EGPS guidance Years 5-6

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

Index of terms

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 Two, the EGPS test incorporates all grammar and spelling learning from Key Stage One and Key Stage Two, some grammar objectives which are not explained in this booklet can be found in the Year 1 or Year 2 booklets.

The weighting given to the questions in the EGPS paper and the spelling paper are useful to note. Correct spelling is required for the award of the mark for the majority of questions in Paper 1, 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.

Weighting of EGPS in Key Stage 1 papers:
Paper 1: spelling = 50%
Paper 2: questions= 50%

Weighting of EGPS in Key Stage 2 papers:
Paper 1: questions = 70% (approximately)
Paper 2: spelling = 30% (approximately)

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

English Appendix 2: Vocabulary, grammar and punctuation

Page 66 in the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.

Year 5: detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** and **adjectives** into **verbs** using suffixes [for example, -ate; *-ise; -ify*] Verb prefixes [for example, *dis-, de-, mis-*, *over* and *re*-]
Sentence	Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun. Indicating degrees of possibility using adverbs [for *example, perhaps, surely*] or model verbs [for example, *might, should, will, must*]
Text	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*]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: detail of content to be introduced (statutory requirement)	
Word	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	Use of the passive to affect the presentation of information in a sentence [for example*, I broke the window in the greenhouse* versus *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	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, sub-headings, columns, bullets, or tables, to structure text].
Punctuation	Use of the semi-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*]
Terminology for pupils	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points

Writing - transcription

(Page 36, English programmes of study: key stages 1 and 2): spelling

(See <u>English Appendix 1: Spelling</u> 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

Curriculum objective:

- **use further prefixes and suffixes and understand the guidance for adding them**

Prefixes are added to the start of a word and suffixes are added to the end of a word. They can change a word's meaning or create a new word.

Prefixes:

un, dis, mis, have negative meanings
in means not or into
il means not
im means not
ir means not
re means again or back
sub means under
inter means between or among
super means above
anti means against
auto means self or own

Suffixes:

ati*on*- add to verbs to form nouns
ly- add to an adjective to form an adverb
ally- added to some root words to make an adverb
ous- can change a noun into an adjective e.g. poison, poisonous

How is it tested?

<u>2016 Sample EGPS paper, KS2:</u>

11 (55%) words out of 20 on the 2016 sample spelling paper focused on prefixes and suffixes.

Spelling words: *discover, mission, edible, delicious, illusion, re-enter, abundance, unavoidably, dissolve, ominous, possession*

<u>2016 EGPS paper, KS2:</u>

14 (70%) words out of 20 on the 2016 spelling paper focused on prefixes and suffixes (and endings).

Spelling words: *disorder, polishing, washable, offering, vision, misplaced, distance, brilliant, previous, passion, facial, nationality, variation, ferociously*

Endings - Years3/4:

sure as in *measure, enclosure* etc
sion – means 'state of being' as in division, invasion etc
tion means 'state of being'
sion, ssion means 'state of being'
cian means 'profession of'

Endings – Years5/6:

cious, ious, tious means having the qualities of
cial, tial – having the character
ant – person who performs an action
ent – person who performs an action
ance – state of
ancy – state of being
ence– state of
ency – state of being
able – able to -*ably* – how something is
ible – able to -*ibly* – how something is

The suffixes -*able* and -*ible* both mean able to. There are some rules which can be applied to support the teaching of these suffixes:

Words ending in –*able*

The suffix -*able* is usually added to complete words to turn them into adjectives. More words end in -*able*, so if in doubt, use -*able*. This is an opportunity for dictionary work.

Rules for -*able:*

Words ending in -*able* are usually formed from two separate words that make sense on their own: e.g. *enjoy+able= enjoyable*

When *able* is added to a word ending in -e the -e is usually (not always) removed: e.g. *value+ able= valuable*

2016 Sample EGPS paper, KS2:

22   What does the root <u>struct</u> mean in the word family below?

destruction   **structure**   **reconstruct**

Tick **one**.

break	☐
build	✔
carry	☐
touch	☐

1 mark

3   Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	**Word**
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

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If a word ends in -y the -y is replaced with an -i before the suffix -able is added: e.g. *rely+able=reliable*

Words that have a hard 'c' or 'g' sound often end in able, e.g. *amicable, navigable*

Words ending in *-ible*

The suffix *-ible* is often added to partial root words, many which originate in Greek or Latin, but it can also be added to complete words.

Rules for *ible*

Many words ending in *-ible* cannot be divided into two English words that make sense on their own. The suffix is needed in order to make a whole word: e.g.*visible*

Words with -s or -ss before the ending usually take *-ible*. If they end in a vowel then the vowel is usually dropped: e.g. *responsible, possible*

Words that have a soft 'c' or 'g' sound usually end in *-ible*: e.g. *legible, invincible*

NB

Teaching of root words is reinforced at this point, because prefixes and suffixes create new words based on the meaning of the root word e.g. *help, helpful, unhelpful, helpless, helplessly* etc – note the term 'word family' in the terminology for pupils section. Children need to be taught to look for the root word in the dictionary when seeking definitions.

Continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once the root words are learned in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

39 Complete the table below by adding a **suffix** to each noun to make an **adjective**.

Noun	Adjective
care	careless
nature	natural
mess	messy
danger	dangerous
beauty	beautiful

1 mark

NB Do not accept misspellings

2016 EGPS paper, KS2:

1 Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word	Suffix
manage	ish
harm	able
self	ful

1 mark

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31 Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was <u>uncooked</u>.

This means that the pasta <u>was not cooked at all</u>

_____

The chef said the pasta was <u>undercooked</u>.

This means that the pasta <u>was not cooked enough</u>

_____

1 mark

21 What does the root <u>graph</u> mean in the word family below?

graphics   auto**graph**   photo**graph**y   para**graph**

Tick **one**.

moving pictures   ☐

writing or drawing   ☑

colourful or bright   ☐

in a group   ☐

1 mark

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12 Complete the sentence with an **adjective** formed from the verb create.

The artist was very _____creative_____ and produced many original works.

1 mark

36 Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a _____famous_____ [fame] sportswoman.

Her _____athletic_____ [athlete] achievements already include winning

races in her home town. She hopes to win _____national_____ [nation]

competitions one day.

1 mark

2016 EGPS Sample paper, KS2:

22 What does the root struct mean in the word family below?

destruction   structure   reconstruct

Tick **one**.

break   ☐

build   ✔

carry   ☐

touch   ☐

1 mark

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Curriculum objective:

- **spell homophones and other words that are often confused**

Examples from the curriculum:

accept/except
affect/effect
ball/bawl,
berry/bury
brake/break
fair/fare
grate/great
groan/grown
here/hear
heel/heal/he'll
knot/not
mail/male
main/mane
meat/meet
medal/meddle
missed/mist
peace/piece
plain/plane
rain/rein/reign
scene/seen
weather/whether
whose/who's

How is it tested?

2016 Sample EGPS paper KS2:

2 (10%) words out of 20 on the sample spelling paper focused on homophones or near homophones

Spelling words: *loose, drawer*

Although the mark scheme only identifies '*loose'* as a homophone or a near homophone, it is clear that *sleigh* and *scent* could also pose homophone issues for children.

2016 EGPS paper, KS2:

1 (5%) word out of 20 on the 2016 EGPS spelling paper focused on homophones or near homophones

Spelling words: *prey, ceiling*

Although the mark scheme only identifies '*prey'* as a homophone or a near homophone, it is clear that the word *ceiling* could also pose homophone issues for children.

2016 EGPS paper, KS2:

37 Which option correctly completes the sentence below?

The child _____ story won the competition had worked very hard.

Tick **one**.

whom ☐

whose ☑

who's ☐

which ☐

1 mark

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Curriculum objective:

- **spell some words with 'silent' letters [for example, knight, psalm, solemn]**

These letters cannot be predicted from the pronunciation of the word. They are letters which used to be sounded hundreds of years ago: e.g. in *knight* there was a /k/ sound before the /n/, and the gh sound used to represent the sound that 'ch' now represents in the Scottish word *loch*.

About 60% of English words contain a silent letter.

Examples: *aisle, cocoa, crumb, thumb, muscle, scissors, handsome, Wednesday, giraffe, heir, honest, ghost, knee, calm, behalf, autumn, column, receipt, pneumatic, catch, listen, building, guess, write, answer*

Curriculum objective:

- **use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1**

All words are made up of at least one morpheme. An understanding of morphemes can help with spelling because a morpheme in one word may be applied to other similar words. A morpheme is the smallest unit of meaning in a word.

A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, (e.g. *unhelpful* has 3 morphemes, *un - help - ful*) as well as other kinds of changes such as the change of *mouse* to *mice*.

Morphology may be used to produce different inflections of the same word (e.g. *boy – boys*), or entirely new words (e.g. *boy-boyish*) belonging to the same word family. A word that contains two or more root words is a compound (e.g. *news+paper, foot+ball*).

Rules for adding morphemes:

- o Adding 's' to an appropriate root word to make a plural: e.g. dog, dogs
- o Showing possession by adding apostrophe ('s) to an appropriate root word: e.g. *musician, musician's*
- o Adding a comparative e.g. 'ier' to an appropriate root word: e.g. *happy, happier*
- o Adding a superlative 'est' to an appropriate root word: e.g. *happy, happiest*
- o Adding morphemes can change the class of a word. Here are some examples:
  - Adding the suffix 'ness' to an appropriate root word can change an adjective into a noun: e.g. *happy, happiness*
  - Adding the suffix 'ion' to an appropriate root word can change a verb into a noun: e.g. *act, action*
  - Adding the suffix 'ful' to an appropriate root word can change a noun into an adjective: e.g. *hope, hopeful*
  - Adding the prefix 'un' to the beginning of an appropriate root word gives the word the opposite meaning: e.g. *tie, untie*

Many prefixes are not separated from the root by a hyphen, however *ex-* (former) and *self-* are always followed by a hyphen, e.g. *ex-wife, self-confidence*.

A word's etymology is its history: its origins in earlier form of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.

E.G. *parliament* is from the French *parler* meaning 'to speak'; *skeleton* is a Greek word that means 'dried up'; *verbatim* is a Latin word which means 'word for word'.

Curriculum objective:

- **use dictionaries to check the spelling and meaning of words**
- **use the first two or three letters of a word to check its spelling in a dictionary**

Teach children how to use a dictionary, considering its use:

- to find the definition of words
- to check spelling
- to learn the pronunciation of words
- to break words into syllables
- to identify word class
- to learn the tense of a word
- to learn the plural of a noun
- to check a sentence or expression with a word used correctly
- to learn comparatives and superlatives
- to know the origin or history (etymology) of a word

- to learn
  - synonyms (words that mean the same)
  - antonyms (opposites of words)
  - homonyms (words that have the same pronunciation and spelling but mean different things, eg. *The bank where my money is / A grassy river bank*)
  - homophones (words that have the same pronunciation but are spelt differently, eg. *week/weak*)
  - homographs (words that have the same spelling but different pronunciation, eg*. The wind blew. I wind my clock up.*)

Curriculum objective:

- **use a thesaurus**

Thesauri are useful in improving writing and developing vocabulary and are especially important when learning synonyms and antonyms.

The correct and effective use of a thesaurus can be modelled through shared writing and discussion about which words work well.

Word list - Years 5 and 6

Refer to the statutory word list for Years 5 and 6 in the curriculum.

To support teachers in addressing this statutory requirement, words have been sorted in relation to curriculum expectations for Years 5 and 6. Additional common spelling patterns have also been explored and words clustered accordingly.

Y5/6 Curriculum Links *(Pages 56-62)*	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'	Y5/6 Curriculum Links *(Pages 56-62)*	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
Endings which sound like /ʃəs/ spelt –cious or –tious		*conscious*	Use of the hyphen		
Endings which sound like /ʃəl/ (-cial and –**tial**)	*special*	*available, individual, muscle, physical, symbol, vegetable, vehicle*	Words with the /i:/ sound spelt *ei* after *c*	*believe, experience*	*achieve, mischievous, ancient, conscience, convenience, foreign*
Words ending in –ant, -ance/-ancy, -ent, -ence/-ency	*experience*	*relevant, restaurant ancient, apparent, excellent, sufficient, frequently, parliament existence*	Words containing the letter string *ough*	*although, enough, though, thought, through*	*thorough*
Words ending in –able and –ible, -ably and –ibly	*possible*	*available, vegetable*	Words with 'silent' letters	*favourite, imagine, island, knowledge, length, medicine, promise, purpose*	*foreign, government, twelfth, yacht*
Adding suffixes beginning with vowel letters to words ending in –fer			Homophones and other words that are often confused	*though, thought, through, woman/women*	*conscience, conscious, thorough*

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Other spelling patterns	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
Revision of the split digraph	*arrive, believe, breathe, complete, increase, decide, describe, exercise, extreme, guide, notice, opposite, separate, suppose, surprise* *favourite, imagine, medicine, minute, promise, purpose*	*accommodate, appreciate, communicate, criticise, exaggerate, interfere, persuade, recognise, sacrifice, sincere* *aggressive, average, bruise, definite, desperate, prejudice, privilege*
Words with double consonants	*accidentally, address, appear, arrive, different, difficult, disappear, occasionally, opposite, possession, possible, pressure*	*accommodate, accompany, according aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, embarrass, exaggerate, excellent, harass, immediate(ly), interrupt, marvellous, necessary, occupy, occur, opportunity, profession, programme, recommend, sufficient, suggest*
Soft *c*/ Soft *g*	*bicycle, centre, century, certain, circle, decide, exercise, experience, imagine, medicine, notice, recent, sentence, strange* *special*	*appreciate, average, cemetery, conscience, convenience, excellent, existence, hindrance, language, necessary, nuisance, prejudice, sacrifice, vegetable* *especially, sufficient*

Other spelling patterns	Words from Y3/4 'Word List'	Words from Y5/6 'Word List'
Words with the /ure/ sound	*answer, calendar, centre, certain, circle, consider, early, earth, grammar, heard, learn, particular, peculiar, perhaps, popular, pressure, purpose, quarter, regular, remember*	*amateur, awkward, familiar, leisure, neighbour, occur, signature, temperature*
Word endings -*ite, -ate, -ete* and -*ute*	*complete, favourite, minute, opposite*	*accommodate, appreciate, communicate, definite, desperate, exaggerate*
Words ending in -*y*	*century, early, February, history, library, naughty, ordinary*	*accompany, category, cemetery, community, controversy, curiosity, dictionary, forty, identity, occupy, opportunity, secretary, variety*
Ex- at the beginning of words	*exercise, experience, experiment, extreme*	*exaggerate, excellent, existence, explanation*
Additional words (not yet addressed in any other section)	*breath, build, forward(s), fruit, guard, heart, often, perhaps, question, strength, therefore*	*bargain, bruise, determined, environment, equip(ped/ment), guarantee, lightning, shoulder, soldier, stomach*

Writing - Composition

Page 37, 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

The process of writing; planning, drafting and writing, evaluating and editing, proof-reading for spelling and punctuation errors, performing compositions; give pupils the opportunity to develop their grammar, punctuation and spelling skills within a meaningful context. Children should be encouraged to take on responsibility for their own spellings during this process of extended writing and opportunities should be given to develop the skills of drafting, editing and redrafting as they become independent writers.

Curriculum objectives such as:

- **using a wide range of devices to build cohesion within and across paragraphs**
- **proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**
- **ensuring the consistent and correct use of tense throughout a piece of writing**
- **ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing choosing the appropriate register**
- **proof-read for spelling and punctuation errors**

This makes it clear that the grammar, punctuation and spelling curriculum should be part of a wider writing curriculum and that teaching should incorporate context-based grammar.

Writing - vocabulary, grammar and punctuation

Page 38, 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

Curriculum objective:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
- **recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms**

Standard English: Teaching children to use appropriate registers for their audience is essential to enable them to communicate in formal speaking and writing. Children need to be taught about subject and verb agreement and word order.

How is it tested?

2016 EGPS sample paper, KS2:

2 Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was	is	☐
was	was	☐
is	is	☐
is	was	✔

1 mark

6 Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We **was / were** planning to hold a cake sale at school.

I **was / were** chosen to design the posters.

1 mark

15 Which sentence is written in Standard English?

Tick **one**.

I went to the library and done my homework.	☐
They seen their friends at the cinema.	☐
I been to the circus with my aunt and uncle.	☐
I sang with the school choir in the concert.	✓

1 mark

17 Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.

We are	I will

We won't be back late.

will not

1 mark

The subjunctive form typically occurs in the subordinate clause. It tends to be used in formal styles of writing showing a wish or a doubt.

Typical examples of verbs which are used with the subjunctive: ask, command, demand, insist, order, recommend, suggest and wish

Typical adjectives which are used with the subjunctive: crucial, essential, important, imperative and necessary

To form most subjunctive verbs, the final –s is removed from the third person form.

The main exception is the verb *be*, which takes the form *be* for the present tense and *were* for the past tense.

Non-subjunctive form	Non- subjunctive example	Subjunctive form	Subjunctive example
is	*It is required that he is honest.*	be	*It is required that he be honest.*
was	*If she was ordered to go she would.*	were	*If she were ordered, she would go.*
Present verbs in the third person singular (i.e. ending in s s)	*It is important that the play begins at once.*	begin	*It is important that the play begin at once.*

2016 EGPS sample paper, KS2:

41 Complete the sentence below so that it uses the **subjunctive form**.

If I ___*were*___ to have one wish, it would be for good health.

1 mark

2016 EGPS paper, KS2:

44 Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am ☐

was ☐

were ✔

be ☐

1 mark

Curriculum objective:

- **using passive verbs to affect the presentation of information in a sentence**

Verbs can be used in two different ways and these are known as 'voices': the **passive voice** and **the active voice.**

All sentences require a **verb** and a **subject**. Many sentences also have an **object**.

The active voice:

In an active sentence the verb has its usual pattern of subject and object. The subject is performing the action of the verb and the object is receiving it.

e.g. The boy ate the cake.

In this sentence the boy is performing the action of eating the cake and the cake is receiving the action in being eaten. The pattern of this sentence is **subject-verb-object**.

The passive voice:

In a passive sentence, the word order is reversed so that the subject is receiving the action and the object is performing it.

> *The cake was eaten by the boy.*

In this passive version the subject, the cake becomes the subject and is having something passively done to it. It is being eaten.

In a passive construction we can also remove the agent (the performer of the action) to make the sentence say:

> *The cake was eaten.*

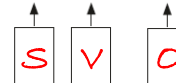There may be a reason for not saying who did it. For example,

How is it tested?

2016 Sample EGPS paper:

25 Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.

| S | V | O |

1 mark

27 Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.	☐
The assembly was held in the hall.	☐
The bad weather led to the cancellation.	✔
The floods were caused by the heavy rain.	☐

1 mark

2016 EGPS paper:

3 Circle the **object** in the sentence below.

My friend bought (a cake) from the bakery.

1 mark

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A box of chocolates has been left on the doorstep. It is a mystery as to who left the chocolates.

The window was broken. Nobody is being blamed.

I haven't been given a pencil. Sounds more polite than' you didn't give me a pencil'.

One important function of the passive is in the construction of certain types of writing, for example in science the passive voice is used frequently:

Pot A was placed in the dark, Pot B was placed in the light.

2016 Sample EGPS paper:

41 | Rewrite the sentence below so that it is in the **active voice.** Remember to punctuate your sentence correctly.

The results were announced by the judges.

<u>The judges announced the results.</u>

1 mark

2016 EGPS sample paper:

37 | Rewrite the sentence below so that it is written in the **passive voice**. Remember to punctuate your answer correctly.

The pouring rain drenched us.

We were drenched by the rain.

1 mark

Curriculum objective:

> • **using the perfect form of verbs to mark relationships of time and cause**

The perfect tense is formed by:

- turning the verb into its **past participle inflection** e.g. *liv**ed**, escap**ed**, play**ed***

- adding a form of the verb 'have' before it, e.g. *has liv**ed**, have liv**ed**, had liv**ed**; has escap**ed**, have escap**ed**, had escap**ed**; has play**ed**, have play**ed**, had play**ed***.

He **has gone** to the football match. This indicates that he may still be there, in contrast to *He went to the football match*. This indicates that this happened in the past.

I **have eaten** all the cheese. This indicates that it has happened more recently, in contrast to *I ate all the cheese*. This indicates that it has happened in the past.

How is it tested?

2016 Sample EGPS paper:

44 Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for

years. She was hoping for piano lessons, and was delighted when her

parents gave her a keyboard for her birthday.

1 mark

2016 EGPS paper, KS2:

46 Which sentence uses the **present perfect form**?

Tick **one**.

Jo went shopping on Saturday and she bought a whole new outfit.	☐
The girl entered at the last minute and won the race!	☐
My sister was a reserve, but she scored the winning goal.	☐
My dog was very naughty, but since the classes he has been much better.	✓

1 mark

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Curriculum objective:

> • **using expanded noun phrases to convey complicated information concisely**

A noun phrase is made up of a noun and any words that are modifying that noun including articles, determiners and adjectives or adjectival phrases. Noun phrases work in exactly the same way as nouns in a sentence. An expanded noun phrase is a noun phrase.

Noun phrases

the cake (determiner + noun)

delicious cake (adjective + noun)

tasty cake (adjective + noun)

Expanded noun phrases

✓ *the delicious cake* (determiner + adjective + noun)

✗ *the delicious and tasty cake* (determiner + adjective + conjunction + adjective + noun) This is not a good example because delicious and tasty have a similar meaning and does not convey the information concisely.)

✓ *a beautiful cake with edible glitter* √(article + adjective + noun + adverb + adjective + noun)

✓ *the sumptuously soft cake* (determiner + adverb + adjective + noun)

✓ *Almost all of the winning cakes in this competition (contained a buttercream filling*.) (adverb + pronoun + preposition + determiner + adjective + noun + preposition + determiner+ noun)

How is it tested?

2016 Sample EGPS paper:

43 | Underline the longest possible **noun phrase** in the sentence below.

<u>That book about the Romans</u> was interesting.

1 mark

2016 EGPS paper:

43 | Tick the option which shows how the underlined words in the sentence below are used.

<u>The insect-eating Venus flytrap</u> is a carnivorous plant.

Tick **one**.

as a main clause	☐
as a fronted adverbial	☐
as a subordinate clause	☐
as a noun phrase	✓

1 mark

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Curriculum objective:

- **using modal verbs or adverbs to indicate degrees of possibility**

Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must and ought.*

Children need to know how these could be represented on a scale

Possible: e.g. *may*

Certain: e.g. *will*

Adverbs to indicate degrees of possibility: *certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably*.

How is it tested?

2016 Sample EGPS paper:

15 Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates **certainty**	Modal verb indicates **possibility**
It will be very cold tomorrow.	✔	
John might have missed the train.		✔
Ann can speak six languages.	✔	
You could finish your work by the end of the lesson.		✔

1 mark

47 Circle the **adverb** in the sentence below.

"Soon," he thought, "I'll be able to see my family."

1 mark

2016 EGPS paper:

13 Which sentence shows that you are **most likely** to be away next week?

Tick **one**.

I could be away next week. ☐

I might be away next week. ☐

I shall be away next week. ✔

I may be away next week. ☐

1 mark

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Curriculum objective:

> - using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun

A relative clause is a type of subordinate clause that adds information to a sentence. A relative clause begins with a relative pronoun. It can modify a noun:

> *Her father,* **who was usually patient**, *was tired of waiting.*

Or it can modify the rest of the sentence

> *Anna didn't look sorry,* **which was normal**.

Sometimes a pronoun can be omitted from a relative clause without it affecting the sense of a sentence. This only works if the pronoun is the object of the clause – the person or thing receiving the action.

> *Anna had to clean up the mess* **that the dog had made**.

…**that the dog had made** is the relative clause, so it can be omitted without changing the meaning of the sentence.

> *Anna had to clean up the mess* **the dog had made**.

How is it tested?

13 Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

☐ ✓ ☐ ☐

1 mark

14 Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital <u>where my father works</u>.

Tick **one**.

as a preposition phrase ☐

as a relative clause ✓

as a main clause ☐

as a noun phrase ☐

1 mark

> *N.B. Children can be taught to answer questions like this through a process of elimination. E.g. it has a verb so it can't be a phrase, so it must be a clause. It isn't a main clause as it won't stand on its own, so it must be a relative clause.*

17 Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

(The first two sentences in this question contain a relative – hence subordinate – clause.)

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u>, loved to play tennis.		✓
Billie's mum bought her a tennis racket <u>so that she could play more often</u>.		✓
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.	✓	

1 mark

<u>2016 EGPS paper:</u>

29 Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

(The first two sentences in this question contain a relative – hence subordinate – clause.)

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u>, opened in 1967.		✓
Although I had cycled to school, <u>I still had the energy for my lessons.</u>	✓	
<u>We will be proud</u> if we try our best.	✓	

1 mark

39 Underline the **relative clause** in the sentence below.

The old house <u>that is next to our school</u> is for sale.

1 mark

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Curriculum objective:

Pupils should be taught to indicate grammatical and other features by:

- **using commas to clarify meaning or avoid ambiguity in writing**

Commas clarify information by separating words, phrases or clauses. They are used to organise information into groups, sorting it so a sentence is understood correctly.

My interests are riding, books, music and walking.

Each interest is separated by a comma and the last word is joined by 'and' instead of a comma.

My interests are riding books, music and walking.

There is no comma separating riding and books so the interest is riding books!

Let's eat, children.

In this example the comma is placed before the noun when it comes at the end of the sentence.

Let's eat children.

In this sentence the children are about to be eaten.

If a sentence is interrupted by an additional phrase that is not essential (parenthesis) to the understanding of the sentence, a comma is placed on either side.

A cat, like a cloud, can be fluffy.

The interruption is placed within a pair of commas to separate non-essential information.

How is it tested?

<u>2016 Sample EGPS paper:</u>

4 | Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up. ☐

Immediately after dinner we did, the washing up. ☐

Immediately after dinner, we did the washing up. ✔

Immediately, after dinner we did the washing up. ☐

1 mark

35 | Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

The first sentence is about all mangoes. The second is just about mangoes grown in hot countries.

1 mark

<u>2016 EGPS paper:</u>

9 | Insert **one** comma in the correct place in the sentence below.

Limping slightly, the old man walked to the end of the road.

1 mark

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A cat like cloud can be fluffy.

Without the commas, the information becomes part of the main sentence and changes its meaning.

2016 Sample EGPS paper:

45 | Write a sentence that lists all the information given in the box below. Remember to punctuate your answer correctly.

> **Milkshake ingredients**
> bananas
> semi-skimmed milk
> honey
> marshmallows (for decoration)

Milkshakes contain bananas, semi-skimmed milk, honey and marshmallows (for decoration.)

1 mark

2016 EGPS paper:

23 | Tick one box in each row to show whether the **commas** are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.	✓	
Her hobbies include walking, gardening, sewing and reading.	✓	
My bag filled, with chocolates and sweets fell onto the floor.		✓
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		✓

1 mark

30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon,Sally and Bob went to the cinema.

1 mark

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left,Jon,Sally and Bob went to the cinema.

1 mark

Curriculum objective:

- **using hyphens to avoid ambiguity**

A hyphen is not the same as a dash and should not be confused with one. The dash is explained on pages 26-28 of this document.

Hyphens can be used to show that two words are connected so that they are treated as one. Alternatively a separation between words may need to be emphasised. We can use hyphens for both these purposes.

Clarity: a hyphen is essential when the meaning of a phrase might be confused. When a hyphen is used between two or more words, it indicates that the words work together to modify another word.

e.g. *small-toy society*. The hyphen here indicated that the society is interested in small toys. *small toy society*. Without the hyphen, the toy society is small.

Prefixes: a hyphen is sometimes needed in words with prefixes to avoid confusion with words spelt in a similar way,

e.g. *reformed* = changed for the better; *re-formed* = formed again.

A hyphen is also added if a prefix ending with a vowel is joined to a root word beginning with a vowel,

e.g. *co-ordinate*

The prefixes self and ex are always followed by a hyphen,

e.g. *ex-wife, self-service*

A hyphen is also needed when writing numbers as words or fractions,

e.g. *twenty-six, two-quarters*

A hyphen is needed when adding a prefix to a capitalised word or date,

e.g. *pre*-Raphaelite, post-1900

How is it tested?

2016 Sample EGPS paper:

38 Tick one box in each row to show whether the word <u>after</u> is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a **subordinating conjunction**	<u>after</u> used as a **preposition**
He moved here <u>after</u> the end of the war.		✓
Entry is free <u>after</u> 5pm in the evening.		✓
I went to the cinema <u>after</u> I had eaten my dinner.	✓	

1 mark

12 Complete the sentence with an **adjective** formed from the verb <u>create</u>.

The artist was very ____creative____ and produced many original works.

1 mark

Curriculum objective:

- **using brackets, dashes or commas to indicate parenthesis**

Parenthesis is additional information, usually in the form of a clause and can be punctuated with **brackets, dashes** or **commas**.

There are no hard and fast rules for which type of parenthetical punctuation that you use, but children must be able to use them all. Here are some suggestions.

Brackets are often used to surround something that seems a bit out of place in the sentence—an aside, a clarification, or a commentary.

To my surprise, on Wednesday afternoon (3:15pm) the telephone rang.

It is a good idea to use brackets or dashes if commas have already been used in the sentence to avoid confusion.

Dashes as parenthesis tend to highlight the parenthesis. If we used them with dates, we would be highlighting the date, rather than simply noting it or providing it as background information.

The anniversary of their wedding –26th July – was indeed a special date.

Note that a single dash can be used to introduce an important or exciting statement that already has commas in it.

Commas as parenthesis are sometimes used with relative clauses or with other subordinate clauses.

The irate man, who scolded the ticket inspector, stormed off the train.

How is it tested?

2016 Sample EGPS paper:

28 Which sentence is punctuated correctly?

Tick **one**.

The wind was blowing howling, actually, so we headed – for home. ☐

The wind was blowing – howling, actually – so we headed for home. ✓

The wind was blowing, howling – actually – so we headed for home. ☐

The wind was blowing howling actually – so we headed for home. ☐

1 mark

33 Insert a pair of **brackets** in the correct place in the sentence below.

Lisa (who had been playing the piano since she was nine) had achieved Grade 7.

1 mark

16 a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

Brackets

1 mark

b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

Dashes; commas

1 mark

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Curriculum objective:

> - **using semi-colons, colons or dashes to mark boundaries between independent clauses**

Semi-colons: semi-colons can be used to punctuate two main clauses and show that they are of equal importance. The two main clauses may be punctuated with a conjunction if a semi-colon is not used.

> *August was generally warm; it was a good time for camping.*

Colons: colons can be used to punctuate two main clauses that are closely related. The colon indicates specifically that the second sentence is a direct explanation of the first.

> *The weather was delightful: it was sunny and warm every day.*

Dashes: dashes can be used to replace semi-colons or colons in both these examples:

> *August was generally warm – it was a good time for camping.*

> *The weather was delightful – it was sunny and warm every day.*

Semi- colons in lists: occasionally, bulleted lists are sometimes punctuated with semi-colons.

> *I have visited many places throughout the world:*
> - *Sweden, Norway and Iceland in Europe;*
> - *Mexico and Peru in the Americas;*
> - *China, Vietnam and Thailand in the Far East.*

When punctuating bullet points, the idea is that if you removed the bullets and wrote it all on one line, the sentence would still be grammatically and orthographically correct.

Semi-colons for co-ordination in lists:

> *The dinner menu offered us beef or nut roast; mashed, roast or chipped potatoes; peas and carrots*

How is it tested?

2016 Sample EGPS paper:

16 What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

Semi-colon

1 mark

29 Tick one box to show where a **dash** should go in the sentence below.

African elephants are the largest animals in the world they can weigh up

☐   ☐   ✔   ☐

to 10 tonnes.

1 mark

20 Insert a **semi-colon** in the correct place in the sentence below.

There are Roman ruins near our village; they are

being excavated next week.

1 mark

Curriculum objective:

- **using a colon to introduce a list**

A **colon** can be used to introduce a list.

The sentence preceding the colon should be complete, but the section following the colon can be a simple list of things.

If you are coming camping, you will need: a tent, a sleeping bag and a change of clothes.

How is it tested?

6 | Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite. ☐

I bought several beach toys a: bucket, a spade, a ball and a kite. ☐

I bought several beach toys: a bucket, a spade, a ball and a kite. ✓

I bought several: beach toys, a bucket, a spade, a ball and a kite. ☐

1 mark

45 | Write a sentence that lists all the information given in the box below. Remember to punctuate your answer correctly.

Milkshake ingredients
bananas
semi-skimmed milk
honey
marshmallows (for decoration)

Milkshakes contain: bananas, semi-skimmed milk, honey and marshmallows (for decoration.)

1 mark

48 | Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils: art and craft, dance and chess.

1 mark

Curriculum objective:

> • **punctuating bullet points consistently**

Bullet points are used to create lists and emphasise important points in a document by separating them from the main text and presenting them as a list. Bulleted text can be written as complete sentences, phrases or single words. **Bulleted information** has greater impact if the items are of similar lengths and written in the same way.

Items needed for your school trip to the Arctic:

- *thermal vest*
- *long johns*
- *balaclava*
- *moon boots*

As these items (above) are not complete sentences, they do not require a capital letter. The full stop comes at the end of the list as it marks the end of the sentence.

If the first item starts with a verb, the remaining items should do the same. This creates a balanced list that is easy to follow and gives items equal importance.

On our school trip, we will do the following activities:

- *abseiling down cliff faces*
- *swimming through underground tunnels*
- *navigating around a maze*

How is it tested?

2016 Sample EGPS paper:

This hasn't yet appeared in the test. The curriculum refers to using these **consistently** and does not specify use of semi-colons or full stops.

Curriculum objective:

- **use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading**

Additional grammar content from Appendix 2, for Year 5 explained.

Curriculum objective:

- **Text: devices to build cohesion**

A text has **cohesion** if it is clear how the meanings of its parts fit together. **Cohesive devices** can help to do this. The word 'cohesion' appears in Year 5 terminology for pupils.

Some examples of cohesion:

*Tom's dad bought **him** a bike. **It** was very expensive.*

'Him' refers back to Tom and avoids repeating the word Tom. 'It' in this sentence refers to the bike and avoids us repeating the words 'the bike'. It is clear how these sentences fit together.

*Tom's dad bought **him** a bike; **he** was happy.*

'Him' refers back to Tom and avoids repeating the word Tom. 'He' in this sentence is quite ambiguous as we don't know whether it is Tom's dad or Tom who is happy. This means the cohesion isn't effective as it doesn't clarify who is happy.

*Tom's dad bought **him** a bike. Tom was so happy that **he** hugged his dad.*

Here, we can see that it was Tom who was happy and that it was Tom that hugged his dad.

Adverbials can also create cohesion in a text across sentences, e.g.

Later that day, Tom's dad arrived carrying something bike-shaped. He struggled to carry it up the steps to the door.
At that moment, Tom realised what it was.

(Here, two fronted adverbials (Year 4 terminology) create cohesion)

Adverbials are also used to link ideas across paragraphs in fiction and non-fiction writing.

Examples of these are:

addition – *also, furthermore, moreover, in addition*
opposition – *however, nevertheless, on the other hand*
reinforcing – *besides, anyway, after all*
explaining – *for example, in other words, that is to say*
listing – *first(ly), first of all, finally*
indicating result – *therefore, consequently, as a result*
focusing – *only, merely, simply, especially, just*

A **fronted adverbial** can be a word -adverb:

Unfortunately, my homework is missing. Soon, the weather will turn. Later, I saw him playing outside.
Quickly, I scribbled a note.

An **adverbial phrase**:

Soon after the storm, the sun came out. After dinner, I walked on the beach. Without looking, he crossed the road.

Or an **adverbial clause**:

After he had eaten his dinner, he set off out for a walk.

Whenever he forgets his map, he becomes lost.

Ellipsis: ellipsis is the omission of a word or phrase which is expected and predictable.

I tried to fix the car but I couldn't. [fix the car]

To be …is the question.

James started with dough balls and then [James]had pizza.

Ellipsis is commonly used in speech.

Going to town? [are you]

Raining again. [it is]

Ellipsis dots (…) show a lack of completeness

Curriculum objective:

- **Terminology for pupils: synonym and antonym**

Two words are synonyms if they have the same meaning or similar meanings.

talk – speak.

old – elderly

Two words are antonyms if their meanings are opposites.

hot – cold

light – dark

light – heavy
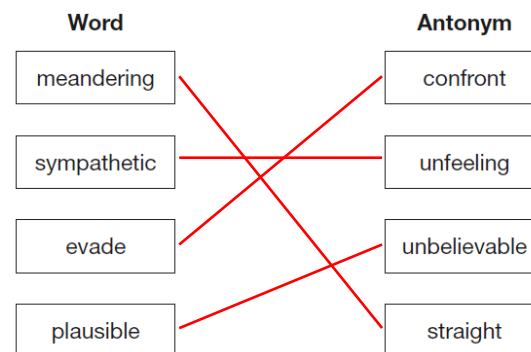
How is it tested?

2016 Sample EGPS paper:

19 Circle the two words in the sentence below that are **synonyms** of each other.

He was (lucky) to win first prize – he knew it was (fortunate) that his closest rival had decided not to take part.

1 mark

23 Draw a line to match each word to its correct **antonym**.

Word	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

1 mark

2016 EGPS paper:

34 a) Write an explanation of the word **antonym**.

An antonym of a word is its opposite.

1 mark

b) Write one word that is an **antonym** of <u>fierce</u>.

gentle

1 mark

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