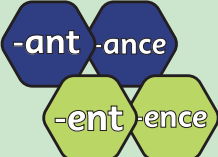


# Where does Spelling with Grammarsaurus meet the National Curriculum objectives?

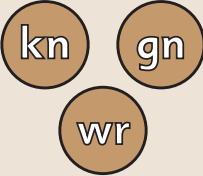
# Y5-6



## Spelling with Grammarsaurus

| National Curriculum Objective                                                                                                                                                                                       | Morphology sequence unit                                                                                                                                                                                                                                                                                                           | Submorphemic grapheme pattern units | Commonly misspelt unit | Writing unit                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Endings which sound like /ʃəs/ spelt -cious* or -tious*</p> <p>*This is the suffix -ous.</p> <p>space ⊕ i ⊕ ous = spacious</p> <p>in ⊕ fect ⊕ i ⊕ ous = infectious</p> <p>con ⊕ tent ⊕ i ⊕ ous = contentious</p> |  <p><b>-ous</b></p> <p>Y3 Autumn 1 and developed further in Y4 Autumn 1</p>                                                                                                                                                                       |                                     |                        | <p><b>Non-chronological report (Y4):</b><br/>Extinct animals</p> <p><b>Non-chronological report (Y4):</b><br/>Extinct animals (fictional)</p> |
| <p>Endings which sound like /ʃəl/</p> <p>This depends on the base when adding the suffix -al.</p> <p>of ⊕ fic ⊕ i ⊕ al = official</p> <p>part ⊕ i ⊕ al = partial</p>                                                |  <p><b>-al</b></p> <p>Place Value of Spelling Objective</p> <p>First taught in Y4</p>                                                                                                                                                           |                                     |                        | <p><b>Non-chronological report (Y4):</b><br/>Ancient Greek mythological monsters</p>                                                          |
| <p>Words ending in -ant, -ance/-ancy*, -ent, -ence/-ency*</p> <p>*ance ⊕ y = -ancy<br/>ence ⊕ y = -ency</p>                                                                                                         |  <p><b>-ant -ance -ent -ence</b></p> <p>Y5 Spring 1</p>                                                                                                                                                                                         |                                     |                        | <p><b>Recount (diary):</b><br/>Raysha's escape</p>                                                                                            |
| <p>Words ending in -able and -ible</p>                                                                                                                                                                              |  <p><b>-able -ible</b></p> <p>Y4 Spring 1</p>  <p><b>-ty</b></p> <p>able as alternate form of able<br/>ible as alternate form of ible</p> <p>Y4 Spring 2</p> |                                     |                        | <p><b>Non-chronological report (Y4):</b><br/>Ancient Greek mythological monsters</p>                                                          |



|                                                                                                                  |                                                                                                  |                                                                                     |                                                                                      |                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Words ending in -ably and -ibly                                                                                  | <br>Y5 Summer 2 |                                                                                     |                                                                                      | <b>Persuasive advert:</b><br>Visit Mexico                                                                                                                   |
| Adding suffixes beginning with vowel letters to words ending in fer                                              | <br>Y6 Spring 1 |                                                                                     |                                                                                      | <b>Narrative:</b><br>Danger at the lighthouse (a WW2 evacuee story)                                                                                         |
| Use of the hyphen                                                                                                | <br>Y6 Autumn 1 |                                                                                     |                                                                                      | <b>Recount (letter):</b><br>Dracula: Harker's letter<br><br><b>Recount (letter):</b><br>Terry Orange meets Opal Fruit                                       |
| Words with the /i:/ sound spelt ei after c                                                                       | <br>Y6 Spring 2 |                                                                                     |                                                                                      | <b>Recount (diary):</b><br>Boy from the 17th floor<br><br><b>Recount (diary):</b><br>Day 16 on Polar Island<br><br><b>Recount (diary):</b><br>The Last Year |
| Words containing the letter-string ough                                                                          |                                                                                                  |                                                                                     |  |                                                                                                                                                             |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |                                                                                                  |  |  |                                                                                                                                                             |
| Homophones and other words that are often confused                                                               |                                                                                                  |                                                                                     |  |                                                                                                                                                             |

