

# Curriculum Coverage Chart

Years 5 and 6

Grammar and Spelling Bug Teaching Unit	England		Wales	Scotland	Northern Ireland
	Draft National Curriculum Programme of Study (February 2013)	1999 National Curriculum	National Literacy and Numeracy Framework (statutory from September 2013)	Curriculum for Excellence	Northern Ireland Curriculum
	English Programme of Study	Literacy	English KS2	Outcomes and Experiences in English and Language for Second Level (up to end P7)	Language and Literacy KS2
<b>Grammar</b>					
	Understand how spoken language can be represented in writing by:	Pupils should be taught:	Pupils should be given opportunities to:		Pupils should be enabled to:
<b>Formal Writing</b>	a. Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.	<b>EN1-5</b> The grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts. <b>EN1-6 a)</b> How written standard English varies in degrees of formality (for example, differences between a letter to a friend about a school trip and a report for display); <b>b)</b> Some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.	<b>Oracy Skills 6.</b> Develop their understanding of when it is necessary to use standard English, and use formal and informal language appropriately. <b>Reading Skills 8.</b> Consider how texts change when they are adapted for different media and audiences. <b>Writing Skills 1.</b> Use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose.	<b>ENG 2-12a</b> Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.	Develop increasing competence in the use of grammar and punctuation to create clarity of meaning.  Understand the differences between spoken and written language; Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form; Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention; Recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech.  Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.
<b>The Passive Voice</b>	b. Using the passive voice to affect the presentation of information in a sentence.		<b>Writing Skills 4.</b> Choose and use appropriate vocabulary.	<b>LIT 2-23a</b> Throughout the writing process, I can check that my writing makes sense and meets its purpose.	
<b>Noun Phrases</b>	c. Using expanded noun phrases to convey complicated information concisely.		<b>Oracy Skills 5.</b> Develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work.		
<b>Indicating Degrees of Possibility</b>	d. Using modal verbs or adverbs to indicate degrees of possibility.		<b>Writing Skills 2.</b> Use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively.	<b>LIT 2-23a</b> Throughout the writing process, I can check that my writing makes sense and meets its purpose.	
<b>Relative Clauses</b>	e. Using relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun.		<b>Writing Skills 5.</b> Use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.	<b>LIT 2-22a</b> In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.	
<b>Grammatical Terminology</b>	Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.		<b>Writing Skills 7.</b> Use appropriate vocabulary and terminology to consider and evaluate their own work and that of others.		
<b>Punctuation</b>					
	Indicate grammatical and other features by:	Pupils should be taught:	Pupils should be given opportunities to:		
<b>Commas to Clarify Meaning</b>	a. Using commas to clarify meaning or avoid ambiguity in writing.				Develop increasing competence in the use of grammar and punctuation to create clarity of meaning.
<b>Hyphens</b>	b. Using hyphens to avoid ambiguity.		<b>Reading Skills 7.</b> Use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning.	<b>LIT 2-22a</b> In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.	
<b>Parenthesis</b>	c. Using brackets, dashes or commas to indicate parenthesis.	<b>EN3-3</b> To use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.	<b>Writing Skills 2.</b> Use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively.	<b>LIT 2-24a</b> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.	
<b>Colons, Semicolons and Dashes</b>	d. Using semicolons, colons or dashes to mark boundaries between independent clauses. e. Using a colon to introduce a list.		<b>Writing Skills 3.</b> Use punctuation to clarify meaning including full stop, exclamation and question marks, comma, apostrophe, bullet points, speech marks.		
<b>Bullet Points</b>	f. Punctuating bullet points consistently.				

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<b>Spelling and Word Structures</b>					
	Use further prefixes and suffixes:		Pupils should be given opportunities to:		Pupils should be enabled to:
<b>/shus/ Endings</b>	Endings which sound like /shus/ spelt -cious or -tious.	<b>EN3-4g</b> The meaning, use and spelling of common prefixes and suffixes.	<b>Reading Skills 1.</b> Develop phonic, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme.  <b>Writing Skills 6.</b> Develop and use a variety of strategies to enable them to spell correctly.	<b>LIT 2-21a</b> I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.	Use a variety of skills to spell words correctly.
<b>/shul/ Endings</b>	Endings which sound like /shul/.				
<b>-ant and -ent Endings</b>	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.	<b>EN3-4g</b> The meaning, use and spelling of common prefixes and suffixes.			
<b>-able and -ible Endings</b>	Words ending in -able and -ible.	<b>EN3-4h</b> The spelling of words with inflectional endings.			
<b>Words Ending in -fer</b>	Adding suffixes beginning with vowels to words ending in -fer.	<b>EN3-4g</b> The meaning, use and spelling of common prefixes and suffixes.			
<b>Hyphens</b>	Use of the hyphen to link words.				
<b>Spelling /ee/ Sounds</b>	Words with the /ee/ sound spelt ei after c.	<b>EN3-4c</b> To apply knowledge of spelling conventions.			
<b>Letter String 'ough'</b>	Words containing the letter string 'ough'.	<b>EN3-4d</b> To use knowledge of common letter strings, visual patterns and analogies.			
<b>'Silent Letters'</b>	Words with 'silent letters' (i.e. letters which cannot be predicted from the pronunciation of the word).	<b>EN3-4c</b> To apply knowledge of spelling conventions.			
<b>Homophones</b>	Homophones and other words that are often confused; aisle / isle; aloud / allowed; affect / effect; altar / alter; ascent / assent; farther / father; guessed / guest; heard / herd; led / lead.	<b>EN3-4j</b> The use of appropriate terminology, including vowel, consonant, homophone and syllable.			
<b>Morpology and Etymology</b>	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in Appendix 1.	<b>EN3-4g</b> The meaning, use and spelling of common prefixes and suffixes. <b>EN3-4h</b> The spelling of words with inflectional endings. <b>EN3-4i</b> The relevance of word families, roots and origins of words. <b>EN3-4j</b> The use of appropriate terminology, including vowel, consonant, homophone and syllable.			
<b>Dictionary Skills</b>	Use dictionaries to check spellings and meanings of words.  Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	<b>EN3-4e</b> To check their spelling using word banks, dictionaries and spellcheckers.	<b>Oracy Skills 5.</b> Develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work.  <b>Reading Skills 6a.</b> Use a range of appropriate information retrieval strategies including ICT, e.g. the alphabet, indexes and catalogues.		
<b>Thesaurus Skills</b>	Use a thesaurus.		<b>Writing Skills 4.</b> Choose and use appropriate vocabulary.		