

# English Policy incorporating phonics, reading, writing and communication policy



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- **Setting and aims of this policy**

CAA is an all age (3-19) specialist school for young people with Autism; English and Communication teaching enables our pupils to be the most independent

This policy sets how our pupils learn and apply the use of English as a subject, for us this includes reading, phonics, writing and crucially for our school context communication which can be seen as they core functional purpose of English teaching and learning.

This policy sets out how we teach and learn English at CAA, and crucially for our pupils how they are enabled to apply this knowledge and skill in a functional way to support their lives beyond the school gates.

- **What does English mean for our School**

English is the subject at CAA, that enables our pupils to communicate with and interact with other people and the world around them, this in part includes listening, speaking, reading and writing. For our school context we include *Communication* as a integral part of our English policy as it is integral in pupils achieving these aims.

Our pupils' needs are both broad and complex in many different ways, the stage of their language and understanding is not related to their age due to their learning needs, equally their progress rarely follows a linear path hence listening, speaking, reading and writing may not look the same as the mainstream counterparts –

Reading at the earliest stage for our pupils for example is about them being able to give fleeting directional attention to a stimulus, whilst for a more able older pupil it could be about recognising common signs (such as a toilet sign) in the community or understanding comments in their EHCP. Writing may for our most able pupils may mean being able to sign for a bank account, whilst for a younger pupil with sensory sensitivities it will mean tolerating a tool to make a mark that is meaningful for them in art.

Listening or receptive language for someone who is hearing impaired may mean following signed language, whilst for a pupil with multi-sensory impairments it may mean reacting to touch. Speaking for an augmentative communication device user may mean them using a tablet to create a voice, whilst for others it may mean having the confidence to advocate for their classmates at the school council.

Whilst the use of a symbol exchange will involve the act of understanding symbols for meaning, which in turn support the understanding of exchange, and the delivery of the symbols could be seen as speaking. All of these are interlinked and may develop and different rates.

We must also understand that receptive language, and it's interpretation (this includes the written, listened and spoken) can be complex for even our most able young people. As part of their Autistic

diagnosis understanding nuance and metaphor as examples can be extremely challenging, we there will need take additional care around such areas.

Similarly for some young people with autism the use of functional English and reading skills is not only a case of specifically teaching these skills in context, but also understanding the social and sensory barriers that will provide significant barriers to getting into and operating in a real world functional setting.

With this breadth of needs it means we must respond with teaching and experiences that are equal to these and provide pupils education that best prepares for life beyond CAA.

- **What do phonics mean for our pupils**

Before looking more closely at phonics in our school, it will be appropriate to first acknowledge that not all of our pupils will be able to access phonics programs because of their learning or autistic learning paths; for some pupils the barriers to using phonics will be obvious for other these will be subtler.

For some pupils that cannot access phonics using whole word techniques will be supportive, whilst for others objects of reference or pictorial representation of words will be an appropriate avenue of support. It is crucial for the reader to refer to Eden Academy Trust's Communication banding to understand these different pathways for our pupils in the appendix. As a School we hold a communication register (which includes phonics) which will indicate the most appropriate pathway.

For many of our pupils who can access reading a mixed economy of phonic decoding, whole word learning and symbol support will be present in their everyday access to reading, here we will be led by the pupil and fit support systems to them, as opposed to making them fit to a single strategy.

We must also consider *working memory*, which plays a significant role in a pupil's ability to access phonics; as a simple example the word 'cat' has three parts to the word, so a pupil will need to be able first understand what a *cat is* – 1 piece of information - the phonetic meaning for each letter – 3 pieces of information – then understand these can be combined – 1 piece of information – then combine the first 2 letters – 1 piece of information – then combine these with the third letter - 1 piece of information – then associate the whole word sound with the object, a cat – 1 piece of information. So for a relatively simple phonetic operation the pupil has to hold a minimum 8 processes in their working memory. Testing pupils for working memory who have severe learning needs is at best problematic so teachers will need to be mindful of this fact, and in conjunction with the English coordinators and or external advice make a decision about whether whole word learning is more appropriate.

With this in mind we can move to what phonics at CAA means for our pupils that can access a phonics program.

## Intent for phonics learning

There is a sharp focus on ensuring that our young people that can access phonics can gain the phonics knowledge and language comprehension necessary to read and spell.

Reading is prioritised to allow pupils to access the full curriculum offer a rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading at all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils at the early stages of learning to read, reading materials are closely matched to the learners' phonics knowledge. Above all a love of reading and what it can bring to each pupil is prioritised

There are four key concepts that we teach to all pupils, these are:

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by one, two, three or four letters:
3. The same sound can be spelled in more than one way:
4. Many spellings can represent more than one sound:

There are three key skills that we teach to all pupils, these are:

1. Blending: the ability to push sounds together to build words.
2. Segmenting: the ability to pull apart the individual sounds in words.
3. Phoneme manipulation: the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound. dog street night dough

One sound – different spellings rain break gate stay

One spelling – different sounds head seat break

In order for all pupils to make rapid progress through the cumulative stages of our programme, we adopt a mastery approach where pupils can pass quickly progress through the units, but not before they are able to apply this knowledge and skills, hence avoiding the trap of pupils solely learning patterns as opposed to learning patterns that have representation. Teachers rapidly identify and plug and gaps in knowledge and/or skills already covered, while at the same time, moving on to teach new code knowledge and understanding of the concepts. This cautionary note is particularly applicable for pupils on the autism spectrum.

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words is the ultimate goal. By repeated blending, segmenting and manipulation of words, pupils get to know them, and once this happens, they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required.

Staff will take care to understand the physiology of pupils, and that for some pupils pronouncing a *p* as a *b* may be physiologically what they are capable of, here staff will look for consistency from the pupil and their understanding of the sound they are creating.

### **Implementation of phonics learning**

Throughout our school, we have adopted a quality first synthetic phonics programme, with a linguistic approach. This provides a comprehensive system with which we teach reading, spelling and writing throughout the primary years. We have carefully selected our phonics programme to meet the needs of our most vulnerable pupils by taking a phonographic approach, which means we start with what all pupils acquire naturally and right from the start: the sounds of their own language. We teach that letters, or combinations of letters, called graphemes are the agreed ways in which we represent these sounds. A key part of our programme is the reduction of the cognitive load, which can lead to particular groups of pupils not making rapid progress.

Our focus is on long term learning by: practicing the skills, learning the code and enhancing conceptual understanding. These aspects will be encountered again and again throughout a carefully designed cumulative programme, and importantly for our pupils' functionality across their school day.

We use a Department for Education approved phonics programme called Read Write Inc. This supports pupils' initial learning especially those with fixed mind-sets, and additionally the program has been chosen in part because of its support through IT, a preferred learning pathway for many pupils at CAA. It should be noted this is not an autism specific program, nor is it a learning disabilities specific policy so staff may need to take a professional's view on adaptations needed.

### **Pre-Initial Code**

Prior to beginning the Initial Code, activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting and manipulation. These experiences are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with high quality books. This phase paves the way for pupils to make a good start when they begin the Initial Code, and will be crucial to support pupils' love of reading.

### **The Initial Code**

From the very start of this stage, pupils begin to learn the Initial Code using the key skills to read and spell CV, CVC, VCC, CVCC, CCVC, CCVCC, CVCCC and CCCVC words. Lesson structures establish a clear structure for the teaching of phonics sessions, prioritising word building whilst also teaching the key skills. Staff should be mindful that for some pupils' physiological structures may mean that phonic construction is not a possibility in the same way it is for young people without these issues. In these cases, staff should explore with pupils the phonic sound that provides the nearest equitable sound, examining if the young person is the construction methodology to extract meaning from the code. Alongside, pupils are taught high frequency words ("words that you find in books") which may use alternative sounds or spellings that pupils will not yet have encountered as part of the programme, but are likely to encounter in their reading (e.g., is and the).

Staff will be aware at this stage of pupils that can remember a phonic code for a particular word, but do not have active understanding of the phonological code they are repeating; for example, C-A-T

makes, C-AT, makes CAT; the pupil will remember this as a phrase but then not be able to transfer knowledge to other phonics. This *masking* can be subtle, especially for those pupils on the autism spectrum.

### **The Extended Code**

This is a continuation of the Initial Code, but moves pupils on to vowel digraphs. These are taught in blocks of common sounds, which are later returned to and extended in a systematic way. Lesson structures build upon the lessons taught in the Initial Code, whilst extending skills and concepts. The consistent underlying approach enables pupils to make links and develop their skills and knowledge highly effectively. Limitations such as masking and physiological difficulties must be born in mind when fully extending into this learning area, and asking is the pupil fully prepared for the extended code.

### **Polysyllabic Words**

Segmenting: separating words into syllables and taking each syllable in turn and segmenting it into sounds

Blending: blending sounds into syllables and in turn blending syllables into the word

The key knowledge taught is:

- some words are made up of more than one syllable
- the spelling of some common syllables, such as prefixes and suffixes
- some polysyllabic words contain “schwas”

We begin with teacher led sessions, and then move to pupil led sessions and eventually onto analysing polysyllabic words as the pupils become more proficient. The sessions are taught at least weekly, in addition to the Code when appropriate

We understand that new sounds learned may only be held in “temporary custody” and pupils require many opportunities to rehearse and consolidate before they are ready to use sounds learned to write independently. For this reason, pupils are not asked to spell using code that is new to them. Instead, pupils revisit prior learning for the writing component of their sessions.

### **Early independent reading**

As pupils move through the Initial Code, they will be reading materials are closely matched to the learners’ phonics knowledge. In this way, pupils will be encouraged to use their phonics skills and knowledge as their primary reading strategy. As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective. Pupils will be encouraged to read aloud as well as silently for themselves.

As pupils progress through the Extended Code, many pupils will begin reading longer texts with more complex words independently and with increasing fluency.

This process culminates in a shift from learning to read to reading to learn. Pupils then move on to independently reading both for pleasure and for information – the reader must note that reading for pleasure and information can be just as valuable to readers who need support, as for those that are at the independent stage.

### **Meeting the needs of all**

The timeline set out above will always be adjusted and adapted to meet the needs of all learners and to ensure that every child gains the building blocks they need to become a successful reader. Careful thought will always be given to the provision of appropriately structured work for our pupils all of whom have special educational need. Our approaches need to be multifaceted as our pupils learning needs.

### **IMPACT**

Impact is measured in a number of ways depending on the intention of a pupils learning, and how this is being implemented (we assess learning, we do not fit learning to assessment), the impact will be checked daily by the class teacher and then reviewed termly with the deputy head teacher. A holistic view of cohorts of pupils will be taken termly, from this strategy success from the individual pupil, to whole class, to cohort group to whole school level can be measured, analysed and progressed.

It is important to understand in that for our pupils the impact of learning cannot be seen within phonics, e.g., the pupil that is unregulated may not make progress with phonics, without this information and inherent strategies a false assumption on the impact of phonic pedagogy could be made - so we will use measures in addition to *just* phonic progress to frame strategies for phonics learning.

### **National Phonic Screening**

All pupils in Year 1 will be able to access the national phonics screening check, which is carried out in June each year. Any pupil who does not attain the required standard or cannot access the screening will have opportunity to repeat the screening in Year 2. This is to ensure that all pupils have a secure foundation upon which to build their reading skills.

### **• The love of reading & communication**

Crucial to making progress in reading and communication, is a love of reading and communication, as such we will promote opportunities to fall in love with reading and communication. Teachers will look for all opportunities to read with pupils, allow pupils to share reading materials, celebrate successes and opportunities such world book day and praise assemblies.

The School will also ensure reading areas such as the library and class reading areas have readily accessible books and good physical place to read. It is crucial the reader understands that just because a pupil can't read, does not mean they cannot enjoy *reading* a book (it may be this is achieved via an enabler, AAC etc).

This philosophy should extend not *just* reading and communication are areas, but to the playground, corridors, hall and local communities. Any space or time is a good place to fall in love with reading and communication.



- **What does communication mean for our pupils**

We have mentioned communication throughout this document, because the overwhelming majority of our pupils do not follow *traditional* English pathways. The term is overarching and covers our pupil's ability to communicate with the wider world and have a voice.

Communication strategies cannot be seen in isolation (in the way reading, writing and aural skills sometimes are) because our strategies act as an overarching scaffold to facilitate communication.

Symbol exchange for example can sometimes incorrectly be seen as an alternate to learning to read phonetically because it too, uses symbolic representation to the spoken word – however the symbol exchange can become an entire communication pathway in its own right. Similarly, Makaton can be mistaken as a language such as BSL, but it too is there to scaffold communicative understanding initially, but can later act as corner stone of communication for a pupil.

For some of our pupils they may rely on alternate and augmentative communication (AAC) this can be *low tech* (the use of symbols and symbol boards) or *hi tech* (the use of computer and mobile technology), to replace or support the spoken word. Clearly for these pupils a phonological approach to reading is not appropriate.

When we teach communication, it follows many parallels of a mainstream English curriculum, in that it is all consuming across a young person's life in school and we look for every opportunity to teach it, both formally across the curriculum and informally.

Communication for our young people with Autism is additionally complex because unlike neuro-typical groups abstract concepts such nuance, metaphor or simile can be difficult at best to understand. Through all areas of communication these subjective pathways of communication have to be taught in context, and then their application must also taught in other contexts. The reader should not expect a pupil who understood a communication concept in class to be able to use these concepts in other settings or with other people.

We use the Eden Academy Trusts Communication Bandings, to support planning, teaching and understanding communication opportunities. Because many of our families will not have come across the necessary strategies we use, we offer training and support so they can transfer learning into the home.

- **How do we assess English, Phonics and Communication in our School?**

We have several assessment models dependent on pupils understanding and what they need to learn (it is an important principle to understand that assessment must follow learning), but within our School teacher-based assessments prove to be the most accurate as *test papers* and *exam conditions* are NOT the normal learning situation for our pupils, this will mean the assessment will not be indicative of their knowledge or skills.



The suite of assessments we use currently at the time of writing are, EYFS Profile, The Engagement Profile, Routes for Learning, WS-P Steps (pre-year 1 learning outcome English steps), Autism Education Trust Learning Profile, Qualification, Accreditations, EHCP / IEP Targets and pupil centred communication targets.

The School does and will comply with reporting procedures at all Key stages from EYFS to KS 5.

Targets are set and assessed termly, these are done so with teacher and a senior leader to ensure they are challenging and appropriate, workshops are held in conjunction with these mid-term to talk through strategy and in some cases move the goal posts forward if the pupil is achieving beyond expectation.

Assessment data is held within a database called SOLAR, this also has pupil's other assessments for other areas of learning, which means we can more easily understand barriers to learning, strategies for success and all-round progression.

We moderate for accuracy regularly, but also and very importantly to ensure we have appropriate processes and that our targets are sufficiently ambitious for our pupils; this is done both internally and externally which ensures we cannot become complacent in expectation for excellence.

- **How we teach English – Hand writing**

Like phonics it is important to understand that when we teach a young person to write, we must not try and fit them to a specific programme if their learning or physical needs would dictate otherwise. It is also important that we differentiate between learning to write, and when our pupils write to show their understanding.

If a pupil takes an hour to write a short sentence to show their knowledge and understanding of the world, the teacher must balance this by asking the question is the writing of the sentence more important than the knowledge that is being captured, indeed the learning the pupil has gained may be compromised by the act of writing it down.

Pupils should start by understanding how their hands, arms and body can work together, through tool manipulation, the purpose of a mark, the meaning of mark and then they will be ready to formally learn how to write. For some pupils with sensory issues exercises may need to be conducted so that pupils know where their fingers and hands are in space before handwriting can begin.

It should also be noted that like phonics, some pupils will need to use alternative technology to write and show their knowledge, and like phonics this will come down to a professional judgement made with other professionals.

With these precursors in place we would consider the following being good structures for learning to write, and that teachers should be working with pupils to -

- Sit letters on the line with appropriate ascenders and descenders
- Form letters in a consistent size
- Represent and use upper- and lower-case letters accurately
- Present letters in the correct orientation
- Form letters accurately
- Have a tripod grip
- Include appropriate finger spaces
- Write in a legible style
- Demonstrate a fluent, joined script using letter joins that have been taught

### • **How we teach English - Oracy and auracy**

We intrinsically link pupil's ability to listen and speak to our communication policy, because of pupils complex learning needs, staff should always note where our pupils' level of comprehension is, e.g. if a pupil is at a 3-word level of understanding using a long sentence will not enable a pupil to learn.

As previously stated for other areas consideration should be given to pupils learning and physical needs. If a pupil is unable to speak we must find alternate means of augmentative communication for them. We will also need to scaffold our pupils' interactions with visual cues which may include signing and visual symbols to enable their learning. For pupils with ASC it is particularly important to understand their need for visual support and *masking* of understanding may be inherent to their previous learning experiences – so we should assume visual cues will be needed unless otherwise shown.

For both oracy and auracy we acknowledge that all parts of a pupil's life in School will provide an opportunity to learn, because of this all staff including operational staff should use appropriate language to our pupils needs, giving them sufficient processing time to understand an interaction.

We have a need to also teach the social use and meaning of words (this is especially true for young people with ASC), as our pupils can often struggle to understand intonation or inflection and will often take a sentence at face value.

Learning will take place both in specific and focussed learning sessions which be planned around individual pupil needs (as opposed to a generic learning scheme), but will also feature as a cross curricular objective across a pupil's curriculum.

### • **English as an Additional Language (EAL)**

For pupils learning with English as additional language due regard must be given to parents to support their understanding of how we learn in this area, we will provide appropriate translation support for this.

Due to the complex nature of our pupils learning needs combined with EAL writing a policy that says *this is how we will teach*, is not a useful approach. What we do, do is to assess each case individually, sometimes with external support and plan a specific intervention with the family to support learning.

- **What are the resources we use for English, Phonics and Communication in our School**

We have a number of bespoke packages for small groups and individuals but this list shows the most common resources we use

- Read Write Inc (DfE) approved phonics programmes for all ages
- Picture Exchange Communication system
- Makaton
- Wilson Stewart P - Steps
- School Reading Reading Schemes
- Teacch Approaches
- Book Boxes
- Eden Academy Communication Bands
- Finely graded reading books guided Hatcher or best fit

- **Links to other Policies which will help with understanding our approaches.**

A key policy which must be read with this policy is our communication policy, alongside this will be all curriculum policies and SEND policies.

Our marking policy will support readers to understand how we feedback to learners

- **Appendix**

**Communication Bands:**

The enclosed pages each outline the needs, learning, provision and other information related to the development of pupils within each band. Each page can stand alone as a reference document so staff need only be given the bands related to the pupils they are teaching.

Schools will choose to apply the bands in different ways but the SALT team will be using it to:

- describe learning at different stages of development (including reports)
- organise training on language and communication development specific to each band
- provide SALT input related to the needs of pupils in each band

- develop guidance booklets for parents and carers

The PDSs will therefore use Bands to prompt staff to attend appropriate training (where it fits), use it consistently when describing different groups of pupils in training sessions and use it when referring to different stages of development and how that impacts learning.

<b>Reflex Learners</b> <i>Respond <b>after</b> a stimulus</i> <i>Actions are unintentional or reflexive and rarely purposeful</i> <i>Tend to startle at stimulus</i>	
<b>Prerequisites:</b> <i>In order to be working in this band pupils constantly:</i> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Pupils are learning to:</b> <ul style="list-style-type: none"> <li>• accept, notice, focus and interpret sensory inputs through different senses</li> <li>• develop a range of early movements and sounds</li> <li>• build trust and relationships with familiar adults and be aware of the world/people around them</li> </ul>	<b>Adults need to skilfully:</b> <ul style="list-style-type: none"> <li>• attend to and build on relationships (not just the care-giving routines)</li> <li>• name and talk about what the pupil is doing using key words</li> <li>• ensure all pupils receive experiences using all their senses</li> <li>• interpret unintentional and reflexive actions, such as like, dislike, want, reject, know and new?</li> <li>• mirror a pupil’s actions and follow their lead</li> </ul> <b>Class team need to:</b> <ul style="list-style-type: none"> <li>• use intensive interaction strategies</li> <li>• provide opportunities for the pupils to learn about themselves and their immediate environment</li> <li>• build routines across the school day that provide opportunities to develop anticipation skills.</li> <li>• provide person–person interaction games, e.g. row row the boat</li> <li>• ensure pupils have a multisensory curriculum that includes as much 1-to-1 time as possible</li> <li>• provide lots of time for pupils to respond e.g. leave pauses</li> </ul>
<b>Additional needs to consider:</b> <ul style="list-style-type: none"> <li>• <u>Pupils with sensory impairment</u> pupils need OT input to ensure they are able to learn through all available senses</li> <li>• <u>Pupils with physical needs</u> will need input in different positions and alternative environments, e.g. hydro or sensory rooms</li> </ul>	<b>SALT provision may include:</b> <ul style="list-style-type: none"> <li>• indirect involvement</li> <li>• training for staff</li> </ul>
<b>Definitions:</b>	<b>Specific knowledge</b> (training needs)

- **provision:** the amount and type of SALT given to a pupil
- **stimulus:** a thing or event that causes a reaction
- **reflexive action:** any action that a pupil makes without conscious thought in response to a stimulus
- **intensive interaction:** an approach to teaching communication and social skills
- **multisensory curriculum:** a curriculum that at different parts of the day will stimulate the different senses

- intensive interaction

### Anticipatory Learners

*Responds **before** the stimulus*

*Actions are intentional but not intentionally to communicate*

#### Prerequisites:

*In order to be working in this band, pupils:*

- *notice and react to people and things*
- *have some clear preferences*

#### Pupils are learning to:

- develop a range of purposeful actions, including movements, vocalisations, looking and reaching, behaviours which adults continue to assign meaning to
- fill in the gaps in turn-taking interactions with increasing confidence using vocalisations or movement
- explore their environment and 'find things out' (if they have natural curiosity)
- anticipate when they recognise previous routines and experiences, e.g. they react in consistent ways BEFORE an event occurs
- move or react in consistent ways depending on the situation e.g. to indicate likes, wants, dislikes, rejections, and awareness of the familiar and unfamiliar
- jointly attend to an object or action when adult initiates
- shift attention to something exciting/motivating
- respond to a familiar adult during a game/interaction with a specific and predictable action, e.g. reacts when a water spray bottle is presented

#### Adults need to skilfully:

- interpret pupils' actions consistently, e.g. child makes a noise, adult comes over to speak to them
- enable a pupil to learn by doing and watching
- leave long pauses for a pupil to fill the gap during set repeated activities or games
- encourage shared attention by being engaging and animated
- build trusting relationships with pupils

#### Class setting needs to:

- provide a range of exploratory (play) activities in which a pupil can engage and anticipate
- set up a range of routines which help the pupils to demonstrate anticipatory skills
- ensure activities focus on understanding the world, making connections and explore their environment in different ways
- provide lots of opportunities for repetition across the curriculum
- ensure all activities are structured and repeated
- include bucket time type activities
- use intensive interaction techniques

<ul style="list-style-type: none"> <li>recognise their part when making something happen</li> </ul>	<ul style="list-style-type: none"> <li>explore, observe and record what is highly motivating for the pupil</li> </ul>
<p><b>Additional needs to consider:</b></p> <ul style="list-style-type: none"> <li><u>ASD</u>: A pupil may need play skills demonstrating in structured, routine ways as they may not have their own internal curiosity or creativity</li> <li><u>physical needs</u>: staff need to have a good understanding of the physical movements a pupil can control independently – these may be small or large movements or both</li> <li><u>VI</u>: need creative activities using sound as a focus – build to an auditory crescendo</li> <li><u>HI</u>: need creative activities using visual stimuli – build to a dramatic visual event</li> </ul>	<p><b>SALT provision may include:</b></p> <ul style="list-style-type: none"> <li>small group sessions run by SALT team</li> <li>training for staff on how to deliver sessions within the classroom</li> </ul>

### Intentional Communicators

*Pupils know they need to seek out a communicative partner to have their wants and needs met  
They have yet to develop a formal method of communication*

**Prerequisites:**

*In order to be working in this band, pupils consistently:*

- engage with adults and anticipate in familiar routines*
- take an adult by the hand to show them what they want*
- start to make clear choices by reaching or pointing*

**Pupils are learning to:**

- control and use body movements, posture and vocalisations to send a purposeful message
- follow simple instructions within a routine, e.g. coat on
- develop their main communication method, including AAC
- point or use a familiar gesture to initiate an interaction
- explore different aspects and functions of an object
- problem-solve
- imitate the actions of others
- begin to make connections between items, e.g. pouring water into a cup during play
- develop the ability to request, comment or protest (through gestures and vocalising)
- develop symbolic understanding, e.g. a banana photo represents a choice of banana at snack

**Adults need to skilfully:**

- create opportunities for communication
- use and model different communication systems
- listen to and respond consistently to all attempts a pupil makes to communicate
- observe and reinforce desirable communication attempts
- record any new undesirable communication attempts, e.g. pinching to gain attention, and do not reinforce
- shape behaviours into positive communication

**Class teams need to:**

- create opportunities for a pupil to request a range of motivating things that are not readily available, e.g. toy in a cupboard

<p>time or symbol on the timetable may indicate a move to another room or the spoken word 'bike' is a label for a bike</p> <ul style="list-style-type: none"> <li>• make a purposeful choice</li> </ul>	<ul style="list-style-type: none"> <li>• be aware of pupil's developing communication method, e.g. PECS book being consistently available</li> <li>• observe and record what is highly motivating for the pupil</li> <li>• have a consistent expectation of the pupil's communication</li> <li>• use consistent key words frequently in the here and now and real-life situations</li> <li>• if a pupil is using AAC, link an item or activity to their AAC method</li> </ul>
<p><b>Additional needs to consider:</b></p> <ul style="list-style-type: none"> <li>• these learners need constant access to communication systems and frequent opportunities to communicate</li> <li>• <u>ASD</u>: pupils need access to identified communicators to communicate; motivators are not always obvious</li> <li>• <u>physical needs</u>: discover what movements a pupil can independently learn to use and how to effectively prompt these</li> <li>• <u>VI</u>: ensure that the pupil is aware of what is on offer by telling them or letting them touch. You may also need to continue to use pauses – use activities to promote motivation to communicate</li> <li>• <u>HI</u>: ensure the pupil is looking at you as you demonstrate communication systems</li> </ul>	<p><b>SALT provision may include:</b></p> <ul style="list-style-type: none"> <li>• one-to-one sessions with SALT team</li> <li>• training of class team</li> <li>• small focused groups</li> <li>• involvement with behaviour management strategies</li> </ul>

### Formal Communicators

*Consistently initiate a communication/interaction*

*Have clear skills for using a specific formal method of communication*

*Are learning a core vocabulary of single words*

*Are learning to use their communication method across a range of situations with different people*

**Prerequisites:**

*In order to be working in this band, pupils consistently:*

- initiate communication
- demonstrate clear skills to use a method of communication that can be shared with everyone
- show shared attention ability



**EXPRESSIVE SKILLS: Pupils are learning to:**

- use their method of communication to name things, request things and ask for more
- communicate using single words (either voice or AAC)
- initiate interactions with a variety of adults and peers
- take turns in simple games and interactions, e.g. with one or two others
- actively seek out their communication method if using AAC
- express a wide range of meanings, including commenting on an object or action, requesting an object or action, answering simple questions, making choices, protesting, and greeting others
- use functional communication, e.g. request help, ask for something to stop, or change and reject something
- answer simple personal questions, e.g. what is your name?

**COMPREHENSION SKILLS: Pupils are learning to:**

- follow a simple instruction outside of their routine
- understand simple who, what, where questions related to the here and now
- understand different categories, e.g. food, animals, colours
- understand a range of vocabulary including verbs and nouns

**Additional needs to consider:**

- consider access method for pupils with visual, auditory and physical needs.
- it continues to be important that motivators to communicate are identified

**Adults need to skilfully:**

- model pupil’s communication method, e.g. communication book across all aspects of the school day
- ensure the pupil has constant access to their communication method across all curriculum subjects
- create opportunities to learn new vocabulary through naming
- engage with the pupil’s communication method and use it with them

**Class setting needs to:**

- ensure there are plenty of playful and motivating opportunities for pupils to practise their communication skills
- ensure that activities and learning tools build on concrete concepts relevant to the pupils in the here and now
- ensure that learning is relevant to their own experiences and repeat recently learned vocabulary
- ensure key language is agreed by all and modelled at all opportunities
- build learning around a theme to enable the pupils to make links with previous learning

**SALT provision may include:**

- one-to-one sessions
- small group language building sessions
- support for class team
- specific support for home about using AAC method

**Combining Communicators**

*Are able to make most of their wants and needs known and have a large vocab they use frequently  
Are learning to combine 2 or more words when communicating with a range of people*

**Prerequisites:**

*In order to be working in this band, pupils consistently:*

- use a large vocabulary of single words including names (of people and places), nouns and verbs and are starting to combine 2 words

- have a clearly established communication method that they use independently and understand its value

**EXPRESSIVE SKILLS: Pupils are learning to:**

- combine words into phrases and short sentences regularly for a variety of purposes
- talk about the here and now and can comment and describe current activities
- ask 'who', 'what' and 'where' questions
- use toys or props to act out daily routines and begin to play cooperatively with peers
- name and identify simple feelings with adult support
- use key words to retell a recent event or story with adult scaffolding

**COMPREHENSION SKILLS: Pupils are learning to:**

- regularly understand spoken instructions with two pieces of information, e.g. find the blue cup
- sequence using first, next, last with everyday activities
- develop a range of vocabulary and concepts, e.g. early prepositions, adjectives, same and different
- problem-solve

**Adults need to skilfully:**

- ensure pupils have continual access to their AAC communication method
- emphasise the key words and model short sentences and phrases appropriately
- ask appropriate 'who', 'what' and 'where' questions in context to expand use of vocab
- create situations where the pupils need to use 2 words rather than their habit of using one

**Class setting needs to:**

- concentrate language and teaching on nouns, verbs and early adjective and ensure learning is about concrete experiences and does not stray into concepts that pupils cannot experience.
- introduce new concepts, e.g. size, weather and other early adjectives
- activities that requires 2 word utterances – e.g. more than just naming the ball e.g. throw the ball (also need something else to throw and to roll the ball)
- ensure pupils understand new vocabulary before expecting them to use it expressively
- provide a varied curriculum that constantly extends a pupil's vocabulary

**Additional needs to consider:**

- continue to ensure pupils' physical, hearing and visual needs are met and are constantly being developed to extend pupils' vocabulary

**SALT provision may include:**

- class will need lots of guidance
- focused group or one-to-one language building sessions
- training on Blank's levels
- social stories

**Definitions:**

- scaffolding: adult provides structure that assists the pupils to complete the task
- prepositions: describe the position of something, the time when something happens and the way in which something is done
- in context: is where the situation can help pupils understand expectations, e.g. swimming – pupils know what they need and don't need, such as the language for towel or costume
- social stories: these model appropriate social interactions by describing a situation with relevant social cues, other's perspectives, and a suggested appropriate response

**Specific knowledge (training needs):**

- Blank's questioning
- how to create situations where 2 words need to be used
- understanding which pairs of words go together

## Conversational Communicators

*Are using and understanding more detailed language structures*

### Prerequisites:

*In order to be working in this band, pupils consistently:*

- use 2 or more words to communicate across many subjects and topics
- accurately use a range of vocabulary across the curriculum
- communicate about some events in the near past or near future

### EXPRESSIVE SKILLS: Pupils are learning to:

- link their ideas into COMPLEX sentences and developing their grammar skills
- understand and use verbal reasoning
- relate to language out of context and beyond their immediate situation – they are abstract or conceptual learners
- use their expressive language to enhance their learning through reasoning, questioning and negotiating
- engage in complex imaginary play, including taking the role of another
- understand abstract ideas and information
- question and find out information
- negotiate with peers and other social skills
- plan own activities
- reason and predict
- use imagination and fantasy language
- self-advocate
- express feelings

### COMPREHENSION SKILLS: Pupils are learning to:

- understand concepts relating to time, e.g. yesterday, today, tomorrow
- understand past and future tense
- infer
- use figurative and pragmatic language
- understand embedded negatives, possessives and pronouns

### SOCIAL INTERACTION AND CONVERSATIONAL SKILLS: Pupils are learning to:

- understand and function within social norms
- maintain topics
- appropriate social conversational skills

### Additional needs to consider:

- Pace of processing and/or physical needs varies so allow for extra time.

### Adults need to skilfully:

- use grammatically correct sentence structures and a varied vocabulary to model and expand pupils' own language skills and vocab
- plan opportunities for pupils to use language to develop their understanding, e.g. to ask questions or explain to a peer
- be mindful of the pupils' pace of learning and respond appropriately to pupils' conversations
- use cognitively challenging questions, e.g. 'why did that happen?' rather than 'closed' questions which require only a one- or two-word answer

### Class setting needs to:

- creatively develop topics to maintain interest of pupils
- provide opportunities for the pupils to learn through questioning and investigation and develop reasoning, debating and hypothesis skills including from someone else's point of view
- ensure pupils have opportunities to generalise knowledge and skills to deepen their understanding
- create opportunities for peer-peer interactions and cooperative working
- provide opportunities to practise skills within the wider community with a range of unfamiliar people

### SALT provision may include:

- one-to one SALT sessions
- focused language and social groups are key
- detailed training with staff
- social stories

### Definitions:

### Specific knowledge (training needs):

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• <u>verbal reasoning</u>: the skill to understand and work through concepts or problems expressed verbally</li><li>• <u>abstract</u>: an idea or thought without currently having something physically present</li></ul> | <ul style="list-style-type: none"><li>• Blank's questioning</li></ul> |
|---|---|

- Definitions of terms we use in English learning and teaching

Term	Guidance	Example
<b>active voice</b>	An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u> ).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>
<b>adjective</b>	<p>The surest way to identify adjectives is by the ways they can be used: before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or after the verb <i>be</i>, as its <u>complement</u>.</p> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because <u>verbs</u>, <u>nouns</u> and <u>adverbs</u> can do the same thing.</p>	<p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it] <i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives:</p> <p><i>The lamp <u>glowed</u>.</i> [verb] <i>It was such a bright <u>red</u>!</i> [noun] <i>He spoke <u>loudly</u>.</i> [adverb] <i>It was a French <u>grammar</u> book.</i> [noun]</p>
<b>adverb</b>	<p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as <u>adverbials</u>, such as <u>preposition phrases</u>, <u>noun phrases</u> and <u>subordinate clauses</u>.</p>	<p><i>Usha <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>] <i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>] <i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>] <i><u>Fortunately</u>, it didn't rain.</i> *adverb modifying the whole clause 'it didn't rain' by commenting on it+</p> <p>Not adverbs:</p> <p><i>Usha went <u>up the stairs</u>.</i> [preposition phrase used as adverbial]</p>

		<p><i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial]</p> <p><i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause used as adverbial]</p>
<b>adverbial</b>	<p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, <u>adverbs</u> can be used as adverbials, but many other types of words and phrases can be used this way, including <u>preposition phrases</u> and <u>subordinate clauses</u>.</p>	<p>The <i>bus leaves <u>in five minutes</u></i>. [preposition phrase as adverbial: modifies <i>leaves</i>]</p> <p><i>She promised to see him <u>last night</u></i>. [noun phrase modifying either <i>promised</i> or <i>see</i>, according to the intended meaning]</p> <p><i>She worked <u>until she had finished</u></i>. [subordinate clause as adverbial]</p>
<b>antonym</b>	<p>Two words are antonyms if their meanings are opposites.</p>	<p><i>hot – cold light – dark light – heavy</i></p>
<b>apostrophe</b>	<p>Apostrophes have two completely different uses: contractions/contracted form: showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) marking <u>possessives</u> (e.g. <i>Hannah's mother</i>).</p>	<p><i><u>I'm</u> going out and I <u>won't</u> be long</i>. [showing missing letters]</p> <p><i><u>Hannah's</u> mother went to town in <u>Justin's</u> car</i>. [marking possessives]</p>
<b>article</b>	<p>The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of <u>determiner</u>.</p>	<p><i><u>The</u> dog found <u>a</u> bone in <u>an</u> old box</i>.</p>
<b>auxiliary verb</b>	<p>The auxiliary <u>verbs</u> are: <i>be</i>, <i>have</i>, <i>do</i> and the <u>modal verbs</u>. They can be used to make questions and negative statements. In addition: <i>be</i> is used in the <u>progressive</u> and <u>passive</u> <i>have</i> is used in the <u>perfect</u> <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present</p>	<p><i>They <u>are</u> winning the match</i>. [<i>be</i> used in the progressive]</p> <p><i><u>Have</u> you finished your picture?</i> [<i>have</i> used to make a question, and the perfect]</p> <p><i>No, I <u>don't</u> know him</i>. [<i>do</i> used to make a negative; no other auxiliary is present]</p> <p><i><u>Will</u> you come with me or not?</i> [modal verb <i>will</i> used to make a question about the other person's willingness+]</p>

<p><b>clause</b></p>	<p>A clause is a special type of <u>phrase</u> whose <u>head</u> is a <u>verb</u>. Clauses can sometimes be complete sentences. Clauses may be <u>main</u> or <u>subordinate</u>.</p> <p>Traditionally, a clause had to have a <u>finite verb</u>, but most modern grammarians also recognise non-finite clauses.</p>	<p><i>It was raining.</i> [single-clause sentence]  <i>It was raining but we were indoors.</i> [two finite clauses]  <i>If you are coming to the party, please let us know.</i>          [finite subordinate clause inside a finite main clause]  <i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]</p>
<p><b>cohesion</b></p>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p>	<p><b>A visit</b> has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am.  <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and <i>a nature trail</i>. During the afternoon, <b>the children</b> will follow <i>the trail</i>.</p>
<p><b>cohesive device</b></p>	<p>Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create <u>cohesion</u>. Some examples of cohesive devices are: <u>determiners</u> and <u>pronouns</u>, which can refer back to earlier words <u>conjunctions</u> and <u>adverbs</u>, which can make relations between words clear <u>ellipsis</u> of expected words.</p>	<p><i>Julia's dad bought her a football. <u>The football</u> was expensive!</i> [determiner; refers us back to a particular football]  <i>Joe was given a bike for Christmas. <u>He</u> liked <u>it</u> very much.</i> [the pronouns refer back to Joe and the bike]  <i>We'll be going shopping <u>before</u> we go to the park.</i> [<u>conjunction</u>; makes a relationship of time clear]  <i>I'm afraid we're going to have to wait for the next train. <u>Meanwhile</u>, we could have a cup of tea.</i> [<u>adverb</u>; refers back to the time of waiting]  <i>Where are you going? [<u>  </u>] To school!</i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p>

Term	Guidance	Example
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<p><b>complement</b></p>	<p>A verb's subject complement adds more information about its <u>subject</u>, and its object complement does the same for its <u>object</u>.</p> <p>Unlike the verb's object, its complement may be an adjective.</p> <p>The verb <i>be</i> normally has a complement.</p>	<p><i>She is <u>our teacher</u>.</i> [adds more information about the subject, <i>she</i>]</p> <p><i>They seem very <u>competent</u>.</i> [adds more information about the subject, <i>they</i>]</p> <p><i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i>]</p>
<p><b>compound, compounding</b></p>	<p>A compound word contains at least two <u>root words</u> in its <u>morphology</u>; e.g. <i>whiteboard</i>, <i>superman</i>. Compounding is very important in English.</p>	<p><i>blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow</i></p>
<p><b>conjunction</b></p>	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions: <u>co-ordinating</u> conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair subordinating conjunctions (e.g. <i>when</i>) introduce a <u>subordinate clause</u>.</p>	<p><i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p> <p><i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p>
<p><b>consonant</b></p>	<p>A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.</p> <p>Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent <u>vowel</u> sounds.</p>	<p><i>/p/</i> [flow of air stopped by the lips, then released]</p> <p><i>/t/</i> [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p><i>/f/</i> [flow of air obstructed by the bottom lip touching the top teeth]</p> <p><i>/s/</i> [flow of air obstructed by the tip of the tongue touching the gum line]</p>
<p><b>continuous</b></p>	<p>See <u>progressive</u></p>	

<p><b>co-ordinate, co-ordination</b></p>	<p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating <u>conjunction</u> (i.e. <i>and, but, or</i>). In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and <u>subordination</u> is that, in subordination, the two linked elements are not equal.</p>	<p><b><i>Susan <u>and</u> Amra met in a café.</i></b> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair]</p> <p><b><i>They talked <u>and</u> drank tea for an hour.</i></b> [links two clauses as an equal pair]</p> <p><b><i>Susan got a bus <u>but</u> Amra walked.</i></b> [links two clauses as an equal pair]</p> <p>Not co-ordination: <i>They ate <u>before</u> they met.</i> [<i>before</i> introduces a subordinate clause]</p>
<p><b>determiner</b></p>	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are:</p> <p><u>articles</u> (<i>the, a or an</i>)</p> <p>demonstratives (e.g. <i>this, those</i>) <u>possessives</u> (e.g. <i>my, your</i>)</p> <p>quantifiers (e.g. <i>some, every</i>).</p>	<p><u>the</u> home team [article, specifies the team as known]</p> <p><u>a</u> good team [article, specifies the team as unknown]</p> <p><u>that</u> pupil [demonstrative, known] <u>Julia's</u> parents [possessive, known] <u>some</u> big boys [quantifier, unknown]</p> <p>Contrast: <i>home <u>the</u> team, big <u>some</u> boys</i> [both incorrect, because the determiner should come before other modifiers]</p>
<p><b>digraph</b></p>	<p>A type of <u>grapheme</u> where two letters represent one <u>phoneme</u>.</p> <p>Sometimes, these two letters are not next to one another; this is called a split digraph.</p>	<p>The digraph <u>ea</u> in <u>each</u> is pronounced /i:/. The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/. The split digraph <u>i-e</u> in <u>line</u> is pronounced /aɪ/.</p>
<p><b>ellipsis</b></p>	<p>Ellipsis is the omission of a word or phrase which is expected and predictable.</p>	<p><i>Frankie waved to Ivana and <u>she</u> watched her drive away.</i></p> <p><i>She did it because she wanted to <u>do it</u>.</i></p>
<p><b>etymology</b></p>	<p>A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.</p>	<p>The word <i>school</i> was borrowed from a Greek word <i>σχολή</i> (<i>skholé</i>) meaning 'leisure'.</p> <p>The word <i>verb</i> comes from Latin <i>verbum</i>, meaning 'word'.</p>

		The word <i>mutton</i> comes from French <i>mouton</i> , meaning ‘sheep’.
<b>finite verb</b>	<p>Every sentence typically has at least one verb which is either past or present tense. Such verbs are called ‘finite’. The imperative verb in a command is also finite.</p> <p>Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.</p>	<p><i>Lizzie <u>does</u> the dishes every day.</i> [<u>present tense</u>]  <i>Even Hana <u>did</u> the dishes yesterday.</i> [<u>past tense</u>]  <i><u>Do</u> the dishes, Naser!</i> [imperative]</p> <p>Not finite verbs:  <i>I have <u>done</u> them.</i> [combined with the finite verb <i>have</i>]  <i>I will <u>do</u> them.</i> [combined with the finite verb <i>will</i>]  <i>I want to <u>do</u> them!</i> [combined with the finite verb <i>want</i>]</p>
<b>fronting, fronted</b>	<p>A word or phrase that normally comes after the <u>verb</u> may be moved before the verb: when this happens, we say it has been ‘fronted’. For example, a fronted adverbial is an <u>adverbial</u> which has been moved before the verb.</p> <p>When writing fronted phrases, we often follow them with a comma.</p>	<p><i><u>Before we begin</u>, make sure you’ve got a pencil.</i>          [Without fronting: <i>Make sure you’ve got a pencil before we begin.</i>] <i><u>The day after tomorrow</u>, I’m visiting my granddad.</i>          [Without fronting: <i>I’m visiting my granddad the day after tomorrow.</i>]</p>

Term	Guidance	Example
<b>future</b>	<p>Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a <u>present-tense verb</u>.</p> <p>See also <u>tense</u>.</p> <p>Unlike many other languages (such as French, Spanish or Italian), English has no distinct ‘future tense’ form of the verb comparable with its <u>present</u> and <u>past</u> tenses.</p>	<p><i>He <u>will leave</u> tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i>]  <i>He <u>may leave</u> tomorrow.</i> [present-tense <i>may</i> followed by infinitive <i>leave</i>]  <i>He <u>leaves</u> tomorrow.</i> [present-tense <i>leaves</i>]  <i>He <u>is going to leave</u> tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i>]</p>

<b>GPC</b>	See <u>grapheme-phoneme correspondences</u> .	
<b>grapheme</b>	A letter, or combination of letters, that corresponds to a single <u>phoneme</u> within a word.	The grapheme <u>t</u> in the words <u>ten</u> , <u>bet</u> and <u>ate</u> corresponds to the phoneme /t/. The grapheme <u>ph</u> in the word <u>dolphin</u> corresponds to the phoneme /f/.
<b>grapheme-phoneme correspondences</b>	The links between letters, or combinations of letters ( <u>graphemes</u> ) and the speech sounds ( <u>phonemes</u> ) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme <u>s</u> corresponds to the phoneme /s/ in the word <u>see</u> , but... ..it corresponds to the phoneme /z/ in the word <u>easy</u> .
<b>head</b>	See <u>phrase</u> .	
<b>homonym</b>	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	<i>Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u>.</i> <i>The noise a dog makes is called a <u>bark</u>. Trees have <u>bark</u>.</i>
<b>homophone</b>	Two different words are homophones if they sound exactly the same when pronounced.	<i><u>hear</u>, <u>here</u> <u>some</u>, <u>sum</u></i>
<b>infinitive</b>	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. <u>walk</u> , <u>be</u> ). Infinitives are often used: after <i>to</i> after <u>modal verbs</u> .	<i>I want to <u>walk</u>.</i> <i>I will <u>be</u> quiet.</i>
<b>inflection</b>	When we add <i>-ed</i> to <u>walk</u> , or change <u>mouse</u> to <u>mice</u> , this change of <u>morphology</u> produces an inflection ('bending') of the basic word which has special grammar (e.g. <u>past tense</u> or <u>plural</u> ). In contrast, adding <i>-er</i> to <u>walk</u> produces a completely different word, <u>walker</u> , which is part of the same <u>word family</u> . Inflection is sometimes thought of as	<i><u>dogs</u> is an inflection of <u>dog</u>. <u>went</u> is an inflection of <u>go</u>. <u>better</u> is an inflection of <u>good</u>.</i>

	merely a change of ending, but, in fact, some words change completely when inflected.	
<b>intransitive verb</b>	A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See ' <u>transitive verb</u> '.	<i>We all <u>laughed</u>.</i> <i>We would like to stay longer, but we must <u>leave</u>.</i>
<b>main clause</b>	A <u>sentence</u> contains at least one <u>clause</u> which is not a <u>subordinate clause</u> ; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	<i><u>It was raining</u> but <u>the sun was shining</u>.</i> [two main clauses] <i><u>The man who wrote it</u> told me <u>that it was true</u>.</i> [one main clause containing two subordinate clauses.] <i>She said, "It rained all day."</i> [one main clause containing another.]
<b>modal verb</b>	Modal verbs are used to change the meaning of other <u>verbs</u> . They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> . A modal verb only has <u>finite</u> forms and has no <u>suffixes</u> (e.g. <i>I sing – he sings</i> , but not <i>I must – he musts</i> ).	<i>I <u>can</u> do this maths work by myself.</i> <i>This ride <u>may</u> be too scary for you!</i> <i>You <u>should</u> help your little brother.</i> <i>Is it going to rain? Yes, it <u>might</u>.</i> <i>Canning swim is important.</i> [not possible because <i>can</i> must be finite; contrast: <i>Being able to swim is important</i> , where <i>being</i> is not a modal verb]
<b>modify, modifier</b>	One word or phrase modifies another by making its meaning more specific. Because the two words make a <u>phrase</u> , the 'modifier' is normally close to the modified word.	In the phrase <i>primary-school teacher</i> : <i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher) <i>school</i> is modified by <i>primary</i> (to mean a specific kind of school).
<b>morphology</b>	A word's morphology is its internal make-up in terms of <u>root words</u> and <u>suffixes</u> or <u>prefixes</u> , as well as other kinds of change such as the change of <i>mouse</i> to <i>mice</i> .	<i>dogs</i> has the morphological make-up: <i>dog</i> + <i>s</i> . <i>unhelpfulness</i> has the morphological make-up: <i>unhelpful</i> + <i>ness</i> where <i>unhelpful</i> = <i>un</i> + <i>helpful</i> and <i>helpful</i> = <i>help</i> + <i>ful</i>

	<p>Morphology may be used to produce different <u>inflections</u> of the same word (e.g. <i>boy – boys</i>), or entirely new words (e.g. <i>boy – boyish</i>) belonging to the same <u>word family</u>. A word that contains two or more root words is a <u>compound</u> (e.g. <i>news+paper, ice+cream</i>).</p>	
<b>noun</b>	<p>The surest way to identify nouns is by the ways they can be used after <u>determiners</u> such as <i>the</i>: for example, most nouns will fit into the frame “The __ matters/matter.” Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’; this is often true, but it doesn’t help to distinguish nouns from other <u>word classes</u>. For example, <u>prepositions</u> can name places and <u>verbs</u> can name ‘things’ such as actions. Nouns may be classified as <b>common</b> (e.g. <i>boy, day</i>) or <b>proper</b> (e.g. <i>Ivan, Wednesday</i>), and also as <b>countable</b> (e.g. <i>thing, boy</i>) or <b>non-countable</b> (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p>	<p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i> <i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i> <i><u>Actions</u> speak louder than <u>words</u>.</i> Not nouns: <i>He’s <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun] <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun] common, countable: <i>a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></i> common, non-countable: <i><u>money</u>, some <u>chocolate</u>, less <u>imagination</u></i> proper, countable: <i><u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></i></p>

Term	Guidance	Example
<b>noun phrase</b>	<p>A noun phrase is a <u>phrase</u> with a noun as its <u>head</u>, e.g. <i>some foxes, foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i>.</p>	<p><i><u>Adult foxes</u> can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase] <i><u>Almost all healthy adult foxes in this area</u> can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p>

<p><b>object</b></p>	<p>An object is normally a <u>noun</u>, <u>pronoun</u> or <u>noun phrase</u> that comes straight after the <u>verb</u>, and shows what the verb is acting upon.</p> <p>Objects can be turned into the <u>subject</u> of a <u>passive</u> verb, and cannot be <u>adjectives</u> (contrast with <u>complements</u>).</p>	<p><i>Year 2 designed <u>puppets</u>.</i> [noun acting as object]  <i>I like <u>that</u>.</i> [pronoun acting as object]          Some people suggested a <u>pretty display</u>. [noun phrase acting as object]          Contrast:  <i>A display was suggested.</i> [object of active verb becomes the subject of the passive verb]  <i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]</p>
<p><b>participle</b></p>	<p>Verbs in English have two participles, called ‘present participle’ (e.g. <i>walking, taking</i>) and ‘past participle’ (e.g. <i>walked, taken</i>). Unfortunately, these terms can be confusing to learners, because: they don’t necessarily have anything to do with present or past time although past participles are used as <u>perfects</u> (e.g. <i>has eaten</i>) they are also used as <u>passives</u> (e.g. <i>was eaten</i>).</p>	<p><i>He is <u>walking</u> to school.</i> [present participle in a <u>progressive</u>]  <i>He has <u>taken</u> the bus to school.</i> [past participle in a <u>perfect</u>]  <i>The photo was <u>taken</u> in the rain.</i> [past participle in a <u>passive</u>]</p>
<p><b>passive</b></p>	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from: the past <u>participle</u> form <i>eaten</i>          the normal <u>object</u> (<i>it</i>) turned into the <u>subject</u>          the normal subject (<i>our dog</i>) turned into an optional <u>preposition phrase</u> with <i>by</i> as its <u>head</u> the verb <i>be(was)</i>, or some other verb such as <i>get</i>.          Contrast <u>active</u>.          A verb is not ‘passive’ just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p><i>A visit was <u>arranged</u> by the school.</i>  <i>Our cat got <u>run</u> over by a bus.</i>          Active versions:  <i>The school arranged a visit.</i>  <i>A bus ran over our cat.</i>          Not passive:  <i>He received a warning.</i> [past tense, active <i>received</i>]  <i>We had an accident.</i> [past tense, active <i>had</i>]</p>



<p><b>past tense</b></p>	<p><u>Verbs</u> in the past tense are commonly used to: talk about the past talk about imagined situations make a request sound more polite. Most verbs take a <u>suffix</u> <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular. See also <u>tense</u>.</p>	<p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the past] <i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>] <i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past] <i>I <u>was</u> hoping you'd help tomorrow.</i> [makes an implied request sound more polite]</p>
<p><b>perfect</b></p>	<p>The perfect form of a <u>verb</u> generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by: turning the verb into its past <u>participle inflection</u> adding a form of the verb <i>have</i> before it. It can also be combined with the <u>progressive</u> (e.g. <i>he has been going</i>).</p>	<p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now she has some songs] <i>I <u>had eaten</u> lunch when you came.</i> *past perfect; I wasn't hungry when you came+</p>
<p><b>phoneme</b></p>	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: <i>/t/</i> contrasts with <i>/k/</i> to signal the difference between <i>tap</i> and <i>cap</i> <i>/t/</i> contrasts with <i>/l/</i> to signal the difference between <i>bought</i> and <i>ball</i>. It is this contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be</p>	<p>The word <i>cat</i> has three letters and three phonemes: <i>/kæt/</i> The word <i>catch</i> has five letters and three phonemes: <i>/kætʃ/</i> The word <i>caught</i> has six letters and three phonemes: <i>/kɔ:t/</i></p>

	represented in writing by one, two, three or four letters constituting a single <u>grapheme</u> .	
<b>phrase</b>	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a <u>noun phrase</u> if its head is a noun, a <u>preposition phrase</u> if its head is a preposition, and so on; but if the head is a <u>verb</u> , the phrase is called a <u>clause</u> . Phrases can be made up of other phrases.	<i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head] <i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head] <i>She waved <u>to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]
<b>plural</b>	A plural <u>noun</u> normally has a <u>suffix</u> –s or –es and means 'more than one'. There are a few nouns with different <u>morphology</u> in the plural (e.g. <i>mice</i> , <i>formulae</i> ).	<i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box] <i><u>mice</u></i> [more than one mouse]

Term	Guidance	Example
<b>possessive</b>	A possessive can be: a <u>noun</u> followed by an <u>apostrophe</u> , with or without s a possessive <u>pronoun</u> . The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a <u>determiner</u> .	<i><u>Tariq's</u> book</i> [Tariq has the book] <i>The <u>boys'</u> arrival</i> [the boys arrive] <i><u>His</u> obituary</i> [the obituary is about him] <i>That essay is <u>mine</u>.</i> [I wrote the essay]
<b>prefix</b>	A prefix is added at the beginning of a <u>word</u> in order to turn it into another word. Contrast <u>suffix</u> .	<i><u>overtake</u>, <u>disappear</u></i>
<b>preposition</b>	A preposition links a following <u>noun</u> , <u>pronoun</u> or <u>noun phrase</u> to some other word in the sentence. Prepositions often	<i>Tom waved goodbye <u>to</u> Christy. She'll be back <u>from</u> Australia <u>in</u> two weeks. I haven't seen my dog <u>since</u> this morning.</i>

	<p>describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as <u>conjunctions</u>.</p>	<p>Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>
<b>preposition phrase</b>	<p>A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.</p>	<p><i>He was <u>in bed</u>.</i> <i>I met them <u>after the party</u>.</i></p>
<b>present tense</b>	<p><u>Verbs</u> in the present tense are commonly used to: talk about the present talk about the <u>future</u>.</p> <p>They may take a suffix –s (depending on the <u>subject</u>).</p> <p>See also <u>tense</u>.</p>	<p><i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now] <i>He <u>can</u> swim.</i> [describes a state that is true now] <i>The bus <u>arrives</u> at three.</i> [scheduled now] <i>My friends <u>are</u> coming to play.</i> [describes a plan in progress now]</p>
<b>progressive</b>	<p>The progressive (also known as the ‘continuous’) form of a <u>verb</u> generally describes events in progress. It is formed by combining the verb’s present <u>participle</u> (e.g. <i>singing</i>) with a form of the verb <i>be</i> (e.g. <i>he was singing</i>). The progressive can also be combined with the <u>perfect</u> (e.g. <i>he has been singing</i>).</p>	<p><i>Michael <u>is singing</u> in the store room.</i> [present progressive] <i>Amanda <u>was making</u> a patchwork quilt.</i> [past progressive] <i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect progressive]</p>
<b>pronoun</b>	<p>Pronouns are normally used like <u>nouns</u>, except that: they are grammatically more specialised it is harder to <u>modify</u> them</p> <p>In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.</p>	<p><i><b>Amanda</b> waved to <b>Michael</b>.</i> <i><u>She</u> waved to <u>him</u>.</i> <i><b>John’s</b> mother is over there. <u>His</u> mother is over there.</i> <i>The <b>visit</b> will be an overnight <b>visit</b>. <u>This</u> will be an overnight <b>visit</b>.</i> <i><u>Simon</u> is the person: <b>Simon</b> broke it. <u>He</u> is the one <u>who</u> broke it.</i></p>

<p><b>punctuation</b></p>	<p>Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - ( ) “ ” ‘ ’ , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate <u>sentence</u> boundaries.</p>	<p><i><u>“I’m going out, Usha, and I won’t be long,” Mum said.</u></i></p>
<p><b>Received Pronunciation</b></p>	<p>Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the national curriculum.</p>	
<p><b>register</b></p>	<p>Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are ‘varieties’ of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.</p>	<p><i>I regret to inform you that Mr Joseph Smith has passed away. [formal letter]</i>  <i>Have you heard that Joe has died? [casual speech]</i>  <i>Joe falls down and dies, centre stage. [stage direction]</i></p>
<p><b>relative clause</b></p>	<p>A relative clause is a special type of <u>subordinate clause</u> that modifies a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p>	<p><i>That’s the <b>boy</b> <u>who lives near school</u>. [who refers back to boy]</i>  <i>The <b>prize</b> <u>that I won</u> was a book. [that refers back to prize]</i>  <i>The <b>prize</b> <u>I won</u> was a book. [the pronoun that is omitted]</i>  <i><b>Tom broke the game, which annoyed Ali</b>. [which refers back to the whole clause]</i></p>

<p><b>root word</b></p>	<p><u>Morphology</u> breaks words down into root words, which can stand alone, and <u>suffixes</u> or <u>prefixes</u> which can't. For example, <i>help</i> is the root word for other words in its <u>word family</u> such as <i>helpful</i> and <i>helpless</i>, and also for its <u>inflections</u> such as <i>helping</i>. <u>Compound</u> words (e.g. <i>help-desk</i>) contain two or more root words.</p> <p>When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.</p>	<p><i>played</i> [the root word is <i>play</i>] <i>unfair</i> [the root word is <i>fair</i>] <i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p>
<p><b>schwa</b></p>	<p>The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English.</p> <p>It is written as /ə/ in the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.</p>	<p>/əlɒŋ/ [<i>*along</i>]          /bʌtə/ [<i>butter</i>]          /dɒktə/ [<i>doctor</i>]</p>

Term	Guidance	Example
<p><b>sentence</b></p>	<p>A sentence is a group of <u>words</u> which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward.</p>	<p><i><u>John went to his friend's house. He stayed there till tea-time.</u></i></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> *This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.]</p> <p><i>You are my friend.</i> [statement]  <i>Are you my friend?</i> [question]  <i>Be my friend!</i> [command]  <i>What a good friend you are!</i> [exclamation]</p>

	<p>The terms ‘<b>singleclause sentence</b>’ and ‘<b>multi-clause sentence</b>’ may be more helpful.</p>	<p><i>Ali went home on his bike to his goldfish and his current library book about pets. [single-clause sentence]</i>  <i>She went shopping but took back everything she had bought because she didn’t like any of it. [multi-clause sentence]</i></p>
<b>split digraph</b>	<p>See <u>digraph</u>.</p>	
<b>Standard English</b>	<p>Standard English can be recognised by the use of a very small range of forms such as <i>those books, I did it</i> and <i>I wasn’t doing anything</i> (rather than their nonStandard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most <u>registers</u>. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.</p>	<p><i>I did it because they were not willing to undertake any more work on those houses. [formal Standard English]</i>  <i>I did it cos they wouldn’t do any more work on those houses. [casual Standard English]</i>  <i>I done it cos they wouldn’t do no more work on them houses. [casual non-Standard English]</i></p>
<b>stress</b>	<p>A <u>syllable</u> is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.</p>	<p><i><u>about</u></i>  <i><u>visit</u></i></p>
<b>subject</b>	<p>The subject of a verb is normally the <u>noun</u>, <u>noun phrase</u> or <u>pronoun</u> that names the ‘do-er’ or ‘be-er’. The subject’s normal position is: just before the <u>verb</u> in a statement just after the <u>auxiliary verb</u>, in a question.          Unlike the verb’s <u>object</u> and <u>complement</u>, the subject can determine the form of the verb (e.g. <i>I am</i>, <i>you are</i>).</p>	<p><i><u>Rula’s mother</u> went out.</i>  <i><u>That</u> is uncertain.</i>  <i><u>The children</u> will study the animals.</i>  <i>Will <u>the children</u> study the animals?</i></p>

<p><b>subjunctive</b></p>	<p>In some languages, the <u>inflections</u> of a <u>verb</u> include a large range of special forms which are used typically in <u>subordinate clauses</u>, and are called ‘subjunctives’. English has very few such forms and those it has tend to be used in rather formal styles.</p>	<p><i>The school requires that all pupils <u>be</u> honest.</i>  <i>The school rules demand that pupils not <u>enter</u> the gym at lunchtime.</i>  <i>If Zoë <u>were</u> the class president, things would be much better.</i></p>
<p><b>subordinate, subordination</b></p>	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:  an adjective is subordinate to the noun it <u>modifies</u> <u>subjects</u> and <u>objects</u> are subordinate to their <u>verbs</u>.  Subordination is much more common than the equal relationship of <u>co-ordination</u>.  See also <u>subordinate clause</u>.</p>	<p><i><u>big</u> dogs [big is subordinate to dogs]</i>  <i><u>Big dogs</u> need <u>long</u> walks. [big dogs and long walks are subordinate to need]</i>  <i>We can watch TV <u>when we’ve finished</u>. [when we’ve finished is subordinate to watch]</i></p>
<p><b>subordinate clause</b></p>	<p>A clause which is <u>subordinate</u> to some other part of the same <u>sentence</u> is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it <u>modifies</u>). Subordinate clauses contrast with <u>co-ordinate</u> clauses as in <i>It was sour but looked very tasty</i>. (Contrast: <u>main clause</u>)  However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That’s the street <u>where Ben lives</u>. [relative clause; modifies street]</i>  <i>He watched her <u>as she disappeared</u>. [adverbial; modifies watched]</i>  <i><u>What you said</u> was very nice. [acts as subject of was]</i>  <i>She noticed <u>an hour had passed</u>. [acts as object of noticed]</i>  Not subordinate: <i>He shouted, “<u>Look out!</u>”</i></p>
<p><b>suffix</b></p>	<p>A suffix is an ‘ending’, used at the end of one word to turn it into another word. Unlike <u>root words</u>, suffixes cannot stand on their own as a complete word.  Contrast <u>prefix</u>.</p>	<p><i>call – <u>called</u> teach – <u>teacher</u> [turns a verb into a noun]</i>  <i>terror – <u>terrorise</u> [turns a noun into a verb] green – <u>greenish</u> [leaves word class unchanged]</i></p>



<b>syllable</b>	A syllable sounds like a beat in a <u>word</u> . Syllables consist of at least one <u>vowel</u> , and possibly one or more <u>consonants</u> .	<i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.
<b>synonym</b>	Two words are synonyms if they have the same meaning, or similar meanings. Contrast <u>antonym</u> .	<i>talk – speak old – elderly</i>
<b>tense</b>	In English, tense is the choice between <u>present</u> and <u>past verbs</u> , which is special because it is signalled by <u>inflections</u> and normally indicates differences of time. In	<i>He <u>studies</u>.</i> [present tense – present time]
<b>Term</b>	<b>Guidance</b>	<b>Example</b>
	contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: <u>future</u> .) The simple tenses (present and past) may be combined in English with the <u>perfect</u> and <u>progressive</u> .	<i>He <u>studied</u> yesterday.</i> [past tense – past time] <i>He <u>studies</u> tomorrow, or else!</i> [present tense – future time] <i>He <u>may study</u> tomorrow.</i> [present tense + infinitive – future time] <i>He <u>plans to study</u> tomorrow.</i> [present tense + infinitive – future time] <i>If he <u>studied</u> tomorrow, he’d see the difference!</i> [past tense – imagined future] Contrast three distinct tense forms in Spanish: <i>Estudia.</i> [present tense] <i>Estudió.</i> [past tense] <i>Estudiará.</i> [future tense]
<b>transitive verb</b>	A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an <u>intransitive verb</u> , which does not.	<i>He <u>loves</u> Juliet.</i> <i>She <u>understands</u> English grammar.</i>
<b>trigraph</b>	A type of <u>grapheme</u> where three letters represent one <u>phoneme</u> .	<i><u>High</u>, <u>pure</u>, <u>patch</u>, <u>hedge</u></i>
<b>unstressed</b>	See <u>stressed</u> .	

<p><b>verb</b></p>	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u>, either <u>present</u> or <u>past</u> (see also <u>future</u>).</p> <p>Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn’t distinguish verbs from <u>nouns</u> (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as <u>auxiliary</u>, or <u>modal</u>; as <u>transitive</u> or <u>intransitive</u>; and as states or events.</p>	<p><i>He <u>lives</u> in Birmingham.</i> [present tense]  <i>The teacher <u>wrote</u> a song for the class.</i> [past tense]  <i>He <u>likes</u> chocolate.</i> [present tense; not an action]  <i>He <u>knew</u> my father.</i> [past tense; not an action]            Not verbs:  <i>The <u>walk</u> to Halina’s house will take an hour.</i> [noun]  <i>All that <u>surfing</u> makes Morwenna so sleepy!</i> [noun]</p>
<p><b>vowel</b></p>	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form <u>syllables</u> by themselves, or they may combine with <u>consonants</u>.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>	
<p><b>word</b></p>	<p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. <i>wellbuilt, he’s</i>).</p>	<p><i><u>headteacher</u> or <u>head teacher</u></i> [can be written with or without a space] <i><u>I’m</u> going out.</i>  <i><u>9.30 am</u></i></p>
<p><b>word class</b></p>	<p>Every <u>word</u> belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: <u>noun</u>, <u>verb</u>, <u>adjective</u>, <u>adverb</u>, <u>preposition</u>, <u>determiner</u>, <u>pronoun</u>, <u>conjunction</u>. Word classes are sometimes called ‘parts of speech’.</p>	

**word family**

The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.

*teach – teacher*

*extend – extent – extensive*

*grammar – grammatical – grammarian*