



Welcome to LKS2 Stay & Learn



**English Grammar,
Punctuation &
Spelling**



The English Curriculum



Significant changes to the English curriculum almost 10 years ago placing greater emphasis on grammar, punctuation and spelling.

- **Phonics** (Sound → blend → read → write)
- **Common exception words** (Read → write)
- **Reading** (Decode → comprehend → infer)
- **Grammar** (Word classes, conjunctions, tense)
- **Punctuation** (Capital letters, full stops, question and exclamation marks,)
- **Writing** – Using all above to construct sentences and apply into longer, extended pieces.



The English Curriculum



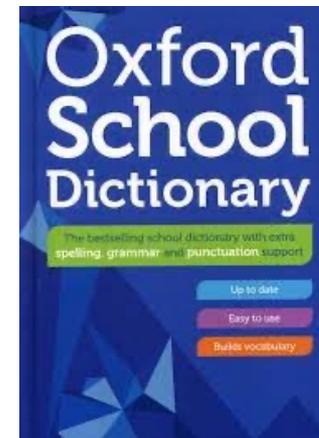
Children are assessed across three areas in English at the end of KS2:



Reading



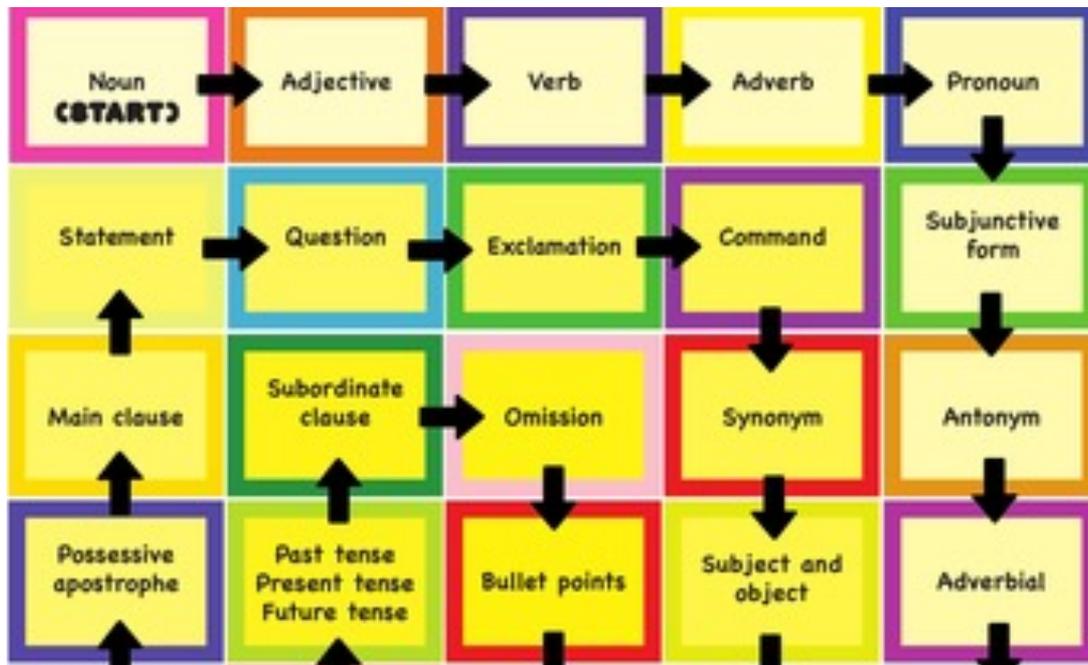
Writing (TA)



SPaG



Where Does It Begin?

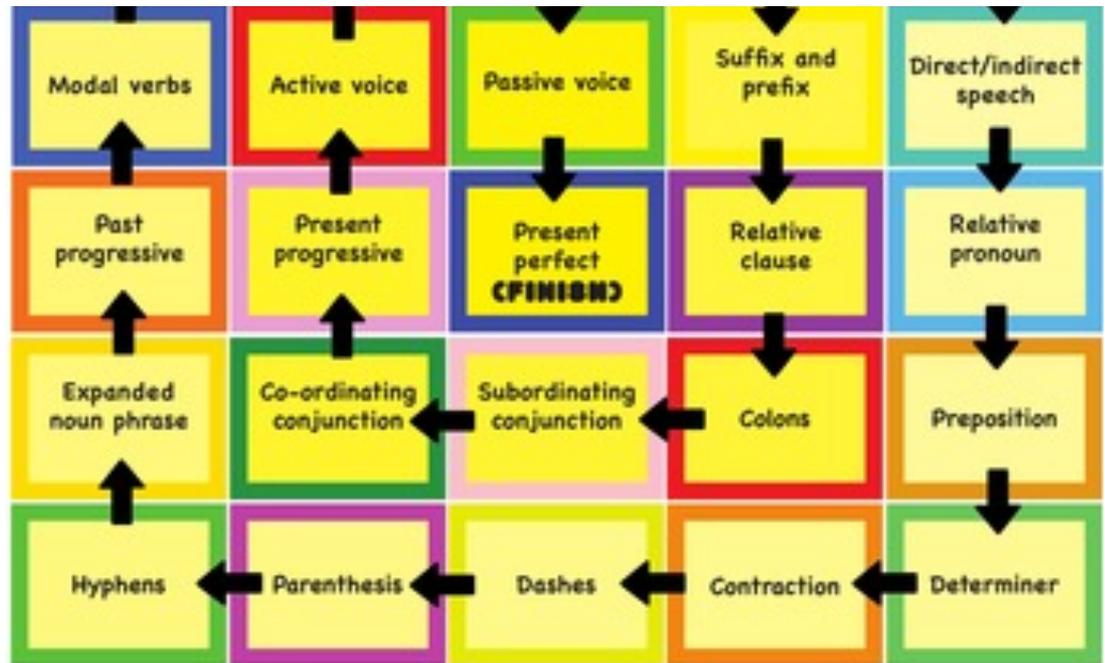


- Word Classes
- Basic Punctuation
- Sentence Types



What do the children need to know?

- More complex punctuation
- Grammatical Structures





Teaching SPaG



- Taught as a mixture of discrete lessons – core skills and during writing sessions
- Sheets to practise for homework
- Fast Five retrieval at the start of each session



Teaching Writing



- All the previous learning around phonics, reading, spelling, grammar and punctuation are combined to help children become confident writers.
- Through modelling, shared writing and supported writing, children are encouraged to construct sentences, paragraphs and then narratives with increasing independence.
- Writing may be based on children's own experiences or on fictional or non-fiction pieces they have read in class.
- As they develop, children are encouraged to check and improve their own work.
- Understand writing for different purposes and provide evidence of different genres.



Writing – The Expected Standard



Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	→
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	→
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at key stage 2 mostly correctly [^] (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list, [*] and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	→
maintain legibility in joined handwriting when writing at speed. ²	

Apply everything from the previous slides into their writing.

Large emphasis on the use of punctuation & grammar elements, spelling and handwriting.

While ensuring these are evident – still having good writing composition skills and ensuring what they write flows and makes sense.



Handwriting

Reginald W.J.
23 Victoria
Avenue, LS6 B25,
London, England,
23rd October 1914

Sir Ernest Shackleton,
Lawrie Park Avenue,
SE26 6QR,
London, England,

Dear Ernest Shackleton,
I am Reginald James
and have recently heard about your daring
expedition to the frosty Antarctic. I wish to
join you and the crew on your adventurous
journey.

I would be a perfect man for the job, as
I am a student, teacher and researcher
of the wonders of physics and as a
physicist, unknown land with all of its
secrets lurking in the shadows waiting
to be discovered would inspire me to
learn more of ancient civilizations and
their ways of living. That is how physics
has evolved in knowledge over time.

Everything we discovered would be documented
by me and I would share the tale of
'Ernest Shackleton's Antarctic expedition.'
You would become truly legendary if we
succeeded.

Expectation that
handwriting is legible,
joined and cursive.



Handwriting Sessions



- Weekly Handwriting Sessions
- Support pupils to ensure their writing is neat, joined, legible and cursive as this is a requirement of being able to achieve the expected standard in writing at KS2.

Letter-join 

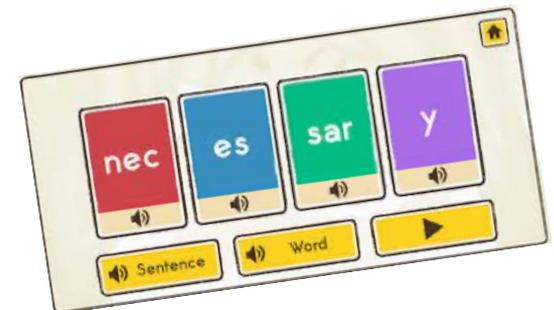
a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z



Teaching Spelling



- Weekly spelling lessons focused on that week's spelling rule or pattern.
- Three of the week / Identified vocabulary linked to statutory word lists
- Spelling Journals – informal jotters to practise spellings in different ways.
- 'Have a go' pads to encourage resilience and that 'have a go' attitude.
- Weekly spelling tests – Spelling frame



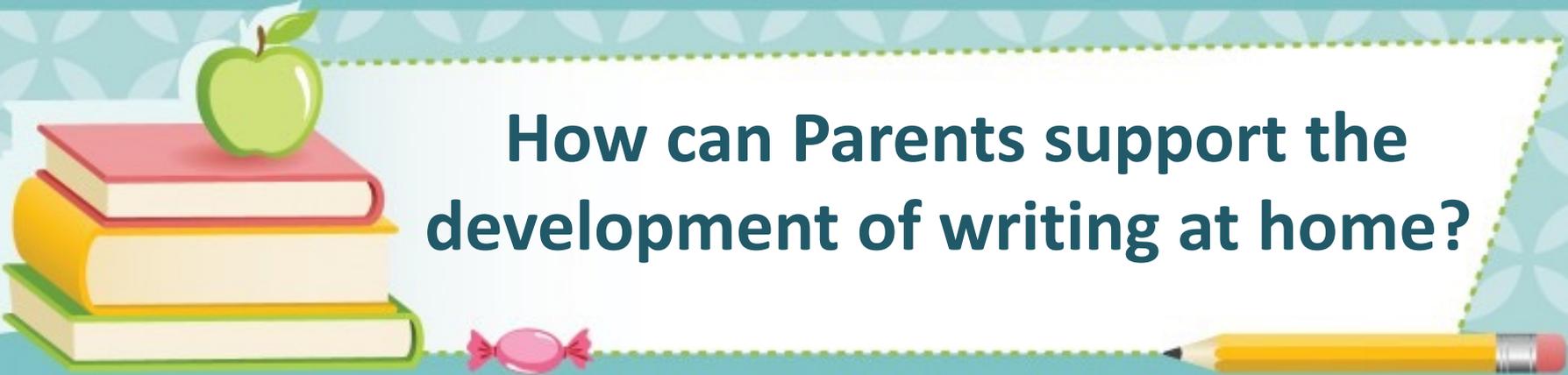


Year 3/4 Word List



Year 3 and Year 4 Common Exception Words

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

A decorative header banner with a light blue background and a repeating pattern of stylized leaves. On the left, there is a stack of three books (red, yellow, and green covers) with a green apple on top. In the center, there is a pink candy. On the right, there is a yellow pencil with a red eraser and a silver ferrule. The title text is centered within a white, dashed-line border.

How can Parents support the development of writing at home?

- Help your child to learn weekly spellings and practise handwriting
- Practise spelling of common exception words (back of reading journal)
- Support with completion of grammar or writing homework.
- Encourage your child to check the use of capital letters and full stops and spellings in the written work they do at home.
- Word games – examples on these on our school website English page.



The Website:

Useful Links

- Oxford Owl reading books
- Wordle words clouds
- Spelling city Vocabulary and spelling interactive activities, printable worksheets, games) (KS2)
- Arcademic Skill Builders (Literacy and maths games) (KS1 & KS2)
- Eduplace.com (Levelled spelling and vocabulary games) (KS1 & KS2)
- <http://www.atschool.co.uk/> (KS1 and KS2 resources – there is a charge to subscribe)
- English Short Stories fables and fairy tales
- BBC Spellits (Spelling games) (KS2)
- Crickweb (Literacy and maths educational games) (KS2)
- Kids Spell (Create your own spelling lists & games) (KS1 & KS2)
- PrimaryGames.com (Spelling rules, incl. vowels, blends, plurals etc) (KS1 & KS2)
- <http://www.teachingideas.co.uk/index.shtml> Contains ideas, worksheets and some PowerPoint presentations based on all curriculum areas.
- KS1 - Literacy bitesize
- KS2 Literacy bitesize
- BBC Bitesize (Spelling and grammar) (KS2)
- Fun Brain (Maths, reading and spelling games) (KS1 & KS2)
- Learning Games for Kids (Spelling and word games) (KS1 & KS2)
- ICT Games.com (Look, cover, check game) (KS1 & KS2)
- <http://www.topmarks.co.uk/> Contains links to interactive resources based on all subject areas

- Selection of useful links and pages about the school English curriculum.



Files to Download

English Policy

Grammar Glossary for Parents

SPaG Information for Parents



Useful Documents ...



10 Super Spelling Ideas

<p>1 Look, Cover, Write, Check Take a good look at the word you're learning to spell, cover it up and then write it down on the paper remembering to say each letter out loud as you write it. Finally, check your spelling against the word on the list. Did you get it right?</p>	<p>2 Speed Write Over learning is a great way to store the correct word in your memory.</p> <p style="text-align: center;">Speed Writing</p> <p>How often can you write the word correctly in one minute?</p>	<p>3 Does it look right? Have a go at spelling the word and see which one looks right.</p> <p>becos</p> <p>because ✓</p> <p>beacose</p>
<p>4 Pyramid Spelling Start with the beginning letter and children build up the word line on line to create a pyramid.</p>	<p>5 Let's createl Spell the word out in glitter, make it from play-doh or pipe cleaners!</p>	<p>6 Let's get arty! Be as creative as you can in learning to spell your words.</p>
<p>7 Rainbow Spelling Using colour pencils to write out the word. Syllables could be a different colour. Each sound a different colour. Even just highlighting the part you find tricky could help.</p> <p>beau tiful flight through</p>	<p>8 Hidden Words Can you highlight any smaller words within your word and even make up a silly sentence to remember?</p> <p>There is a rat in separate</p>	<p>9 Mnemonic Spelling Make up a rhyme where each word starts with the letter of the spelling word.</p> <p>B - Big E - Elephants C - Can A - Always U - Upset S - Small E - Elephants = because</p>
<p>10 Graffiti Wall Create a graffiti wall with your spelling words. You can use lots of different types of writing for this one (bubble writing, block capital letters, bold lettering) as well as different colours.</p>		

SPaG Glossary

Please find below a glossary of terminology that children are expected to know and use in each year group. Definitions and examples can be found on the next page.

<p>Year 1</p> <ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark 	<p>Year 2</p> <ul style="list-style-type: none"> Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense 	<p>Year 3</p> <ul style="list-style-type: none"> Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Letter Vowel Inverted commas
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The GSP Year 6 SPaG Revision Booklet



Classroom visits

- LKS2 classroom visits to see the children taking part in a range of English activities linked to SPaG and how these can be applied into writing activities.
- Hopefully provide you with practical ideas about how you can help to support the development of English skills at home too.
- Feel free to move around the groups and interact with the children – ask the staff any questions you might have.

