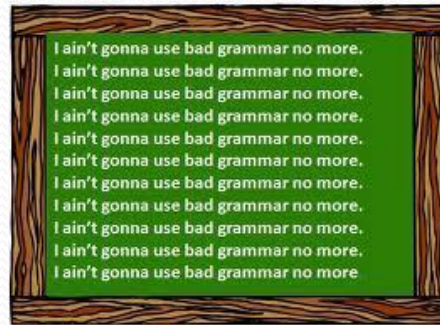


# Welcome to the SPaG Workshop



Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.



# The Aims Of This Evening

- To tell you about the grammar, punctuation and spelling expectations for each year group.
- Refresh your knowledge and give you tips to help your child/ren at home.
- To share the terminology used in grammar, punctuation and spelling.
- To share some information from the recent SPaG tests for Y2 and Y6

# What is grammar?



- “Grammar is the business of taking a language to pieces to see how it works.” – Professor David Crystal

Grammar provides the ‘rules’ for joining words and phrases into sentences. The function of a word or phrase within a sentence is key to understanding grammar so a good place to start is to encourage children to love reading and to experience quality written language.



Each year group is part of a giant jigsaw.



# It starts in Reception...

## Speaking properly is key!

We expect the children to speak in clear sentences which are in the correct tense.

Try and model a sentence or correct your child if they are using incorrect grammar e.g.

- “Please can I have a toilet?” or “Please may can I go to the toilet?”
- “I brang it”
- “I goed there on Wednesday.”

# Spelling in Reception

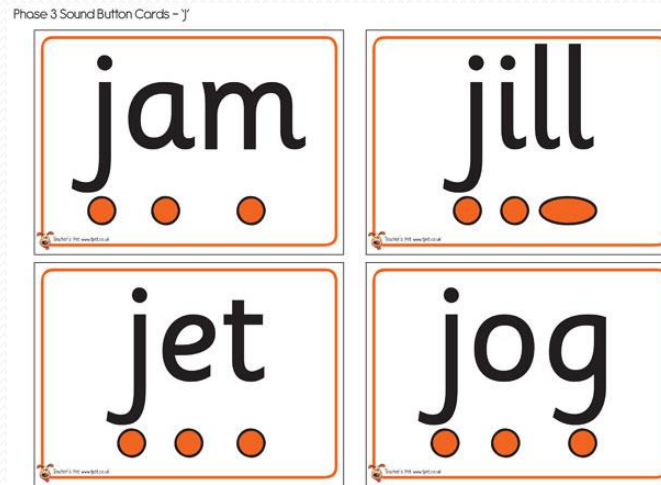
Know all of the individual letter sounds and names.

They should know all of the phonemes taught in phases 2 and 3 for example:

- ch
- sh
- ai
- igh

# Sound buttons

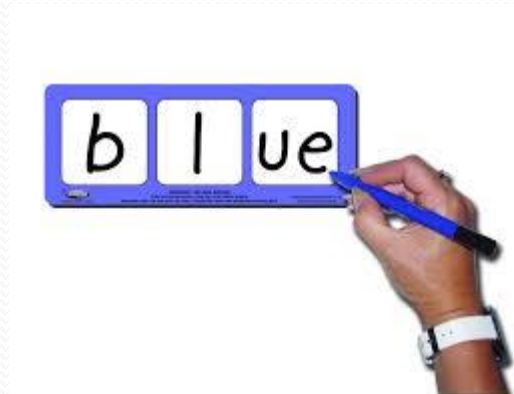
- We use strategies such as sound buttons which enable children to read individual phonemes.



J not j!!!

# Phoneme frames

- Phoneme frames help the children to write the individual phonemes needed to construct words.



# National curriculum expectations for Year 1 – see sheet

## **Grammar and Punctuation:**

- Regular Plural Noun Suffixes
- Suffixes and Prefixes
- Verbs
- Adjectives
- Connectives
- Singular and Plural
- Capital letters, full stops, question marks and exclamation marks

# National curriculum expectations for Year 2

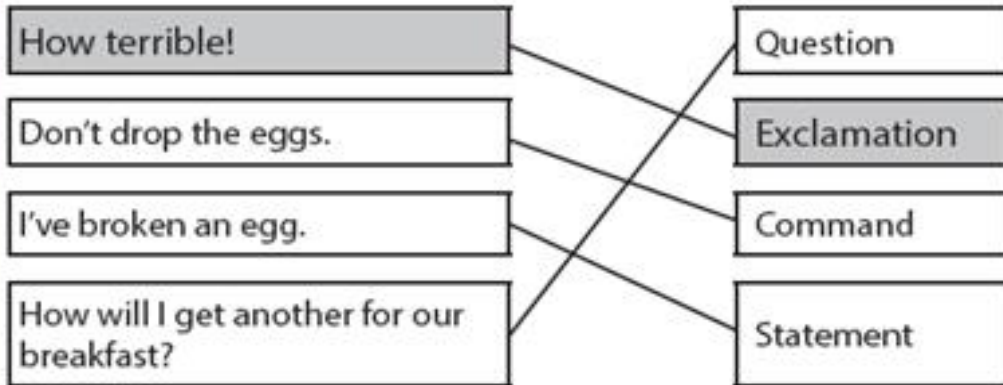
## **Grammar and Punctuation:**

- Nouns using suffixes e.g. beautiful
- Adjectives using suffixes e.g. quickly
- Adverbs e.g. slowly
- Subordination (because, when, while) and coordination (and, but, so, or )
- Expanded Noun Phrases Sentences - the beautiful, blue butterfly ...
- Different forms Present/Past/Continuous Tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes

# Sample questions from KS1 SAT's

Draw lines to match each sentence with its correct type.

The first one has been done for you.



Award **1 mark** for all three matched correctly.

Tick **two** sentences that are correct.

The children is waiting for the rain to stop.

Holly is waiting for another turn on the swings.

I am waiting until lunchtime.

He are waiting for the bus every day.

Tick **two**.

Complete the **noun phrase** below to describe the boot.

the \_\_\_\_\_, \_\_\_\_\_ boot

Award **1 mark** for a noun phrase, eg:

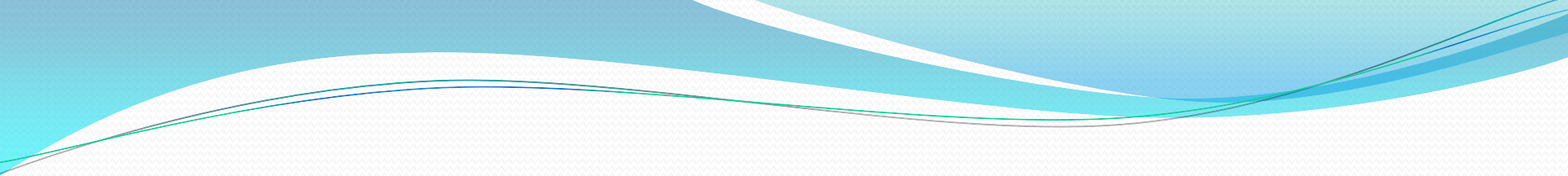
- the old, pointy boot
- the spotty, magic boot

# Common Exception Words

door, floor, poor,  
because, find, kind,  
mind, behind, child,  
children\*, wild, climb,  
most, only, both, old,  
cold, gold, hold, told,  
every, everybody,  
even, great, break,  
steak, pretty, beautiful,  
after, fast, last, past,  
father, class, grass,  
pass, plant, path, bath,  
hour, move, prove,  
improve, sure, sugar,  
eye, could, should,  
would, who, whole,  
any, many, clothes,  
busy, people, water,  
again, half, money,  
Mr, Mrs, parents,

# How can you help at home?

- READ!! Read with and to your child – all sorts of text, allowing the children to scan the text as you read.
- Ask lots of questions and make predictions
- Extend their vocabulary
- Practise spelling home learning and revisit it several weeks later
- Use Websites – e.g. Phonics Play
- Reinforce our handwriting
- Encourage your child to write for pleasure (in sentences).



**Everything learnt in KS1 is now a large part of what the children in Year 6 are being assessed and tested on.**

**In fact, 70-75% SPAG is covered in Years 1-4**

## Antonym

opposite words  
- dark and light  
- strong and weak

## Word Families

group of words that can be built from the same root word  
- friend, friendly, friendship

## Singular & Plural Nouns

Singular nouns indicate there is one  
- boat, house, cat

Plural nouns ends in vowel + s -> adds  
- cat -> cats

consonant + /s/ ends in sh, ch, x, z, s  
-> add **es**  
- church -> churches

ends in consonant + y  
-> change y to i, add **ies**  
- baby -> babies

ends vowel + y -> add **s**  
- toy -> toys

ends in f, fe -> change f to v, add **es**  
- loaf -> loaves

## Formal/Standard

type of English you should use in your written work  
- Have you seen Tom?

## Non-standard

informal use of language  
- We ain't seen him.

## Prefix

add to the beginning of the word to make a new word  
- trans- (means 'across', 'beyond') + form = transform

## Synonym

words that mean the same  
- dirty and unclean  
- sad and unhappy

## Homophones

words that sound the same, but don't mean the same thing  
- to, too, two

## Vowels

a, e, i, o, u  
Consonants all other letters

## Suffix

add to the end of the word to make a new word  
- agree + -able (means 'capable of') = agreeable

## Clauses

a group of words that contains a verb, part of a sentence

**Main clause**  
simple sentence that contains subject and verb and makes sense on its own  
- I like dogs.

**Subordinate clause (or phrase)**  
simple sentence which does not make sense on its own  
- I was born in New York, **which is where my parents live.**

**Relative clause**  
type of subordinate clause that describes noun  
- who, which, that  
- She lives in Paris, **which (relative pronoun) is the capital of France (relative clause).**

## Speech

**Indirect**  
repeating what someone said; do not need to use speech marks  
- Peter said he did not want to go to school.

**Direct**  
write down exactly what the person is saying; use inverted commas ("speech marks")  
- "I don't want to go to school," said Peter.

## Capital

uppercase letters

?!  
sentence endings

## Commas, Hyphens, Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

## Brackets, Ellipses, Dashes

ways of adding and removing extra information in a sentence  
- I had a bowl of soup (I usually have rice) for dinner.

## 'Apostrophes

**Possessive**  
uses apostrophe (') to show possession (one thing belongs to another)  
- The bone of the dog -> the dog's bone

**Omission**  
uses apostrophe (') to show you have omitted (left out) some letters in a word  
- You have -> you've

## Command

when you are telling someone to do something; usually starts with a verb (doing word)  
- Give the present to your friend.

## ? Question

uses question mark to ask a question  
- How many friends do you have?

## Statement

simply tells the reader something  
- I have many friends.

## ! Exclamation

uses exclamation mark to show sentence is saying something surprising or with force  
- That dog is dirty!

## Noun

names, person, place, or thing  
**Common**  
- hand, table, dog  
**Proper**  
- Sarah, London  
**Collective**  
- team, family, herd  
**Abstract**  
- love, peace, hate

## Pronoun

takes the place of a noun  
**Personal**  
- I, you, she, him, we, us, they, them  
**Relative**  
- that, which, who, whom, whose  
**Possessive**  
- my, mine, you, his, her, their, theirs

## Adverbs

adverbs give additional information about the time, place or manner of the verb or sentence.  
many adjectives can be turned into adverbs by adding -ly to the end  
- proud -> proudly, kind -> kindly, slow -> slowly

## Subject

the thing or person who is carrying out an action

## Verb

a doing or action word  
- play, work, study

## Adjective

describes a noun  
- a friendly tiny dog

## Adverbial Phrase

an adverbial phrase is when more than one word does the adverb's job  
- The hurricane struck the island **while we were asleep.**

## Determiners

words that introduce nouns  
**Articles**  
tells you whether noun is specific (the) or general (a or an)  
- She took a small suitcase.  
- She took **the** small suitcase.

## Preposition

where or when something is in relation to something else  
- after, above, on, under  
- The dog was under the table.  
- After the exam, Lucy was happy.

## Present & Past Progressive

**Present progressive**  
- She is reading the book.  
**Past Progressive**  
- He was reading the book when I arrived.

## Active & Passive Verbs

**Active**  
verb where the subject does the action  
- The boy hugged the teddy bear. The boy does the action.  
**Passive**  
verb where the subject of the sentence has the action done to it  
- The teddy bear was hugged by the boy. The bear receives the action.

## Present & Past Perfect

**Present perfect form**  
use have/has  
- I have read 'The Three Little Pigs'.  
**Past perfect form**  
use had  
- He had left the room.

## Simple Present

something which happens regularly  
- I walk to school.

## Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission  
will, may, must  
- We will have a sandwich for lunch.  
- You must take the test tomorrow.

## Simple Past

something that's finished  
- I walked to school this morning.

## Types of Sentences

**Simple**  
has one clause  
- Mrs Jones is a great teacher.

**Compound**  
has 2 clauses linked together with a connective  
- Mrs Jones is a great teacher and she is always helpful.

**Complex**  
has a main clause, connective and subordinate clause  
- Mrs Jones, who is a great teacher, always has a smile on her face.

## Semicolons, Colons

**Semicolons**  
used to divide complicated sentences  
- It was very late; everyone was still not home.

**Colons**  
used at the start of lists; used in between clauses in a sentence  
- Bring these things to the picnic: cutlery, plates, and food.

## Phrases

group of words which doesn't have a verb, subject or both  
- The young man

**Noun Phrase**  
starts with noun  
- The old city

**Adjective Phrase**  
starts with adjective  
- happy at his results

**Preposition Phrase**  
starts with preposition  
- under the weather

## Conjunctions

**Co-ordinating conjunctions**  
for, and, nor, but, or, yet, so (FANBOYS)  
- He likes dogs and she likes cats.

**Subordinating conjunctions**  
when, if, that, because  
- I do not like dogs because they are loud.

## Connective

word or phrase that links clauses or sentences  
- also, besides, however

## Subjunctive Forms

subjunctive shows something imagined, wished or possible, also used in commands, wishes and requests  
- If I were stronger, I would lift that box.

## Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

# End of Key Stage 2 expectations

Each year group has specific elements to cover.

## Y1

- letter,
- capital letter
- word, singular,
- plural
- sentence
- punctuation,
- full stop,
- question mark,
- exclamation mark

## Y2

- noun,
- noun phrase
- statement,
- question,
- exclamation,
- command
- compound,
- suffix
- adjective,
- adverb,
- verb
- verb tenses (past, present)
- apostrophe,
- comma

Everything from Year 1 and Year 2, plus...

**inverted  
commas**  
(‘speech marks’)



**vowel  
letter**

**clause**



**conjunction**

**Year 3  
Grammar  
Terminology**

**preposition**

**subordinate  
clause**

**word  
family**



**direct  
speech**

**prefix**

**consonant  
letter**



Pick up  
your  
copy  
today.

These  
will also  
be given  
out at  
Parents  
evening

## Year 3 Grammar Glossary



Grammar term	What does it mean?
Clause	A clause is a phrase of two or more words. It has a verb as the key word. • <u>It's raining.</u> • <u>Samira has four pets</u> because <u>she likes animals.</u>
Conjunction	A conjunction links two words, phrases or clauses together as part of a sentence. There are two main types of conjunction: • Words such as <b>and</b> , <b>but</b> and <b>so</b> link two words or phrases which are equally important. I got a bike <u>and</u> a football for my birthday. • Words such as <b>because</b> , <b>if</b> or <b>when</b> introduce a subordinate clause • <u>If you like, we can have chips for tea.</u> • <u>There's no tennis today</u> <u>because</u> <u>it's raining.</u>
Consonant letter	A consonant is a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your mouth. Most letters are consonants, like these: • The sounds /p/ and /b/ are made when you close your lips then opening them quickly. • The sound /t/ is made when you press your tongue behind your top teeth.
Direct speech	Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.
Inverted commas	Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking. • "Why didn't anyone tell me I had my underpants on the outside?" asked Superman.
Prefix	A prefix is added to the beginning of a word to turn it into a different word. • <u>o</u> vertake, <u>dis</u> appear, <u>re</u> turn
Preposition	A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links. • Please put your pens <u>in</u> the tub. • We went <u>to</u> the USA <u>on</u> holiday. • I haven't seen her <u>since</u> <u>playtime.</u>

Everything from Year 3, plus...

**pronoun**



**determiner**



**Year 4  
Grammar  
Terminology**

**adverbial**



**possessive  
pronoun**



# Year 4 Grammar Glossary



Grammar term	What does it mean?
Adverbial	Adverbials are words or phrases that we use to add information to a verb or clause. They act like adverbs. • She laughed <u>like a hyena</u> . • Please hang up your coats <u>over there</u> . • We had a sleepover <u>last night</u> .
Determiner	Determiners are words which specify which noun we mean. They come before any adjectives or other describing phrases. • <u>a</u> , <u>an</u> and <u>the</u> are common determiners. They are called <b>articles</b> . • <u>that</u> small book, <u>his</u> own name, <u>some</u> flowers
Possessive pronoun	Possessive pronouns take the place of a noun+apostrophe+s to show who something belongs to. • It is <b>Rachel's</b> birthday. It is <u>her</u> birthday
Pronoun	A pronoun takes the place of a noun which is already known, perhaps from a previous sentence. • <u>I</u> like cheese. • <u>They</u> come from London. • <u>These</u> socks are smelly!

**Fronted adverbials** are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
<p>Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,</p>	<p>Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,</p>	<p>Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,</p>	<p>Badly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,</p>	<p>Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,</p>



# Year 3/4 spellings, plus the rules

## New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Everything from Year 4, plus...

relative  
clause

parenthesis

ambiguity

bracket

**Year 5  
Grammar  
Terminology**

dash

cohesion

relative  
pronoun

modal verb

# Year 5 Grammar Glossary



Grammar term	What does it mean?
Ambiguity/ambiguous	<p>If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation.</p> <ul style="list-style-type: none"><li>• I rode my horse wearing red pyjamas. <i>Is it the horse that's wearing pyjamas? Try...</i> Wearing red pyjamas, I rode my horse.</li></ul>
Cohesion	<p>A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use <b>cohesive devices</b>, such as connective phrases and determiners, to achieve cohesion.</p>
Modal verb	<p>Modal verbs add meaning to the main verb. Modal verbs only have a single form, so you don't add -ing or -s to them. Some common modal verbs are:</p> <ul style="list-style-type: none"><li>• Will, shall, should, can, could, must.</li></ul>
Parenthesis	<p>We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence.</p> <ul style="list-style-type: none"><li>• Mrs. Jones (<i>my teacher</i>) works in Year 5.</li><li>• The product of four and nine – <u>36</u> – is a square number.</li><li>• Michael, <i>who sits next to me</i>, is brilliant at Art.</li></ul>
Relative pronoun	<p>Relative pronouns (<i>who, which, where, that, when</i>) introduce a <b>relative clause</b>. They refer back to a noun or clause that we already know.</p>
Relative clause	<p>A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.</p> <ul style="list-style-type: none"><li>• James, <i>who never does his homework</i>, is very lazy. [the extra clause tells us more about James]</li><li>• All the chocolate pudding was gone by the time I got in to lunch, <i>which really annoyed me</i>. [this refers to the whole previous clause about chocolate pudding]</li></ul>

Everything from Year 5, plus...

passive

colon

antonym

semi-colon

**Year 6  
Grammar  
Terminology**

subject

synonym

hyphen

ellipsis

active

object

bullet  
points

# Year 6 Grammar Glossary



Grammar term	What does it mean?
Active	<p>When a sentence is in the active voice, the pattern is subject-verb-object. The <u>subject</u> of the verb is more important.</p> <ul style="list-style-type: none"><li>• <u>James</u> broke the window.</li><li>• <u>The PTA</u> painted the playground.</li></ul>
Antonym	<p>Antonyms are words with opposite meanings.</p> <ul style="list-style-type: none"><li>• young – old, straight – bendy, full - empty</li></ul>
Object	<p>The object is the person, noun phrase, pronoun or thing which usually comes directly after the verb. It shows what the verb is acting on.</p> <ul style="list-style-type: none"><li>• Wednesday is <u>my favourite day</u>.</li><li>• Cheryl's mum is picking <u>me</u> up today.</li><li>• Are you coming to <u>the sleepover</u>?</li></ul>
Passive	<p>When a sentence is in the passive voice, the pattern is usually object-verb-(subject). The object of the verb is more important.</p> <ul style="list-style-type: none"><li>• <u>The window</u> has been broken.</li><li>• <u>The playground</u> was painted (by the PTA).</li></ul>
Subject	<p>The subject is the person, noun phrase, pronoun or thing which does the verb in a clause.</p> <ul style="list-style-type: none"><li>• <u>Wednesday</u> is my favourite day.</li><li>• <u>Cheryl's mum</u> is picking me up today.</li><li>• Are <u>you</u> coming to the</li></ul>
Synonym	<p>A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a thesaurus.</p> <ul style="list-style-type: none"><li>• talk = speak = mention</li><li>• sleep = doze = kip</li></ul>

# Year 5/6 spellings, plus the rules

## New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

# Help Yourself to Write In Year 5 and 6

## Punctuation Use all of these

, ? ! : ; " " - - ... ( )  
- a hyphen links re-cover  
- a dash separates  
use bullet points

Start a new paragraph if there is a:

- Change of topic
- A jump in time
- A change of place
- A new speaker

## Passive voice

(to be + past participle)

Remember— can you add by *zombies* onto the end?

The tea was eaten...  
I am surprised...  
It is made...  
She was collected...  
It will be washed...  
They were finished...  
I am called...  
It has been cleaned...  
It had been destroyed...



Subjunctive verbs—used in the formal voice  
If I were.....

The school requires that all pupils be honest.  
He demanded that we not go to the forest.

Modal verbs—verbs of possibility  
can, should, would, could, will, might, must

## Superstar sentences starters

### Start with an ed word

Frightened  
Exhausted  
Excited  
Worried  
Surprised  
Petrified  
Blessed  
Confused  
Concerned  
Delighted  
Comered  
Betrayed  
Disappointed  
Tired  
Hunted  
Wanted  
Petrified

Swaying  
Climbing  
Praying  
Listening  
Dreaming  
Glowing  
Running  
Sprinting  
Dying  
Crying  
Bouncing  
Warning  
Sitting  
Bowling  
Growling  
Laughing

### Start with a simile

As quiet as a mouse  
As gentle as a giant  
Running like the wind

Smiling like a pleased cat  
Exploding like a firework  
As sly as a secret magician  
As cold as a block of ice

### Start with a metaphor

He was a monster  
The car was a cheetah  
His eyes were steel  
Their legs were machines

### Start with Personification

The sea breathed in and out.  
The tree shook its leaves.



## Colons :

- de:de (describe:detail)  
independent clause : more information after the independent clause
- Introduce a list after a clause: a pencil, a ruler and a pen.

## Semi colons ;

- Independent clause ; linked independent clause
- Use between phrases in lists: a sharpened pencil; a ruler with marked millimetres; a new rubber and a black ballpoint pen.

## Parenthesis

### Use brackets

The girl (who was tiny) fell off the beam.

### Use dashes

The girl—who was tiny—fell off the beam.

### Use commas

The girl, who was tiny, fell off the beam.

## Vary those sentences

Sentence of 3: The boy opened the door, slipped out the side and ran off.

Add alliteration: The canny canine ran after the flea-bitten feline.

Change words: The dog scurried after the cat as it skidded around the corner.



**Mess about with clauses!**

Running from side to side, the rabbit managed to escape the jaws of the excited dog.  
 The rabbit, running from side to side, managed to escape the jaws of the excited dog.  
 The excited dog chased the frightened rabbit, as if it had never seen one before.



- Single clause → I was so tired of all the never-ending list of jobs.
- Multi clause → I was so tired and I felt really happy (compound sentence)
- Multi clause → I was so tired as I had not slept for days. (complex sentence)

Don't forget to use relative pronouns... who, which, where, when, whose, that.

- |  |   |
|--|---|
| <p><u>Synonyms</u><br/>                 dirty<br/>                 grimy<br/>                 filthy<br/>                 encrusted<br/>                 toxic</p> | <p><u>Antonyms</u><br/>                 dirty/clean<br/>                 light/heavy<br/>                 cold/hot<br/>                 light/dark<br/>                 white/black</p> |
|--|---|

**Set the scene—use the senses**  
 A storm was brewing. The wind rose and threw rain at the land.  
 It was a blue day; a bright, light, get up and go day.  
 One wet, weary, Wednesday morning. The sun shimmered in the sky like a golden yolk on a porcelain plate.  
 Tangled cobwebs fluttered in the icy draught that fingered through every crack in the walls.

---

**Create the character**  
 The old man's face was as gnarled as a walnut that had been left out in the sun for years.  
 Billy hurtled down the lane, his carryy hair bouncing around his hot, freckly face.  
 Grandma Rose was round and tiny and had a nose like a potato.  
 Mr Twit, whose beard was full of last week's breakfast, had not bathed in a week.

- |   |   |  |
|---|---|--|
| <p><u>Word endings</u><br/>                 -cious<br/>                 -fious<br/>                 -cial<br/>                 -fial<br/>                 -ant<br/>                 -ance<br/>                 -ancy<br/>                 -ent<br/>                 -ence<br/>                 -ency<br/>                 -ible<br/>                 -able<br/>                 -ibly<br/>                 -ably<br/> <u>Suffixes</u><br/>                 -fer</p> | <p><u>Homophones</u><br/>                 aisle/isle<br/>                 aloud/ allowed<br/>                 affect/effect<br/>                 altar/alter<br/>                 ascent/assent<br/>                 bridal/bridle<br/>                 cereal/serial<br/>                 compliment/ complement<br/>                 advise/advice<br/>                 devise/device<br/>                 license/<br/>                 licence<br/>                 practise/<br/>                 practice</p> | <p>prophecy/<br/>                 prophecy<br/>                 farther/father<br/>                 guessed/<br/>                 guest<br/>                 heard/herd<br/>                 led/lead<br/>                 morning/<br/>                 mourning<br/>                 past/passed<br/>                 desert/dessert<br/>                 draft/draught<br/>                 stationary/<br/>                 stationery<br/>                 steal/steel<br/>                 who's/whose<br/>                 wary/weary</p> |
|---|---|--|

- Year 5 and 6 spellings.
- |  |  |   |
|--|--|---|
| accommodate<br>accompany<br>according<br>achieve<br>aggressive<br>amateur<br>ancient<br>apparent<br>appreciate<br>attached<br>available<br>average<br>awkward<br>bargain<br>bruise<br>category<br>cemetery<br>committee<br>communicate<br>community<br>competition<br>conscience*<br>conscious*<br>controversy<br>convenience<br>correspond<br>criticise (critic + ise)<br>curiosity<br>definite<br>desperate<br>determined<br>develop<br>dictionary | disastrous<br>embarrass<br>environment<br>equip (-ped, -ment)<br>especially<br>exaggerate<br>excellent<br>existence<br>explanation<br>familiar<br>foreign<br>forty<br>frequently<br>government<br>guarantee<br>harass<br>hindrance<br>identity<br>immediate(ly)<br>individual<br>interfere<br>interrupt<br>language<br>leisure<br>lightning<br>marvellous<br>mischievous<br>muscle<br>necessary<br>neighbour<br>nuisance<br>occupy<br>occur<br>opportunity<br>parliament<br>persuade | physical<br>prejudice<br>privilege<br>profession<br>programme<br>pronunciation<br>queue<br>recognise<br>recommend<br>relevant<br>restaurant<br>rhyme<br>rhythm<br>sacrifice<br>secretary<br>shoulder<br>signature<br>sincere(ly)<br>soldier<br>stomach<br>sufficient<br>suggest<br>symbol<br>system<br>temperature<br>thorough<br>twelfth<br>variety<br>vegetable<br>vehicle<br>yacht |
|--|--|---|

# Games and activities

- Bringing grammar alive!!

Explain the difference games

**Let's eat grandma!**



**Let's eat, grandma!**

**Punctuation  
Saves Lives.**





Spot the verb...

I went swimming.

## Think –pair – share

1. What are nouns?
2. What are adjectives?
3. What are verbs?
4. What are adverbs?
5. What are pronouns?
6. What are prepositions?
7. What are the determiners?
8. What are conjunctions?

nouns – name the things talked about

adjectives – describe the nouns

verbs – say what the action is

adverbs – describe the verb

pronouns – stand in the place of a noun

prepositions – tell you the position of the action

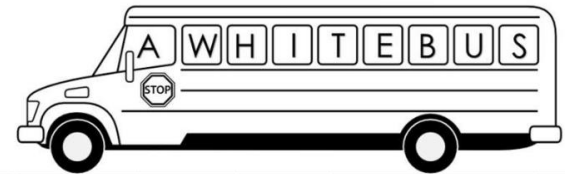
determiners – pin down the noun precisely



**Fronted adverbials** are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Badly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,

## Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever when whereas whether which	if in case in order that	though fill that	even though even if	because before	until unless	since

# Conjunctions – Writing Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

chapter menu

next page

# What do we know already?

**The man jumped over the fence.**

1. Spot the nouns
2. Add an adjective to each noun
3. Spot the verb
4. Add an adverb.
5. Spot the preposition
6. Replace the subject with a pronoun
7. Underline the determiner



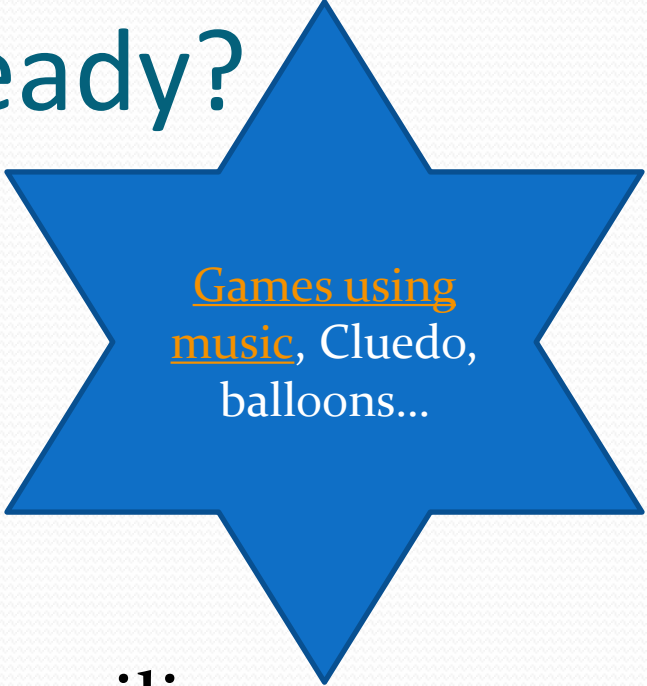
Types of verbs?

How many different  
types of verbs can  
you think of?

1 minute challenge

# What do you know already?

- Imperative? Recipes, Beat it!
- Subjunctive? If I were
- Present?
- Past ?
- Future?
- Continuous? Progressive? I am sailing
- Modal?
- Passive? Cluedo
- Active?
- Perfect?



Games using  
music, Cluedo,  
balloons...

Present	I walk
Present progressive or continuous	I am walking
Present perfect	I have walked
Present perfect progressive or continuous	I have been walking
Past	I walked
Past progressive or continuous	I was walking
Past perfect	I had walked
Past perfect progressive or continuous	I had been walking
Future	I shall/will walk
Future progressive or continuous	I shall/will be walking
Future perfect	I shall/will have walked
Future perfect progressive or continuous	I shall/will have been walking

‘So you think you’d pass a SATs test’.

English

<http://www.sats2016.co.uk/think-you-d-pass-your-sats-in-2016/>

# Sample Grammar and punctuation questions

Tick all the sentences that contain a preposition.

- Ali locked the door before he left.
- The shops are beyond the main road.
- My brother is behind me in the race.
- Barry is below Andrew in the register.

Tick all the sentences that contain a preposition.

- Ali locked the door before he left.
- The shops are beyond the main road.
- My brother is behind me in the race.
- Barry is below Andrew in the register.

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

- as a preposition phrase
- as a relative clause
- as a main clause
- as a noun phrase

My baby brother was born in the hospital where my father works.

- as a preposition phrase
- as a relative clause
- as a main clause
- as a noun phrase

In this sentence, is the word **after** being used as a subordinating conjunction or as a preposition?

He moved here after the end of the war.

Subordinating conjunction

Preposition

In this sentence, is the word **after** being used as a subordinating conjunction or as a preposition?

He moved here after the end of the war.

Subordinating conjunction

Preposition

In this sentence, is the word **after** being used as a subordinating conjunction or as a preposition?

I went to the cinema after I had eaten my dinner.

Subordinating conjunction

Preposition

In this sentence, is the word **after** being used as a subordinating conjunction or as a preposition?

I went to the cinema after I had eaten my dinner.

Subordinating conjunction

Preposition

Tick one box to show how the modal verb affects the meaning of the sentence.

You could finish your work by the end of the lesson.

Modal verb indicates certainty

Modal verb indicates possibility

Tick one box to show how the modal verb affects the meaning of the sentence.

You could finish your work by the end of the lesson.

Modal verb indicates certainty

Modal verb indicates possibility

Which sentence uses the past progressive?

- After Ali finished his homework, he went out to play.
- Gemma was doing her science homework.
- Jamie learnt his spellings every night.
- Anna found her history homework difficult.

Which sentence uses the past progressive?

- After Ali finished his homework, he went out to play.
- Gemma was doing her science homework.
- Jamie learnt his spellings every night.
- Anna found her history homework difficult.

Tick all the determiners in the sentence below.

Two apple trees screened the open windows on one side.

- Two
- apple
- trees
- screened
- the
- open
- windows
- on
- one
- side.

Two apple trees screened the open windows on one side.

- Two
- apple
- trees
- screened
- the
- open
- windows
- on
- one
- side.

# Apply it

- Slow writing

## SLOW WRITING: CHARACTER

1. Your first sentence must start with the **character**.
2. Your second sentence must start with an **adjective**.
3. Your third sentence must contain an **adverb**.
4. Your fourth sentence must start with a **subordinate clause**.
5. Your fifth sentence must contain an **expanded noun phrase**.
6. Your sixth sentence will contain a **simile**.

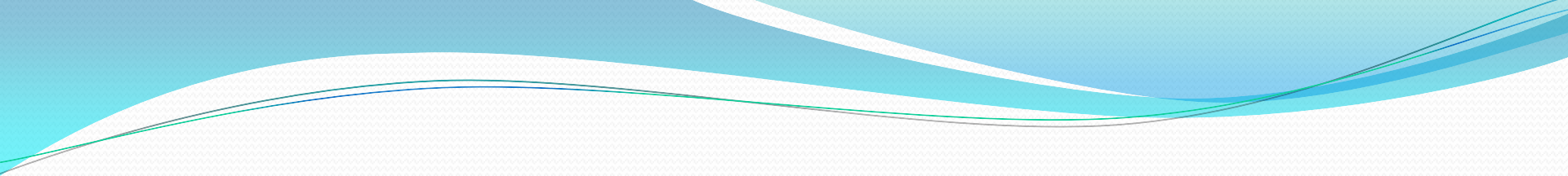
## SLOW WRITING: SETTING

1. Your first sentence must start with a fronted adverbial.
2. Your second sentence must start with a preposition.
3. Your third sentence must be a compound sentence.
4. Your fourth sentence must have an embedded relative clause.
5. Your fifth sentence must contain an expanded noun phrase.
6. Your sixth sentence must be a complex sentence with the subordinate clause at the beginning.
7. Your sixth sentence must be an 'Emotion Word,' sentence.
8. Your eighth sentence must be a simile.
9. Your ninth sentence must be a rhetorical question.



To be working at the expected level for writing, children need approx. 6 pieces of writing showing the following evidence:

<b>Use dialogue-inverted commas</b>	<b>Create atmosphere</b>	<b>Fab vocab</b>	<b>All grammar is correct</b>	<b>Correct level of formality</b>	<b>Cohesive devices e.g adverbials</b>	<b>Passive voice</b>
<b>Modal verbs</b>	<b>Embedded clause</b>	<b>Relative clause</b>	<b>Adverbs</b>	<b>Prepositional phrases</b>	<b>Expanded noun phrases</b>	<b>Commas for clarity</b>
<b>Parenthesis ( ) - - , ,</b>	<b>Semi-colons</b>	<b>Dashes</b>	<b>Colons</b>	<b>Hyphens</b>	<b>All Year 5/6 words correctly, including the rules.</b>	<b>Hand writing is neat, joined and legible</b>



Quiz time



# Questions