



SPaG Workshop for Year 5 & 6 Parents & Carers

Thursday 10th March 2016 at 6pm

- Please **sign in** next to your child's name on the class registers at the front of the hall.
- Take a white board and pen to use in the session (and some blue tissue for a board rubber) – audience participation is encouraged!
- You may also wish to take some lined paper for notes (the slides will be put on the school website).



"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**



New Curriculum, new expectations....

English: Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will ***teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others*** and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. ***All the skills of language are essential to participating fully as a member of society***; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

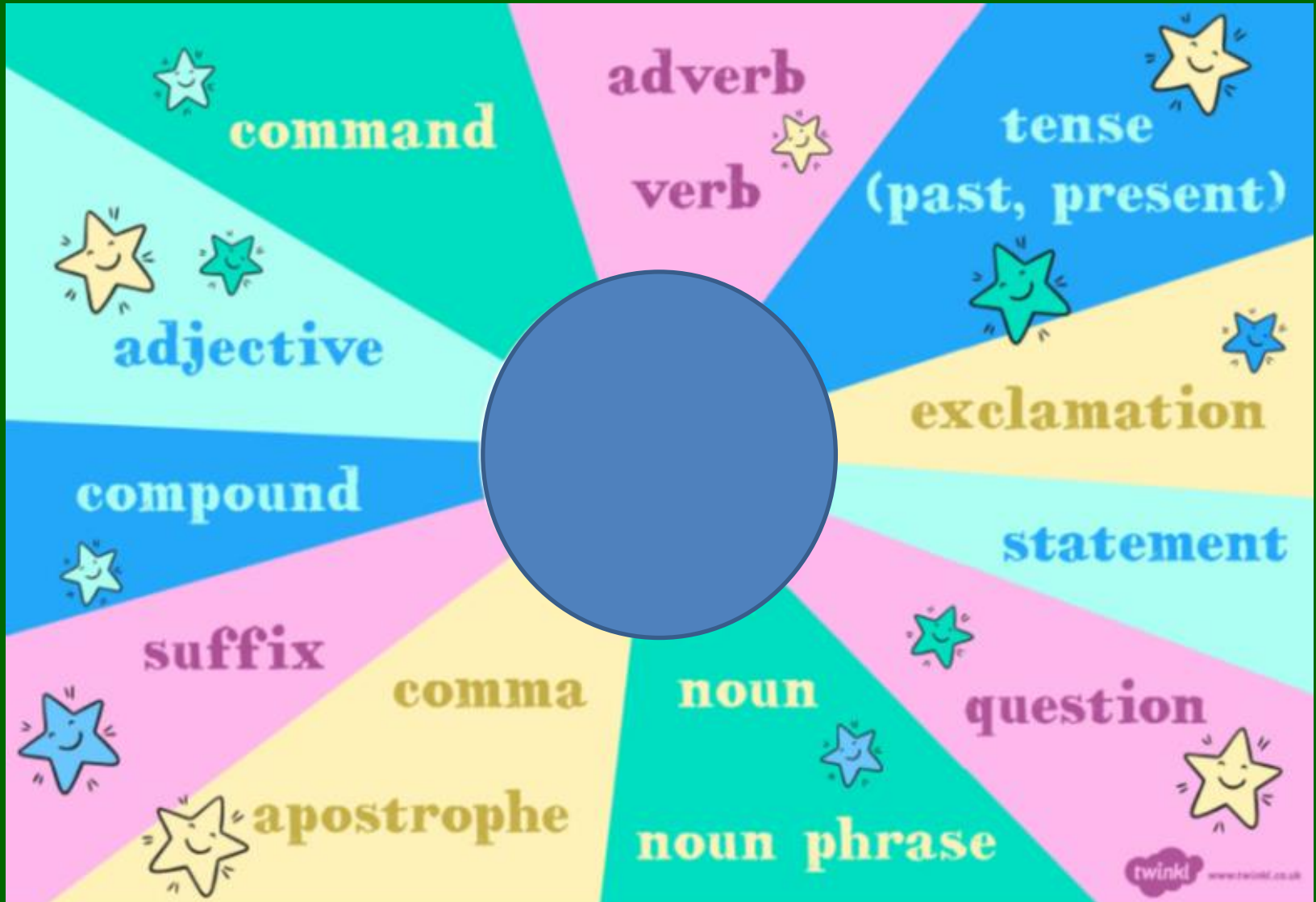


The NC for English aims that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, **an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language***
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*



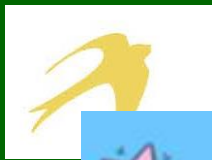
Which year group?...





These are the key terms for Y2!





Everything from Year 1 and Year 2, plus...

inverted commas
(‘speech marks’)

vowel letter

clause

conjunction

preposition

**Year 3
Grammar
Terminology**

subordinate clause

word family

direct speech

prefix

consonant letter



Everything from Year 3, plus...

pronoun



determiner




**Year 4
Grammar
Terminology**

adverbial



**possessive
pronoun**





Everything from Year 4, plus...

relative
clause

parenthesis

ambiguity

bracket

**Year 5
Grammar
Terminology**

dash

cohesion

relative
pronoun

modal verb

Everything from Year 5, plus...

passive

colon

antonym

semi-colon

**Year 6
Grammar
Terminology**

subject

synonym

hyphen

ellipsis

active

object

bullet
points



Sample
questions
from KS2
test

Tick the sentence that must end with a **question mark**.

Tick **one**.

Next week, I'll ask about joining the library

Please ask the librarian if you need any help

I asked for a joke book, but there were none

This is the book you asked for, isn't it

Complete the sentence below with a **possessive pronoun**.

They are _____.

Circle all the **determiners** in the sentence below.

Two apple trees screened the open windows on one side.



Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

Rewrite the sentence below so that it is written in the **passive voice**. Remember to **punctuate** your answer correctly.

The pouring rain drenched us.



Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.

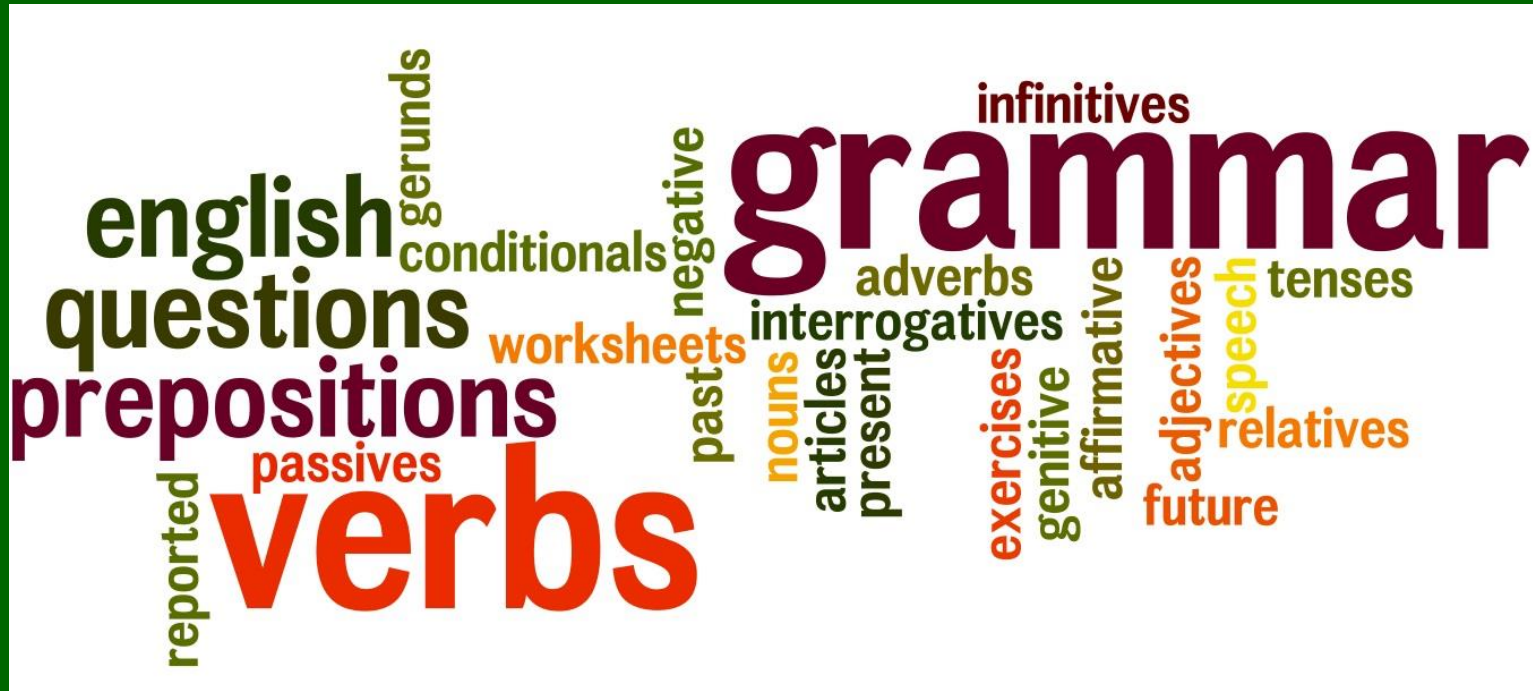
Sentence	Adjective	Adverb
It is a <u>direct</u> flight to Spain.		
I hate arriving <u>late</u> .		
The door opened <u>wide</u> .		
That is the <u>wrong</u> spelling.		

Tick to show which sentence uses the **past progressive**.

- Tick **one**.
- After Ali finished his homework, he went out to play.
- Gemma was doing her science homework.
- Jamie learnt his spellings every night.
- Anna found her history homework difficult.



Word Classes





Nouns

Nouns are words that refers to a person, place, thing, event or quality:

'doctor', 'coal', and 'beauty' are all nouns

A proper noun is the name of a particular person, place or thing, and always begins with a capital letter.

Amy went to France on Saturday and took her camera with her.

Amy, France and Saturday are proper nouns and camera is a common noun.

It is important that children recognise words such as 'love', 'jealousy', 'anger' etc as nouns – they are called abstract nouns.



Guess the Noun!

On your whiteboards, draw a picture of a noun and be prepared to share with your partner, as they will be guessing which noun it is!





Pronouns

A pronoun is a word that takes the place of nouns, for example:

SUBJECT PERSONAL PRONOUNS	OBJECT PERSONAL PRONOUNS	POSSESSIVE PRONOUNS
I	ME	MINE
YOU	YOU	YOURS
HE	HIM	HIS
SHE	HER	HERS
IT	IT	ITS
WE	US	OURS
YOU	YOU	YOURS
THEY	THEM	THEIRS

Amy took her camera. → **She** took it.

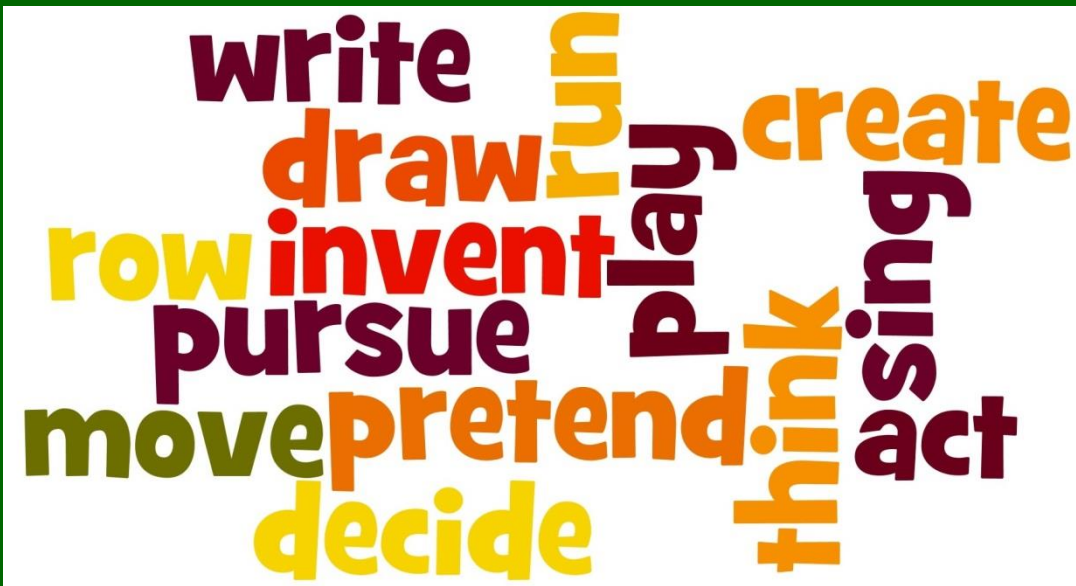
She is a pronoun that takes the place of **Amy**; **it** takes the place of **camera**.



Verbs

A verb is a word or phrase that describes an action, condition, or experience:

The words "run", "keep", and "feel" are all verbs.



Children often forget that **IS, AM, ARE, WAS, WERE** are all verbs – they come from the infinitive **'TO BE'**.



Verb Charades!

Act out a verb to your partner, they need to guess what verb you are performing. Remember, a verb is a 'doing' word.





Watch out!

Some words can belong to more than one word class. Children often get caught out and will identify a verb when it's actually a noun...

For example:

He went for a walk.

Let's go for a run.



Adverbs

An adverb describes a verb:

it tells us how, when or where the verb is actioned.

e.g.

He ate his breakfast **quickly**. (adverb of manner)

He ate his breakfast **yesterday**. (adverb of time)

He ate his breakfast **in the kitchen**. (adverb of place)



Adverbs

'He ate his breakfast **in the kitchen**.'

Adverbial phrases

Sometimes more than one word can do the adverb's job. This is called an adverbial phrase.

He ate his lunch **really quickly**.

The words **really quickly** are an adverbial phrase. Words like very, more, really and extremely are often used to make an adverb even stronger.

Where can we put an adverb?

Adverbs and adverbial phrases can come before or after a verb.

He ate his lunch **quickly**.

Quickly, he ate his lunch.

He did his homework **later that day**.

Later that day, he did his homework.



On your whiteboards...

Write a sentence including the verb you have just acted out but add an adverb to describe it.

John ate his food quickly.

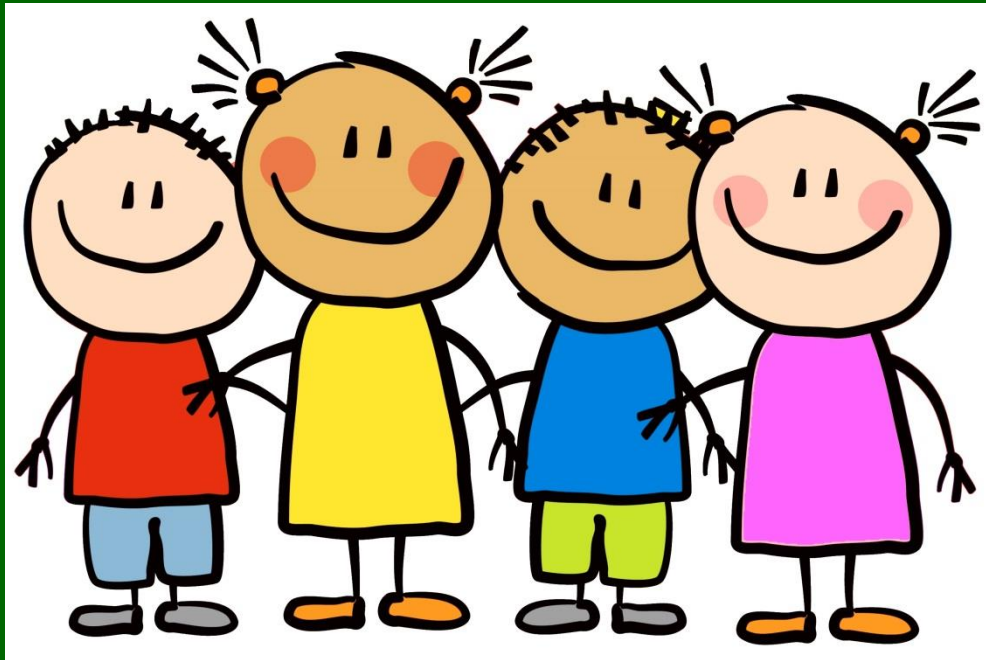
Quickly, John ate his food.



On your whiteboards...

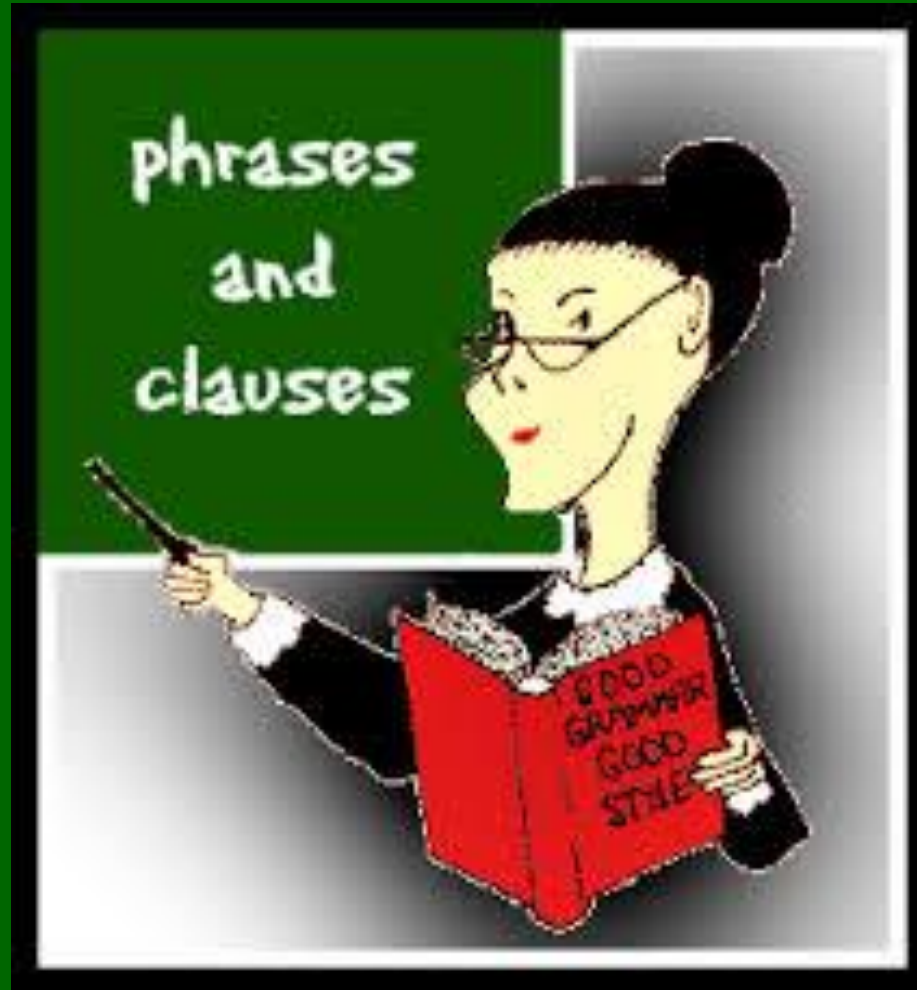
Adjectives describe a noun.

Think of adjectives to describe your child.





Clause vs Phrase





Clause vs Phrase

Which explanation is for a: Clause and a Phrase

A _____ is a group of words containing a subject and verb.

A _____ is a group of words without a subject-verb component.



Clause vs Phrase

A clause is a group of words containing a subject and verb

A phrase is a group of words without a subject-verb component – a group of words that doesn't make sense on their own.

Can you distinguish the phrases from the clauses?

Look at the underlined part – P or C?



1	<u>The dough took ages to rise.</u>
2	<u>For four days</u> the child had a terrible hacking cough.
3	<u>The doctor did a thorough examination of the patient</u> and decided he would need to rest for at least a week.
4	There are a huge number of <u>people</u> living in the Borough of Barnet.
5	Above the castle <u>lurked a menacing monster.</u>
6	<u>All through the night</u> the rain fell.
7	I'd like to go to Disneyland <u>for my dream holiday next summer.</u>
8	Next Saturday evening, <u>we're having pizza and chips.</u>



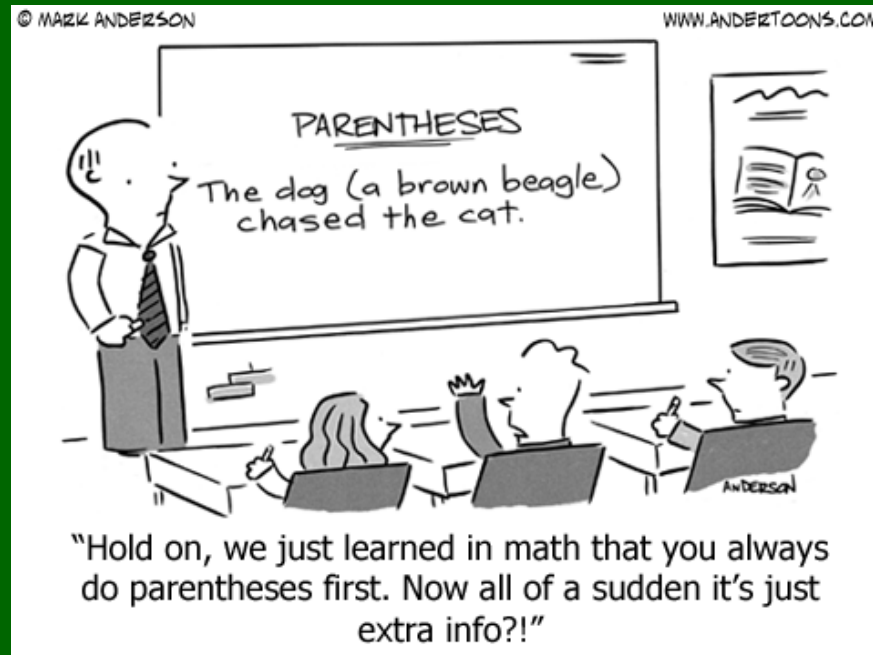
Phrases v Clauses

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2	<u>For four days</u> the child had a terrible hacking cough.
3	<u>The doctor did a thorough examination of the patient</u> and decided he would need to rest for at least a week.
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Parenthesis

Parenthesis is extra information added into a sentence, along with punctuation to sign-post the drop-in. The punctuation used can either be brackets, dashes or commas.





Parenthesis Examples

My auntie is coming to visit at the weekend. 

My auntie, who is from London, is coming to visit at the weekend.

Ben got up on stage and sang a song. 

Ben – without any encouragement – got up on stage and sang a song.

The night was a great success. 

The night was a great success (even though he'd been dreading it).

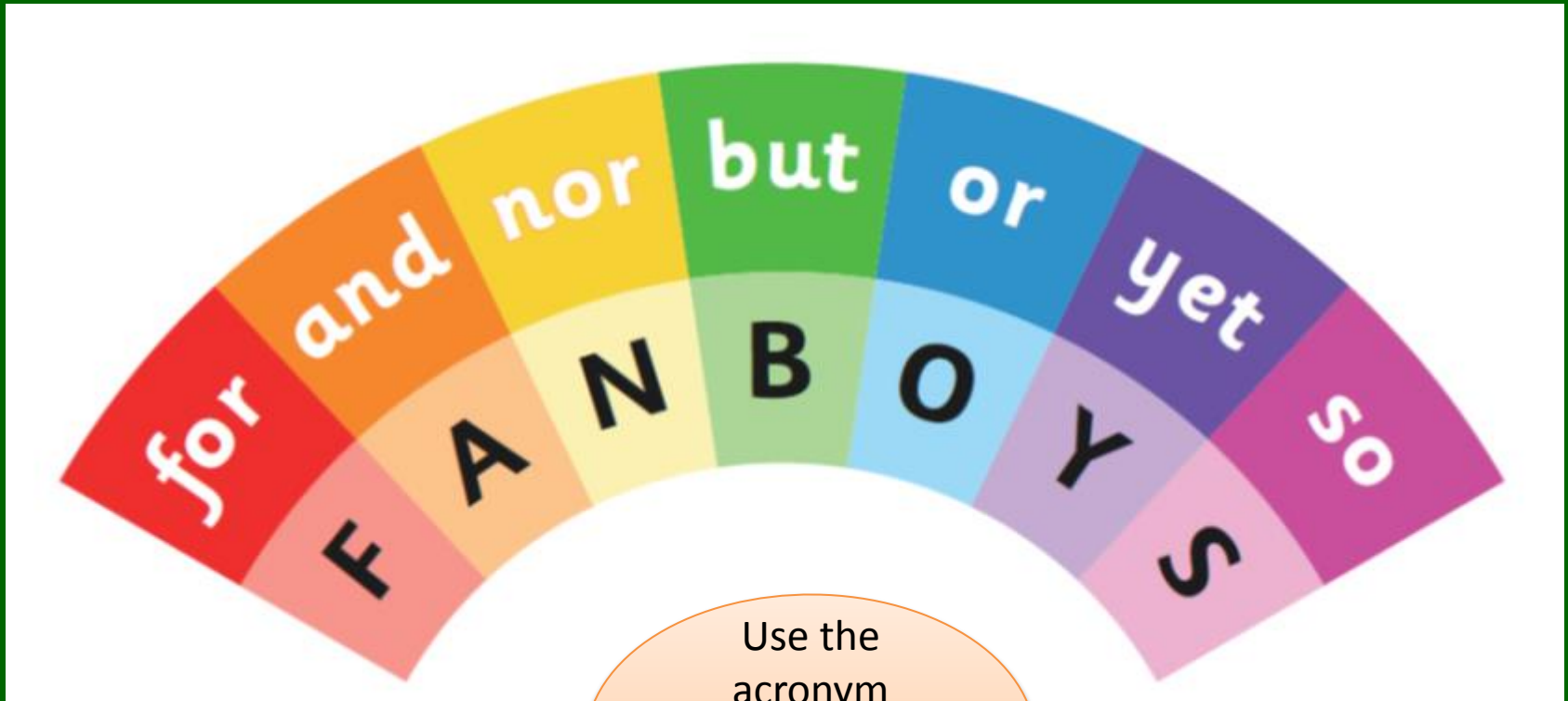


Over to you...

- Write a simple sentence (a sentence that contains only one main clause) on your board.
- Pass your board to the left.
- Use brackets, dashes or commas to add extra information to the sentence you have received.



Coordinating Conjunctions



Use the
acronym
'Fanboys'
to
remember
them!



Coordinating Conjunctions

Coordinating conjunctions are used to join **two main clauses** to form a **compound sentence**.

Ben was cold. He put on a jumper.

Ben was cold so he put on a jumper.

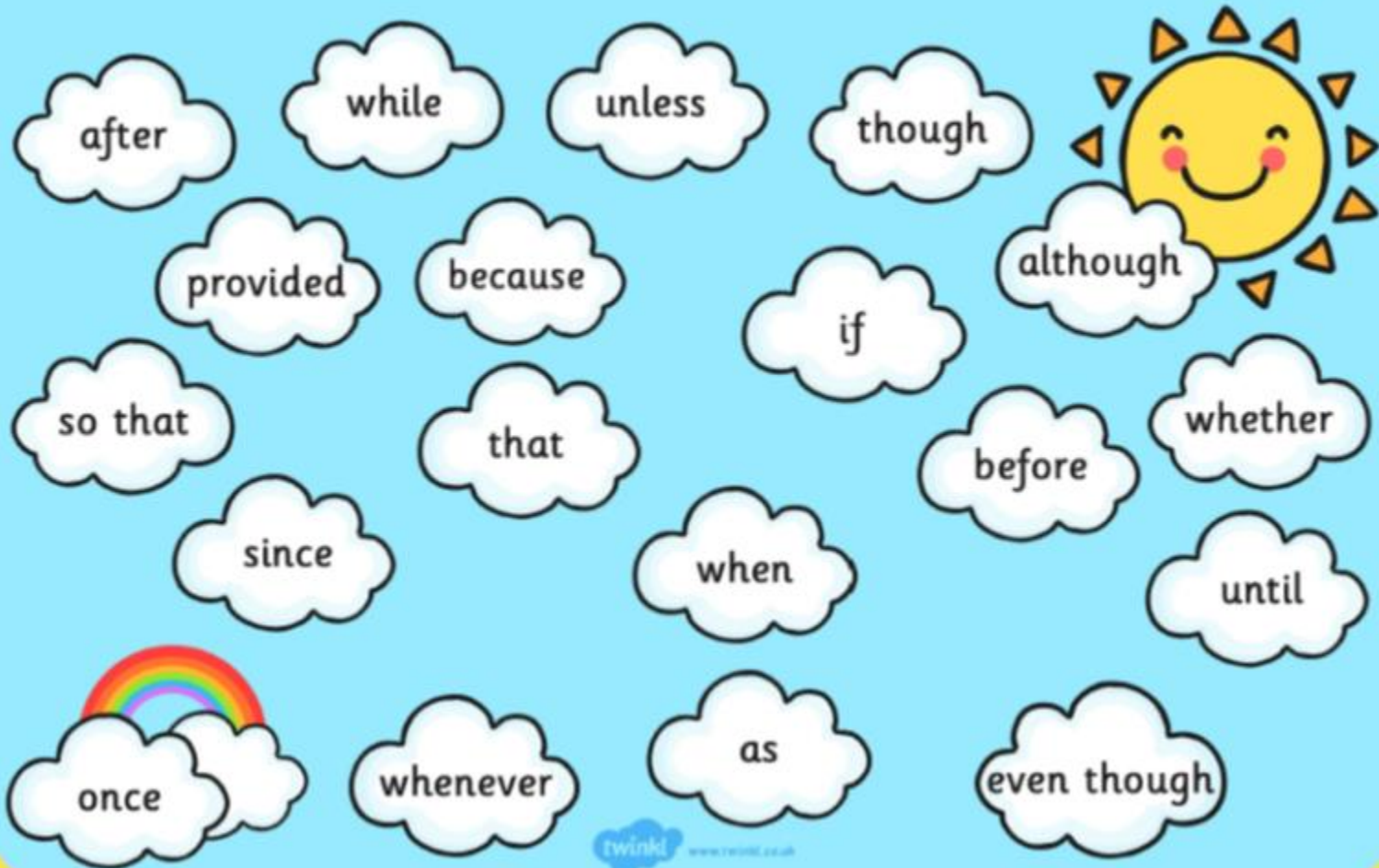
The city was busy. She felt all alone.

The city was busy yet she felt all alone.



Subordinating Conjunctions

Subordinate Conjunctions Word Mat



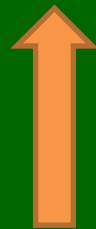


Subordinate Clauses

Subordinating conjunctions are used to introduce a **subordinate clause** – this is a clause that doesn't make sense on its own and therefore must be used with at least one main clause to form a sentence.

When I grow up I want to be an astronaut.

When I grow up, I want to be an astronaut.



Note the comma after the subordinate clause – can you hear the pause?



Subordinate Clauses

The subordinate clause doesn't have to go at the beginning of the sentence.

When I grow up, I want to be an astronaut.

I want to be an astronaut when I grow up.



The comma is not needed if the subordinate clause follows the main clause – no pause!



Recap

Coordinating conjunctions (FANBOYS) are used to join **main clauses** to form **compound sentences**.

The sun was shining and the birds were singing.

Anna hurt her arm but she didn't cry.

Subordinating conjunctions are used to start a subordinate clause – this doesn't make sense on its own. Sentences containing one or more subordinate clauses are **complex sentences**.

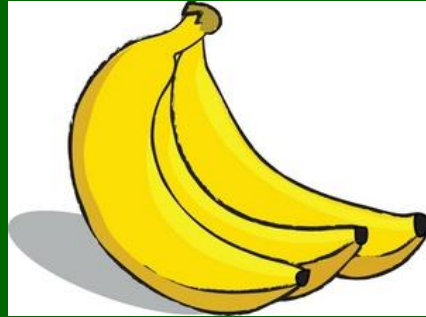
Although it was raining, we went for a walk.

Phil went to bed because he was exhausted.

Subordinating conjunctions can go at the beginning of a sentence whereas coordinating conjunctions can't.



Let's have a go...



since although while

as when despite the fact

because even though if

Choose a subordinating conjunction to start with. Can you write a complex sentence using these three nouns?



Relative clauses

- A relative clause is a type of subordinate clause. It gives more information about the noun in a sentence and begins with either *who*, *which*, *that*, *whose* (which are 'relative pronouns'), or *where*, *why*, *when* (which are 'relative adverbs').

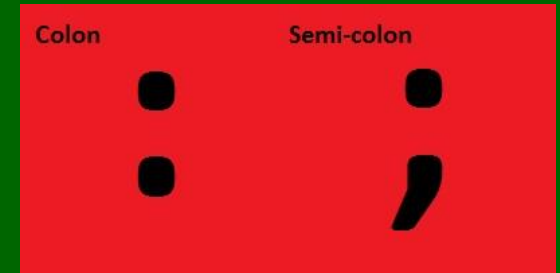




Advanced punctuation

A **colon** can be used to introduce a list.

A **semi-colon** can be used to separate items in a list when commas would cause ambiguity.



In our classroom, we have: a large map, which Amy brought in; a new, wall-mounted interactive whiteboard; a selection of books, both fiction and non-fiction; and a class plant.

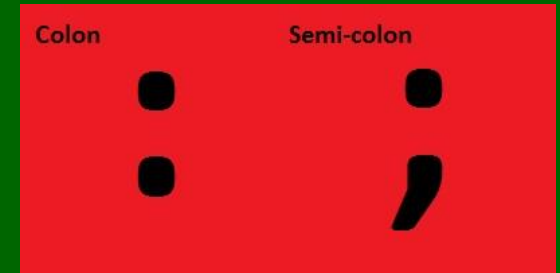
Using commas alone would cause confusion.

In our classroom, we have: a large map, which Amy brought in, a new, wall-mounted interactive whiteboard, a selection of books, both fiction and non-fiction, and a class plant.



Advanced punctuation

Colons and semi-colons can also be used to link parts of a sentence.



Semi-colons

*Use between two **main clauses** when the second clause is closely related to the first.*

Some people write in biro; others prefer to use a fountain pen.

I love maths investigations; I also like writing stories.



Advanced punctuation

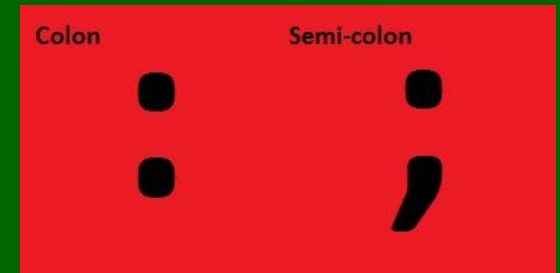
Colons

Use after a main clause to introduce an explanation or example.

Annie always wears a cap outside: strong sunlight hurts her eyes.

My niece is the star of the show: she's the one in the pink tutu.

There's only one place I'd like to be today: the beach.



A dash can also be used in these situations – it's a bit more informal.



How can we help remind our children?

Precision teaching

A saying – clause – completely complete

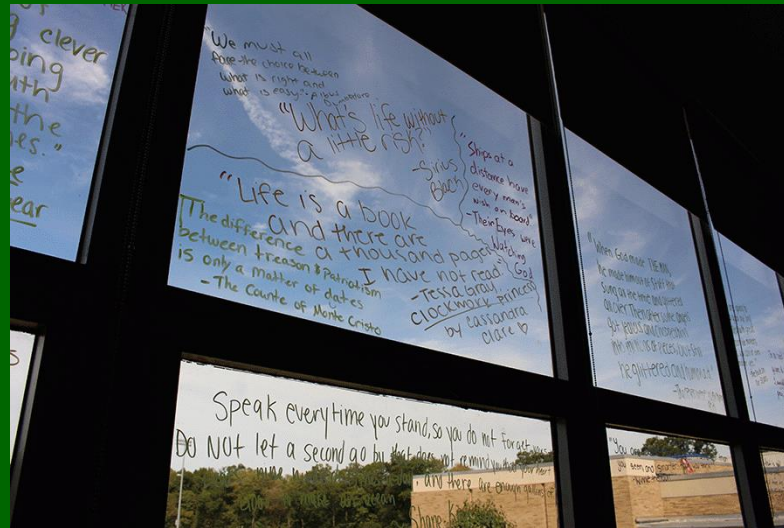
phrase – partly complete



How can we help remind our children?

FOLDINGSTORY™

WRITE. FOLD. PASS.™



What am I?

1. I can be used instead of a naming word.

2. I am usually short, so I am easy to use.

3. Examples of me are:

He She Sir It

I am

A PRONOUN





Useful
texts for
helping
your
children...

OXFORD

Oxford Primary Grammar, Punctuation and Spelling Dictionary

FREE ONLINE SUPPORT
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new

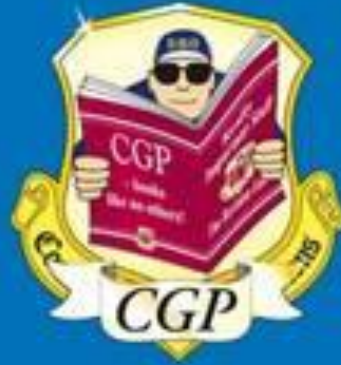


We can order this one through school at a discount price.

CGP

KS2 English

Grammar, Punctuation and Spelling



The Study Book



Useful links

[Grammar Monster](#)

[BBC KS2 Bitesize Revision](#)

[Bitesize Spelling & Grammar](#)

[Literacy Bootcamp](#)

(subscription but lots of free links too)

[Literacy Bootcamp](#) – spelling and SPaG tests



**I like
cooking my family
and my pets.**

**Use commas.
Don't be a psycho.**