

Fringford Spelling,
Punctuation and
Grammar (SPaG)

12th January 2016

The Aims Of The Evening

- To tell you about the new Year 3 and 4 spelling, punctuation and grammar curriculum
- To provide basic information about grammar and punctuation and how it is taught
- To answer any questions about SPaG.

“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.”

How SPaG is taught in Class 3

- **Three ways of teaching in Class 3:**

- Discrete Jolly Spelling and Grammar lessons on a Monday for initial teaching with LCWC every morning (linked with homework fortnightly)

- Grammar in English lessons in conjunction with topic

- Slow/Shared writing

Grammar and Punctuation Knowledge 1

- One of the basic units of English is the sentence.
- Sentences are defined as a group of words with a VERB, CAPITAL LETTER, FULL STOP.
- A sentence expresses a complete thought and makes sense.
- There are 4 types of sentence.
 - Statement-assert facts/opinions
 - Question-a sentence that could elicit an answer
 - Command-an order which often leaves out the subject of the sentence
 - Exclamation-statements of surprise or strong emotion
 - Word order is crucial

A. Did you empty the dishwasher?

B. You did empty the dishwasher.

C. Empty the dishwasher.

D. You did empty the dishwasher!

Grammar and Punctuation Knowledge 2

- Exclamation marks make the emotion of a sentence stronger and should be used in moderation.

Hi! It's great here! I saw a dolphin swimming! OMG!!!! I wish you were here!!!!!!

- Commas separate items in a list.

My interests include reading cooking dogs and horses
My interests include reading, cooking, dogs and horses

- Commas can be used like brackets to give extra information.

The man, who was furious by now, ran up to the guard

- Commas can be used to separate parts of a sentence or in complex sentences to separate clauses.

Watching the monster, Jack began to tremble
The wind blew, making Leon shiver.
Stella, is that you?

Although he was upset, he managed a smile.
When no-one would let him in, Boris ran round to the back door.

Grammar and Punctuation Knowledge 3

- Apostrophes indicate missing letters/contractions.

is not > isn't

we would > we'd

I will > I'll

- Apostrophes indicate possession.

the dog's bowl > the bowl that belongs to the dog

the woman's hat > the hat that belongs to the woman

the princess' crown > the crown that belongs to the princess

James' shop > the shop that belongs to James

an extra s is option if the word ends in s or ss already e.g. parents's evening
or parents' evening is equally acceptable

Grammar and Punctuation Knowledge 4

- The difference between dashes and hyphens.
- Dashes can work solo or in pairs. If they are by themselves they introduce extra information. If there are two in a pair, they behave like brackets.

He was frightened - more frightened than ever before.
The boy was rich - even richer than his parents.

Everyone - including Martha-thought Sam was crazy.
They found the room - the smallest in the school - big enough for their needs.

- Hyphens are shorter than dashes and link words or ideas together.

The hotel was child-friendly.
They saw a man-eating tiger.

Grammar and Punctuation Knowledge 5

- Using colons and semi-colons
- Colons are markers or gateways to introduce extra information such as a list or statement.

There are many different types of bread: ciabatta, wholemeal, white, granary and baguette.

He could see what was written on the sign: this space is reserved.

- Semi-colons separate two clauses/parts of a sentence which are linked.
- They could be separated by a full stop but they shouldn't be separated by a comma.

It was Autumn; the leaves were falling.

It was Autumn. The leaves were falling.

It was Autumn, the leaves were falling. (comma splice)

The team played well; the manager was happy.

The team played well. The manager was happy.

The team played well, the manager was happy. (comma splice)

Semi colons are also used in lists e.g. The hotel pool was well equipped: the 25m pool; a splash pool; a diving board for the adults.

THE INEVITABLE TEST (PART ONE)

Grammar and Punctuation Knowledge 6

- Word classes (Parsing)
- Nouns name things, ideas or people. They can be concrete, common, proper, abstract or collective - black

e.g. cat, Derek, castle, love, fact

- Adjectives describe nouns. They can be absolute, comparative or superlative - blue

e.g. red cat; hirsute Derek; bleak, intimidating castle; undying love; interesting fact

- Verbs are doing or being words. They can behave in a range of ways - red

e.g. kick, is, feel, seem

- Adverbs describe how, where, and when things happen. They 'describe' verbs - orange

e.g. peacefully, carefully, outside, by the car, tomorrow, today

Grammar and Punctuation Knowledge 7

- More word classes

- Pronouns are used in place of nouns - pink

e.g. Jack tried to carry Jack's bag but Jack's bag was too heavy for Jack.
Jack tried to carry his bag but it was too heavy for him.

- Prepositions are words (sometimes a group of words) that show the relationship between two parts of a sentence e.g. where, when, who - green

e.g. The old man waited at the bus stop by the post office.
The match was pretty much all over after 10 minutes.
The lion was killed by the hunter

- Conjunctions link together phrases, clauses or ideas in a sentence – purple

e.g. They went to the beach however it was too cold.
The children played while the bread was baking.

- Determiners/articles are words which occur before nouns to show whether they are plural, singular, definite etc - grey

e.g. the, a, these, our, both, each, every

Grammar and Punctuation Knowledge 8

- Verb tenses and verb aspects
- Present/past/future-different verb tenses indicate when the verb is being executed.

e.g. Jack eats/Jack ate/Jack will eat

- Perfect verbs are completed past actions.

e.g. I cooked/you ran/I stuck/she walked

- Imperfect verbs are continuous past actions.

e.g. I was cooking and you were running/I was sticking pictures in my book/she was walking to the zoo

- Present continuous verbs are actions happening now and still happening.

e.g. she is cooking/Mo Farah is running/I am sticking/she is walking

- Modal verbs are auxiliary/extra verbs which indicate possibility or obligation.

e.g. can, could, may, might, must, shall, should, will, would

Grammar and Punctuation Knowledge 9

- Changing Sentences
- Phrases- word or words which perform a particular job in a sentence e.g. noun, verb, adverb.

The soldier, the slope, an arrow, descended, fired, she

- Clauses-a combination of phrases which includes a verb.

The soldier descended the slope
fired an arrow

- Sentences-1 or more clauses which combine to create meaning.

The soldier descended the slope and fired an arrow.

- Pupils are encouraged to expand noun and verb phrases using adjectives and adverbs.

The brave and determined soldier descended the snowy slope quietly and fired a deadly, poison-tipped arrow.

Grammar and Punctuation Knowledge 10

- Sentence types
- Simple sentence-a sentence which has only one clause.

The dragon guarded the cave.

- Compound sentence-two or more simple sentences joined by a conjunction.

The dragon guarded the cave and he scratched the ground near the entrance.

Grammar and Punctuation Knowledge 11

- More sentence types
- Complex sentence-two or more clauses linked together in one sentence.
- They contain a main clause and subordinate clause.
- The main clause is a standalone sentence-it also makes the main point of the sentence.
- A subordinate clause has a subject and verb. It depends on the main clause to make sense.
- Certain connectives indicate a complex sentence e.g. although, but, until, when.

The dragon guarded the cave when the orb started glowing.

Everything was quiet until the storm began.

Until the storm began, everything was quiet.

When the orb started glowing, the dragon guarded the cave.

Grammar and Punctuation Knowledge 12

- Active and passive sentences
- Most sentences are SUBJECT/VERB/OBJECT i.e. the thing carrying out the action does the action on the thing receiving it. These are active.

The dragon guarded the cave.

Norah consumed the enormous apple pie.

The Saxons hoarded the gold.

- Passive sentences have the word order changed. (OBJECT/VERB/VERB/SUBJECT) and the 'doer' of the action is at the end or even hidden. It is considered more formal or more technical.

The cave was guarded by the dragon.

The cave was guarded.

The enormous apple pie was consumed by Norah.

The enormous apple pie was consumed.

The gold was hoarded by the Saxons.

The gold was hoarded.

AND FINALLY....

Synonyms-words with the same or similar meanings.

e.g. synonyms for said are yelled, screeched, whispered, replied.

Antonyms-a word which has the opposite meaning to a given word.

e.g. antonyms for cold are hot, warm, humid, fiery and balmy.

THE INEVITABLE TEST (PART TWO)

A few words about spelling...

We teach spelling in a range of ways and we talk to the children about English spelling patterns not rules.

Spelling rules don't really exist in English so it is best to teach children general patterns spotted in English words.

e.g. i before e except after c is not taught because of the number of possible exceptions.

Any Questions?

Useful and reliable websites

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://oxforddictionaries.com/words/punctuation>

<https://oxforddictionaries.com/words/grammar>

<https://oxforddictionaries.com/words/spelling>