

Aims of the Session

- To understand the new expectations in each year group for spelling, grammar and punctuation.
- To understand some of the terminology which the pupils will be using in class.
- To understand how to support your son/daughter at home with their grammar, punctuation and spelling.





Family Learning - Grammar

Mrs R Forrester

St. Mary's Catholic Academy

15th November 2016



SPAG

(Spelling, Punctuation and Grammar)

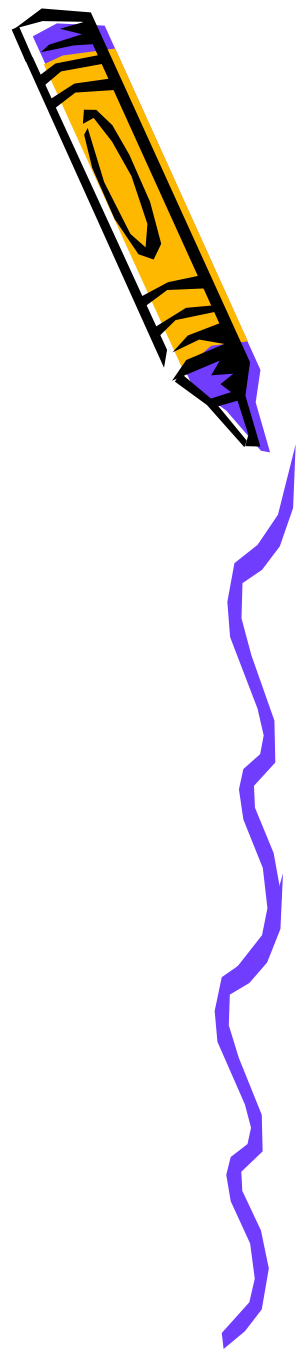
National Testing:

At the end of Key Stage 1 (Year 2) May 2017 (optional)

At the end of Key Stage 2 (Year 6) May 2017 (externally marked)

School Testing:

Weekly and Half Termly tests (Year 1 – Year 6)



Insert a **semi-colon** in the correct place in the sentence below.

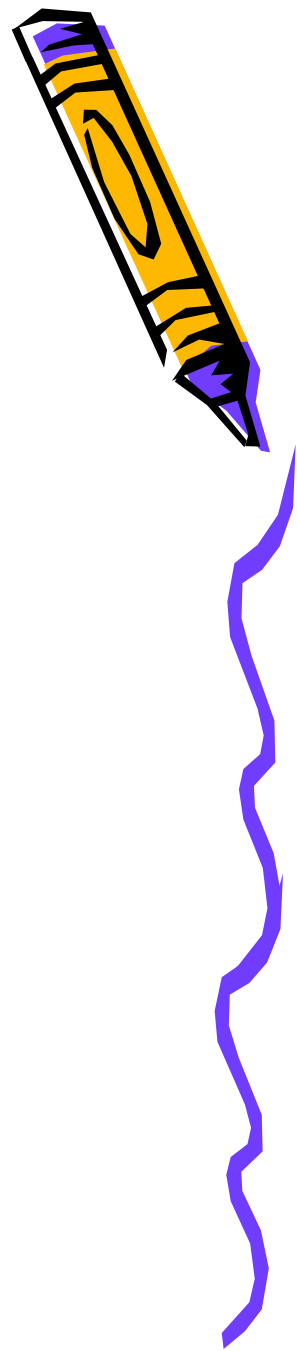
There are Roman ruins near our village they are
being excavated next week.

a) Insert a **comma** in the sentence below to make it clear that **only**
Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

b) Insert **commas** in the sentence below to make it clear that **all**
three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.



Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

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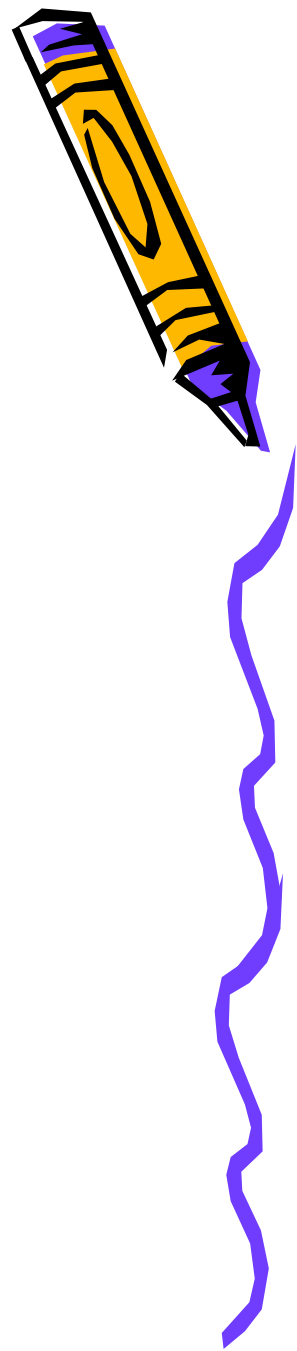
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were

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be

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Foundation Stage



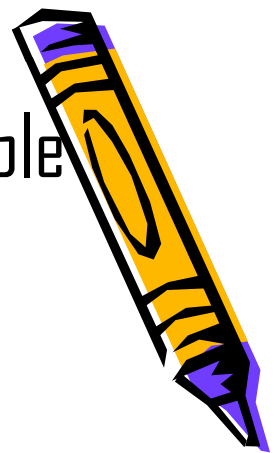
- * Encourage children to speak using the correct grammar. (*'I fount it' 'Me sister' 'int it' 'dunno' 'should of' 'I aren't going' 'we was'*)
- * Use books as an opportunity to extend vocabulary (*Where are they?*) and use conjunctions in their speech.
- * When learning to write, children need to be sitting properly and have the correct pencil grip.
- * Letter formation (from top) and printed.



* Only ready for cursive when letters are recognisable formed accurately.

* Encourage accurate use of capitals and lower case from start. (Writing name)

* Use correct tools for homework (pencil) and insist on handwriting and presentation.



Spelling

School:

* Year 1 and 2 set for Phonics (Daily)

Phonetic spellings and 'Quick' words. Given out on a Monday and tested as a dictation on a Thursday.

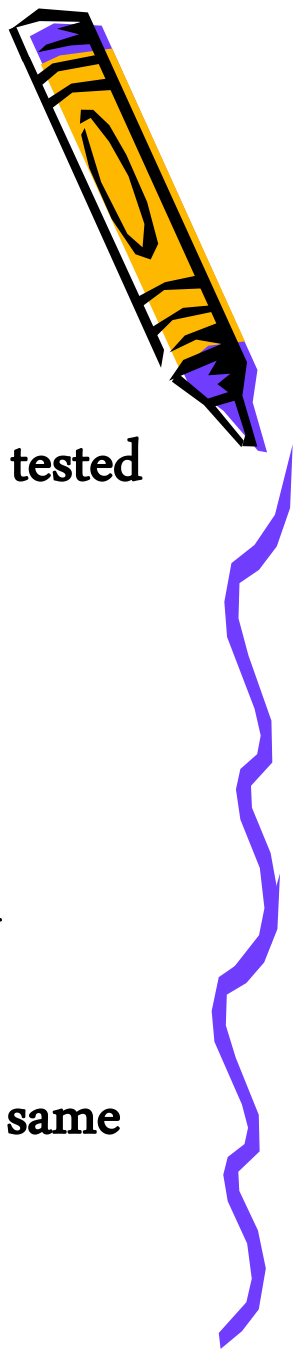
* Year 3 and 4, 5 and 6 are set for Spellings

Phonics groups and spelling rules/patterns matched to ability.

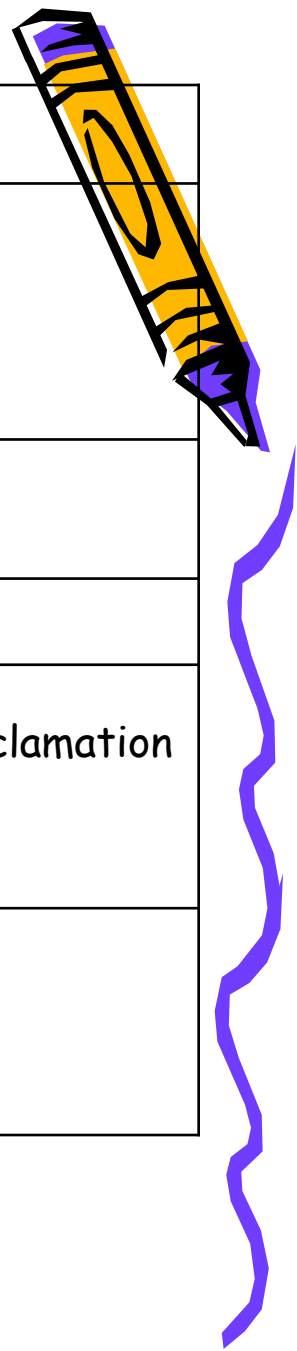
2 x 20 min sessions: spelling games and activities – recapping and learning new spelling pattern.

1 session: Dictation of 6 weekly spellings and 4 more which follow same rule/pattern. New spellings given.

* Star spelling card - personalised



Year One

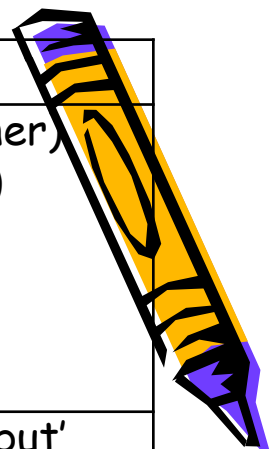


Word	<ul style="list-style-type: none">* Make nouns plural with suffixes 's' (dog - dogs) or 'es' (wish - wishes)* Add suffixes to verbs (help - helping, helped, helper)* Use the prefix 'un' to change the meaning of verbs (untie) and adjectives (unkind)
Sentence	<ul style="list-style-type: none">* Combine words to make sentences.* Join words and join clauses using 'and'
Text	<ul style="list-style-type: none">* Sequence sentences to form short stories
Punctuation	<ul style="list-style-type: none">* Separate words with spaces* Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.* Use capital letters for names and for the personal pronoun 'I'
Terminology for pupils	letter, capital letter word, sentence singular, plural punctuation, full stop, question mark, exclamation mark



Year Two

Word	<ul style="list-style-type: none"> * Make nouns using suffixes such as 'ness' (sadness) and 'er' (runner) * Make nouns which are compound words (whiteboard, superman) * Make adjectives using suffixes such as 'ful' (hopeful) and 'less' (careless) * Use the suffixes 'er' and 'est' in adjectives (smaller) * Turn adjectives into adverbs using 'ly' (quickly)
Sentence	<ul style="list-style-type: none"> * Use the conjunctions: 'when, if, that, because' and 'or, and, but' * Use expanded noun phrases for description (the blue butterfly) * Identify statements, questions, exclamations and commands
Text	<ul style="list-style-type: none"> * Choose and correctly use the present tense and past tense in writing. * Use the progressive form of verbs in the present and past tense to show actions in progress (she is drumming, he was shouting)
Punctuation	<ul style="list-style-type: none"> * Use capital letters, full stops, question marks and exclamation marks to demarcate sentences * Use commas to separate items in a list * Use apostrophes to mark where letters are missing in spelling (can't) and to mark singular possession in nouns (the girl's name)
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>



Key Stage 1 Questions (Y2)

Circle the **three** nouns in the sentence.

A whale has an enormous heart that can weigh as much as a small car.

Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

KS1

What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Tick **one**.

an adverb

an adjective

a verb

a noun

KS2

Complete the sentence with an **adjective** formed from the verb create.

The artist was very _____ and produced many original works.

Verb

A verb is a word (or words) that tells you what is happening in a sentence.

Present Tense

Simple: walk, walks

Progressive: is walking, are walking

Progressive form indicates the action over a longer period of time.

Past Tense

Simple: walked

Progressive: was walking, were walking

Key Stage 1 Questions (Y2)

Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

The apostrophe of omission

The apostrophe is also used when letters are **omitted** (left out) from a word or words. The apostrophe always goes in the place where letters are missing. For example:

have not

becomes

haven't

because the 'o' is omitted.

The apostrophe of possession: singular ‘owner’.

**The book belonging to the boy becomes
The boy’s book**

**The bike belonging to Joe becomes
Joe’s bike.**

Plural owner

**The books belonging to the boys becomes
The boys’ books**

**The toys belonging to the babies becomes
The babies’ toys**

However, when the 'owner' in the sentence is **plural** but does **not** end in an **s** (children, people) there **is** an 's' after the apostrophe.

The games belonging to the children becomes
The children's games

The opinion belonging to the people becomes
The people's opinion

The field belonging to the sheep becomes
The sheep's field

Which sentence uses an apostrophe correctly?

Tick one.

The children's clothes were hanging up.

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The childrens' clothes were hanging up.

☐

The childrens clothe's were hanging up.

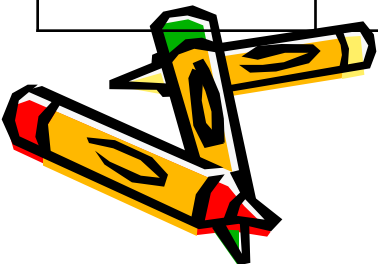
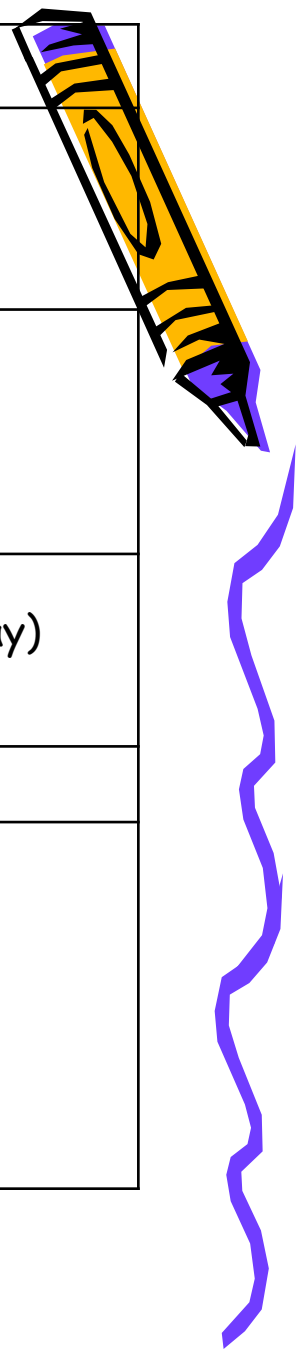
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The childrens clothes' were hanging up.

☐

Year Three

Word	<ul style="list-style-type: none">* Form nouns using a range of prefixes (super, anti, auto)* Use a or an accurately (<u>a</u> rock, <u>an</u> open box)* Word families (solve, solution, solver, dissolve, insoluble)
Sentence	<ul style="list-style-type: none">* Express time, place and cause using: conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) prepositions (before, after, during, in, because of)
Text	<ul style="list-style-type: none">* Begin to use paragraphs, headings and sub-headings* Use the present perfect form of verbs (He has gone out to play) instead of the simple past (He went out to play)
Punctuation	<ul style="list-style-type: none">* Use inverted commas to punctuate direct speech
Terminology for pupils	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>



Conjunctions

Conjunctions are words which can join two parts of a sentence.
Some conjunctions join words or phrases.



Circle all the **conjunctions** in the sentences below.

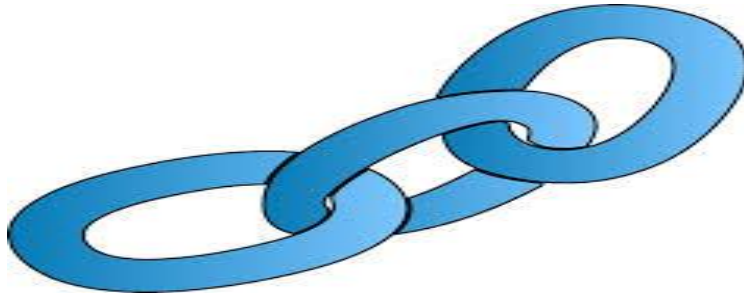
Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

When main clauses are linked by co-ordinating conjunctions , it is a compound sentence. The clauses have equal weight.

for and nor but or yet so



Prepositions

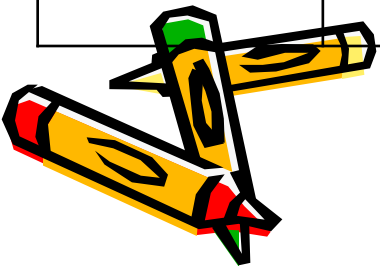
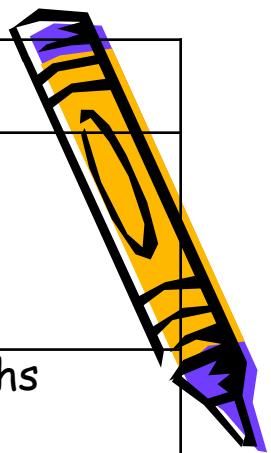
A preposition is a word like **with, at, in, over**. It indicates the relationship between 2 words or parts of a sentence.

It is usually followed by a noun phrase.

- **at that moment**
- **in the garden**
- **over the moon**

Year Four

Word	<ul style="list-style-type: none">* Understand difference with 's' for plurals (books) and possessives (its, theirs)* Use Standard English (we were, I did)
Sentence	<ul style="list-style-type: none">* Develop Expanded Noun phrases (the teacher - the strict maths teacher with curly hair)* Fronted adverbials (Later that day, ...)
Text	<ul style="list-style-type: none">* Use paragraphs to organise ideas around a theme* Choice appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
Punctuation	<ul style="list-style-type: none">* Use inverted commas and other punctuation for direct speech (The conductor shouted, "Sit down!")* Apostrophes to show plural possession (the girl's name, the girls' names)* Use commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun (mine, ours, yours) adverbial



KS2 Question

Circle the **adverb** in the sentence below.

“Soon,” he thought, “I’ll be able to see my family.”

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

Determiners

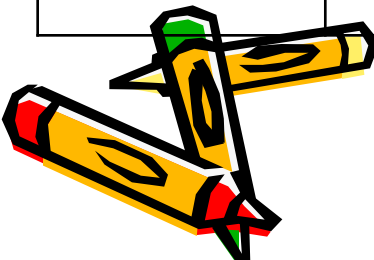
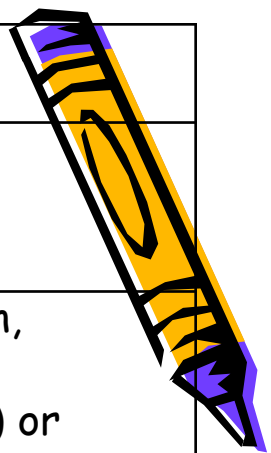
Words which introduce or point out nouns.

Circle all the determiners in the sentence below.

Two apple trees screened the open windows on one side.

Year Five

Word	<ul style="list-style-type: none">* Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify)* Verb prefixes (dis-, de-, mis-, over- and re-)
Sentence	<ul style="list-style-type: none">* Write relative clauses beginning with: who, which, where, when, whose, that* Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)
Text	<ul style="list-style-type: none">* Build cohesion within a paragraph (then, after that, this, firstly)* Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)
Punctuation	<ul style="list-style-type: none">* Brackets, dashes or commas to indicate parenthesis* Use commas
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity



Modal verbs

- Will, may, can, must, ought (to), shall, might, could, would, should.)

Tick one box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Complex

While the teacher was crying, the children ran riot.

Main clause – Can stand alone.

Subordinate clause – needs the main clause to make sense.

Tick one box to show which part of the sentence is a relative clause.

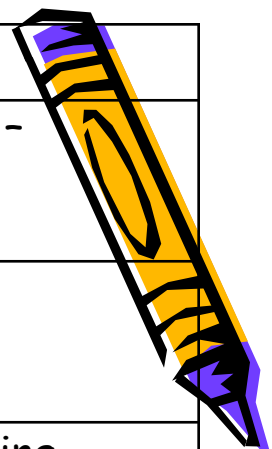
The table which is made of oak is now black with age.

↑	↑	↑	↑
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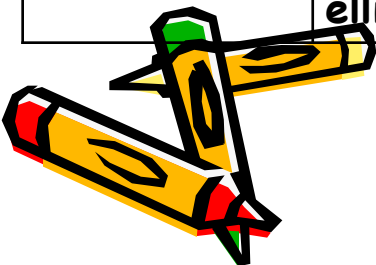
Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

Year Six



Word	<ul style="list-style-type: none">* Use informal and formal vocabulary appropriately (eg: find out - discover; ask for - request; go in - enter)* Use synonyms and antonyms
Sentence	<ul style="list-style-type: none">* Use the passive voice (The book was returned to the Library)* Use question tags (He's your friend, isn't he?)* Use the subjunctive forms (If <u>I</u> were ... or <u>Were</u> they ...)
Text	<ul style="list-style-type: none">* Link ideas across paragraphs by repeating a word or phrase, using adverbials (On the other hand, in contrast, or as a consequence] and ellipsis (...)* Use headings, sub-headings, columns, bullets, or tables to structure text
Punctuation	<ul style="list-style-type: none">* Use the semi-colon, colon and dash to separate independent clauses (It's raining; I'm fed up)* Use the colon to introduce a list and semi-colons within lists* Use bullet points and accurate punctuation to list information* Use hyphens (recover or re-cover]
Terminology for pupils	subject, object active, passive synonym (similar meaning - thesaurus) antonym (opposite) ellipsis, hyphen (well-known) colon, semi-colon, bullet points

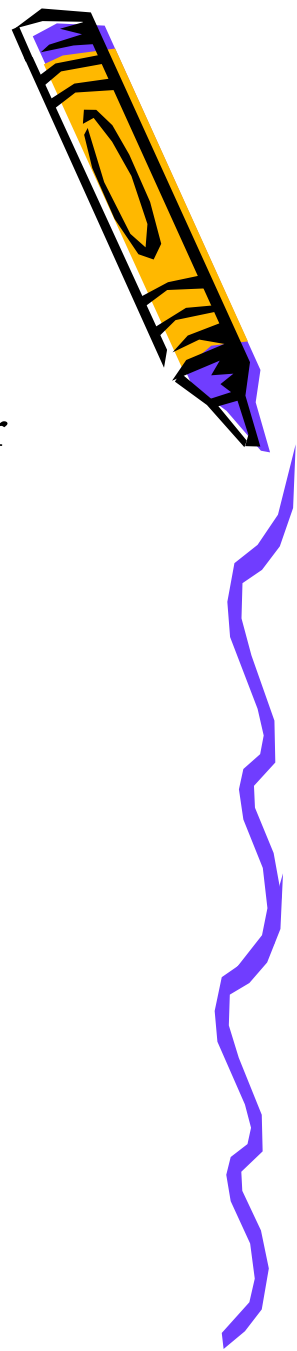


How to support

- * Share books regularly – read to and with.
- * Practise weekly spellings and those with a similar pattern/rule.
- * Play games – (Websites: Spellzone, bbc bitesize)
- * Word searches, crosswords, board games – Scrabble, Yahtzee
- * Recap previous spellings.
- * Homework – same expectations as school work.
- * Check diaries for spellings and scores (KS2)



Watch me learn sessions



- Tuesday 22nd November:
lessons (9.30-10.30)

KS1 Grammar

- Wednesday 23rd November:
KS2 Grammar lessons (9.30-10.30)



Thank you for coming today
and supporting your child's
education.

