



# Spelling, Grammar and Punctuation at SPJS



12<sup>th</sup> November 2015



# Aims of the session

To further develop knowledge and understanding of spelling, punctuation and grammar and in primary schools.

**You and I are learning grammar.  
Grammar matters to you and me.**



# What is grammar?

'Grammar is the business of taking language to pieces, to see how it works.'

(Professor David Crystal, 2003, 'Rediscover Grammar')

Definition for children:

'Grammar is the study of how we make sentences.'

(David Crystal)



# SPaG Test - Why?

*In July 2012, in response to Lord Bew's independent review of Key Stage 2 assessment, the Government announced a new statutory English grammar, punctuation and spelling test for all children in Year Six. This would be introduced during the 2012-13 academic year and was only signed off on the 20th December 2012.*

The test includes:

- sentence grammar (identification & grammatical accuracy);
- punctuation (identification & grammatical accuracy);
- vocabulary (grammatical accuracy) and spelling.



# What's changed in the new curriculum?

- The revised National Curriculum for English (introduced from September 2014) places a much stronger emphasis on **vocabulary development, grammar, punctuation and spelling**
- Expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum (for example, the use of commas and apostrophes will be taught in KS1)
- Pupils are expected to recognise and use the grammatical terminology appropriate to their year group



# Prior Learning

- People's names – Katy Smith
- Days of the week – Saturday
- Months of the year – January
- Public holidays – Christmas
- Nationalities – Spanish
- Geographical places – Australia
- Company names – Dyson
- First letter in titles of books, magazines etc – The Secret Garden
- First letter in a line of poetry



Seen in  
Sutton  
High  
Street!



# Correct or not?

Today we had **Mathematics** and **English** lessons.

Today we had mathematics and English lessons.

During the **Summer** holidays, we visited sunny **Spain**.

During the summer holidays, we visited Spain



# Punctuation

## Apostrophe for possession

Singular: The girl's dress

Plural: The girls' dresses



## Apostrophe for omission

Replaces where the letters have been omitted: **could not** becomes **couldn't**

*Children also need to know that this is a contraction*



Right or wrong?





# New curriculum expectations - Year 3

## Year 3: Detail of content to be introduced (statutory requirement)

### Terminology for pupils

preposition, conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')



Example:

Circle one prefix that can be added to the words below to make new words.

tidy

pleasant

dis- im- un- under-



Example:

Circle the **preposition** in the sentence below:

There is a cinema opposite the swimming pool.



# New curriculum expectations - Year 4

Year 4: Detail of content to be introduced (statutory requirement)

<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial
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# Example:

Circle the correct **determiner** for each gap in the sentence below.

a/an

a/an

a/an

Would you like \_\_\_\_\_orange, \_\_\_\_\_apple or \_\_\_\_\_ banana?



Example:

Circle the **adverbial** in the sentence below.

Before school, I give food and water to my rabbit.



# New curriculum expectations - Year 5

## Year 5: Detail of content to be introduced (statutory requirement)

<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
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Example:

Circle the **relative** clause in the sentence below.

Mrs Hughes, who has been teaching for 20 years, is retiring this year.



Example:

Which of the words below suggests that the event is **most** likely to happen?

Circle one.

can   could   may   will

He \_\_\_\_\_ visit us on Tuesday.



# New curriculum expectations - Year 6

Year 6: Detail of content to be introduced (statutory requirement)

<b>Terminology for pupils</b>	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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# Example from 2016 sample paper:

1

Fill in the gaps in the sentence below, using the past progressive form of the verbs in the boxes.

to play

While I \_\_\_\_\_ in the park, my mum

to push

\_\_\_\_\_ my sister on the swing.

1 mark



# Example from 2016 sample paper:

2

In the sentence below, Dad booked the cinema tickets before he collected them.

Complete the sentence with the correct **verb form**.

Although Dad \_\_\_\_\_ booked the tickets, he still had to queue to collect them.

1 mark



# Example from 2016 sample paper:

12

Explain how the comma changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?

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12

Explain how the **comma** changes the meaning in the two sentences below.

*Are you coming to see, Ali?*

*Are you coming to see Ali?*

**Award 1 mark** for responses that indicate a recognition that in sentence 1 Ali is being addressed, and/or is being asked if he is coming to see [something]; whereas in sentence 2 somebody else is being addressed, and/or is being asked if they are coming to see Ali.

Eg: In the first sentence Ali is being spoken to, but in the second sentence [Ali is not/someone else is] being spoken to. In the first sentence Ali is being asked if he is coming to see something, but in the second sentence someone is being asked if they are coming to see Ali.

**Do not accept** responses that only explain the meaning of one sentence.





STOP CLUBBING, BABY SEALS

Once again, punctuation makes all the difference ...



# Using 'I' and 'me'

Which one is correct?

**You and I went skating.**

**You and me went skating.**



Test the sentence by taking out the  
'you'

**I went skating**

**Me went skating**



**Question: The teacher gave the box to John and \_\_\_\_\_.**

**The teacher gave the box to I.  
The teacher gave the box to me.**

**Answer: The teacher gave the box to John and me.**



# Example:

3

Complete the sentences below using either **I** or **me**.

I wanted my mum to watch \_\_\_\_ in the school play.

After we went cycling, Emma and \_\_\_\_ were very tired.

The teacher asked Tim and \_\_\_\_ to collect the books.

\_\_\_\_  
1 mark



# Standard English

There is also strong emphasis on the use of standard English.

*Example - We was all playing on the field.*

It is really important that the children use standard English in all writing - texts, on-line - not just at school.

Please model this at all times.



# Spellings

- What should be taught in terms of patterns and rules is statutory in each year group
- The word lists for years 3&4 and years 5&6 are also statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell
- New resources have been bought to support the teaching of spelling across the school
- Spelling accounts for 29% of the marks of the paper



# Why is it all so important?

**a woman without her man is nothing**

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

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



A good book to have for reference and help on all areas of grammar is:

Easy Learning Grammar and Punctuation  
By Collins Dictionaries