



English, Grammar, Punctuation and Spelling



Autumn 2016



English, Grammar, Punctuation and Spelling

Useful Links:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Spelling Strategies

- **Chunking - Sep-tem-ber**
- **Writing the words with speed and fluency. The aim is to write as many words as possible within a time constraint.**



p
py
pyr
pyra
pyram
pyrami
pyramid

- **Use the dictionary!**

Spelling Strategies

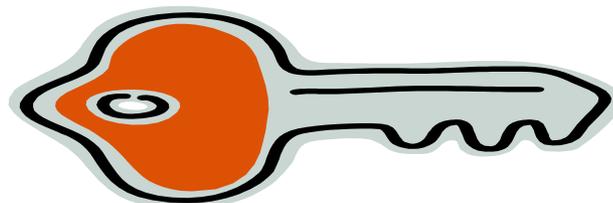
Other methods can include:

- Rainbow writing. Using **coloured** pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.
- To learn my word I can find the word root. I can see whether the root has been changed when new letters are added. e.g. for a prefix, suffix or a tense change.” e.g. smiling – root **smile** + *ing*;
woman = *wo* + **man**;
signal = **sign** + *al*
- To learn my word I can make up a sentence to help me remember it.” e.g. could – **o u lucky duck**; people – **people eat orange peel like elephants**.

Key principles to remember...

CONTEXT is vital for both grammar and punctuation.

1. Children's learning and understanding needs to be *secure*.
2. If children *understand* the context and purpose of grammar and punctuation, they will be more likely to use it well
3. Grammar teaching needs to be part of the reading and writing curriculum.
4. Understanding *grammatical terminology* is a means to an end: it should facilitate informed discussion and effective writing



Year 3 Expectations

- **Grammar and Punctuation:**
- Nouns and prefixes such as **super_**, **anti_**, **auto_**
- Determiners **a** and **an**
- Consonant and vowels
- Conjunctions
- Adverbs
- Prepositions
- Paragraphs
- Headings and subheadings
- Perfect form of verbs
- Inverted commas
- Clauses
- Word families

Year 4 Expectations

- **Grammar and Punctuation:**
- Plurals and the possessive
- Verb inflections
- Fronted adverbials
- Pronouns and nouns
- Paragraphs
- Inverted commas
- Commas
- Apostrophes
- Singular and plural possessions

Year 5 Expectations

- Converting nouns or adjectives into verbs using suffixes
- Verb prefixes
- Relative clauses/relative pronouns
- Modal verbs
- Adverbs
- Paragraphs
- Adverbials
- Brackets, dashes and commas
- Determiners
- Parenthesis (brackets)

Year 6 Expectations

- **Grammar and Punctuation:**
- Informal and formal speech and writing
- Passive voice/active voice
- Expanded noun phrases
- Adverbials
- Ellipsis
- Layout devices (sub-headings, columns, bullet points)
- Semi-colon, colon bullet points and dashes
- Hyphens
- Synonyms and Antonyns

Word Classes

The children will need to know 8 main word types.

- Nouns
 - Verbs
 - Adjectives
 - Adverbs
- Determiners
 - Prepositions
 - Pronouns
 - Conjunctions



Nouns

Nouns are the biggest word class (everyone and everything needs a name!)

A noun is the name of a person, place, animal, thing or idea.

- Nouns can be **singular** or **plural**
- They can be **proper** (Exeter, Mrs Williamson), **concrete** (dog), **collective** (team), or **abstract** (love). **Abstract nouns** are those that you cannot see/touch and can be emotions.
- **Noun phrases**- a 'phrase' takes its name from the overall job that this group of words is doing...

So – **'the big, blue, shiny bicycle'** – is a **noun phrase**



Pronouns

Pronouns stand in for a noun,



I, you, he, she, it, we, they, me
my, your, his, her, our, their.

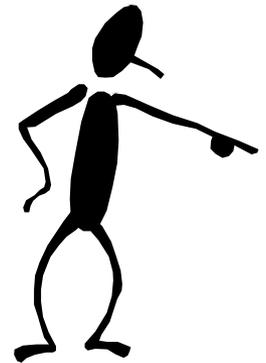
Pronouns are important for 'cohesion'.

If children overuse them, the reader is not sure who is being discussed. If they underuse them, the writing can sound very repetitive and boring.

Determiners/Articles

- **Determiners ... 'home' you in on the noun.**

The most common determiners are
'the' (definite) and 'a' (indefinite)



Some more determiners:

- this dog, that dog,
- all dogs, every dog, some dogs, no dogs, each dog
- one dog, two dogs
- his dog, her dog, my dog (what other category ?)

Verbs

A verb is a 'doing' or a 'being' word. It tells us what is happening in the sentence.

- The most common verb in the English language is the verb 'to be'
- A verb can be a single word or a group of words which together form the '**verb phrase**'

The choir ***will be singing*** at the village hall.

The choir ***has been singing*** at the village hall.

The choir ***might be singing*** at the village hall.

The choir ***would have been singing*** at the village hall.



Adverbs

The lion was staring.

How?

The lion was staring *menacingly*.



Adverbs modify the verb.

They tell us how (adverb of manner), when (adverb of time), or where (adverb of place).

Last Thursday, the lion was staring *menacingly*.

Last Thursday, at the Safari Park, the lion was staring *menacingly* out towards the keepers.

Adverbs can move about the sentence, affecting the emphasis, but not the meaning.

Prepositions

Prepositions express a relationship of meaning between two parts of a sentence, usually to do with *space* or *time*.

Simple **prepositions** may include:

about, across, after, at, before, behind, by, down, during, for, from, to, inside, into, of, off, on, onto, out, over, round, since, through, to, towards, under, up, with.



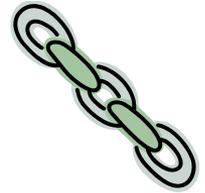
Adjectives

*An **adjective** describes (or modifies) the noun.*

- It might nestle close to the noun- or be elsewhere in the sentence..
The **silver** car stood in the driveway.
The car in the driveway was **silver**.

Conjunctions

Sentences can be made longer by joining 2 clauses or parts of clauses together.



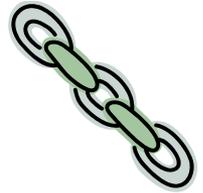
Words that link 2 parts of a sentence together are called **conjunctions**

For example: because, so, while, for, and, but, or, yet, even though, provided that....

Conjunctions

Using **conjunctions**

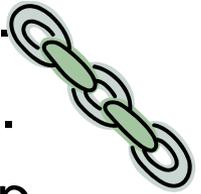
- How many different ways can you find to connect these sentences?



Mum was happy. Dad did the washing-up.

Conjunctions

- Mum was happy *because* Dad did the washing up.
- Mum was happy *although* Dad did the washing up.
- Mum was happy *whenever* Dad did the washing up.
- Mum was happy *so* Dad did the washing up.
- Mum was happy *but* Dad did the washing up.
- Mum was happy *and* Dad did the washing up.
- Mum was happy *then* Dad did the washing up.
- Mum was happy *until* Dad did the washing up.
- Mum was happy *after* Dad did the washing up.
- Mum was happy *if* Dad did the washing up.

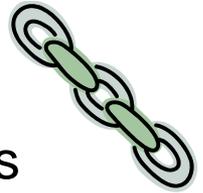


Conjunctions and Connectives

Conjunctions generally occur in the middle of sentences. They have the job of joining two ideas in one sentence.

Connectives can be conjunctions. They connect two sentences together and often go at the beginning.

- Examples: **therefore, however, also, as well as, furthermore, likewise, therefore, alternatively, consequently, despite, nevertheless, meanwhile, eventually**
- **Despite** *the rain, the children insisted in playing outside.*
- *It was raining heavily at lunch time. **Therefore** we didn't get to play outside.*



A game for you...

| Determiner | Adjective | Noun | Verb | Adverb | Preposition | Determiner | Adjective | Noun |
|----------------|------------------------------|---------------------------|-----------------------------------|------------------------------|-----------------------------|--------------------------------------|-----------|------|
| A An The | big small red awful | man dog boy girl | walked sprinted went ran | quickly slowly happily | in under beside on | many some two those that | | |

Direct Speech

When we write down the exact words that someone has spoken we call this **direct speech**.

We use **inverted commas** to mark the **beginning** and **end** of what the person said. These are inverted commas: “and”

They can also be called **speech marks**.

- The waitress said, “**Here is your soup.**”

The punctuation mark must always go **inside the inverted commas**.

In **indirect speech** (sometimes called reported speech) we do not use the exact words of the speaker.

Instead we report what was said. We sometimes need to change pronouns and verb tenses. We don't use speech marks:

“I am going home.”

Helen said she was going home.



Apostrophes to show Possession

An apostrophe is used to show possession or omission.

- When it is used to show **possession** it goes after the owner's name to show that it belongs to him or her.
- **This is Max's phone.**
- **That is James' phone.**
- **That is the Jones' phone.**
- **Exceptions: e.g. Children's**
- When the pronoun: its, his, hers, ours or yours are used **no apostrophe is needed.**

Apostrophes to show Omission

When an apostrophe is used to **show omission**, it shows where **you have left out one or more letters**. The apostrophe goes where the letter or letters would be. In other words they contain a **contraction**.

- Example: will not becomes **won't**
- it is becomes **it's**
- could not becomes **couldn't**
- I would becomes **I'd**

Modal Verbs

Modal verbs indicate the conditions or likelihood of a main verb. For example, the sentence “**I eat food**” is a **plain statement** of the strong likelihood of an action, whereas “**I might eat food**” **sounds less likely**.

- It is the modal verb that raises the ideas of the necessity or likelihood of an action happening.
- **Modal verbs are: would, could, might, should, can, will, shall, may**
- The rain **will** stop at the some time. It **might** stop before playtime.

Sentences

Types of sentences.

- **Statement**: a sentence that does not require an action.
- **Command**: a sentence that requires an action
- **Question**: a sentence that asks a question!



Sentences

Simple sentences contain a **subject**, a **verb** and an **object**. Simple sentences make sense on their own, e.g.

I like tea.
↑ ↑ ↑
Subject Verb Object



1. John loves television.

2. My brother eats worms.

3. Norman picks his nose.

| | |
|---------|-------|
| verb | _____ |
| subject | _____ |
| object | _____ |

Expanded Noun Phrases

- **Expanded noun phrases** add information to **nouns** (naming words). They make your writing more interesting and can help the reader to build a picture in their minds.
- **Examples of nouns: house, garden, lady, creature**
- **Expansion before and after the noun:**
- a) The spooky **house** on the hill...
←————— →
- b) An overgrown **garden**, with litter scattered everywhere...
←————— →

Fronted Adverbial

A **fronted adverbial** goes at the beginning of a sentence:

- It describes the verb in the sentence
- It describes where, when and how

As soon as he could, Tom jumped off the train.

Last week, I went to the dentist.

Complex Sentence

Every sentence contains at least one main (most important) clause. A complex sentence contains one main clause and one or more subordinate (less important) clauses.

The king was angry. This is the **main clause**. It can be used on its own as a sentence.

The king was angry **when he saw the muddy footprints**. This is the **subordinate clause**. It doesn't make sense on its own.

Passive Voice

- Actions can be written in the **active voice** or the **passive voice**.
- In the **passive voice** the action is done to a subject.
- The plate was **broken** by **Gran**.
- **Verb subject**
- **Passive sentences usually contain the word **by**.**

Active Voice

In the **active voice** the action is done by a subject.

- **Gran broke** the plate.
- **subject verb**
- The dog chased the chicken.
- Sam made this cake.
- The boy found the keys.

Punctuation

Focus on punctuation.

- How would you punctuate this sentence?

A woman without her man is nothing.

Punctuation

- There are two possible ways to punctuate the sentence giving two different meanings:

A woman, without her man, is nothing.

A woman: without her, man is nothing.

Punctuation

"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**

Colons

Colons (:) are used: Before a list of words, phrases or clauses.

- *In front of him were the following: mince pies, holly and other delicious delights.*

A **colon** is also used in a glossary between a word and its definition.

- *Connective: a word used to join two parts of a sentence.*
- *Adjective: a word which describes a noun.*

Semi-Colons

- If the items in the list are longer than one or two words separate them with a **semi-colon** (;)
- *The attractions of the park included: a new roundabout; a short pony ride; a long slide and an ice-cream stall.*
- **Semi-colons** can be used to join clauses in a sentence. Sometimes they take the place of connectives.
- *John liked jelly and Sam just loved ice cream.*
- This sentence could be written:
- *John liked jelly; Sam just loved ice cream.*

Brackets and Dashes

Brackets and dashes are **punctuation marks** that enclose information to show that it is **separate** from everything around it.

- Queen Victoria (**who used to be the longest reigning monarch**) reigned for 63 years.
- Queen Victoria married her German cousin, Albert – **he was the love of her life.**

Synonym

A **synonym** is a word that has a **similar** meaning to another.

- Synonyms can be used instead of **common** words.
- Common words lack power in our writing. They can make our writing **boring**.
- By choosing more **unusual** words a text can become **interesting**
- **BIG: Massive, gigantic, enormous, vast etc**

Antonym

An **antonym** is a word that means the opposite of another word.

For example:

- good – bad
- rich – poor
- My Mum made a cake – it was **tasty!**
- My Mum made a cake – it was **revolting!**

Punctuation



STOP CLUBBING, BABY SEALS

Once again, punctuation makes all the difference ...

Your turn again!

Felicity WILL you look this way exclaimed Mrs Appleton you have been fidgeting all morning with a start Felicity turned to the teacher and tried to concentrate it wasn't easy though she caught Matts eye and they grinned excitedly at each other finally the day had arrived and the two best friends were very excited. both of them had been looking at the clock every 5 minutes waiting for the bell to ring after six long months Felicity and Matt would finally get to see One Direction the band who became famous on the X Factor were playing at a local theatre

Your turn again!

‘Felicity, WILL you look this way!’ exclaimed Mrs Appleton. You have been fidgeting all morning. With a start, Felicity turned to the teacher and tried to concentrate; it wasn’t easy though. She caught Matt’s eye and they grinned excitedly at each other. Finally, the day had arrived and the two best friends were very excited. Both of them had been looking at the clock (every 5 minutes) waiting for the bell to ring. After six long months, Felicity and Matt would finally get to see One Direction. The band, who became famous on the X Factor, were playing at a local theatre.