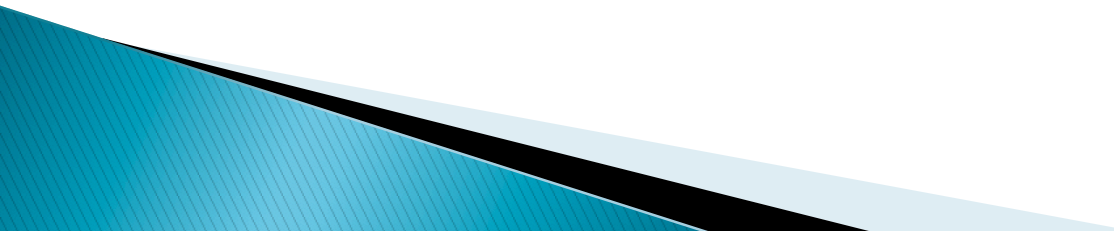


Grammar and Punctuation Evening



Aims of the Evening

- ▶ To give a brief overview of key changes in the English curriculum
 - ▶ To understand the new national expectations regarding grammar and grammatical terminology
 - ▶ To hear some examples of how grammar is taught at WPS and how terminology can be useful
 - ▶ How parents can help their children
- 

Key Changes

Assessment

Reading widely for pleasure and information. Re-reading books at Key Stage 1

Increased focus on technical aspects of grammar and higher expectations re spelling. Dictation. Précis.

Poetry – memorizing and performance
Debate


More emphasis on writing process – drafting, editing, proof reading




- ▶ 47% of employers say they can't recruit people with the literacy skills they need (Communication Trust Statistics)



What is Grammar?

- ▶ A set of structural rules governing the composition of clauses, phrases and words to convey meaning.
 - ▶ Works at 3 levels.
 - ▶ **Whole text** – Bigger picture. The ability to construct cohesive and coherent texts that show awareness of audience and have a clear purpose.
 - ▶ **Sentences** – This is key. The ability to construct, control, vary and punctuate a range of sentence types for different effects.
 - ▶ **Words** – the ability to control, select and vary language to create impact in relation to the audience and purpose.
- 

SPAG or GAPS

- ▶ SPAG is taught as part of learning to write in a variety of genres and is contextualised.
 - ▶ Discrete grammar and punctuation/spelling lessons
 - ▶ Use of language games and pupil-centred activities to discover grammatical/spelling rules for themselves
- 

Word Classes (Parts of Speech)

- ▶ Can you sort these words into their different word classes?

ball herself sleeping yesterday a/an happiness me	they so to run could brilliant silently while	under but my some because very be	his on the sunny seldom by before
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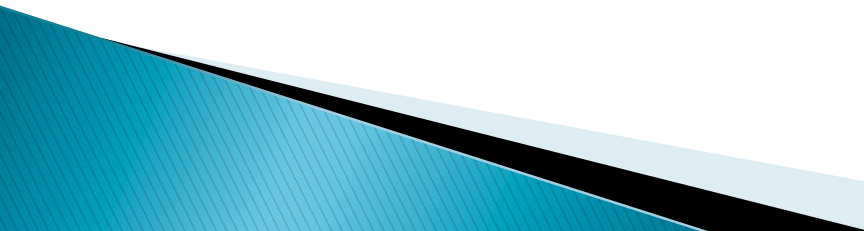
Word Classes

Noun	Adjective	Verb	Adverb
Conjunction	Pronoun	Determiner	Preposition

Word Classes

<p>Noun</p> <p>ball sleeping happiness yesterday</p>	<p>Adjective</p> <p>sleeping brilliant sunny yesterday</p>	<p>Verb</p> <p>sleeping be to run could</p>	<p>Adverb</p> <p>yesterday silently very seldom before</p>
<p>Conjunction</p> <p>while because but so before</p>	<p>Pronoun</p> <p>herself me his they</p>	<p>Determiner</p> <p>the a/an some my his</p>	<p>Preposition</p> <p>under by on before</p>

In Action

- ▶ Horse noun
 - ▶ Beauty proper noun
 - ▶ Fearless Beauty adjective
 - ▶ Fearless Beauty leapt verb
 - ▶ Fearless Beauty leapt bravely adverb
 - ▶ Fearless Beauty leapt bravely into preposition
 - ▶ Fearless Beauty leapt bravely into the determiner
 - ▶ Fearless Beauty leapt bravely into the river. noun
- 

Nouns

Nouns – The part of speech that names a person, place, thing, or idea.

Can be singular or plural.

- ▶ **Concrete** – table, toy, ball, bridge
- ▶ **Proper Nouns** – names of people, places, organisations etc
- ▶ **Collective Nouns** – team, flock, crowd
- ▶ **Abstract Nouns** – fear, jealousy, greed

Adjectives

- ▶ Adjectives describe something or somebody.
- ▶ Before a noun and after a verb
- ▶ Adjectives can be comparative or superlative forms.
- ▶ Comparative – adding -er or more
eg older, braver, more dangerous
- ▶ Superlative – adding more or est
- ▶ NB Comparatives and superlatives used to be Y3 objectives. Now Y1 and 2.

Adjectives

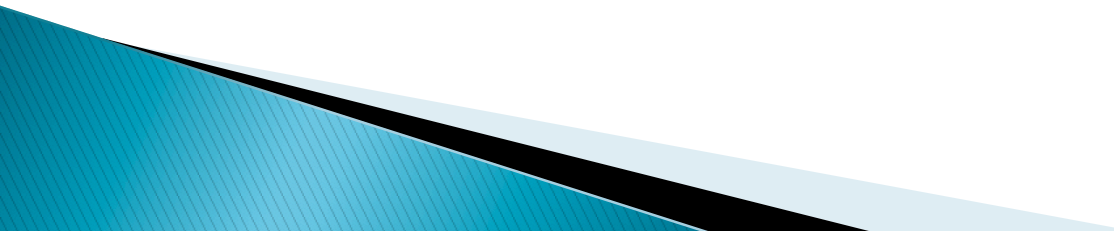
- ▶ Most effective when used sparingly
- ▶ Avoid listing or repeating adjectives unless for a specific effect
- ▶ Sometimes, a **precise noun** is better
- ▶ – The old man stared into the eyes of the big, mean, horrible man that he really hated.
- ▶ – **The old man stared into the eyes of his enemy.**

Verbs

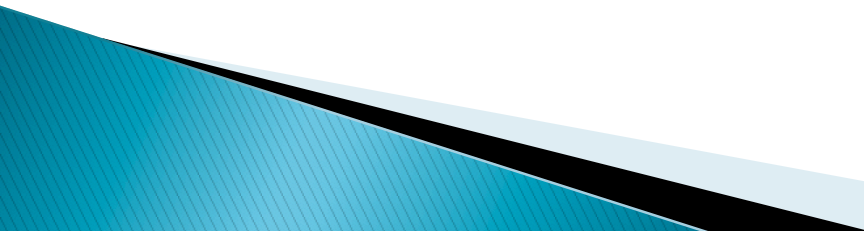
- ▶ Verbs express an action, happening, process or state.

Present	John drives the car. John is driving the car. John has driven the car.	Simple Present Progressive Present Perfect
Past	John drove the car. John was driving the car. John had driven the car.	Simple Past Progressive Pluperfect
Future	John will drive the car. John will be driving the car.	Simple Future Progressive

Verbs

- ▶ Modal verbs to express certainty, possibility, probability
 - ▶ Eg **will/would** **shall/should**
may/might **can/could**
 - ▶ Subjunctive mood
- 

Active and Passive Voice

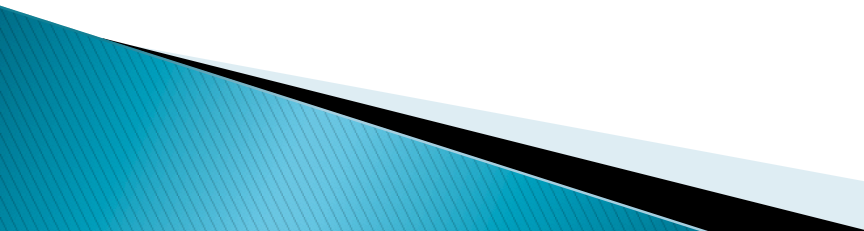
- ▶ **Active** – The subject performs the action of the verb and the direct object is the goal or the recipient of that action.
 - ▶ **The police captured the thieves.**
 - ▶ **Passive** – The object or goal of the action functions as the sentence subject.
 - ▶ **The thieves were captured (by the police).**
- 

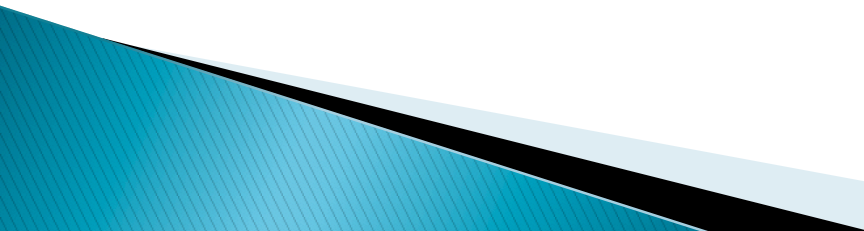
Passive Voice

- ▶ Used in non-fiction and more formal texts
- ▶ In narrative can be used to create an air of mystery, to hide information from the reader (by leaving out the agent) and to focus on the action. eg **My bike was stolen.**
The high-jump record was finally broken last Saturday.
- ▶ Create empathy for the victim who has no control over what has happened.
- ▶ **The penguin is caught by the leopard seal.**
- ▶ **The leopard seal catches the penguin.**

Your turn

Change from active to passive.

- ▶ Thousands of tourists visit the Grand Canyon every year.
 - ▶ The saltwater eventually erodes the metal beams.
 - ▶ Zeus gave Pandora a box containing all the evils of the world.
 - ▶ Fear and foreboding gripped his entire body.
- 

- ▶ Thousands of tourists visit the Grand Canyon every year. The Grand Canyon is visited every year by thousands of tourists.
 - ▶ The saltwater eventually erodes the metal beams. Eventually, the metal beams are eroded by the saltwater.
 - ▶ Zeus gave Pandora box containing all the evils of the world. Pandora was given a box containing all the evils of the world.
 - ▶ Fear and foreboding gripped his entire body. His entire body was gripped by fear and foreboding.
- 

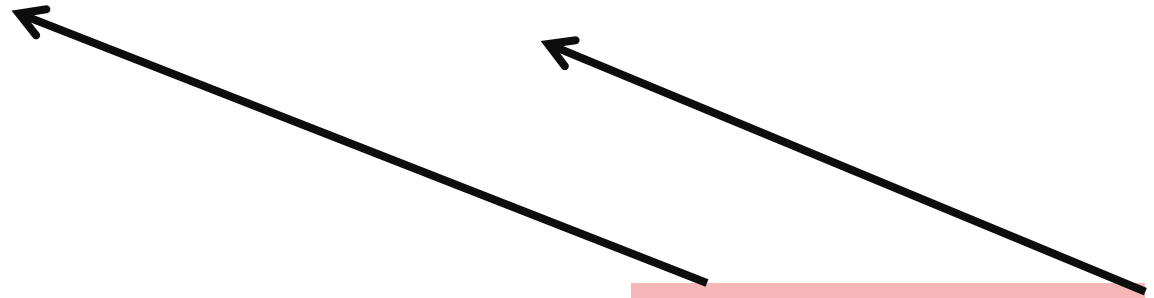
Clauses and Phrases

Phrase –a group of words (within a sentence) that does not have a subject and verb, and does not express a complete idea.

- ▶ **in a strange way, into thousands of pieces, because of her glittering smile, the amazing referee, with a book in his hand**
- ▶ **Clause** – usually has a subject and a verb but not necessarily a complete sentence
I despise individuals of low character, when he smashed into the fence, because she smiled at him.

wore magic glasses.

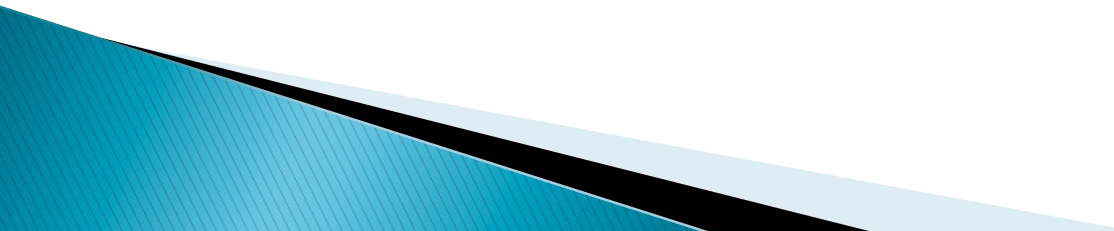
Miss Twinkletoes



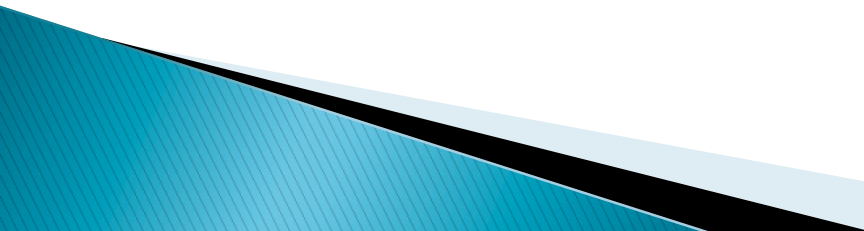
Commas go here!

the amazing teacher

Relative Clauses

- ▶ Introduced by **who, which, that, whose, where** and **when**
 - ▶ Mr Jones, **who** was an amazing musician, was awarded a trophy.
 - ▶ The painting, **which** was old and damaged, was stolen.
 - ▶ The painting **that** hung in the hall was stolen.
 - ▶ The house **where** I lived as a child was destroyed.
- 

Sentence Types

- ▶ **Four main types of sentences – simple, compound, complex and compound–complex**
 - ▶ **Simple sentences** are made up of a main clause.
 - ▶ A main clause makes sense in its own right and has a subject and a verb.
 - ▶ Main clauses may differ in length but contain only one idea/complete thought.
 - ▶ Eg The cat sat. The cat sat on the mat.
- 

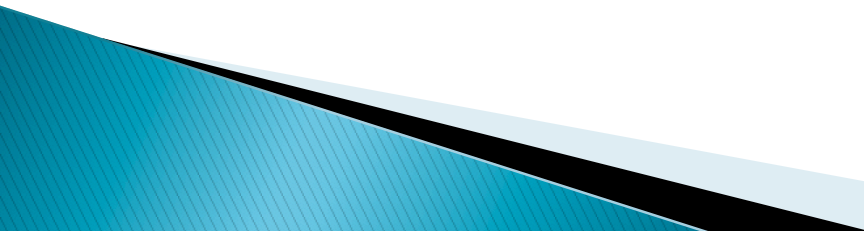
Concept of a Sentence

The dog	slept in a nest.
The plumber	painted the chair red.
The little girl	ran down the road.
Mum	couldn't turn the tap off.
The bird	swam in the sea.

Rainbow Sentences

- ▶ Once upon a time there was a little girl called Goldilocks. One day she went for a walk in the woods. After a while she saw a little house hidden in the trees.

Sentences and Non-Sentences

- ▶ The was playing.
 - ▶ The boy was playing.
 - ▶ The boy the ball.
 - ▶ The boy playing.
 - ▶ Was playing by himself.
 - ▶ Playing in the sand.
 - ▶ The boy was playing by himself.
- 

5 Bottoms on a Bench

where when what why who

wwwwww

how

Super Sentences

▶ **The cat sat.**

Super Sentences

- ▶ The fluffy cat curled up on the red, Persian rug by the fire.



Connectives

(a word or phrase that links clauses, sentences or paragraphs)

adverbs

(eventually,
suddenly,
however,
therefore)

conjunctions

(and, but,
while,
because)

Subordinating or
co-ordinating

adverbial phrases

(later that day
in the meantime,
as a result)

semi-colon

(A semi-colon
can function
as a
connective.)

Adverbs / Adverbial Phrases / Clauses

Where?

there, here,
in the distance,
at the end of the
darkened alley

W

How?

(manner)

silently, quickly,
With trembling
hands, in barely
a whisper, as
quick as a flash

When?

today, tomorrow,
yesterday morning,
as the sun set,
before the clock struck

W

How?

(often)

seldom, rarely,
frequently, day
after day, from
time to time,
once in a while

Why?

in order to,
consequently,
because of, hence,
therefore

W

How?

(degree)

really, very,
completely,
totally, fairly,
almost


Fronted Adverbials

- ▶ **With trembling hands**, he unwrapped the present.
- ▶ **At the end of the darkened alley**, he noticed a figure lurking in a doorway.
- ▶ **As quick as a flash**, he leapt into action.
- ▶ **Before the clock struck midnight**, Cinderella left the ball.
- ▶ The country was not prepared for the hurricane. **As a result/Therefore/Hence**, many people suffered.

Compound Sentences

- ▶ Compound sentences have 2 or more main clauses.
- ▶ Both clauses of equal weight and not dependent on each other
- ▶ They are joined by a **co-ordinating conjunction**: FANBOYS
- ▶ **F**or **A**nd **N**or **B**ut **O**r **Y**et **S**o
- ▶ He went to the shop **but** it was closed.
- ▶ The escape was dangerous **yet** the gang were determined.

Complex Sentences

- ▶ Complex sentences contain a main clause and a subordinate clause.
 - ▶ Also referred to as dependent and independent clauses.
 - ▶ Commas separate the clauses.
 - ▶ Children need to identify the difference between the two clauses to understand complex sentence structure.
- 

Subordinating Conjunctions

- ▶ Subordinating conjunctions form complex sentences.
 - ▶ eg while, because, since, until, although, before, if, as, after, when, even though

Examples of Complex Sentences

- ▶ **When** he had finished his dinner, he went out to play.
- ▶ He went out to play **when he had finished his dinner.** (no comma)
- ▶ **Although** he was tired, he was determined to finish.
- ▶ **As** the sun set behind the hills, a single tear rolled down his face.
- ▶ **After** the play ended, the audience clapped.
- ▶ **If** he were going to reach his destination on time, he would have to hurry.

Complex Sentence Structure

- ▶ The subordinate clause can occur in different places in the sentence.
- ▶ – before the main clause
- ▶ **As the army advanced**, John thought his fate was sealed.
- ▶ – after the main clause
- ▶ John thought his fate was sealed **as the army advanced**.
- ▶ – embedded clause
- ▶ John, **as the army advanced**, thought his fate was sealed.

Compound-Complex Sentences and Multi-subordination

- ▶ **As the sun began to set, John, who was now exhausted after his long ascent, sat down and opened his rucksack.**
- ▶ **Red** – subordinate clauses
- ▶ As the sun began to set, **John**, who was now exhausted after his long ascent, **sat down and (he) opened his rucksack.**
- ▶ **Blue** – compound

Your Turn

Super Squirrel



King Kitten



CAMERA ANGLES

Using the language of cinema is an effective way to develop children's writing and their role as a reader of their own work.

- ▶ **Extreme close-up** – for moments of high drama.
- ▶ **Close-up** – for detail.
- ▶ **Medium shot** – to give more of an idea of what a character looks like and a similar sense of setting/ action to that of a close up.
- ▶ **Long shot** – for an overview of location and/or action, or to include a crowd of people.
- ▶ **Point of view** – refers to narrative perspective rather than a conceptual 'viewpoint'.



CAMERA ANGLES

When describing a specific scene, it can be very easy to simply list the things that you can see.

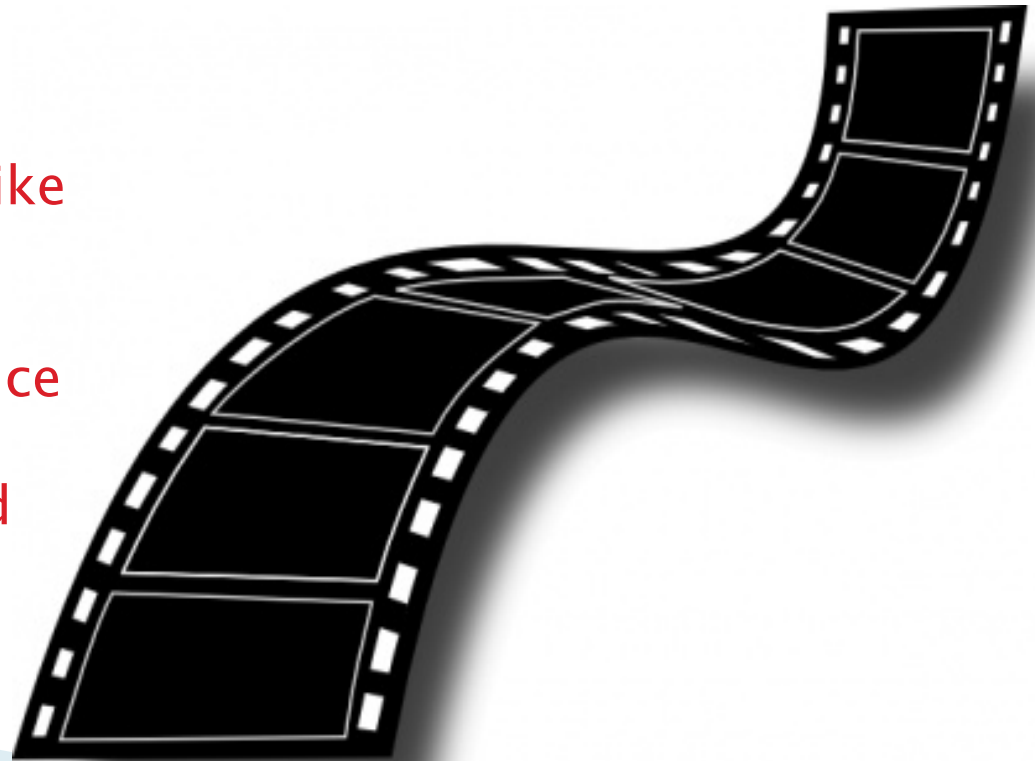
e.g *Gandalf rode towards the city. The city gleamed magically in the distance. The clouds began to darken behind the mountains.*



CAMERA ANGLES

- What do you want the reader to see first?
- What do you want the reader to feel about your central character or setting?
- Do you want to add mystery, create suspense or dive into some action?

Being able to use language like subordinate clause, relative clause, embedded clause, adverbial phrase, passive voice etc ensures this sort of approach is both precise and purposeful.



CAMERA ANGLES



Long shot

Used to set the scene

Shows background and the characters in full

Good for opening and closing

As the clouds billowed malevolently in the distance, Gandalf sped towards the gleaming city.

PUNCTUATION

. ? ! Yr 1

. ? , ! ‘ Yr 2

. ? , ! ‘ “ ” Yr 3//4

- . ? , ... ! ‘ “ ” () Yr 5

- . ? , ... ! ‘ “ ” : ; () Yr 6

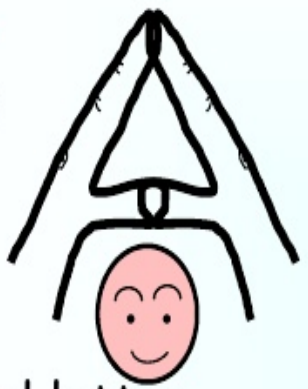


Kung Fu Punctuation

Show me the action for...



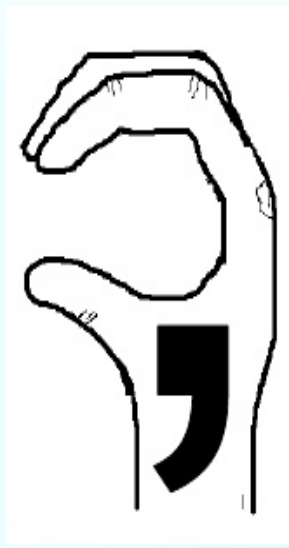
hands over head



a capital letter



a full stop



a comma



a question mark



Punctuation Slap

A large black question mark is centered within a light blue square box.A small black period is centered within a light blue square box.A large black exclamation point is centered within a light blue square box.

Punctuation Bingo

■	■	?
!	!	?
·	!	?

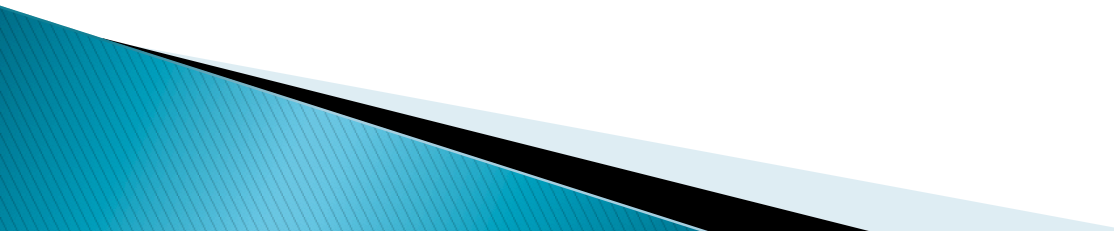
Comma Splices

- ▶ This is a very common error. Which sentences are correctly punctuated?
- ▶ a) Paul loves to travel, he visits Hungary at least once a year.
- ▶ b) As we flew back from Greece, we saw a beautiful sunset.
- ▶ c) I always find writing essays difficult, I usually leave them to the last minute.
- ▶ d) She makes a smashing apple pie, I love it.

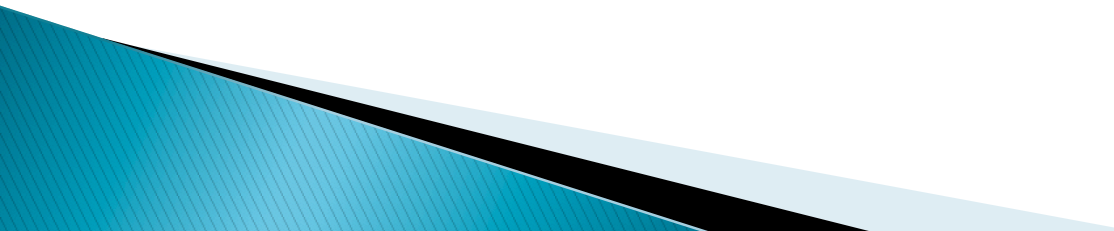
How would you punctuate the following sentence?

- ▶ A woman without her man is nothing.

▶ A woman, without her man, is nothing.

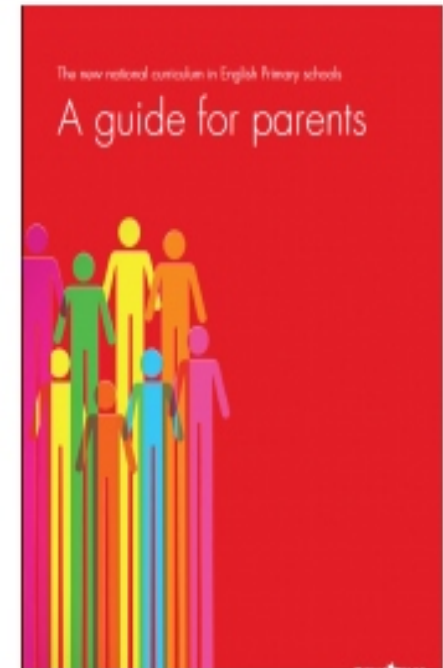


**A woman: without
her, man is nothing.**



Helping your Child

- ▶ Read, read, read
- ▶ Language games
- ▶ Rich conversations
- ▶ Using correct terminology
- ▶ Rising Stars Guide for parents
- ▶ Enthusiasm
- ▶ WPS website links



Grammar and Punctuation Progression

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; cat, cats)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helps)	How <i>and</i> can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. untidy, or undoing, e.g. undo the boat)	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , or <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , or <i>but</i>)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun <i>I</i>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formative of nouns using suffixes such as -ness, -or	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formative of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling sheet.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parallelism, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, as), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Appostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, color, semi-color, bullet points
Formative of nouns using a range of prefixes, such as <i>super-</i> , <i>anti-</i> , <i>sub-</i>	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	Use of speech marks to punctuate direct speech
Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open bag)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	Appostrophe to mark singular and plural possession (e.g. the girl's name, the boy's boots)
Word families based on common words	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>why</i> , or <i>whose</i>	Devices to build cohesion within a paragraph (e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>finally</i>)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)
The grammatical difference between plural and possessive -s	Inflecting degrees of possibility using modal verbs (e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>) or adverbs (e.g. <i>perhaps</i> , <i>certainly</i>)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthetical	Use of commas to clarify meaning or avoid ambiguity
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>are</i> were instead of <i>is</i> was, or <i>I did</i> instead of <i>I done</i>)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical cohesion (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>), and <i>ellipsis</i> .	Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to indicate a stronger sub-division of a sentence than a comma.
Converting nouns or adjectives into verbs using suffixes (e.g. -ise; -ize; -ify)	Expanded noun phrases to convey complicated information concisely (e.g. <i>The box that sat under the fence is over there, or the fact that it was missing meant the end of sports day</i>)	Layout devices, such as headings, sub-headings, columns, bullet, or labels, to structure text	Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity (e.g. man eating shark, or recover versus re-cover)
Verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech)			

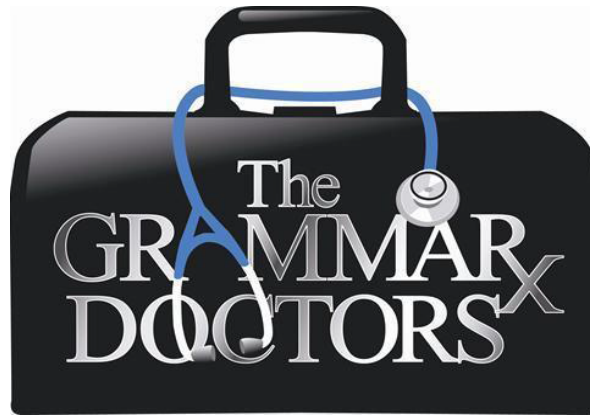
All terms in bold should be understood with the meanings set out in the glossary.

Key:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Westbury Park School

*Supporting Your Child
at Home*



Punctuation and Grammar

Years 1 and 2