



**Grammar, Punctuation and Spelling**

**Year 1**

**Summer Block 4**

# Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Punctuating Sentences				3. Sentences		4. Capital Letters 1		Assessments
Spring	1. Conjunctions				2. Exclamations		3. Capital Letters 2					Assessments
Summer	1. Questions		2. Singular and Plural			3. Prefixes		4. Suffixes		5. Sequencing Sentences		Assessments

## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

## Summer Block 4 – Suffixes

### National Curriculum Objectives:

English Year 1: (1G6.3) [Suffixes that can be added to verbs where no change is needed in the spelling of root words \(e.g. helping, helped, helper\)](#)

Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root wo12

### Small Steps

1. [Recognising '-ing' '-ed' '-er'](#)
2. [Using '-ing' '-ed' '-er'](#)
3. [Comparing and correcting '-ing' '-ed' '-er'](#)

# Step 1 – Recognising ‘-ing’ ‘ed’ ‘er’

## National Curriculum Objectives:

English Year 1: (1G6.3) [Suffixes that can be added to verbs where no change is needed in the spelling of root words \(e.g. helping, helped, helper\)](#)

Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root word

## Notes and Guidance

- In the previous block, children learnt about the prefix ‘un’.
- In this step, children will be introduced to suffixes and learn that they are added to the end of a word to alter the word’s meaning.
- Children should recognise the suffixes ‘-ing’, ‘-ed’ and ‘-er’.
- In this step, children will work on recognising changes to verbs made by adding ‘-ing’ to create a past participle, how adding ‘-ed’ creates the past tense for example, *help/helping; help/helped*; and how adding ‘-er’ can make a new noun, for example, *drum becomes drummer*.

## Focused Questions

- Which word in this sentence has had a suffix added to it?
- Underline the words with the suffix ‘-ing’ / ‘-er’ / ‘-ed’.

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 2 – Using ‘-ing’ ‘ed’ ‘er’

### National Curriculum Objectives:

English Year 1: (1G6.3) [Suffixes that can be added to verbs where no change is needed in the spelling of root words \(e.g. helping, helped, helper\)](#)

Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root word

### Notes and Guidance

- In the previous step, children were introduced to suffixes and learnt that they are added to the end of a word to alter the word's meaning.
- In this step, children will work on changing verbs by adding ‘-ing’ to create a past participle, adding ‘-ed’ to create the past tense for example, *help/helping; help/helped*; and adding ‘-er’ to make a new noun, for example, *drum* becomes *drummer*.

### Focused Questions

- Add the suffix ‘-ing’ to these words.
- Add the suffix ‘-er’ to these words.
- Add the suffix ‘-ed’ to these words.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 3 – Comparing and correcting ‘-ing’ ‘ed’ ‘er’

### National Curriculum Objectives:

English Year 1: (1G6.3) [Suffixes that can be added to verbs where no change is needed in the spelling of root words \(e.g. helping, helped, helper\)](#)

Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root word

### Notes and Guidance

- In the previous step, children were using the suffixes ‘-ing’, ‘-ed’ and ‘-er’, focusing on changing verbs by adding –ing to create a past participle, adding ‘-ed’ to create the past tense for example, help/helping; help/helped; and ‘-er’ to make a new noun, for example, drum becomes drummer.
- In this step, children will continue to recognise and use these suffixes, comparing and correcting when the suffix ‘-ing’, ‘-er’, or ‘-ed’ should be used.

### Focused Questions

- Why has the suffix ‘-ing’ / ‘-ed’ / ‘-er’ been added to this word?
- Add the suffix ‘-ing’, ‘-er’ or ‘-ed’ to these words.
- Which of these suffixes cannot be added to this word?
- Complete the sentence using the correct suffix for the given word.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.