

**Irregular common words** are **words** that do not follow the **common** phonetic spelling rules children learn in **Year 1** and Year 2. These are also called **tricky words** or **sight words** as you must learn to recognise them, and can't sound them out. They aren't decodable using the normal rules and letter-sounds in phonics. EG- they, said, me, was

- A **full stop** comes at the end of a sentence that is complete and finished. *The boy ran across the road.*
- A **question mark** comes at the end of a sentence which is asking a question. *What time is lunch?*
- An **exclamation** is something you say or shout, that shows you are very happy, angry, or surprised. *Oh dear!*
- A comma can be used to separate items in a list. *I like cheese, lettuce and tomato in my sandwich.* There is no comma before 'and'.

Name: *Miss West*  
 Place: *England*  
 Day: *Monday*  
 |

**Co-ordinating Conjunction**  
**AND**  
 Use and to add and link similar ideas  
 I sang **and** she listened.  
 I have a cat **and** my friend has a dog.

**Statements** say something and are punctuated either with a full stop ( . ) or an **exclamation** mark ( ! ).  
**Questions** ask something and can only be punctuated with a **question** mark ( ? ).  
**Commands** tell somebody to do something and are punctuated with an **exclamation** mark ( ! ) or a full stop ( . ).

An expansion of the **noun** with **adjectives** for description.  
*evil beast .... small creature.*

<b>Past</b> already happened	<b>Present</b> today or now
I <b>was</b> dancing <b>yesterday</b> in PE. <b>Last week</b> , I <b>jumped</b> over the bar.	I <b>am</b> going swimming <b>today</b> at school. I like <b>to play</b> catch.

**Year 1**

- Use irregular common words
- Use capital letters, full stops, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use co-ordinating conjunction 'and'
- Use sentences with different forms in their writing (statements, questions, exclamations and commands)
- Use some expanded noun phrases to describe and specify
- Use present and past tense mostly correctly and consistently
- Use some subordinating conjunctions (when / if / that / because).

**Subordinating Conjunctions**  
 Subordination is the method of connecting two separate sentences or parts of a sentence together in a way which highlights that one part is more important than the other.  
**Harry washed the car because it was very dirty.**

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- A comma can be used to separate items in a list. **I like cheese, lettuce and tomato in my sandwich.**  
There is no comma before 'and'.

**Irregular common words** are words that do not follow the **common** phonetic spelling rules children learn in **Year 1** and **Year 2**. These are also called tricky **words** or sight **words** as you must learn to recognise them, and can't sound them out. They aren't decodable using the normal rules and letter-sounds in phonics. EG- door, because, great, told

### Subordination

Subordination is the method of connecting two separate sentences or parts of a sentence together in a way which highlights that one part is more important than the other. The way you can distinguish between the main clause and the subordinate clause is that the main clause will make sense on its own. However, the subordinate clause is dependent on the main clause to make sense.  
I will go to bed **when** I have eaten my dinner.  
**You can** have your cake **if** you have eaten your salad.

### Year 2

- Use irregular common words
- Use capital letters, full stops, question mark or exclamation mark.
- Using some subordination (when / if / that / because)
- Use co-ordinating conjunction 'and, but, so'
- Use present and past tense mostly correctly and consistently
- Use apostrophes to mark singular possession in nouns and contraction

### Co-ordinating Conjunction

#### AND

Use and to add and link similar ideas  
I sang **and** she listened.

#### BUT

Use but when you want to make an opposite sentence to the first.  
I like onions, **but** Ben doesn't

#### SO

Used to indicate a consequences or result  
It rained **so** I put up my umbrella.

**Apostrophes** to mark **singular** possession

the **girl's** name is...

the **dog's** paw is ...

**Contraction**

do not - **don't**

Is not - **isn't**

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