

St Thomas More Primary School

Grammar, Punctuation and
Spelling

Let's eat grandma!



Let's eat, grandma!

**Punctuation
Saves Lives.**

Rationale

- Explicit knowledge of grammar is very important as it gives us more conscious control and choice in our language.
- Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.

Approach

- Four years ago the Grammar, Punctuation and Spelling (GPS) test was introduced by the Government.
- The new Curriculum of 2014 has an increased focus on GPS and been explicit in its demands that children must not only recognise and use techniques learned in their writing but be able to understand and be able to vocalise their learning using the technical terminology.
- As a school, we feel that we have a strength in use of grammar and in writing. Grammar, punctuation and spelling have always been a focus in all our areas of writing. This has in recent years included discrete teaching of GPS which is the focus of what we are talking about today.

Grammar terminology for pupils – statutory requirements

- Year 1: letter, capital letter, singular, plural, sentence, punctuation, full stop, exclamation mark, question mark
- Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma, apostrophe
- Year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)
- Year 4: determiner, pronoun, possessive pronoun, adverbial
- Year 5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion
- Year 6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

How do the children learn...

- Coverage of all aspects for Year group (and previous learning) in teaching of writing.
- Drip feeding.
- Use of children's reading books and quality texts to highlight and recognise different aspects of grammar.
- Focused activities around one aspect; games
- Homework activities

Key aspects

- The structure of a sentence – simple sentence; complex sentence; what is a clause / what is a phrase?; What is a subordinate clause?
- Word types – throughout KS2 children should be able to identify a noun, verb, adjective, adverb, pronoun, preposition, conjunction.
- Punctuation – when and how to use a comma; speech marks – not just the inverted commas but where the additional punctuation should go. Upper KS2 should be able to use semi-colons and colons.

Year 1: Detail of content to be introduced (statutory requirement)

Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I <u>were</u> or <u>Were they</u> to come in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Sample Question – KS1

1

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

6

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

2

Tick the correct word to complete the sentence below.

I hope _____ we will play musical chairs at the party.

Tick **one**.

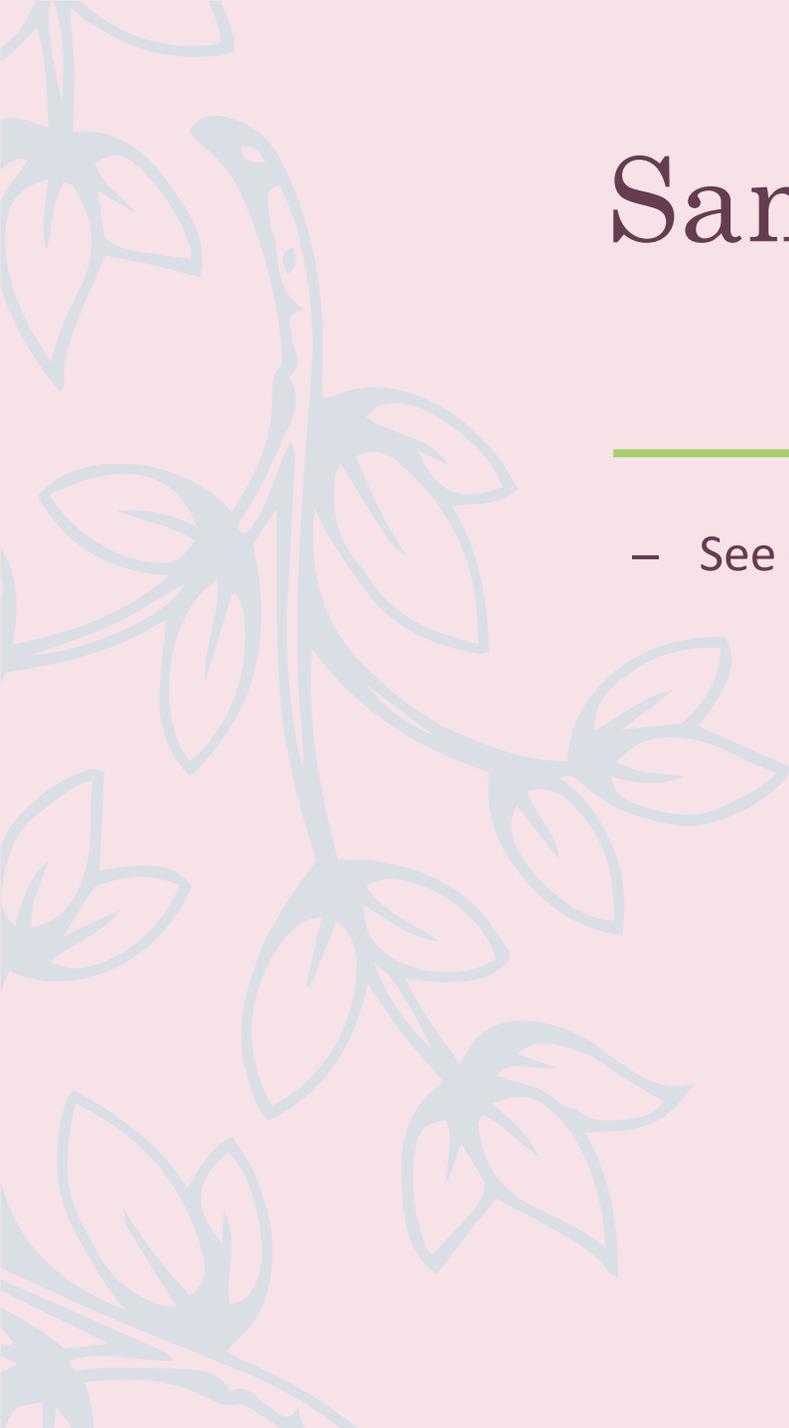
when

if

that

because

Sample questions – KS2



-
- See on tables

Spelling

- The National Curriculum 2014 has catapulted spelling at KS2 into the limelight.
- Spelling is part of the Grammar, Punctuation and Spelling (GPS) test at the end of Year 6.
- Spelling lessons are a requirement throughout Primary years.
- We focus on phonics until Year 2 as appropriate.
- We have introduced No-Nonsense Spelling from Year 2 which supports coverage of the curriculum through spelling activities and teaching. There are a number of strategies we are introducing to make spelling more fun and memorable.

Handy Hands



Synonyms



Pyramid words

This method of learning words forces you to think of each letter separately.

You can then reverse the process so that you end up with a diamond.

p
py
pyr
pyra
pyram
pyrami
pyramid

How we are supporting learning:

- *Spelling lessons – No-Nonsense Spelling framework*
- *Weekly dictation*
- *Displays*
- *Homework and spelling tests*

So what can parents do to help...

- Support children learning their spellings and talk about the meanings of the words.
- Encourage children to use good examples of grammar and punctuation in their homework spelling sentences.
- Do they have a dictionary they can use at home?
- Listen to their children read and ask questions about the sentences.
 - Why does that word have a capital letter?
 - Why has the author put a comma there? Is there an additional clause in that sentence? Is it a relative clause?
 - Why is there a comma/full stop before the close of speech.

More information

On our website

- Curriculum information for English
- Has link to the national Curriculum
- Recommended reading books and quality texts