

Grammar workshop



The Manor Primary School

Tuesday 22nd March

New curriculum requirements

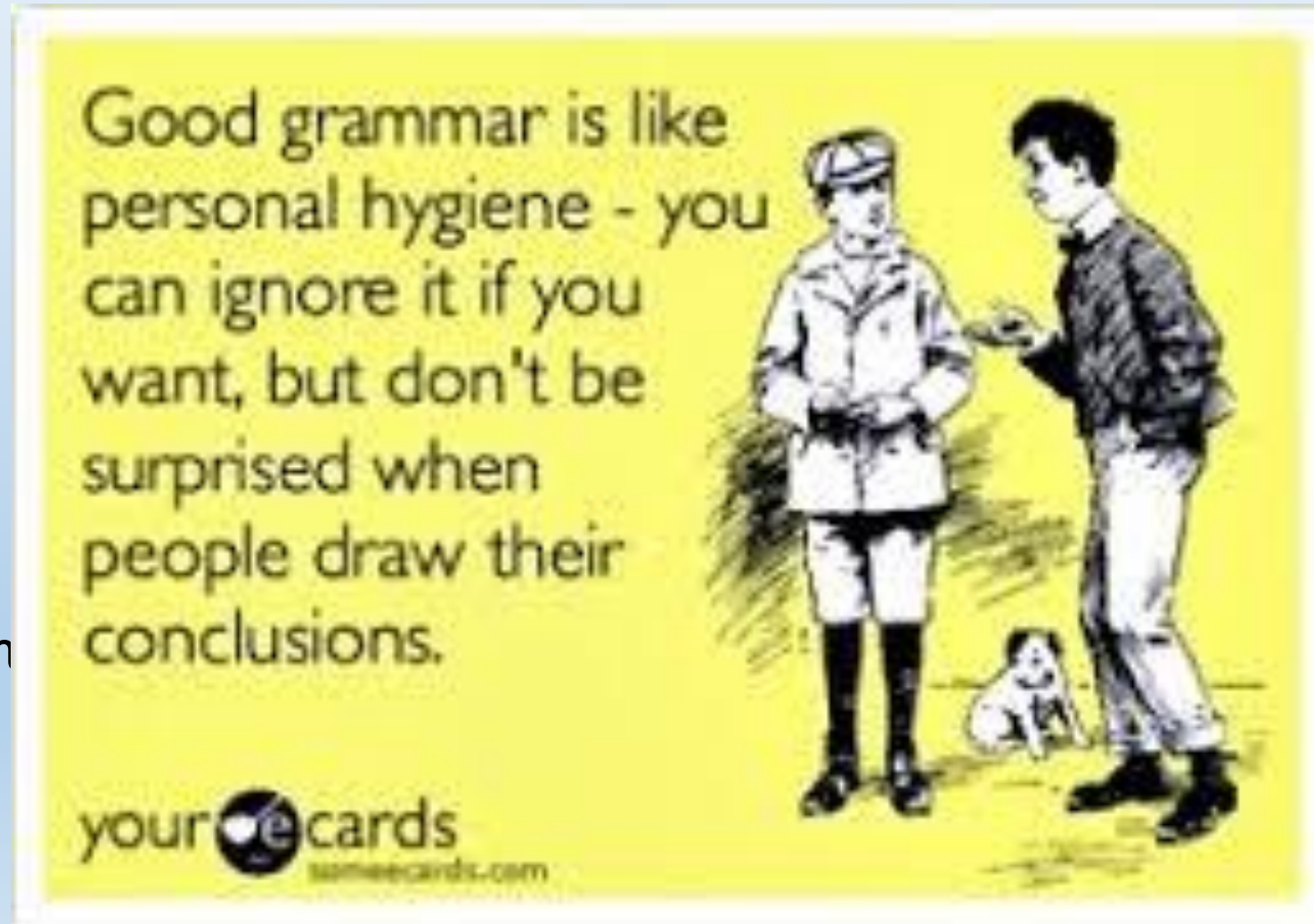
- Schools now teach from the new National Curriculum.
- One of the biggest changes was a slimmed down curriculum with greater challenges for pupils (raising expectations).

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling**

- **Handwriting** – expected to be fluent, legible and speedy

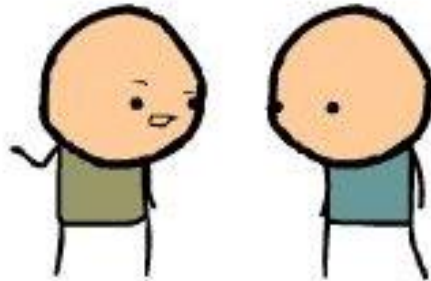
Spoken English has a greater emphasis, with children to be taught [debating](#), presenting and oral rehearsal skills

We now teach grammar through our writing units and have grammar lessons each week.



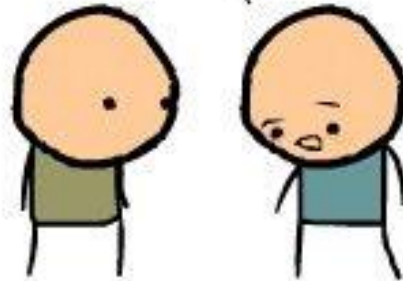
COMIC REWRITE CONTEST

...And me and Steve
weren't anywhere near
the school at the time...



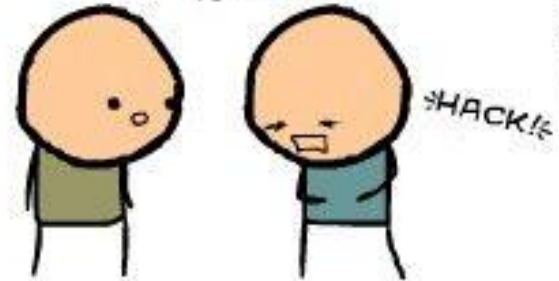
Don't you mean
Steve and I?

ACK! COUGH!



What's up?
I'm allergic to
grammatical
errors

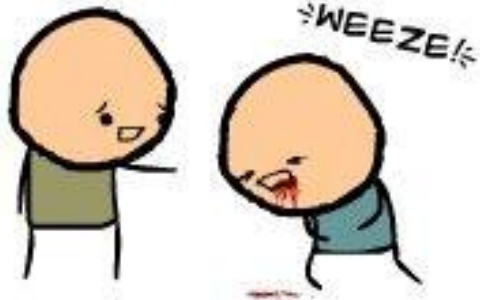
COUGH!



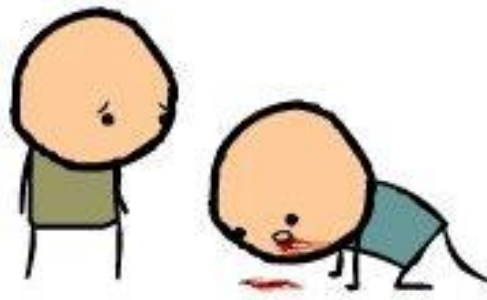
Your coughing up blood!
I didn't know allergys
could cause such a bad
affect!

COUGH!

WEEZE!

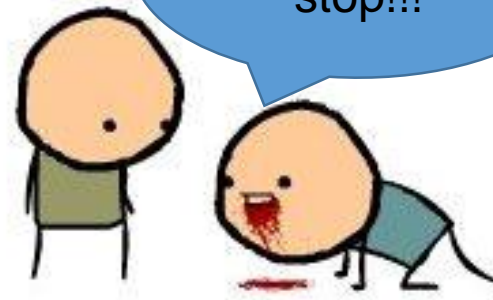


Are their others like
you? Looks like its
getting worse!



How pacific do these
errors have to be?

Please!
stop!!!



9

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

☐

The childrens' clothes were hanging up.

☐

The childrens clothe's were hanging up.

☐

The childrens clothes' were hanging up.

☐

1 mark

3

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

☐

☐

☐

☐

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

☐

13

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.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | |
| ↑ | ↑ | ↑ | ↑ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 mark

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

☐

questions

☐

commands

☐

exclamations

☐

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

17

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. | | |

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

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1 mark

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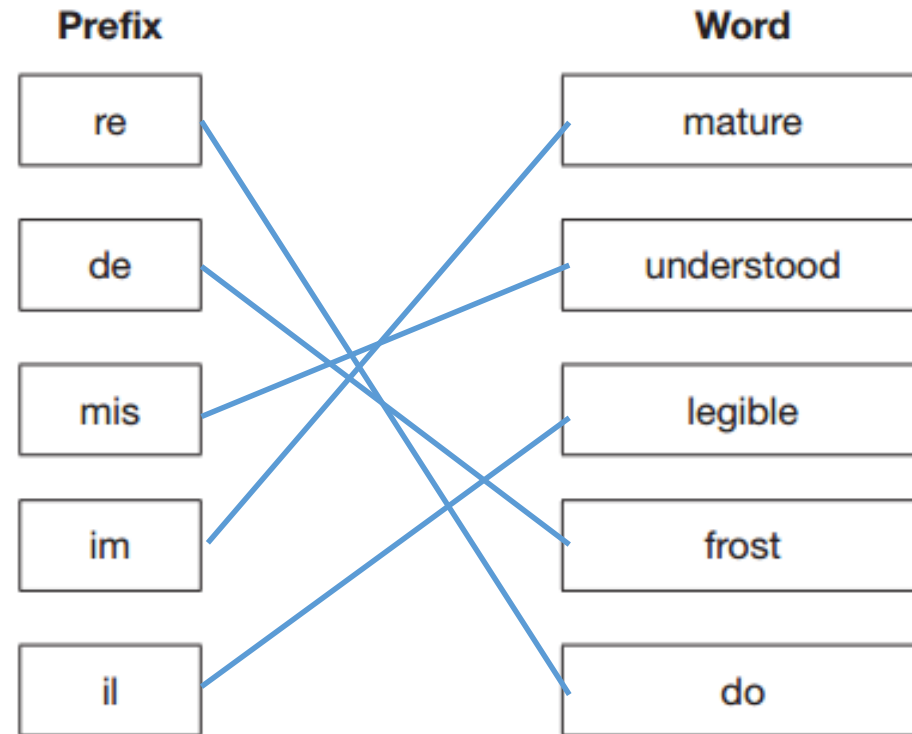
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1 mark

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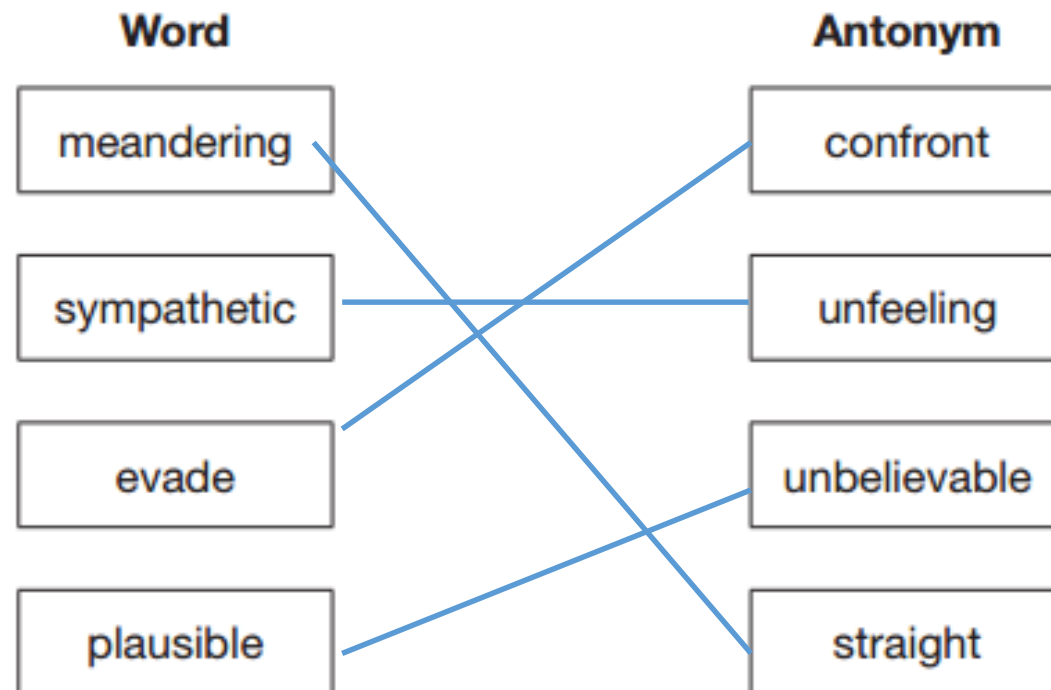
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1 mark

23

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1 mark

SPAG tests

KS1 – 18 questions, 20 minutes

KS2 – 49 questions, 45 minutes

The new curriculum requirements

By the end of Year 1 most children should know...

- How words can combine to make **sentences**
- How to join **words** and **clauses** using and
- How to sequence **sentences** to form short narratives
- How to separate **words** with spaces
- How to use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- How to use capital letters for names and for the personal **pronoun** 'I'
- What **nouns**, **verbs** and **adjectives** are.

Try some of these online activities to support your child's learning...

- Capital letters- <https://roythezebra.com/reading-games/new-window/capital-letter-beginner-1.html>
- A range of relevant skills – capital letter, sentences, question marks etc. - <http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

By the end of Year 2 most children should understand...

- What **nouns**, **verbs**, **adjectives** and **adverbs** are.
- **Subordination** – using...when, if, that, because,.
- **Coordination** – using...or, and , but;
- How to expand **noun phrases** for description and specification; (e.g. the blue butterfly, plain flour, the man in The Moon.)
- How the grammatical patterns in a sentence indicate its function as a **statement**, **question**, **exclamation** or **command**.
- How to make the correct choice of **present tense** and **past tense**.
- The use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress; (e.g. she is drumming; he was shouting.)
- The use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. Commas to separate items in a list;
- The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. the girl's name.)

Try some of these online activities to support your child's learning...

Punctuating sentences:

- http://www.bbc.co.uk/bitesize/ks1/literacy/using_punctuation/play/

Joining words:

- http://www.bbc.co.uk/bitesize/firstlevel/literacy_and_english/joining_words/play/popup.shtml

Making sentences:

http://www.bbc.co.uk/bitesize/ks1/literacy/making_sentences/play/popup.shtml

By the end of Year 3 most children should understand...

- How to express time, place and cause using **conjunctions** – (e.g. when, before, after, while, so, because), **adverbs** (e.g. then, next, soon, therefore), or **prepositions** (e.g. before, after, during, in, because of).
- The basics of using paragraphs as a way of grouping related material;
- How to use headings and sub headings to aid presentation;
- How to use the **present perfect** form of **verbs** instead of the simple past (e.g. He has gone out to play. **contrasted with...** He went out to play).
- How to use inverted commas to **punctuate** direct speech.

Try some of these online activities to support your child's learning...

Paragraphs

- http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/paragraphs/play/

Sentences

- <http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03>

Punctuation marks

- <http://www.funenglishgames.com/punctuation.swf>

Adjectives etc.

- http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

By the end of Year 4 most children should understand...

How to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict teacher with curly red hair),

- About **fronted adverbials** (e.g. Later that day, I heard the bad news).
- Use of commas after **fronted adverbials**.
- How to use paragraphs to organise ideas around a theme.
- How to choose the correct **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition;
- How to use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
- **Apostrophes** to mark singular and plural possession (e.g. the girl's name, the girls' names).

Try some of these online activities to support your child's learning...

Contractions in apostrophes

- <http://www.oswego.org/ocsd-web/match/matchgeneric.asp?filename=jwildecontractions>

Sentences

- <http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03>

Punctuation

- <http://www.sheppardsoftware.com/grammar/punctuation.htm>

More sentences

- <http://www.crickweb.co.uk/ks2literacy.html>

By the end of Year 5 most children should understand...

- How to use **relative clauses**, beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- How to indicate degrees of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might, should, will, must).
- How to link ideas across paragraphs using **adverbials** of time (e.g. later , before, then), place (e.g. nearby, far away) and number (e.g. secondly, finally) or tense choices (e.g. he had seen her before)
- How to use brackets, dashes or commas to indicate parenthesis This is used to offset additional information in your sentence (called parenthesis) (e.g. While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree.

By the end of Year 6 most children should understand...

- The use of the **passive** to affect the presentation of information in a **sentence** (e.g. I broke the window in the greenhouse - instead **of**... The window in the greenhouse was broken [by me]).
- The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags... He's your friend, isn't he).
- How to link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence), and **ellipsis**...
- How to use layout devices (e.g. headings, subheadings, columns, bullets or tables, to structure text).
- The use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up).
- The use of the colon to introduce a list and the use of semi-colons within lists.
- The **punctuation** of bullet points to list information.
- How hyphens can be used to avoid ambiguity, (e.g. man eating shark or man-eating shark, recover or re-cover)

Try some of these online activities to support your child's learning...

Punctuation marks

- http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/punctuation/play/

Composition

- http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/leaflets_and_posters/play/popup.shtml

Apostrophes

- <https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/2012-13/flitwits/eng/literacy//ottozoom-apostrophes/index.html&/otto-zoom---apostrophes>

Apostrophes for possession

- https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/apostrophes_possessions/eng/Introduction/default.htm

Paragraphs

http://www.bbc.co.uk/bitesize/ks3/english/writing/structure_paragraphs/activity/

Why Good Grammar and Punctuation Matter:



Because the difference between
"Let's eat, Mom"
and
"Let's eat Mom"
is more than a mouthful.



WRITER'S DIGEST