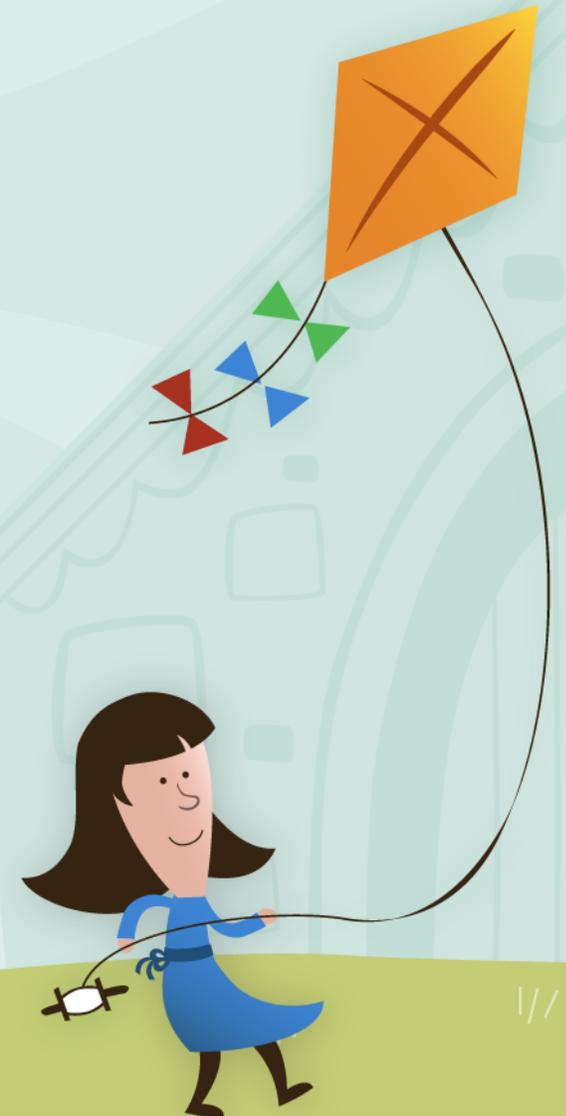


Grammar and Spelling

Curriculum information evening



English

Lower Key Stage Two – The Key Changes

- Recognise different forms of poetry
- Prepare poetry for performance
- Increased requirements for spelling & grammar, including using fronted adverbials
- Evaluate, edit & proof-read own writing



English

Upper Key Stage Two – The Key Changes

- Preparing poetry for performance
- Learning poems by heart
- Formal presentations about reading
- Précising long passages of writing
- Greatly detailed grammar specifics



Writing Progression...

- Focus of writing is more technical
- Covers a wide range of genres including narrative, non-fiction and poetry

Examples of some of the technical terms...



Technical terms...

Year Three and Four

word family

conjunction

adverb

preposition

direct speech

inverted commas (or 'speech marks')

prefix

clause

subordinate clause

consonant

consonant letter

vowel

vowel letter

determiner

pronoun

possessive pronoun

Adverbial (fronted)



Leave it out!

The...wheezed past the old...and waited while the...
chugged along. Was it about to explode? After a while, a
young...came out and poured cold...into.... Everyone
watched while it bubbled happily. ...hissed.



Varying the structure of Sentences

Make a sentence!

- Dog
- Shark jelly
- Zebra humbug because



POLICE YOUR SENTENCE!



Sentence Doctor

Basic editing and accuracy

After eating the pie they flew away.

The gloves what I got last week wont fit you.

Why don't he want no pudding.

I seen him done it.

Will you pass sandwich to me.



Spot the sentence...

I like to banana

the dog is barking loudly

The old ate all the doughnuts.

Fish like in water.

The tractor was painted bright red



Technical terms...

Year Five and Six

relative clause

modal verb

relative pronoun

parenthesis

bracket

dash

cohesion

ambiguity

active

passive

past progressive

subject

object

hyphen

synonym

antonym

ellipsis

colon

semi-colon

bullet points



Abstract and Concrete Nouns

- Partner A – list of places or containers
- Partner B – list of abstract nouns (e.g. thought, jealousy, fear, sorrow etc)
- Now put them together to create amazing new places!

The library of belief

The zoo of curiosity

The museum of greed



Noun Phrases

- They label the world and bring it into being!
- You know you have a noun phrase because it can be replaced by a pronoun.

Play NOUN TOWERS...

1) Start with a noun (ship)

2) Add determiner (the ship)

3) Add an adjective (the creaky ship)

4) Add a prepositional phrase (the creaky ship on the waves)

5) Add a subordinate clause (the creaky ship on the waves which were rumbling)

Etc.



Spelling and Grammar SATs KS2

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar

These tests will be both set and marked externally, and the results will be used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used **in conjunction with teacher assessment to give a broader picture of their attainment.**



They will get a raw score which will be converted into a scaled score.



GAPS test:

The **Grammar, Punctuation and Spelling** test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

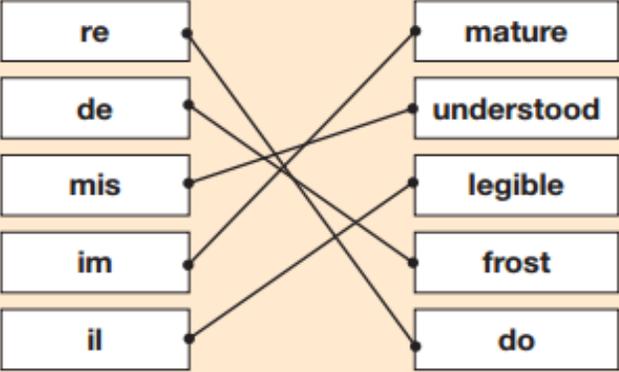
- **Selected response**, e.g. ‘Identify the adjectives in the sentence below’
- **Constructed response**, e.g. ‘Correct/complete/rewrite the sentence below,’ or, ‘The sentence below has an apostrophe missing. Explain why it needs an apostrophe’.



Having a go at the test...



Answers...

3 G6.2	Award 1 mark for all five correct. 	1m
Commentary: This question assesses prefixes, which are part of the 'vocabulary' domain of this test.		

30 G4.1d	Gemma was doing her science homework.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m
Commentary: This question assesses identification of the past progressive form and knowledge of the term. This is a new part of the test framework.			



Answers...

Question	Requirement	Mark												
38 G3.4	<p>Award 1 mark for a correctly completed table.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th><u>after</u> used as a subordinating conjunction</th> <th><u>after</u> used as a preposition</th> </tr> </thead> <tbody> <tr> <td>He moved here <u>after</u> the end of the war.</td> <td></td> <td>✓</td> </tr> <tr> <td>Entry is free <u>after</u> 5pm in the evening.</td> <td></td> <td>✓</td> </tr> <tr> <td>I went to the cinema <u>after</u> I had eaten my dinner.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition	He moved here <u>after</u> the end of the war.		✓	Entry is free <u>after</u> 5pm in the evening.		✓	I went to the cinema <u>after</u> I had eaten my dinner.	✓		1m
Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition												
He moved here <u>after</u> the end of the war.		✓												
Entry is free <u>after</u> 5pm in the evening.		✓												
I went to the cinema <u>after</u> I had eaten my dinner.	✓													
<p>Commentary: This question assesses identification of subordinating conjunctions and prepositions and knowledge of the terms. The term 'conjunction' is a new part of the test framework. The term 'connective' is no longer used.</p>														

41 G4.3	<p>Award 1 mark for the subjunctive form.</p> <ul style="list-style-type: none"> • were <p>Do not accept responses using capital letters.</p>	1m
<p>Commentary: This question assesses the use of the subjunctive and understanding of the term. This is a new part of the test framework. Answers will be marked as incorrect if they wrongly use capital letters to write their response into the space in the sentence; this is the case with all questions of this type.</p>		
42 G1.8	<p>Award 1 mark for all three determiners encircled.</p> <p>(Two) apple trees screened (the) open windows on (one) side.</p>	1m
<p>Commentary: This question assesses identification of determiners and knowledge of the term. In the new test framework, the term 'determiners' incorporates the previous term 'articles'.</p>		



Answers...

44 G4.1b	Award 1 mark for the correct words underlined. Rachel loves music... <u>has wanted</u> ... for her birthday.	1m
Commentary: This question assesses identification of the perfect form of the verb and knowledge of the term. This is a new part of the test framework.		



New Spelling Scheme KS2

- Based on the New National Curriculum
- Is structured around spelling patterns rather than a list of words.
- Runs throughout KS2

The scheme puts the spelling content into a wider context and should be seen as a collection of resources that not only support spelling, but consolidate grammar and punctuation, develop vocabulary and encourage a genuine love of language.



Structure

Children work with a spelling partner through the week, generating words and playing games.

The structure is as follows within a week:

Monday Introductory activities

Tuesday Partner Work – Individual Word Walls/Key Words

Wednesday – Games and Activities

Thursday Partner Work – Individual Word Walls/Key Words

Friday Word Wall and Dictation Activities



Word Walls

These are based around the spelling pattern and are also generated by children.

The class teacher builds upon this by introducing the class Word Wall and discussing any words that might represent new or challenging vocabulary.

The children then select their own EIGHT words for their personal Word Walls. (Booklet) These Word Walls should be seen as starting points for the week's learning and NOT as an isolated 'spelling list' for the week. (The children will be expected to explore their Word Wall words over the course of the week but equal emphasis is placed on putting the words into context, looking for similarities and patterns, using identified strategies to support their learning, and expanding upon their initial Word Walls at home.)



Dictation

Children sit with their spelling partner.

There are a set of dictation cards/sentences for each rule.

They choose a sentence, it is dictated and the children then check and correct the spelling and punctuation together.

Sometimes children can make up their own dictation sentences, maybe on Tuesday or Thursday using the word walls.



Key Words

Within the new curriculum there are a list of key words children should know within a year group.

Each class may select one or two key words each week to work on as a class.

