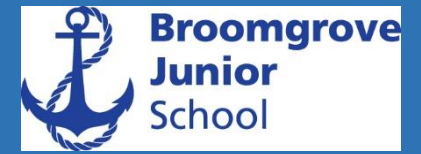


Topic	Year 3	Year 4	Year 5	Year 6
Terminology for pupils	Preposition Conjunction Word family Clause Subordinate clause Direct speech Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks') Present perfect Punctuate	Determiner Pronoun Possessive pronoun Adverbial Verb inflections Plural Cohesion Pronoun Apostrophes Fronted adverbials Noun phrases Prepositional phrases Adjectives	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Adverb Modal verbs Commas	Subject Object Active Passive Synonyms Antonyms Subjunctive Cohesive devices Ellipsis Clauses Punctuation Hyphens Colon Semi-colon Ambiguity
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example,	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus

	then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]
Punctuation	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Broomgrove Junior School
Statutory Spelling list for Year 3 & 4



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

Broomgrove Junior School
Statutory Spelling list for Year 3 & 4



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