**Key Stage 1**

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| **S1 – S37**  **Spelling** | |
| S1 the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck  S2 the ŋ sound spelt n before k  S3 –tch  S4 the /v/ sound at the end of words  S5 adding –s and –es to words (plural of nouns and the third-person singular of verbs)  S6 adding the endings –ing, –ed and –er to verbs where no change is needed in the root word  S7 adding –er and –est to adjectives where no change is needed in the root word  S8 vowel digraphs and trigraphs: ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo(/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)  S9 words ending in –y (/i:/ or /ɪ/)  S10 new consonant spellings ph and wh  S11 using k for the /k/ sound  S12 compound words  S13 the days of the week  S14 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  S15 the /s/ sound spelt c before e, i and y  S16 the /n/ sound spelt kn– and (less often) gn– at the beginning of words  S17 the /r/ sound spelt wr at the beginning of words | S18 the /l/ or /əl/ sound spelt –le at the end of words  S19 the /l/ or /əl/ sound spelt –el at the end of words  S20 the /l/ or /əl/ sound spelt –al at the end of words  S21 words ending in –il  S22 the /aɪ/ sound spelt –y at the end of words  S23 adding –es to nouns and verbs ending in –y  S24 adding –ed, –ing, –er and –est to a root word ending in –y with a  consonant before it  S25 adding the endings –ing, –ed, –er, –est and –y to words ending in –e  with a consonant before it  S26 adding –ing, –ed, –er, –est and –y to words of one syllable ending in  a single consonant letter after a single vowel letter  S27 the /ɔ:/ sound spelt a before l and ll  S28 the /ʌ/ sound spelt o  S29 the /i:/ sound spelt –ey  S30 the /ɒ/ sound spelt a after w and qu  S31 the /ɜ:/ sound spelt or after w  S32 the /ɔ:/ sound spelt ar after w  S33 the /ʒ/ sound spelt s  S34 the suffixes –ment, –ness, –ful, –less and –ly  S35 words ending in –tion  S36 homophones and near-homophones  S37 common exception words |
| **NB. The following spelling objectives will only be assessed on Paper 2, not on Paper 1:**   * possessive apostrophe with singular nouns * contractions | |

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| **G1**  **Grammatical terms/ word classes** | **G2**  **Functions of sentences** | **G3**  **Combining words, phrases and clauses** | **G4**  **Verb tenses and consistency** | **G5**  **Punctuation** | **G6**  **Vocabulary** |
| G1.1: Nouns  G1.2: Verbs  G1.3: Adjectives  G1.4: Conjunctions  G1.5: Pronouns  G1.5a: Possessive  pronouns  G1.5b: Relative  pronouns  G1.6: Adverbs | G2.1: Statements  G2.2: Questions  G2.3: Commands  G2.4: Exclamations | G3.1: Sentences  G3.2: Noun phrases  G3.3: Co-ordinating  Conjunctions  G3.4: Subordinating  Conjunctions | G4.1a: Simple past and simple present  G4.1d: Present and past progressive  G4.2: Tense consistency | G5.1: Capital letters  G5.2: Full stops  G5.3: Question marks  G5.4: Exclamation  marks  G5.5: Commas in lists  G5.8: Apostrophes | G6.2: Prefixes  G6.3: Suffixes |

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| **Question Type** | | **Question Stems** | **Examples from Recent SATs** |
| **Selected Reposnse** | **Identify** | Tick one word to complete the sentence below.  Circle all the [nouns] in the sentence below.  Which sentence uses…correctly?  Which sentence must end with [a question mark]?  Tick the meaning of…  Tick one box in each row to show …  Tick the…in the sentence below.  What type of word…  Underline the…  Circle the….  Tick the… |  |

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| **Question Type** | **Question Stems** | **Examples from Recent SATs** |

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| **Selected Response** | **Match** | Draw lines to match each sentence to [its type]. |  |

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| **Question Type** | **Question Stems** | **Examples from Recent SATs** |

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| **Constructed Response** | **Complete, correct, rewrite** | Rewrite the sentence below, changing it to [past tense].  Copy the sentence below. Add [capital letters] where necessary  Insert a [full stop] in the sentence correctly.  Insert a…to show…  Complete the sentence below…  Replace the underlined word with…  Rewrite the sentence below as a… |  |

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| **Question Type** | | **Question Stems** | **Examples from Recent SATs** |
|  | **Write** | Write a statement [to answer the question below].  Write the question…  Write the name of the punctuation…  Write a command including the word [‘Look’ ]. |  |
| **Explain** | The sentence below has [an apostrophe] missing. Explain why it needs [the apostrophe].    Why is the [full stop] used in the sentence below? |  |

**Key Stage 2**

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| **S37 – S61**  **Spelling** | |
| S37 common exception words  S38 adding suffixes beginning with vowel letters to words of more than one  syllable  S39 the /i/ sound spelt y other than at the end of words  S40 the /ʌ/ sound spelt ou  S41 prefixes  S42 the suffix –ation  S43 the suffix –ly  S44 words with endings sounding like /ʒə/ or /tʃə/  S45 endings that sound like /ʒən/  S46 the sufx –ous  S47 endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  S48 words with the /k/ sound spelt ch  S49 words with the /ʃ/ sound spelt ch  S50 words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que | S51 words with the /s/ sound spelt sc  S52 words with the /eɪ/ sound spelt ei, eigh, or ey  S53 endings which sound like /ʃəs/ spelt –cious or –tious  S54 endings which sound like /ʃəl/  S55 words ending in –ant, –ance, –ancy, –ent, –ence, –ency  S56 words ending in –able and –ible  words ending in –ably and –ibly  S57 adding sufxes beginning with vowel letters to words ending in –fer  S58 words with the /i:/ sound spelt ei after c  S59 words containing the letter string ough  S60 words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  S61 homophones and near homophones (Years 3 and 4)  homophones and other words that are often confused (Years 5 and 6) |
| **NB. The following spelling objectives will only be assessed on Paper 1, not on Paper 2:**   * possessive apostrophe with plural words * use of the hyphen * contractions | |

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| **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** |
| G1.1: Nouns  G1.2: Verbs  G1.3: Adjectives  G1.4: Conjunctions  G1.5: Pronouns  G1.5a: Possessive  pronouns  G1.5b: Relative  pronouns  G1.6: Adverbs  G1.6a: Adverbials  G1.7: Prepositions  G1.8: Determiners  G1.9: Subject and object | G2.1: Statements  G2.2: Questions  G2.3: Commands  G2.4: Exclamations | | G3.1: Sentences and  clauses  G3.1a: Relative clauses  G3.2: Noun phrases  G3.3: Co-ordinating  Conjunctions  G3.4: Subordinating  Conjunctions and subordinate clauses | G4.1a: Simple past  and  simple present  G4.1b: Verbs in the  perfect form  G4.1c: Modal verbs  G4.1d: Present and past progressives  G4.2: Tense consistency  G4.3: Subjunctive verb forms  G4.4: Passive  and active | | G5.1: Capital letters  G5.2: Full stops  G5.3: Question marks  G5.4: Exclamation  marks  G5.5: Commas in lists  G5.6a: Commas to clarify meaning  G5.6b: Commas after fronted adverbials  G5.7: Inverted commas  G5.8: Apostrophes  G5.9: Punctuation  for parenthesis  G5.10: Colons  G5.11: Semi-colons  G5.12: Single dashes  G5.13: Hyphens  G5.14: Bullet points | G6.1: Synonyms and  Antonyms  G6.2: Prefixes  G6.3: Suffixes  G6.4: Word families | | G7.1: Standard English  G7.2: Formal and  informal vocabulary G7.3: Formal and  informal structures  G7.4: The subjunctive |
| **NB. None of the following objectives will be assessed on the KS2 GPS test:** | | | | | | | | | |
| Year 3 objectives:   * introduction to paragraphs as a way to group related material * headings and subheadings to aid presentation | | Year 4 objectives:   * use of paragraphs to organise ideas around a theme | | | Year 5 objectives   * devices to build cohesion within a paragraph * linking ideas across paragraphs * using adverbials of time, place and number or tense choices | | | Year 6 objectives:   * linking ideas across paragraphs * using a wider range of cohesive devices * layout devices | |

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| **Question Type** | | **Question Stems** | **Examples from Recent SATs** |
| **Selected Reposnse** | **Identify** | Tick one word to complete the sentence below.  Circle all the [nouns] in the sentence below.  Which sentence [is punctuated] correctly?  Which sentence must end with [a question mark]?  Tick the meaning of…  Tick one box in each row to show whether…  Tick the…in the sentence below.  Which sentence is grammatically correct?  Which option completes the sentence?  What is the grammatical term for the underlined part of the sentence?  Which sentence is written in Standard English?  Which sentence uses the underlined word as a …?  Which word class is the underlined word in the sentence below?  Underline the…  Circle the….  Tick the… |  |

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| **Question Type** | **Question Stems** | **Examples from Recent SATs** |

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| **Selected Response** | **Match** | Draw lines to match each sentence to [its type]. |  |

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| **Question Type** | **Question Stems** | **Examples from Recent SATs** |

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| **Constructed Response** | **Complete, correct, rewrite** | Rewrite the sentence below, changing it to [past tense].  Copy the sentence below. Add [commas] where necessary  Insert a [comma] in the sentence correctly.  Insert a…to show…  Complete the sentence below…  Replace the underlined word with…  Rewrite the sentence below in… |  |

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| **Question Type** | | **Question Stems** | **Examples from Recent SATs** |
|  | **Write** | Write a statement [to answer the question below].  Write the question…  Write the name of the punctuation…  What is the word class of each underlined word?  What is the grammatical term for the underlined… |  |
| **Explain** | The sentence below has [an apostrophe] missing. Explain why it needs [the apostrophe].    Why is the [colon] used in the sentence below?  Explain how the…changes the meaning of the sentence. |  |