

# EGPS guidance

Year 1, Year 2, Years 3-4, Years 5-6

Exemplification of the Programmes of Study for  
English grammar, punctuation and spelling

# National Curriculum 2014

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### Message from the English team:

All maintained schools must use the national curriculum to support their planning and assessment, however, we have found that there are aspects of the curriculum which require further clarification. This series of booklets aims to provide teachers with a comprehensive overview of the EGPS aspect of the curriculum. In putting together this document, the English team hope to support you in your own grammatical knowledge and enable you to deliver the EGPS element of the curriculum with confidence to your class. There are four booklets in this series (Years 1, 2, 3-4, 5-6) and we advise that you and your class are well acquainted with the curriculum preceding your year group.

As the end of Key Stage 1 EGPS test incorporates all grammar and spelling learning from Key Stage 1. Correct spelling is required for the award of the mark for the majority of questions in Paper 2, especially in the following cases:

**verb forms** – the whole word must be correctly spelt for the award of the mark

**contractions** – the full contraction must be correctly spelt and the apostrophe correctly placed for the award of the mark

**prefixes and suffixes** – the whole word (i.e. the root and the prefix and / or suffix) must be correctly spelt for the award of the mark

**plurals** – the whole word must be correctly spelt in responses to questions assessing plurals for the award of the mark. The use of an apostrophe in the formation of a plural will prohibit the award of the mark, unless this is a legitimate use to indicate a possessive plural

Please note that the curriculum page references come from **English programmes of study: key stages 1 and 2** which can be found on the DfE site: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

## English Appendix 2: Vocabulary, grammar and punctuation

Page 65 in the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.

Year 3: detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish; wishes], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the <b>personal pronoun</b> /
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## Writing - transcription

### (Page 12, English programmes of study: key stages 1 and 2): spelling

(See English Appendix 1: Spelling from the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

#### Curriculum objective:

- spell words containing each of the 40+ phonemes already taught

This includes the teaching of phase 5 phonics and ensuring that these are taught at pace and are revisited regularly to enable children to be able to choose the correct grapheme for the phoneme that they are writing.

#### Curriculum objective:

- spell common exception words

Learning to read and recognise these words is the first step towards spelling them.

The year one common exception words are as follows:

*the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our* (plus any other words according to the spelling programme used in the school).

**N.B.** Although these common exception word examples are in the non-statutory part of the curriculum, the year 2 common exception words were included as part of the secure fit 2016-2017 end of Key Stage 1 writing interim teacher assessment.

## Curriculum objective:

- **spell the days of the week**

Learning to read and recognise these words is the first step towards spelling them.

Looking at the etymology of these word can be very useful in helping children to spell them and can develop an early interest in word origins.

E.g. Monday- day of the moon

It is important that children are enunciating these words correctly.

E.g. *Tuesday* not *Chooseday*

## Curriculum objective:

- **name the letters of the alphabet**
- **naming the letters of the alphabet in order**
- **using letter names to distinguish between alternative spellings of the same sound**

Knowing the names of the letters of the alphabet is helpful when talking about individual letters and when talking about letters in words.

N.B. When children spell they should use segmenting and identify the graphemes in the words. When segmenting the word rain, a child should say the sounds (phonemes) in rain e.g. *r- ai- n*. The */a/* sound is represented by the grapheme *ai*. When segmenting, the child would not be using the names of the letters; they would be using the phonemes.

However, when a child is asked, 'What letters are in the word rain?' they need to be able to name the letters. */r//a//i//n/*.

## Curriculum objective:

- add prefixes and suffixes
- using the spelling rule for adding **–s** or **es** as the plural marker for nouns

Although the term prefix is not introduced until year three, the concept of a prefix is taught in the year one curriculum. In year one, children should use and understand the meaning of the terms ‘singular’ and ‘plural’

## Curriculum objective:

- using the prefix **un-**

Children need to know that when they add ‘*un*’ to a root word, it creates a new word based on the meaning of the root but is its opposite. E.g. *happy, unhappy, do, undo, able, unable, fortunate, unfortunate, believable, unbelievable.*

## Curriculum objective:

- Apply simple spelling rules and guidance, as listed in English Appendix 1

## How is it tested?

### 2016 Sample EGPS paper

- 10** Write **s** or **es** to make each word a plural.

fox es

card s

match es



1 mark

## Curriculum objective:

- using *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words [for example, *helping*, *helped*, *helper*, *eating*, *quicker*, *quickest*]

*-ing* and *-er* always add an extra syllable to the word and *-ed* sometimes does.

## Curriculum objective:

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words so far

As part of regular spelling practice it is essential to use dictated sentences. This can support with making assessments of spellings but also correct use of punctuation. Dictations may be developed into more than one sentence.

E.g. *My baby went off sleep very quickly.*

E.g. *I said no, she was at your school.*

## How is it tested?

2016 Sample EGPS paper (practice question)

- a** Tick the word that completes the sentence.

We were \_\_\_\_\_ on our projects.

Tick **one**.

worked ☐

works ☐

working ☒

work ☐

## How is it tested?

The spelling paper takes the form of a dictation with missing words for the children to spell. This way, children hear the spelling in the context of a sentence. It is important to encourage children to listen to, and hear and enunciate the accurate sounds within a word. This can be supported with on-going phase one activities.

N.B: In the 2016 Sample EGPS paper, ten words out of twenty came from the year one spelling curriculum. Year one spellings represent 25% of the full EGPS mark in year two.

In the 2016 EGPS paper, nine words out of twenty came from the year one spelling curriculum. Again, year one spelling represents approximately 25% of the full EGPS mark in year two.



## Writing - composition

(Page 14, English programmes of study: key stages 1 and 2)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

The process of writing gives pupils the opportunity to develop their grammar, punctuation and spelling skills within a meaningful context. Children should be encouraged to start to take on responsibility for their own spellings during this process and opportunities should be given to allow children to develop pieces of writing in line with these curriculum expectations.

### Curriculum objectives such as...

- **write sentences by:**
  - **composing a sentence orally before writing it**
  - **sequencing sentences to form short narratives**
  - **re-reading what they have written to check that it makes sense**
  - **discuss what they have written with the teacher or other pupils**

...make clear that the grammar, punctuation and spelling curriculum should be part of a wider writing curriculum and that teaching should incorporate context-based grammar. By the end of year one children should be able to write and correctly punctuate sentences with capital letters, spaces and end of sentence punctuation.

## Writing - vocabulary, grammar and punctuation

(Page 15, English programmes of study: key stages 1 and 2)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum - English 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

### Statutory requirements:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - Using spaces consistently.

### Curriculum objective:

- joining words and clauses using *and*

Although the term ‘conjunction’ does not come into the curriculum until year three, it is important that children in year one learn that ‘and’ is a joining word. We might say that it can join words and sentences. Understanding its function is important.

## Curriculum objective:

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

## How is it tested?

### 2016 Sample EGPS paper

- 1 Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune ?



1 mark

### 2016 EGPS paper

- 16 Circle the **full stops** that are in the wrong places.  
One has been done for you.

My classroom is oquite big. There are some colourful paintings. .  
on the walls. My best friend. . Ahmed painted one of them.



1 mark

## Curriculum objective:

- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

### 2016 EGPS sample paper

- 15 Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

Because they are names and names of days  
and places.



1 mark

## 2016 EGPS sample paper

**7** Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

Because they are names and names of days and places.



1 mark

N.B. The mark scheme states that marks will only be awarded for these questions if children recognise that these words start with capital letters because they are names and names of days and places. This would be deemed a correct response.

If children answer more generally with a response 'because they are important' this would be deemed as incorrect.

### Curriculum objective:

- use the grammatical terminology in English Appendix 2 in discussing their writing

As part of editing their work, opportunities will arise to use the grammatical terminology introduced in year one in the context of their written work.

## Further useful curriculum guidance:

### Non-statutory:

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing.