

# CONTENTS

	<b>Teacher's notes</b>	<b>2</b>
<b>SECTION 1</b>	<b>Tests 1 to 12, covering:</b>	<b>4</b>
	<b>Spelling:</b> Spelling phonically regular words; using guidelines ( <b>ll, ss, ck, nk, tch, ve, y</b> ); choosing correct spelling of vowel phonemes; words with consonant spellings <b>wh, k/c</b> ; two-syllable words; adding <b>ed, ing, er</b> to verbs (with no changes); spelling exception words; days of week.	
	<b>Word structure:</b> Adding <b>s</b> and <b>es</b> to form plurals; adding <b>ing, ed, er</b> to verbs.	
	<b>Vocabulary:</b> Words linked to topics; understanding word meanings in context; story language.	
	<b>Sentence structure:</b> Composing sentences; writing a sequence of linked sentences; composing questions; breaking text into sentences; using <b>and</b> to join words and clauses.	
	<b>Punctuation:</b> Using capital letters and full stops to demarcate sentences; using capital letters for names, days of the week and <b>I</b> ; using question marks and exclamation marks.	
	<b>Grammar:</b> Using nouns, verbs, adjectives in sentences; checking sentences for sense.	
	<b>Writing task 1 assessment sheet: My day out</b>	<b>16</b>
	<b>Completed proofreading task 1: Alfie meets an alien</b>	<b>17</b>
<b>SECTION 2</b>	<b>Tests 1 to 12, covering all the above, plus:</b>	<b>18</b>
	<b>Spelling:</b> Alternative spelling of vowels and consonants ( <b>ph, kn, wr, j</b> spelt <b>g</b> ; <b>s</b> spelt <b>c</b> ); adding <b>ing, ed, er, y</b> to words ending with <b>e</b> ; <b>le</b> endings; homophones.	
	<b>Word structure:</b> Compound nouns; using <b>un</b> and <b>dis</b> to indicate negatives; common suffixes ( <b>ful, less, ly</b> ).	
	<b>Vocabulary:</b> Introducing new words; opposites.	
	<b>Sentence structure:</b> Forming sentences using <b>and, but, or, so</b> ; words and phrases to link sentences; adjectives, verbs, nouns in a sentence; writing questions and exclamations.	
	<b>Punctuation:</b> Using question marks, full stops and exclamation marks to punctuate sentences; checking punctuation.	
	<b>Grammar:</b> Checking for grammatical sense; verb tenses (past and present) and tense consistency.	
	<b>Writing task 2 assessment sheet: Millie and the magic cooking pot</b>	<b>30</b>
	<b>Completed proofreading task 2: Letter to Jack</b>	<b>31</b>
<b>SECTION 3</b>	<b>Tests 1 to 12, covering all the above, plus:</b>	<b>32</b>
	<b>Spelling:</b> Selecting from alternative graphemes; same letters, different sound; common spelling patterns ( <b>wa, wor, all, al(k), dge</b> ); spelling endings ( <b>el, al, tion</b> ); using apostrophes in shortened forms; changes when adding <b>ed, ing, er</b> and <b>s/es</b> to words.	
	<b>Word structure:</b> Common suffixes to form nouns ( <b>ment, ness, er</b> ); adverbs ( <b>ly</b> ); adding <b>er/est</b> to adjectives.	
	<b>Vocabulary:</b> Introducing adventurous words; words with similar meanings; word meanings in context.	
	<b>Sentence structure:</b> Writing statements, questions and commands; adding adverbs into a sentence; using noun phrases to describe; subordination in relation to time and reason – using conjunctions ( <b>because, when, that, if</b> ).	
	<b>Punctuation:</b> Commas to separate items in a list; more uses of capital letters (months of the year); using apostrophes for possession; purpose of speech marks.	
	<b>Grammar:</b> Checking sentences; selecting adventurous words to use in sentences; identifying and maintaining purpose; verb tenses using progressive verb forms.	
	<b>Writing task 3 assessment sheet: How to keep healthy</b>	<b>44</b>
	<b>Completed proofreading task 3: Wendy the witch</b>	<b>45</b>