



St. Agatha's Literacy Workshop
Tuesday 10th November 2015

SPELLING AND GRAMMAR



“Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank.”



The New National Curriculum

More emphasis on spelling and grammar

Phonics screening in Year 1

New Spelling, Punctuation and Grammar (SPaG) test in Year 2

SPaG test in Year 6

During this workshop, we will be focusing on grammatical terminology and the meaning of the terms, the teaching of grammar and spelling rules.

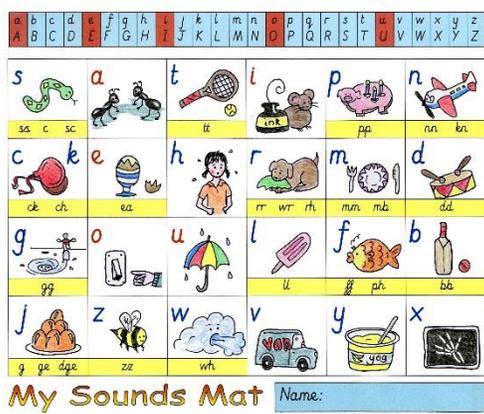


Key Stage 1 Spelling

Letters and Sounds and Jolly Phonics

Phases of Learning

It is a progressive scheme and the children can work at their own level being supported with interventions where necessary.



Letters and Sounds



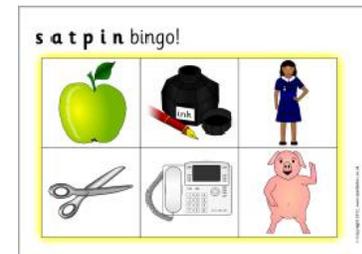
Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Teaching Digraphs and Trigraphs



The children start by learning the letters in the alphabet and the sound that represents them, e.g. s, a, t, p, i, n being the first 6 sounds phonemes learnt.

The children then learn consonant digraphs, e.g. sh, ch, th, ng and then the vowel digraphs ai, ee, ie, oa, ue

Alternative Spelling patterns

Purposeful writing – the children have many opportunities to practise and apply their spelling skills through different writing tasks both independently and through guided writing.

Spelling Rules

chain 

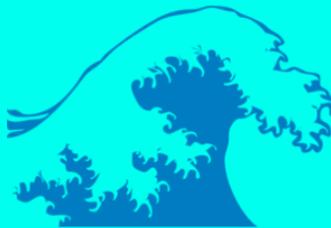
shade 

delay 

paid 

spray 

brave 

wave 

Super Spelling
ai ay a-e

ai	ay	a-e
waist	pay	brave
rainstorm	spray	wave
paid		



ai or ay Usually spelt **ai**, **a** or **a_e**. rain

Use **ay**: If it comes at the **end** of a word or before a **suffix**. may

rain bacon date stay ed

oi or oy Usually spelt **oi**. foil

Use **oy**: If it comes at the **end** of a word or before a **suffix**. toy
enjoyed

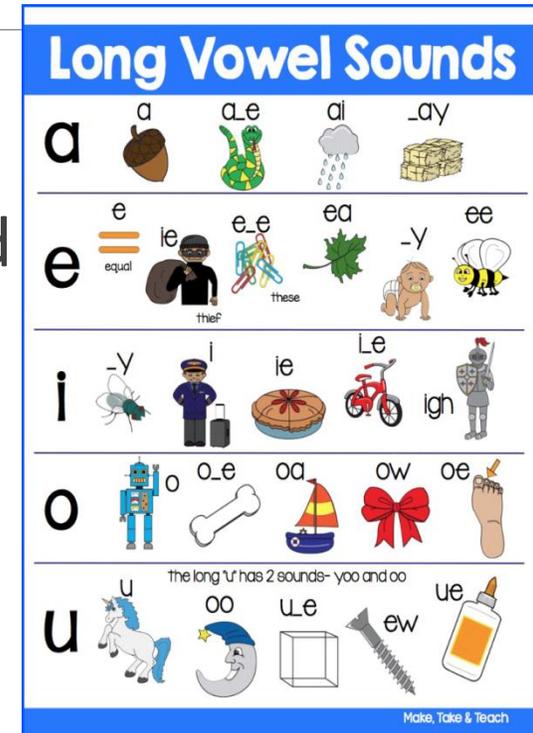
boil enjoy ing

Short Vowel and Long Vowel Sounds

Short vowel sounds – a,e,i,o,u

Long vowel sounds – a long vowel is a vowel that is pronounced the same as the name of the letter. a – ai, e – ee, i – ie
o – oa, u - ue

Whether a vowel has a long sound, a short sound, or remains silent depends on its position in a word and the letters around it.



Word Endings

A suffix is an 'ending' used at the end of one word to turn it into another word.

Plurals - adding s

To make most words plural just add s.

arm – arms bed – beds cat – cats

Plurals - adding es

Add es to words ending with ch, s, sh, x or z

lunch – lunches bus – buses wish- wishes box – boxes

Add es to nouns and verbs ending in y

fly – flies try – tries reply – replies baby - babies

Adding Suffixes to Words Ending with y

ed, ing, er, est

If the y has a consonant before it, change the y to an i before you add a suffix.

copy – cop*i*ed – cop*i*er

reply – repl*i*ed - repl*i*es

happy - happ*i*er - happ*i*est

cry – cri*i*es - cri*i*ed

If the suffix starts with i keep the y, e.g. ing

carri*y*ing cry*y*ing try*y*ing

Adding Suffixes to Words Ending with a Single Consonant

If the suffix begins with a vowel, double the final consonant before adding it.

hid + en

↓ d

hidden

hitting hopping hottest ripped runner skipped

Homophones and Near-Homophones

Homophones are words that have the same pronunciation but different meanings, origins or spelling.

to	too	two
there	their	they're
night	knight	
be	bee	
here	hear	
see	sea	
one	won	
Sun	son	
quite	quiet	

Can you think of a homophone for these words?

a)



d)



b)



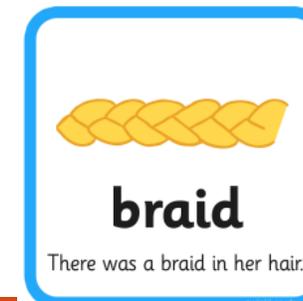
e)



c)



f)



Answers

a)



d)



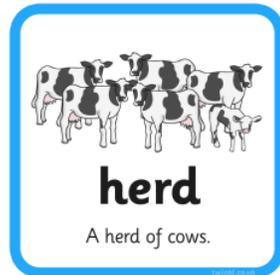
b)



e)

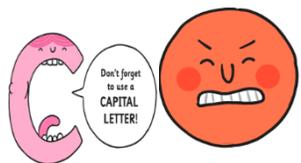


c)

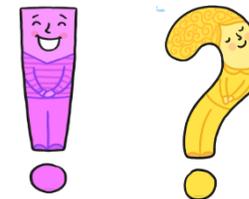


f)





Year 1



Terminology for Children

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

Word

plural non suffixes – s or es

dog – dogs

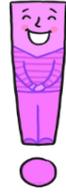
wish – wishes

suffixes that can be added to verbs where no change in spelling is needed of root words – help, helping, helped, helper

The prefix 'un' changes the meaning of verbs and adjectives.

unkind, untie, undoing

Year 1



Sentence

Words combine to make sentences. They can be joined by using the word 'and'.

Text

Sequencing sentences to form short narratives.

Punctuation

Using finger spaces to separate words.

Introduction to capital letters, full stops, question marks and exclamation marks.

Capital letters for names and for the personal pronoun I

Adil Adverb

Naomi Noun

Adam Adjective

Veronica Verb



Grammar Gang Year 2



Terminology for Children

noun, noun phrase, adjective, verb, adverb, statement, question, command, exclamation, apostrophe, comma, tense (past and present), compound, suffix.

Word

Formation of noun using suffixes such as –ness and –er, e.g. kind - kindness

Formation of adjectives using suffixes such as –ful and –less, e.g. play - playful

Formation of adverbs. Using –ly to turn adjectives into adverbs, e.g. quick - quickly

Year 2



Sentence

Conjunctions – subordination (when, if, that ,because) and coordination (or, and, but)

Expand noun phrases for description, e.g. The spooky house on the hill.

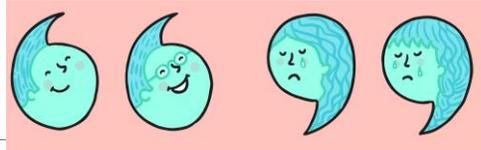
Text

Choosing the correct tense and consistent use of this throughout writing.

Progressive verbs, e.g. she is drumming, he was shouting



Punctuation



Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Commas to separate items on a list



Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. girl's name



Sentences with Different Forms

Statements are sentences that tell someone something and end with a full stop.

The boy stood up.



Questions are sentences that ask someone something and end with a question mark.

Did the boy stand up?



Commands are sentences that order someone to do something and end with an exclamation mark.

Stand up!



Your Turn!



Write a Q, C or S to show whether the sentences are questions, commands or statements.

	Question	Command	Statement
a)Go straight to bed!			
b)What time is it?			
c) Don't stop!			
d) The rabbit hopped.			
e)When can we go?			
f)The watch was new.			
g)Be quiet!			

Answers



	Question	Command	Statement
Go straight to bed!		√	
What time is it?	√		
Don't stop!		√	
The rabbit hopped.			√
When can we go?	√		
The watch was new.			√
Be quiet!		√	



Verb

Verbs are sometimes called 'doing words' because many verbs name an action that someone does.

The farmer **drives** his tractor.



This is a **verb**. It tells us what the farmer is **doing**.

It is describing the action.



Verbs

Some verbs are action words.

The frog **hops** into the water.

This is an action verb. It tells us what the frog is **doing**.

Some verbs are being words.

The frog **is** green and brown. This is a **being** verb.

It tells us what the frog **is**.



Your Turn!

Choose a being verb to fill in each gap:

am are is was were will be

- a) Tadpoles _____ baby frogs.
- b) Ali _____ good at spelling.
- c) The Egyptians _____ inventive people.

Write the action verb in each sentence

- a) Tadpoles swish their tails.
- b) The frog croaked loudly.



Answers

Choose a being verb to fill in each gap:

am are is was were will be

- a) Tadpoles **are** baby frogs.
- b) Ali **is** good at spelling.
- c) The Egyptians **were** inventive people.

Write the action verb in each sentence

- a) Tadpoles **swish** their tails.
- b) The frog **croaked** loudly.

Naomi Noun



Noun

Nouns are sometimes called 'naming words' because they name people, places and 'things'.

Nouns may be classified as common nouns (e.g. boy, day) or proper nouns (e.g. Ben, Wednesday).

A proper noun starts with a capital letter.



Your Turn!

Write the proper noun and the common nouns in each of these sentences.

One has been done to help you.

- a) The **coach** to **Birmingham** was full.
- b) At Diwali our family have a party.
- c) The boat sailed down the River Jordan.
- d) During his holiday, Ben visited Portugal.
- e) Sir Francis Drake was a famous explorer.



Answers

- a) The **coach** to **Birmingham** was full.
- b) At **Diwali** our **family** have a **party**.
- c) The **boat** sailed down the **River Jordan**.
- d) During his **holiday**, **Ben** visited **Portugal**.
- e) **Sir Francis Drake** was a famous **explorer**.



Adjective

Adjectives are sometimes called ‘describing words’ because they pick out single characteristics such as size or colour.

Adjectives give us more information about nouns. Adjectives make sentences more interesting.

The dragon came out of the cave.

We can improve this sentence by adding some adjectives.

The **fearsome**, **fiery** dragon came out of the **huge**, **dark** cave.

Adi Adverb



Adverb

An adverb is a word that gives more meaning to a verb.

Adverbs are sometimes said to describe manner or time.

Many adverbs tell us how something happened.

The sun shone **brightly**.

It tells us how the sun shone. Many adverbs of manner (how adverbs) end in ly.



Your Turn!

Write the adverb in each sentence.

- a) The rain fell heavily.
- b) The boy spoke rudely.
- c) The time passed slowly.

Choose an adverb for each sentence

carefully quietly quickly

- d) I listen _____.
- e) I run _____.
- f) I eat crisps _____.



Answers

Write the adverb in each sentence.

- a) The rain fell **heavily**.
- b) The boy spoke **rudely**.
- c) The time passed **slowly**.

Choose an adverb for each sentence

carefully quietly quickly

- a) I listen **carefully**.
- b) I run **quickly**.
- c) I eat crisps **quietly**.

Tenses

Present and Past Tense

Verbs written in the present tense tell us what is happening now.

Verbs written in the past tense tells us what happened in the past.

Today Ben jumps over the fence.

This verb is in the present tense. It tells us what is happening now.

Last week Ben jumped over then fence.

This verb is in the past tense. It tells us what happened in the past.

Verbs in the past tense often have **ed** at the end.

Your turn!

Complete this table

Verb	Present Tense	Past Tense
a) wait	Anna waits	
b) skip		Anna skipped
c) cook	Anna cooks	
d) hop	Anna hops	
e) eat		Anna ate

Answers

Verb	Present Tense	Past Tense
wait	Anna waits	Anna waited
skip	Anna skips	Anna skipped
cook	Anna cooks	Anna cooked
hop	Anna hops	Anna hopped
eat	Anna eats	Anna ate

Apostrophes for Contraction and Possession

Apostrophes for Contraction

I'm – I am

won't – will not

couldn't – could not

we've – we have

they've – they have

it's – it is or it has

Apostrophes replace letters which are omitted.

Apostrophes for Possession

Sarah's pencils were all sharp.

As I was going out to play, I tripped
over Hannah's trainers.

Understanding of who has the possession (ownership)
Understanding of plurals

The three boys' shoes are in the hall.

Example of Spelling Home Learning – Year 4 -6

Children have more ownership of the spelling rule and therefore want to apply it in their writing.

Spelling Rule: Words containing the letter string 'ough'. It can be used to spell a number of different sounds.		Year Date:																												
through enough although brought thorough	Find other words which follow the same spelling rule. Use your reading books and a dictionary.	Scrabble Tiles Add up the value of the letters in ten words for this spelling rule using the Scrabble tiles. Put your words in ascending order.																												
The Conversation Include words which follow this spelling rule into a dialogue using inverted commas and other punctuation.	Scrambled Words Scramble the letters of each word and write a clue, e.g. <u>cscho!</u> _____ one place where you learn	<table border="1"> <tr><td>A₄</td><td>B₄</td><td>C₄</td><td>D₄</td></tr> <tr><td>E₄</td><td>F₄</td><td>G₄</td><td>H₄</td></tr> <tr><td>I₄</td><td>J₄</td><td>K₄</td><td>L₄</td></tr> <tr><td>M₄</td><td>N₄</td><td>O₄</td><td>P₄</td></tr> <tr><td>Q₁₀</td><td>R₄</td><td>S₄</td><td>T₄</td></tr> <tr><td>U₄</td><td>V₄</td><td>W₄</td><td>X₄</td></tr> <tr><td>Y₄</td><td>Z₁₀</td><td></td><td></td></tr> </table>	A ₄	B ₄	C ₄	D ₄	E ₄	F ₄	G ₄	H ₄	I ₄	J ₄	K ₄	L ₄	M ₄	N ₄	O ₄	P ₄	Q ₁₀	R ₄	S ₄	T ₄	U ₄	V ₄	W ₄	X ₄	Y ₄	Z ₁₀		
A ₄	B ₄	C ₄	D ₄																											
E ₄	F ₄	G ₄	H ₄																											
I ₄	J ₄	K ₄	L ₄																											
M ₄	N ₄	O ₄	P ₄																											
Q ₁₀	R ₄	S ₄	T ₄																											
U ₄	V ₄	W ₄	X ₄																											
Y ₄	Z ₁₀																													
True or False? Find the meaning of the words and make true or false statements, e.g. He brought the pencil over to me.	Missing Consonants Write out the words missing out the consonants, e.g. _ _ _ o _ _	Wordsearch Create a word search using the words from the spelling rule.																												
Complex, compound or a detailed sentence? Write at least 5 sentences which include words with the spelling rule - let us guess the type of sentence.																														

Scrabble

- COUGH $1+1+2+3+4=11$
- THOUGH $4+4+1+1+2=13$
- ROUGH $1+1+2+4=9$
- DOUGHNUT $1+1+1+1+2+2+4=15$
- NOUGHT $1+1+1+2+4=10$
- FOUGHT $4+4+1+1+2=13$
- BOUGHT $1+1+2+1+4+3=12$
- SOUGHT $1+1+1+2+4=10$
- PLOUGH $1+1+1+2+3+4=12$
- BOUGH $1+1+2+2+4=10$

ROUGH
DOUGH

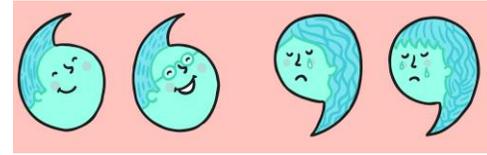


Other Words With ough

cough thought tough dough thorough
 thought bought borough brought
 sought sought thoughtless thoughtful
 rough doughnut drought droughty
 plough nought ought breakthrough

VGDOUUTH It is a round, sugary cake like treat.

Year 3



Word

prefix – added at the beginning of a word in order to turn it into another word, e.g. overtake, disappear.

Others are super-, anti-, auto-

word family – the words in a word family are normally related to each other, e.g. teach – teacher,

extend – extent – extensive

vowels (a,e,i,o,u) and **consonants** – using a or an, e.g. a ball, an elephant

Punctuation

inverted commas (speech marks) to punctuate direct speech

Direct speech is when the writer writes the actual words a character says.



Year 3

Sentence

preposition – describes a location or a direction, e.g. before, after, during, in, over.

Tom waved goodbye to Christy.

She'll be back from Australia in two weeks.

We can't go under it, we have to go through it. (Michael Rosen, We're Going On A Bear Hunt)

adverb - can modify a verb, adjective, another adverb or a clause, e.g.

fast, slowly, suddenly, silently, hard, reluctantly, well, frantically.



Which Word Class?

brother	have	skateboard	hope	Noun
London	under	tall	is	Adjective
		hard	through	Adverb
slowly	fast			Preposition
				Verb

Some words belong to more than one word class, e.g. the fast runner (adjective) That girl is running really fast (adverb)



Answers

brother – common noun

have – verb

skateboard – common noun

hope – abstract noun

London – proper noun

under – preposition

tall – adjective

is - verb

hard – adjective or adverb

through - preposition

slowly - adverb

fast – adjective or adverb

Clause or Phrase?

A sentence contains at least one clause.

A clause contains a noun and a verb.

A phrase doesn't contain a verb.



Megan waved. (clause)

Megan waved to her mother. (prepositional phrase)

Megan waved to her mother. (clause with more detail added because of the inclusion of a preposition phrase)

Compound Sentences

Ant looked around. He swallowed nervously.
(main clause/sentence) (main clause/sentence)

Ant looked around and swallowed nervously. (Project X book)
(Coordinating conjunction added and pronoun removed for fluency)

It was raining. The sun was shining.
(main clause/sentence) (main clause/sentence)

It was raining but the sun was shining.



coordinating conjunction

Coordinating Conjunctions

and
but
or
nor
so
yet



Complex Sentences

main clause + subordinate clause

subordinate clause + main clause

Words like 'if, while, although, because' etc are subordinating conjunctions which introduce subordinate clauses.

Subordinate clauses are dependent on the main clause in some way and do not normally stand alone.

They add extra information or meaning to the main clause.

Willard Wigan has to work at night because the vibrations from traffic can disrupt his work and cause problems with the sculpting. (Emma Lynch, Micro Man Makes Big News)

As he pushed his way through one final door, he was dazzled by a plethora of lights and half-deafened by applause. (Anthony McGowan, A Dangerous Game)

Subordinating Conjunctions

if

while

because

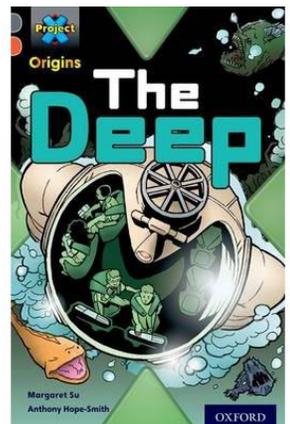
although

after

since

as

when



Your turn!

	Phrase	Main Clause (MC)	Subordinate Clause (SC)
he fell over			
out of pocket			
before we went out			
Saturdays are the best			
they jumped for joy			
when we saw him			



Answers

	Phrase	Main Clause	Subordinate Clause
he fell over		X	
out of pocket	X		
before we went out			X
Saturdays are the best		X	
they jumped for joy		X	
when we saw him			X

Year 4



The grammatical difference between **plural** and **possessive – s**

Tariq's books [Tariq has the two or more books]

determiner – specifies a noun as known or unknown, e.g. **the, this, her, many, three** etc.

The **articles 'the, a, an'** are the most common type of determiner.

pronoun – can be used instead of a noun, e.g. The bird pecked the apple and ate **it** (apple) as **he** (the bird) sat on a branch.

possessive pronoun – tells you who or what owns the noun, e.g. The bird pecked **his** apple. The pronoun his shows the apple belongs to the bird.

Fronted Adverbials

A comma is generally used after a fronted adverbial.

An **adverbial** is a word or phrase that is used, like an adverb, to modify a verb or a clause. **Adverbial phrases** give information on **time** (when), **place** (where) and **manner** (how).

fronted adverbial

main clause

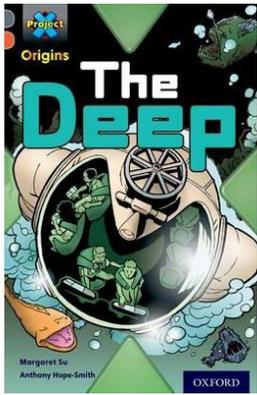
Within a few minutes, the whole herd were back to normal. **(time)**

Back in the kitchen, Mr Unwin told Tiger and Ant all about the farm. **(place)**

With a horrible squelching sound, they both careered down the slope, landing in the foul green mess at the bottom. **(manner)**

subordinate clause



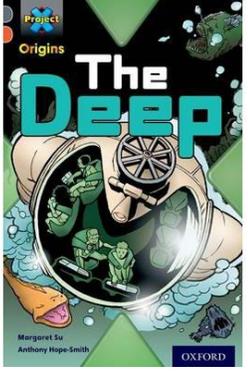


Your turn!



Write down the fronted adverbials. Are they being used for time, place or manner?

- 1) Over tea and cake, Mr and Mrs Unwin explained what had been going on at their farm.
- 2) After a while, the slime trail led them into a little valley.
- 3) Not long later, a micro-sized Max and Cat were sitting in the sturdy metal drill.



Answers

- 1) Over tea and cake, Mr and Mrs Unwin explained what had been going on at their farm. (place)

- 2) After a while, the slime trail led them into a little valley. (time)

- 3) Not long later, a micro-sized Max and Cat were sitting in the sturdy metal drill. (time)



Year 5

Word

prefixes, e.g. dis-, mis-, re-,

suffixes to convert nouns or adjectives into verbs, (-ate, -ise, -ify) e.g. pollen – pollinate

Sentence

modal verb – used to express possibility or wanting, as well as the future, e.g. would, should, could, might, must, will, may, ought, can.

relative pronoun and **relative clause**

Text

cohesion – a piece of text has cohesion if it is clear how the meanings of its parts fit together.

Year 5



Punctuation

parenthesis – the word or phrase inside the brackets, commas or dashes

brackets – used to separate a word or phrase that has been added to a sentence as an explanation or

afterthought.

dash – can show a break in a sentence that is longer, or more important, than a break made by a

comma, e.g. The fire spread quickly and the trees were engulfed – I was scared.

Relative Clauses

A **relative clause** is a special type of subordinate clause that modifies a noun.

It often does this by using a **relative pronoun** – who (person), which(thing), that, whom *or* whose.

Relative pronouns are in bold.
Relative clauses are underlined.

That's the boy **who** lives near school.

The prize **that** I won was a book.

Tom broke the game, **which** annoyed Ali.

Your turn!

Jot down the relative clauses.

- a) My best friend, who lives next door to me, is very funny.
- b) My brother was late for tea, which surprised me.
- c) The children loved the lessons that took place outside.

Write down the relative pronouns.

Answers

- a) My best friend, who lives next door to me, is very funny.
- b) My brother was late for tea, which surprised me.
- c) The children loved the lessons that took place outside.

The relative pronouns in these sentences are *who*, *which* and *that*.



Year 6

Word

synonym – two words are synonyms if they have the same or similar meanings, e.g. talk – speak, old - elderly

antonym – two words are antonyms if their meanings are opposites, e.g. hot – cold, light – dark

Sentence

subject – is often the person or thing that does the action of the verb, e.g. The **bird** pecked the apple.

object – is a noun, pronoun or noun phrase that comes straight after the verb, e.g. The bird pecked the **apple**.



Year 6

Punctuation

ellipsis (...) – is used to show that a word has been missed out or a sentence is not finished, e.g. 'Don't tell me...'

hyphen (-) – is used to join two or more words or to avoid confusion over meaning, e.g. a **bad-tempered** pet

colon (:) – is used to introduce a list or to introduce examples or explanations, e.g. It is a big house: there are six bedrooms all with their own bathrooms.

semi-colon (;) – used in lists, e.g. We all brought four things: a spooky ghost outfit; a funny clown costume; an animal suit; and a loud horn.

semi-colon (;) - to show a break in a sentence, e.g. The film was brilliant; I had a great time.

bullet points - used to organise a list in order to make it clear.

Active and Passive Voice

A sentence can either have an **active** verb or a **passive** verb. This is called **voice**.

In a sentence with an **active** verb, the subject is doing the action. This is called the active voice.

The little girl caught the ball. The little girl (the subject) is doing the action (catching).

In a sentence with a **passive** verb, the subject is being acted on. This is called passive voice.

The ball was caught [by the little girl]. The ball (the subject) is being acted on (being caught).

Grammar Requirements

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun, adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points