

What will they be tested on?



Paper 1: Questions

Grammatical Terms / Word Classes:

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| Nouns | A name, place or thing: <i>dog, school</i> | Relative pronouns | To connect a clause or phrase to a noun or pronoun: <i>who, which, that, whose, whom</i> |
| Adjectives | Describes a noun: <i>beautiful, terrible</i> An oak door. | Adverbs | Describes a verb. They describe how, when or where: <i>soon, quickly</i> Outside , he was talking cheerfully . |
| Verbs | A doing/action word: <i>walk, run, eat</i> <i>Tim slammed the book back on the shelf.</i> A being word: <i>is, was, am</i> <i>I am a teacher. You are 11.</i> | Adverbials | A phrase to add detail or further information to a verb: <i>later that day</i> <i>The bus leaves in five minutes.</i> Later that day , I played Tennis. |
| Conjunctions | A conjunction is a word that joins two sentences or clauses. | Prepositions | Where or when something is in relation to something else: <i>after, under, on, through, from, beneath, inside, despite, about, with</i> <i>I like to run around the park.</i> |
| Pronouns | Takes the place of a noun: <i>he, she, it, they</i> | Determiners | To introduce a noun: <i>a, an, the, one, a few, some, plenty of, this</i> |
| Possessive pronouns | To show ownership of a person or thing: <i>mine, his, ours, my, its, hers, their, your.</i> | Subject and object | The object in a sentence is acted upon by the subject. <i>The ball hit the boy on the head.</i> |

Functions of Sentences:

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| Statements | Sentences which tell you something. They end in a full stop. <i>You are going to school.</i> | Commands | Sentences that tell you to do something. <i>Go to school.</i> |
| Questions | Sentences that ask you something. They end with a question mark. <i>Are you going to school?</i> | Exclamations | A sentence beginning ' what ' or ' how ' including a verb and ending with an exclamation mark. What a good friend you are! How clever you are! |

Combining words, phrases and clauses:

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| Relative clauses | Relative clauses begin with: who, which, when, whose, why or that. <i>They found the lady who owned the dog.</i> | Co-ordinating conjunctions | Co-ordination: <i>FANBOYS – for, and, nor, but, or, yet, so</i> <i>We didn't get the tickets so we went for a meal.</i> |
| Noun phrases | Expand noun phrases by the addition of adjectives and prepositional phrases. <i>The old, oak tree.</i> | Subordinating conjunctions and clauses | Subordination: <i>although, because, before, until, wherever, whilst, if, after, since, as, once, unless, while</i> When you have finished your homework, you can watch TV. |

Verb forms, tense and consistency

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| Simple past and simple present | Simple past and present tenses: <i>She ran, the horse galloped</i> | Tense consistency | Correct choice of past/present tense throughout. |
| Verbs in the perfect form | This describes something that began in the past and has just finished or is still continuing. Perfect present tense uses the auxiliary verb have before the main verb: <i>It has been raining. They have been sleeping.</i> | Subjunctive verb forms | The subjunctive is a verb form or mood used to express things that could or should happen: <i>The headteacher requests that you be present at the meeting. If I were you, I would ask her.</i> |
| Modal verbs | Indicating degrees of possibility: <i>should, must, will, might</i> <i>The dog should be kept on a lead.</i> | Present and past progressive | It shows an action still in progress. Present: <i>My drawing skills are improving all the time.</i> Past: <i>I was writing the book.</i> |
| Passive and active | When the verb is active, the subject of the verb is doing the action. <i>The troll was chased by Harry.</i> When the verb is passive, the subject undergoes the action rather than doing it. <i>Harry chased the troll.</i> | | |

Punctuation:

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| Capital letters Full stops | Places, people, days of the week and I. To demarcate sentences. | Dashes | To mark the boundary between independent clauses. <i>She got home, put the kettle on and sat down - then she remembered.</i> |
| Question marks | To demarcate sentences. <i>What time is it?</i> | Apostrophes | They can show contraction (where the letters have been missed out). <i>can't, I'm, don't, won't.</i> They can show possession : <i>Ron's sister; The dragon's wings.</i> |
| Exclamation marks | To demarcate sentences. <i>Heave ho!</i> | Parenthesis | Brackets, dashes or commas to add extra information. |

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| Commas in lists | To separate items in a list. <i>I bought a pencil, a ruler and a book.</i> | Colons | To introduce lists: <i>You will need the following ingredients: a large, ripe mango, 250g of strawberries and a grated coconut.</i> To mark the boundary between independent clauses: <i>Fred failed his driving test on one thing: his emergency stop.</i> |
| Commas to clarify meaning | To clarify meaning and avoid ambiguity; after fronted adverbials. <i>Later that day, I heard the exciting news.</i> | Semi-colons | To mark the boundary between independent clauses; within lists |
| Hyphen | To avoid ambiguity: thirty five-year-olds. | Bullet points | List information. |
| Inverted commas | For direct speech. Speech marks go before and after spoken words. A capital letter must always be used when someone starts to speak and there must be a new line for each new speaker. Commas must separate the speech from the rest of the sentence. <i>Harry said, "We're going on holiday next week."</i> <i>"Do you think," he asked, "that I should take my wand with me?"</i> | | |

Vocabulary:

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| Synonyms | A word that has the same/similar meaning as another. <i>Big, large, enormous.</i> | Prefixes | Added to the beginning of a word to create a new word: <i>il, re, im, un</i> |
| Antonyms | A word with the opposite meaning. <i>Hot/cold; light/dark.</i> | Suffixes | Added to the end of a word to create a new word: <i>ed, less, ful</i> |
| Word families | Show how words are related in form and meaning. | | |

Standard English and formality

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| Standard English | Standard verb forms: <i>I did/I done, we were/we was</i> | Formal and informal vocabulary | Recognise the difference: <i>ask for/request</i> |
| The subjunctive | The subjunctive is a verb form or mood used to express things that could or should happen. <i>I wish I were able to fly.</i> | Formal and informal structures | Recognise differences in structures of writing |

Paper 2: Spelling Task:

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| Common exception words | | words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que | league, tongue, antique, unique |
| adding suffixes beginning with vowel letters to words of more than one syllable | forget <u>ting</u> , beginner <u>r</u> , preferred <u>d</u> , limitation <u>ion</u> | words with the /s/ sound spelt sc | science, scene, discipline, fascinate, crescent |
| the /i/ sound spelt y other than at the end of words | mythology, gymnastics, Egypt, pyramid, mystery | words with the /eɪ/ sound spelt ei, eigh, or ey | vein, weigh, eight, neighbour, they, obey |
| the /ʌ/ sound spelt ou | young, touch, double, trouble, country | endings which sound like /ʃəs/ spelt -cious or -tious | vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious |
| prefixes | <u>dis</u> appoint, <u>mis</u> behave, <u>im</u> mortal, <u>ir</u> relevant | endings which sound like /ʃəl/ | official, special, artificial, partial, confidential, essential |
| the suffix -ation | information, adoration, sensation, preparation, admiration | words ending in -ant, -ance, -ancy, -ent, -ence, -ency | observant, observance, hesitant, hesitancy, tolerant, tolerance, innocent, innocence, decent, decency, frequent, frequency, |
| the suffix -ly | gently, simply, humbly, frantically, dramatically | words ending in -able and -ible words ending in -ably and -ibly | adorable/adorably applicable/applicably considerable/considerably possible/possibly horrible/horribly |
| words with endings sounding like /ʒə/ or /tʃə/ | measure, treasure, pleasure, enclosure, creature, furniture, picture, adventure | adding suffixes beginning with vowel letters to words ending in -fer | referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference |
| endings that sound like /ʒən/ | division, invasion, confusion, decision, collision, television | words with the /i:/ sound spelt ei after c | deceive, conceive, receive, perceive, ceiling |
| the suffix -ous | poisonous, dangerous, mountainous, tremendous, jealous | words containing the letter string ough | ought, bought, thought, nought, brought, fought, tough, enough, cough, though, although, |
| endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian | invention, injection, expression, discussion, comprehension, politician | words with 'silent' letters | doubt, island, lamb, solemn, thistle, knight |
| words with the /k/ sound spelt ch | scheme, chorus, chemist, echo, character | homophones and other words that are often confused | advice/advise licence/license practice/practise prophecy/prophesy |
| words with the /ʃ/ sound spelt ch | chef, chalet, machine, brochure | | |