



**English at
Wisborough Green
Primary School**

Year 1

Grammar:

- Leave spaces between words
- Put words together to make sentences
- Join words and clauses using and
- Use capital letters, full stops, question marks, and exclamation marks
- Use capital letters for names and use I properly
- Turn words into plurals using -s or -es
- Adding suffixes to verbs without changing the root word, for example helping, helped, helper
- Using the prefix un- to change the meaning of verbs and adjectives, for example unkind and unclear
- Putting sentences together to write short stories or anecdotes

Writing:

- to write simple sentences
- to say a sentence out loud before writing it down
- to put sentences into the right order to tell a short story
- to re-read what they have written to check that it makes sense
- to talk about their writing with their teacher or classmates
- to read their writing out loud to their teacher or the class.

Handwriting:

- sit correctly and use the right pencil grip
- form lowercase letters in the correct way: starting in the right place, moving the pencil in the correct direction and finishing in the right place
- form capital letters in the correct way
- forming the digits 0–9
- understand which letters are formed in similar ways
- leave a space between words.

Spelling:

- to spell simple words that can be spelled using the phonics they have learnt so far
- to spell the days of the week
- how to spell words with simple prefixes and suffixes like un- and -ing
- how to spell compound words, for example, football, playground
- the names of the letters of the alphabet
- to spell the Year 1 common exception words (see our list of Common exception words for Year 1)

Reading:

In Year 1, children will have a growing knowledge of phonics. They will also read and listen to lots of stories, and will be encouraged to think and talk about them.

Your child will learn to:

- listen to and talk about a range of stories and texts
- know and understand well-known stories, fairy stories, and traditional tales
- understand books they can read and listen to
- discuss the meaning of the words they read
- begin to infer (read between the lines) the feelings of characters
- discuss the books they have read
- explain what happened in a story, or the main topic in non-fiction
- make connections between the story and their own life

Year 2

Grammar:

- Use capital letters for the start of a sentence and for proper nouns (names of people and places)
- Choose the right punctuation mark at the end of a sentence: a full stop, a question mark or an exclamation mark (to show emphasis, humour or strong emotion)
- Use conjunctions such as and, but and because, to join clauses. For example, 'Stav cannot play because he has hurt his knee.'
- Spot the four types of sentences: statements, questions, exclamations and commands
- Use the present tense and past tense in the correct way
- Use the progressive (or continuous) form of a verb such as 'he was singing', or 'the class were singing'
- Use the suffixes -ness or -er to turn adjectives into nouns, for example 'kindness' and 'teacher'
- Write noun phrases (phrases that work like a noun), for example 'that parcel', 'three cows' or something longer such as 'the porridge that I cooked earlier'
- Use the suffixes -ful or -less to turn nouns into adjectives, for example 'hopeful' or 'helpless'
- Use the suffixes -er or -est or -ly, for example, 'louder', 'hardest' or 'quickly'
- Use commas when writing a list, for example, 'He bought bread, butter, jam and milk.'
- Use apostrophes to show when letters are missing, for example, I'm, don't, she'll
- Use apostrophes to show possession, for example 'The girl's voice', 'Ravi's bag'.

Writing:

- to write about things that have happened to them
- to make up simple stories
- to write about real events
- to write simple poems
- to write non-fiction for different purposes
- to plan their writing by either talking about what they want to write or by writing down key words
- to read their own writing and make changes to it
- to read their writing out loud.

Spelling:

- new graphemes (letter groups to spell sounds) to represent the phonemes (sounds) they have already learnt
- to spell words with suffixes including words ending in -ment, -ness, -ful, -less, and -ly
- to use an apostrophe to mark where a letter is missing, for example don't, he'll
- to use an apostrophe to show possession for single nouns, for example, George's hat, the lady's car
- to spell the Year 2 common exception words

Reading:

In Year 2, most children are well on the way to becoming fluent readers. They will be given opportunities to develop their understanding of books they read and books that are read to them.

Your child will learn to:

- listen to and talk about a range of stories and texts
- understand both the books they can already read themselves and those they listen to
- talk about books and poems, taking turns and listening to what others say.
- discuss the meaning of the words they read and make connections between new words and the words they already know
- discuss the words and phrases they like in a story
- talk about the way a non-fiction book is structured (headings, photographs, captions, contents page and so on)
- check that they have read a story correctly by spotting if it doesn't make sense
- predict what is going to happen next based on what has happened so far
- infer the feelings and motivations of characters
- discuss the books they have read.

Handwriting:

- form lowercase letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- understand which letters, when next to one another, are best left unjoined
- write capital letters and digits in a size that matches the size of any lowercase letters
- understand which letters are formed in similar ways
- use the correct spacing between words.

Year 3

Grammar:

- Use a and an correctly, for example ‘a rock’, ‘an ice-cream’
- Use conjunctions to talk about time, place and cause, for example, ‘I went to play football after I finished dinner’ (time), ‘I asked him to move so I could see the sign’ (cause) or ‘I went back to the chair where I left my coat’ (place)
- Use adverbs to talk about time, place and cause, for example, ‘I’ll tidy my bedroom tomorrow’ (time), ‘The man waited outside’ (place), ‘The bus broke down therefore I was late’ (cause)
- Use prepositions to talk about time, place and cause, for example, ‘We met at 2pm’ (time), ‘The school was next to the shops’ (place) or ‘We ran home because of the rain’ (cause)
- Put sentences together into paragraphs
- Use heading and subheadings in non-fiction texts
- Use the present perfect form of verbs, for example, ‘Bella has lost her keys’ or ‘I have lived in London for fifteen years’ to talk about events that started in the past and are still happening
- Use inverted commas for speech, for example:

“It’s pizza for dinner,” said Dad.

“We’re going to win!” said Bill.

Writing:

- to talk about similar pieces of writing, and using these to help them plan their own
- to plan their writing by talking about it or writing down key words
- to use a rich vocabulary and a range of sentence structures to make their writing interesting
- to create settings, characters, and plots for stories
- to use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- to proof-read their writing for spelling, grammar, and punctuation errors
- to read their writing out loud.

Spelling:

- how to use a dictionary to check their spelling
- to spell many homophones correctly (see appendix for list)
- spelling more words with prefixes including words beginning dis-, mis-, in-, re-, im-, sub-, inter-, super-, anti-, auto-
- spelling more words with suffixes and other endings, including words ending -ation, -ly, -sure, -ture, -sion, -ion, -ous, -tion,
- words with unusual spelling such as ch for /k/, gue for /g/ and que for /k/, sc for /s/ and ei, eigh, and ey for /ay/
- using the possessive apostrophe with regular and irregular plurals, for example, the children’s lunch, the girls’ shoes
- spelling words that are often misspelt (see our appendix for spelling list)

Reading:

- read a wide range of books and retell some stories orally
- read aloud and perform poems and play scripts
- talk about interesting words and phrases
- read between the lines and use evidence from the text when giving their opinion
- predict what might happen next
- use dictionaries to check the meaning of words.
- talk about the structure of non-fiction books
- spot themes (recurring ideas) in a book
- ask questions about a book to help them to understand it
- summarise the information or plot in a book
- make inferences (read between the lines) about a character’s behaviour, motivation or feelings.

Handwriting:

- writing neatly and legibly with letters that are all a similar size
- joining some letters
- deciding which letters to join and which letters not to join
- keeping their writing lines horizontal and keeping the space between lines parallel and consistent
- keeping the downstrokes of their writing upright and parallel
- making sure that descenders of one line do not touch the ascenders of the line below.

Year 4

Grammar:

- Know the difference between the -s used to show a plural (the cows) and the -'s used to show possession (the cow's field)
- Use an apostrophe to show possession with plural nouns, for example, 'the girls' voices' (for more than one girl) rather than 'the girl's voices' (for just one girl)
- Use Standard English verbs, for example, 'I wasn't doing anything'
- Write longer noun phrases that include adjectives (for example, green, fast), nouns (frog, train), and prepositional phrases (on the lily-pad, after this one), for example 'the green frog on the lily-pad' or 'the fast train after this one'
- Use fronted adverbials to start a sentence by describing the verb, for example, 'Suddenly, the door opened.' Or 'Before we set off, fasten your seatbelt.'
- Use paragraphs to organise their ideas
- Choose when to use a noun (the girl, our group, the idea) or a pronoun (she, we, it) to make their writing easy to read
- Use inverted commas to when writing speech.

Writing:

- to talk about similar pieces of writing, and using these to help them plan their own
- to plan their writing by talking about it or writing down key words
- to use a rich vocabulary and a range of sentence structures to make their writing interesting
- to create settings, characters, and plots for stories
- to use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- to proof-read their writing for spelling, grammar, and punctuation errors
- to read their writing out loud.

Handwriting:

- writing neatly and legibly with letters that are all a similar size
- joining some letters
- deciding which letters to join and which letters not to join
- keeping their writing lines horizontal and keeping the space between lines parallel and consistent
- keeping the downstrokes of their writing upright and parallel
- making sure that descenders of one line do not touch the ascenders of the line below

Spelling:

- how to use a dictionary to check their spelling
- to spell many homophones correctly (see appendix for list)
- spelling more words with prefixes including words beginning dis-, mis-, in-, re-, im-, sub-, inter-, super-, anti-, auto-
- spelling more words with suffixes and other endings, including words ending -ation, -ly, -sure, -ture, -sion, -ion, -ous, -tion,
- words with unusual spelling such as ch for /k/, gue for /g/ and que for /k/, sc for /s/ and ei, eigh, and ey for /ay/
- using the possessive apostrophe with regular and irregular plurals, for example the children's lunch, the girls' shoes
- to spell the words in the Year 3 and 4 List

Reading:

- read a wide range of books and retell some stories orally
- read aloud and perform poems and play scripts
- talk about interesting words and phrases
- read between the lines and use evidence from the text when giving their opinion
- predict what might happen next
- use dictionaries to check the meaning of words.
- talk about the structure of non-fiction books
- spot themes (recurring ideas) in a book
- ask questions about a book to help them to understand it
- summarise the information or plot in a book
- make inferences (read between the lines) about a character's behaviour, motivation or feelings.

Year 5

Grammar:

- Create verbs by adding the suffixes -ate, -ise, -ify, for example, considerate, activate, specialise, advertise, horrify, purify
- Use relative clauses
- Use modal verbs
- Use adverbs
- Use different ways to make the information in a paragraph flow
- Use brackets, dashes or commas to separate out extra information in a sentence
- Use commas to make sentences clearer

Writing:

- to talk about similar pieces of writing, and using these to help them plan their own
- to plan their writing by talking about it or writing down key words
- to use a rich vocabulary and a range of sentence structures to make their writing interesting
- to create settings, characters, and plots for stories
- to use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- to proof-read their writing for spelling, grammar, and punctuation errors
- to read their writing out loud.

Handwriting:

- deciding whether or not to join specific letters
- keeping letters of a consistent size
- choosing whether it is best to write with a pen or a pencil

Spelling:

- to spell words with silent letters, for example, doubt, island, lamb, solemn, thistle, knight
- to spell words ending in ence/ance or able/ible
- to spell more homophones and other confusing words (see appendix for list)
- to talk about word families, for example, sign, design, signature, significant
- to use a thesaurus to find new words
- to use a dictionary to check their spelling
- to spell the words in the Spelling word list for Year 5 and Year 6 (see appendix for list)

Reading:

- read and talk about a wide range of fiction, poetry, plays, non-fiction, and reference books
- recommend books to their friends, giving reasons for their choices
- talk about themes in the books they read and make comparisons between them
- learn a range of poetry by heart and read poems and playscripts aloud with expression
- talk about how (and why) authors use language
- talk about the structure of non-fiction books
- check that the book makes sense to them as they read it
- spot themes (recurring ideas) in a book
- compare different books that they have read
- ask questions about a book to help them to understand it
- summarise the information or plot in a book and explain what they have read to another person
- make inferences (read between the lines) about a character's behaviour, motivation or feelings
- ask questions about a text to help their understanding and engagement such as 'Where is this set?' or 'Why did she do that?'
- distinguish between facts and opinions
- locate information in non-fiction books and use this information elsewhere

Year 6

Grammar:

- Understand and use the passive voice to change the focus of a sentence or in formal writing.
- Understand the difference between informal language, the type of language we use in everyday speech, and formal language that we might use in presentations or in some forms of writing.
- Using the subjunctive form
- Determiners to explain exactly which thing is being talked about.
- Pronouns (such as he, she, it, them) to avoid repetition.
- Conjunctions (such as but, and, because) to link ideas together.
- Adverbials (for example 'later that day,' 'when we've finished') are phrases that work like adverbs to provide more information about a verb.
- Ellipsis (missing out a word or phrase when the assumed meaning is obvious)
- Use semi-colons, colons, and dashes to link sentences that are closely associated.
- Use hyphens to make their meaning clear.
- Hyphens to join words
- Hyphens for prefixes
- Use different ways of presenting non-fiction, for example by using headings, subheadings, captions, columns, bullet points, tables and so on.
- Practice finding antonyms (opposites) and synonyms (words with similar meanings for words)

Writing:

- decide who they are writing for and what this means for their writing
- plan their writing before they start
- choose the right style and structure to match the type of text they are writing
- choose the right vocabulary and grammar for their writing
- write a story with interesting vocabulary and dialogue
- write non-fiction with features such as headings, captions, bullet points, subheadings, diagrams
- use a consistent tense throughout their piece
- check their own writing and the writing of their classmates, making useful comments.

Spelling:

- to spell words with silent letters, for example, doubt, island, lamb, solemn, thistle, knight
- to spell words ending in ence/ance or able/ible
- to spell more homophones and other confusing words (see appendix for list)
- to talk about word families, for example, sign, design, signature, significant
- to use a thesaurus to find new words
- to use a dictionary to check their spelling
- to spell the words in the Spelling word list for Year 5 and Year 6 (see appendix for list)

Reading:

- identify how the language, structure, and presentation of a text contributes to its meaning
- talk about how (and why) authors use language
- tell the difference between fact and opinion and find information from non-fiction texts
- talk about books, building on their own ideas and other people's
- talk about what they have read, including through presentations and debates.
- talk about the structure of non-fiction books
- check that the book makes sense to them as they read it
- spot themes (recurring ideas) in a book
- compare different books that they have read
- ask questions about a book to help them to understand it
- summarise the information or plot in a book and explain what they have read to another person
- make inferences (read between the lines) about a character's behaviour, motivation or feelings
- ask questions about a text to help their understanding and engagement such as 'Where is this set?' or 'Why did she do that?'
- distinguish between facts and opinions
- locate information in non-fiction books and use this information elsewhere.

Handwriting:

- writing neatly and clearly
- deciding whether or not to join specific letters
- choosing whether to use a pencil or a pen.

Glossary

Term	Definition	Example
active voice	A sentence is written in active voice when the subject of the sentence is performing the action.	The cat chased the mouse.
adjective	An adjective is a word used to describe and give more information about a noun, which could be a person, place or object.	blue, big, funny
adverb	An adverb is a word which modifies a verb, which means that it tells you how, when, where or why something is being done.	Quickly, slowly, really, sometimes
adverbial phrase	A phrase is a small group of words that does not contain a verb. An adverbial phrase is built around an adverb and the words that surround it.	very slowly, as fast as possible.
antonym	Words which mean the opposite to each other.	The antonym of up is down. The antonym of tall is short. The antonym of add is subtract.
apostrophe	Apostrophes are punctuation marks used to show possession and to show contraction.	The girl's cake. can't, shouldn't, shan't
article	Articles are words which tell us whether a noun is general (any noun) or specific.	There are three articles: 'the' is a definite article and 'a' and 'an' are indefinite articles.

Glossary

Term	Definition	Example
auxiliary verb	Auxiliary verbs are often called 'helping' verbs as they are used in front of other verbs to form tenses, create negative sentences, turn statements into questions and express mood. There are two types of auxiliary verbs: primary auxiliary verbs and modal verbs.	be - be, am, are, is, been, being do - do, does, done, doing have - have, has, had, having The modal verbs are: would, will, should, shall, ought, must, might, may, could, can.
clause	Clauses are the building blocks of sentences, groups of words that contain a subject and a verb. Clauses can be main or subordinate.	The grey squirrel darted up a tree
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this, which includes using adverbials, using pronouns and substituting nouns.	
compound sentence	A compound sentence is formed by joining two main clauses with a connective.	I like swimming and I like running.
conjunction	A conjunction is a type of connective ('connective' is an umbrella term for any word that connects bits of text).	Co-ordinating connectives include the words and, but and so; subordinating connectives include the words because, if and until.

Glossary

Term	Definition	Example
consonant		b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
co-ordinate, co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. and, but, or).	Susan and Amra met in a café. [links the words Susan and Amra as an equal pair] Susan got a bus but Amra walked. [links two clauses as an equal pair]
determiner	A determiner is a word that introduces a noun and identifies it in detail.	Determiners can be articles (a, an, the), demonstratives (this, that), possessives (your, his), quantifiers (some, many), numbers (six, sixty).
digraph	A digraph is two letters combined to make a single sound in written or spoken English. A digraph can consist of consonants and vowels. These shouldn't be confused with adjacent consonants, where each letter makes a distinct sound rather than combining to make one sound.	th, ph, st, ae
ellipsis	An ellipsis is a punctuation mark, a series of three consecutive dots that can be used to show a pause for effect to increase tension, an unfinished thought, a trail off into silence or that the writer has deliberately missed out a word, sentence, or whole section from a text, without altering its original meaning.	It was ... just a reflection! It had all been a dream ...

Glossary

Term	Definition	Example
fronted adverbial	Fronted adverbials are words or phrases at the beginning of a sentence, used like adverbs to describe the action that follows.	After the rain stopped , Sophie went outside to play.
future tense	Writing about what will happen. We usually place will in front of verbs when writing in the future tense.	Next week, Emma will be going to Secondary school. She will have to wear a blazer and tie!
grapheme	A grapheme is a letter, or group of letters, that acts as the smallest unit in a written language. They're used to represent different sounds (called phonemes) in their written form. In some cases, a single phoneme can be represented by more than one grapheme.	'W-a-sh' 'Ch-a-se' 'P-a-th'
grapheme-phoneme correspondence	GPC is short for 'grapheme-phoneme correspondence', and it means the relationship between a phoneme (unit of sound) and its graphemes (or symbols). Learning grapheme-phonemes correspondences helps children to decode and blend words more easily, as well as making them more fluent readers.	a_e (as in 'fade') eigh (as in 'sleigh') ey (as in 'they') ei (as in 'reign')
homophone	Homophones are words that sound the same but have different meanings. Some homophones are pronounced the same way and spelled the same way but have different meanings; others are pronounced the same way but are spelled differently and have different meanings.	dear/deer weight/wait sale/sail

Glossary

Term	Definition	Example
main clause	A main clause is a clause that can form a complete sentence when standing alone. A main clause is classed as an independent clause, containing a subject and a predicate (verb).	She loves to read books. The sun shines brightly. They went to the park. He enjoys playing the piano.
modal verb	A modal verb is a special type of verb which changes or affects other verbs in a sentence. Modal verbs are used to show the level of possibility, indicate ability, show obligation or give permission.	could, would, should, will
noun	A noun is a naming word. It is a thing, a person, an animal or a place. Nouns can be common, proper, abstract or collective.	tree, dog, people, Jack
noun phrase	A phrase is a small group of words that does not contain a verb. A noun phrase includes one noun as well as words that describe it.	the red shoe
object	The object of a sentence is the thing or person that is involved in an action, but does not carry it out.	The cat chased the mouse .
passive voice	A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something.	The mouse was being chased by the cat.
past tense	Verbs dictate the tense a sentence is written in. Sentences in the past tense have actions that began and ended at some point in the past.	I baked a cake. You walked to the shop.

Glossary

Term	Definition	Example
phoneme	Phonemes are the smallest units of sound within a language. They are represented in writing by symbols known as graphemes, and they help us to distinguish one word from another.	a - cat, bat, ant ai - paid, way, stay e - bed, red ee - bee, heat, feet i - big, sit ie - sky, high o - dog, log
phrase	A phrase is a small group of words that does not contain a verb.	My very shiny shoes That bright, shiny water bottle
plural	A plural word indicates there is more than one noun.	pigs, birds, flowers, heroes
possessive pronoun	Possessive pronouns are used to show ownership.	Some can be used on their own (mine, yours, his, hers, ours, theirs, whose); others must be used with a noun (my, your, his, her, its, our, their, whose).
prefix	A prefix is a string of letters that are added to the beginning of a root word, changing its meaning.	Informed + 'mis' prefix = misinformed/ incorrectly informed Interested + 'dis' prefix = disinterested/ not interested.

Glossary

Term	Definition	Example
preposition	Prepositions are linking words in a sentence. We use prepositions to explain where things are in time or space.	against at with for by on
preposition phrase	A phrase is a small group of words that does not contain a verb. Prepositional phrases contain a preposition.	on the mat, in the morning, under the chair, during the film.
present tense	Verbs dictate which tense a sentence is written in. Sentences in the present tense have verbs that are happening now.	I bake. You walk. We sing.
pronoun	A pronoun is a word used to replace a noun. Pronouns can be personal and possessive.	he, she, it, they.
punctuation	Punctuation includes any conventional features of writing other than spelling and general layout. One important role of punctuation is to indicate sentence boundaries.	. , () “ ” : ;
register	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.	Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar.

Glossary

Term	Definition	Example
relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).	Joe, who was dressed as a cowboy, was excited about his friend's fancy dress party. The estate agent placed the 'for sale' sign in our neighbours' garden, which came as quite a shock.
root word	A root word is a basic word with no prefix or suffix added to it. By adding prefixes and suffixes to a root word we can change its meaning.	High/higher/highest Warm/warmer/warmest
sentence	A sentence is one word or a group of words that makes sense by itself (a grammatical unit). Sentences begin with a capital letter and end with a full stop, a question mark or an exclamation point. There are four types of sentence: statements, commands, questions and exclamations.	I won the race. Sit down on the chair. What's your name? How exciting!
split digraph	A split digraph is a digraph that is split by a consonant.	a-e (cake) i-e (five) o-e (code)
Standard English	Standard English is the usual "correct" form of English, taught in schools and used in formal written communication.	I was the first to arrive.
subject	The subject of a sentence is the thing or person who is carrying out the action described by the verb.	The child threw the ball.

Glossary

Term	Definition	Example
subjunctive	The subjunctive is a verb form used to express things that could or should happen.	If I were to go... / I demand that he answer!
subordinate clause	A subordinate clause needs to be attached to a main clause because it cannot make sense on its own, although it contains a subject and a verb.	<p>While the rooster crowed loudly, the chicken laid eggs. The house had stood there for years, although no one had ever been inside it.</p> <p>The boy, while he was waiting, decided to read his book.</p>
suffix	A suffix is a string of letters that go at the end of a word, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb.	-ed -ing -er
syllable	A syllable is a unit of spoken language that forms an entire word or parts of words. Syllables are usually made up of a single vowel sound and any surrounding consonant sounds.	The word 'butter' contains two syllables: 'but' and 'ter'.
synonym	Words which have the same, or nearly the same meaning as each other.	Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, gaze Walk - stroll, crawl, tread

Glossary

Term	Definition	Example
trigraph	A trigraph is a single sound that is depicted by three letters.	ore as in bore ear as in beard are as in dare igh as in sigh air as in fairy tch as in catch
verb	Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does; while this can be a way of recognising verbs, many verbs name states or feelings rather than actions. Verbs can usually have a tense, either present or past (also future).	He lives in Birmingham. [present tense] The teacher wrote a song for the class. [past tense] He likes chocolate. [present tense; not an action] He knew my father. [past tense; not an action]
vowel		a e i o u
word	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.	farm girl she on
word class	Word classes or ‘parts of speech’ are categories all words fall into depending on how they are used grammatically in context.	There are eight major classes: nouns, verbs, adjectives, adverbs, prepositions, determiners, pronouns and conjunctions.

Glossary

Term	Definition	Example
word family	A word family is a group of words that may share a common root word with different prefixes and suffixes in morphology.	Writer; Written; Writing; Writes; Rewrite.