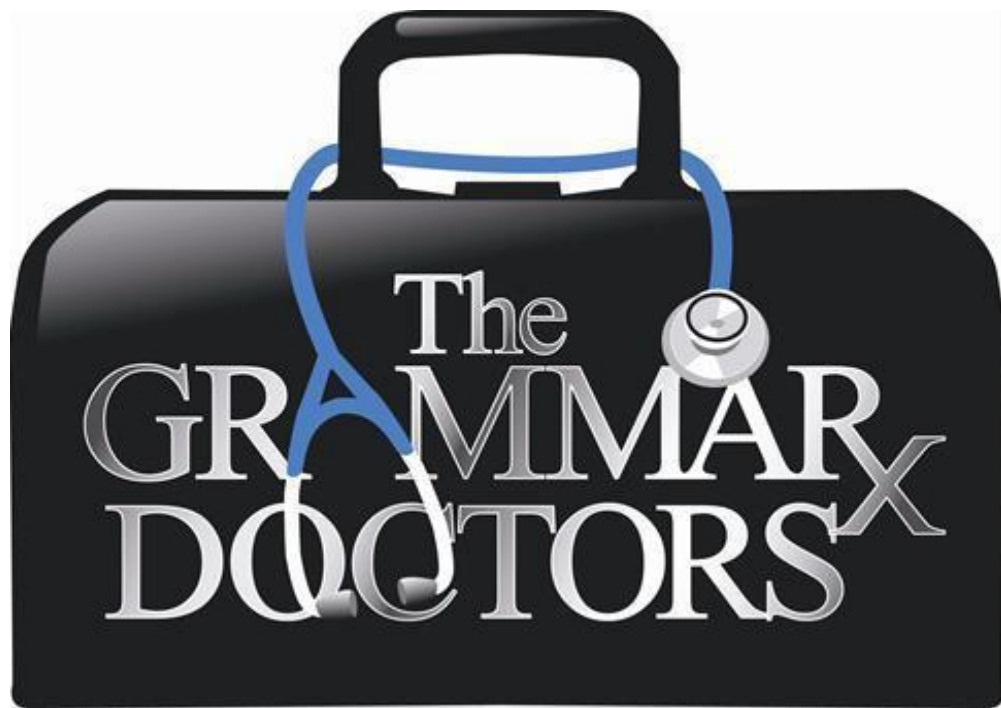




Westbury Park School

Supporting Your Child

at Home



Punctuation and Grammar

Years 1 and 2

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**

Words for pupils: *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*

Construct...

Write out the beginning (the subject) and ending of several sentences on separate strips of paper. Make sure the beginning and endings are on two separate colours. Muddle them up and ask your child to sort into sentences that make sense. Eg

The boy

ran down the road.

Reconstruct...

Write a sentence together. Print your writing out in big lettering **including the full stop**. Cut into individual words, **including the full stop**. Help the children to reproduce the sentence by rearranging the cards.

As you do more of these, collect them together and save for future use.

Expand...

You can build up and develop sentences by asking questions: **How? When? Why? Where? What? Who?**

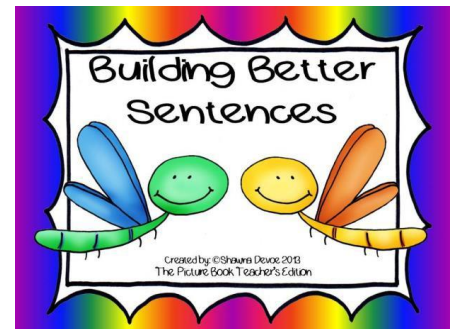
The boy ran. **Where?**

The boy ran down the road. **When?**

The boy ran down the road after school. **Why?**

The boy ran down the road because he was late.

And so on...



Sentence Frames...

These can be used to develop understanding of simple sentence structures:

Elephants	like	carrots.
Giraffes	like	biscuits.
Tigers	like	
Penguins	like	
Parrots		

Make sure that children have plenty of regular practice and that they use capital letters and full stops.

Transforming sentences ...

Oral, then written changing of the words in well-known sentences... 🧑🏫 Jack

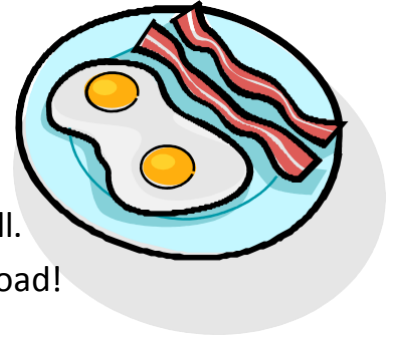
and Jill went up the hill. ... **can become...**

🧑🏫 Fred and Kath went down the path!

Or...

🧑🏫 Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall.

🧑🏫 Humpty Dumpty ran on the road. Humpty Dumpty trod on a toad!



Rainbow Sentences ...

Young children often struggle knowing where one sentence ends and another begins. Try making up oral stories, with each person taking it in turns to say one sentence, and remembering to say 'full stop' at the end of each. Write up 'rainbow' stories using a different colour for each separate sentence.

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

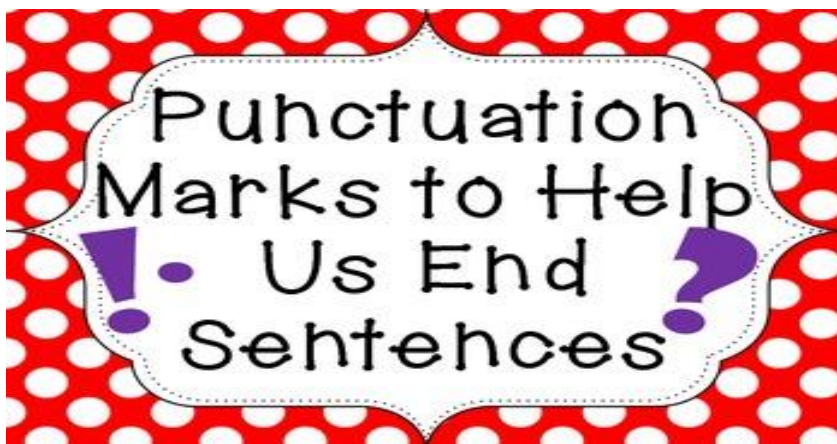
🧑🏫 Capital letters- <https://roythezebra.com/reading-games/new-window/capital-letter-beginner-1.html>

🧑🏫 A range of relevant skills – capital letter, sentences, and question marks etc. - <http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

🧑🏫 Capital letters, full stops and commas-

🧑🏫 <http://www.teachingcave.com/literacy/ks1/punctuation/>

🧑🏫 <http://www.funenglishgames.com/punctuation.swf>



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*)

Words for pupils: *noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.*

Word Tennis ...

To practise understanding of nouns, adjectives or adverbs, 'bat' a word back and forth between two people. This is something you and your child could do in the car on a long journey. Make up your own rules: if there is a delay, you lose a life. The words could be random or you could choose a letter of the alphabet or a topic area eg vegetables and see how many nouns you can think of in one minute. Eg carrot – onion – potato – cabbage and so on. Something more challenging: The last letter of the previous word becomes the beginning of the next eg gorilla – antelope – elephant – tiger and so on. Try combining adjectives and nouns. These could be random or alliterative where the adjective and noun begin with the same sound. Eg bouncy balloon, clever cat, dark dungeon etc

Perfect punctuation

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

Punctuation spotter

Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, "When do we use capital letters?" Do the same with question marks, exclamation marks or verbs and adjectives.



Sentence frames – nouns, verbs, adjectives, adverbs

Use this to help develop your child's understanding of word classes.

article	adjective	noun	verb	adverb
The	black	rat	huddled	nervously.
An	old	duck	swam	slowly.
Some	beautiful		shone	brightly.
A	yellow	flower		gently.

Finish the sentence ...

Give your child some sentence stems and conjunctions – e.g. ***The dog ran over the road... when, because, If and soon.***

Children compose appropriate endings. Discuss. Are the endings interchangeable? Does the meaning change according to the conjunction being used?

Stretchy sentences... Can you stretch these sentences?

To make them longer, you need to add more information.
Ask questions using the question hand to elicit more information.



e.g. The boy went to the park.

The *happy, young* boy went to *play with his friends at* the *huge, exciting* park. or...

The *tall, brown haired* boy *was fed up so he* went to the park *to play with his friends on the fantastic, big climbing frame.*

1	The fox had a tail.
2	The sea was calm.
3	The bat was squeaking.
4	We went on the slide.
5	The hedgehog has spikes.
6	I had an ice-cream.
7	An owl was flying.
8	The bully pushed me.
9	At night time it is dark.
10	We played all day.

because

as

when

so

in order to

after



Why?

The driver crashed into the house.

The driver crashed into the house because of the thick fog.

When?

The driver crashed into the house as he was on his way to work.

because

as soon as

when

so

in order to

before



Why?

The cat fell asleep.

When?

The cat fell asleep.

because

before

when

so

as soon as

after



Why?

The mice needed a torch

When?

The mice needed a torch.


Why?

Super squirrel decided it was time for action.

When?

Super squirrel decided it was time for action.

Punctuation Slap...

Make three cards with punctuation marks and lay them on the table eg . Read out sentences and your child has to slap the correct one. Or - Make a larger set of cards and shuffle. The child chooses a card and has to orally or write a sentence using the correct punctuation mark. You could introduce a point/lose a life system.

Punctuation Bingo ...

Make a 3x3 grid and your child writes in a 'full stop', 'exclamation mark' or 'question mark' in random order in the 9 squares. Cross them off as each sentence is read out.

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/Making sentences:

<http://www.bbc.co.uk/bitesize/ks1/literacy>

Nouns and Verbs:

<http://www.funbrain.com/grammar/index.html>

Adjectives/Nouns/Verbs:

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

Capital Letters:

<http://www.bbc.co.uk/schools/magickey/adventures/lug.shtml>

Punctuation Marks:

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

