create the subjunctive mood in sentences that show conditions that are not true.

If he **had seen it, he would have loved it.**

For commands, wishes and requests using the subjunctive verb form makes it sound more formal. In these instances, the infinitive form of the verb 'to be' is replaced with just 'be'.

The teacher requires that you **be present in P.E.**

Passive and Active

In most sentences, the subject of the sentence performs the action. For example:

The dog was chasing the cat.

The subject of the sentence is 'the dog' and the verb is 'was chasing'. Because the subject is doing the action, the verb is said to be active.

We could swap the sentence around so that the cat becomes the subject.

The cat was chased by the dog.

When the subject (the cat) has something done to it (was chased) by someone or something else in the sentence, we call this a passive sentence.

Further examples of the passive voice being used are:

The damage **was caused by the hurricane.**

The cubs **were protected by the lioness.**

G5: Punctuation

Children are taught to use punctuation correctly within their writing. The following table will help you to understand all of the punctuation conventions taught throughout the primary stage:

Punctuation	Guidance
Capital letters	<p>Capital letters are used at the start of a sentence. They are also used for the proper nouns - names of people, places, the days of the week, months and the personal pronoun 'I'.</p> <p>On Monday 30th January, we went on a school trip to Chester Zoo. We went on the coach and I was very excited.</p>
Full stops	<p>Full stops are used to demarcate sentences unless they are exclamations or questions.</p> <p>I like chocolate.</p> <p>After the heavy rain, the beautiful garden, which was Mr Smith's pride and joy, became waterlogged.</p>
Question marks	<p>Question marks are used to demarcate a question sentence.</p> <p>Where is it?</p> <p>You left early, didn't you?</p>
Exclamation marks	<p>Exclamation marks are used to mark the end of an exclamation sentence.</p> <p>How amazing our day was!</p> <p>Or, to create the effect of shock, surprise, excitement.</p> <p>That made me jump!</p>
Commas in lists	<p>Commas should be used to separate items in a list.</p> <p>She wore a large, furry, green coat.</p> <p>The children brought their buckets and spades, body boards, sandals and towels to the beach.</p>

<p>Commas to clarify meaning or avoid ambiguity</p>	<p>Commas should be used to make the meaning clear in a sentence. A comma can make all the difference in the meaning of a sentence. Consider the following sentences:</p> <p>Adele enjoys eating kittens and clothes.</p> <p>Adele enjoys eating, kittens and clothes.</p>
<p>Commas after fronted adverbials (including fronted subordinate clauses)</p>	<p>Comma should be used to separate an adverbial phrase when it is fronted (it comes at the front of the sentence). For example:</p> <p><u>Inside the sunken ship</u>, the shoal of fish happily swam.</p> <p><u>As the sun was setting</u>, the family returned from their day out.</p> <p><u>Like a speeding bullet</u>, the superhero flew through the air.</p>
<p>Inverted commas</p>	<p>Inverted commas (or speech marks) should be used to show direct speech in a text. Single (' ') or double (" ") inverted commas are acceptable to use to denote direct speech.</p> <p>Children must also be able to use end punctuation correctly within inverted commas, which can include using a comma after the reporting clause. For example:</p> <p>'I like reading,' declared Pedro.</p> <p>Mobina sighed, 'Do I have to do my homework?'</p> <p>"What a great win that was!" shouted the children.</p>
<p>Apostrophes for contraction</p>	<p>Apostrophes should be used to make the contracted forms of words, such as:</p> <p>I will = I'll</p> <p>it is = it's</p>

<p>Apostrophes for possession</p>	<p>Apostrophes can be used to mark singular possession in nouns, such as:</p> <p style="text-align: center;">Ben's book</p> <p style="text-align: center;">the school's playground</p> <p>Apostrophes should also be used to show possession with plural nouns such as:</p> <p style="text-align: center;">all of the girls' slippers</p> <p style="text-align: center;">the brothers' dressing gowns</p> <p>In plural possession, if the noun is irregular, we still add the apostrophe before the 's', such as:</p> <p style="text-align: center;">the children's books</p> <p style="text-align: center;">the three mice's tails</p> <p>It is important for children to learn the difference between the possessive 's' and the plural 's'. Children should never be using apostrophes just to show that there is more than one of something.</p> <p style="text-align: center;">X My room is full of poster's and DVD's. X</p>
<p>Punctuation for parenthesis</p>	<p>Parenthesis is when we add a word, phrase or sentence to a main sentence to add extra detail. Without the parenthesis the sentence would still make grammatical sense, for example:</p> <p style="text-align: center;">Queen Elizabeth II ascended the throne on her coronation in 1953.</p> <p style="text-align: center;">Queen Elizabeth II, the longest reigning monarch, ascended the throne on her coronation in 1953.</p> <p>Dashes, brackets or commas can be used to demarcate parenthesis.</p> <p style="text-align: center;">My brother - the messiest person on the planet - has a mountain of smelly socks in his bedroom.</p> <p style="text-align: center;">Cheetahs (the fastest land mammal) can travel up to 120 kilometres per hour.</p> <p style="text-align: center;">The weary climber, feeling exhausted, made his final steps towards the summit.</p>

<p>Colons</p>	<p>Colons can be used to introduce a list of words or phrases in a sentence or to introduce a series of bullet points. For example:</p> <p>You will need to pack: a toothbrush and toothpaste, clean clothes, pyjamas, a waterproof coat and outdoor shoes.</p>
<p>Semi-colons</p>	<p>Semi-colons can also be used to mark the boundaries between independent clauses. They are usually used to separate independent clauses where a co-ordinating conjunction could have been used. For example:</p> <p>Some children like to play tag at playtime; others like to play quieter games.</p> <p>instead of...</p> <p>Some children like to play tag at playtime but others like to play quieter games.</p> <p>Semi-colons can also be used to separate items in a list. This happens when the items in the list already contain commas. For example:</p> <p>John, the baker; Simon, the policeman; Henry, the hairdresser and Shariq, the butcher are all invited to the party.</p>
<p>Single Dashes</p>	<p>Dashes can also be used to mark the boundaries between independent clauses. The dash is used in the same way as a semi-colon to separate independent clauses but usually in less formal types of writing.</p> <p>I fell over during P.E. - that was embarrassing!</p>
<p>Hyphens</p>	<p>The hyphen looks like a dash but it is used to join words or parts of words.</p> <p>shark-infested waters</p> <p>two-year-old</p>
<p>Bullet points</p>	<p>Bullet points are used to list information such as lists of equipment, resources, names, questions or facts. For example:</p> <p>For a cup of tea you will need:</p> <ul style="list-style-type: none"> • kettle; • teabags; • milk; • sugar.

G6: Vocabulary

Synonyms and Antonyms

A synonym is a word or phrase that means exactly (or nearly the same) as another word or phrase. For example, synonyms of 'cold' (as in temperature) are: chilly, freezing and cool.

In KS2 children are encouraged to use more ambitious synonyms in their writing to improve their vocabulary and avoid repetition of the same words over and over again. For instance, consider the sentence below:

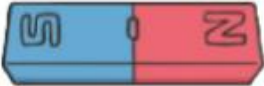



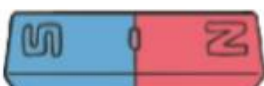
It was a scary house.

The word 'scary' in this sentence can be replaced with a wide range of synonyms such as: haunting, terrifying, horrifying, eerie, spooky, sinister etc.

It could also be extended by adding more than one synonym to create a more ambitious noun phrase.

It was a haunting, sinister-looking house.

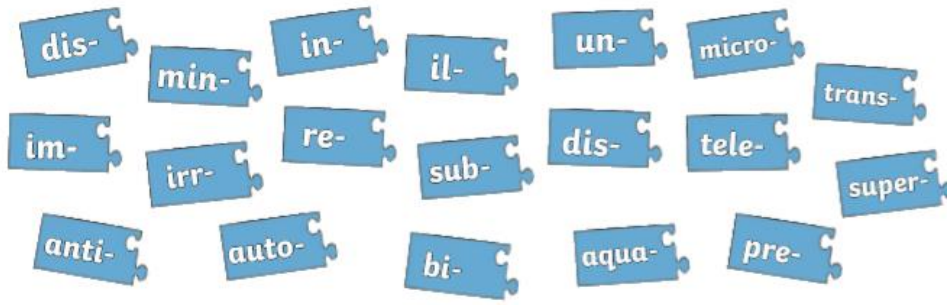
Antonyms are words which have the opposite meanings. For example:

hot		cold
question		answer
rich		poor
obscure		obvious
inviting		unwelcoming



Prefixes

A prefix is a group of letters added to the beginning of a word to change its meaning. Learning prefixes helps children develop their spelling and vocabulary. The following prefixes (and more) are taught throughout KS1 and KS2:



Suffixes

mis-	place	misplace
tele-	phone	telephone
auto-	biography	autobiography



A suffix is a string of letters that are added to a root word, which change or add to its meaning. Suffixes can also be used to change a word to an adjective, a verb, or an adverb. This table shows the stage when it is introduced to pupils within the school.

Explanation	Suffixes	Year
Suffixes that can be added without changing the root word.	-ing, -ed, -er-, -est	Year 1
Children begin to add some suffixes where they have to change the spelling of the root word. For example, 'pat' becomes 'patted' by adding -ed or adding -'ed' to carry becomes 'carried'.	-ied, -ier, -ing-, -ed, -er, -est, -ment, -ness, -ful, -ly	Year 2
Children continue to learn suffixes where there are changes to the root word.	-ation, -ly, -ous, -ion, -ian	Year 3 & 4
Children learn about adding suffixes to create verbs.	-ise, -ate, -en, -ify	Year 5 & 6

Word Families

Word families are groups of words that have the same root word or common feature or pattern. The root word may be changed by adding prefixes and suffixes.

For instance, included in the word family for 'real', we find words such as: reality, realise, unrealistic and really.

G7: Standard English and Formality

It is important that children can recognise words and phrases that are 'Standard English' and the differences between formal and informal language in writing.

Standard English

Standard English is accepted as the 'correct' form of English used in speaking and writing. Standard English follows grammatical rules such as, the correct use of verb tenses or pronouns. Below are examples of Standard and Non-Standard English.

Non-Standard English:	Standard English:
It were very good!	It was very good!
He ain't got nothing.	He hasn't got anything.
You should of come to the party.	You should have come to the party.
Pass me them tools.	Pass me those tools.

Formal and Informal Vocabulary

There are situations when people are expected or required to speak (or write) using a more formal style of language.

Formal language is more official and serious, and the correct grammar should always be used.

Informal language uses a more relaxed and casual style. Slang words and abbreviations are more accepted in informal speech.

Informal language:

That game is sick!

I'm sorry for being silly.

Hi, you alright?

I'm just chilling watching the footy

Formal Language:

That game is jolly good fun!

I apologise for my childish actions.

Hello. How are you feeling today?

I'm relaxing whilst watching the football.