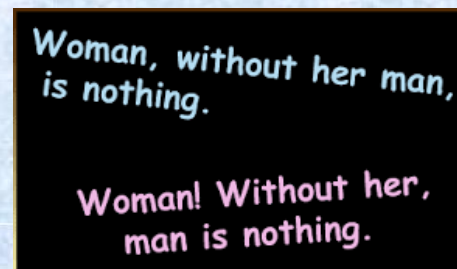


# Hunters Hall Grammar, Punctuation and Spelling Workshop for Parents





# The Aims Of This Workshop are:

- To become familiar with the expectations, terminology used for Spelling Punctuation and Grammar (SPAG)
- To understand the methods used at school and how you can help at home
- To reassure you and update your own knowledge



Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.



# WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,  
But the plural of ox becomes oxen, not oxes.  
One fowl is a goose, but two are called geese,  
Yet the plural of moose should never be meese.  
You may find a lone mouse or a nest full of mice,  
Yet the plural of house is houses, not hice.

If the plural of man is always called men,  
Why shouldn't the plural of pan be called pen?  
If I speak of my foot and show you my feet,  
And I give you a boot, would a pair be called beet?  
If one is a tooth and a whole set are teeth,  
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,  
Yet hat in the plural would never be hose,  
And the plural of cat is cats, not cose.  
We speak of a brother and also of brethren,  
But though we say mother, we never say methren.  
Then the masculine pronouns are he, his and him,  
But imagine the feminine: she, shis and shim!



# What's the good stuff?

- The curriculum has been slimmed down so that we can focus on less things but in more depth.
- There has been a focus on “going back to basics”, getting our handwriting, spelling, grammar and punctuation right! (Let's walk before we can run!)
- We can be creative as we want with our writing! We teach the basics in literacy sessions and put our good writing skills to use in creative writing tasks!
- Our children love learning new words and they are coping well with the new expectations.





# Grammar and Punctuation in Reception

- The use of correct grammar is modelled through speech in the first instance and then through reading and writing.
- We expect the children to use the correct forms of past, present and future tense when talking about events and to express themselves effectively showing awareness of the listeners needs.


























# Spelling in Reception

- Know all of the individual letter sounds and names.
- They should know all of the phonemes taught in phases 2 and 3 for example:


























ch sh ai or igh ee ow th ng oa oo

**Phase 2 Sounds**

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

www.communication4all.co.uk

**Phase 3 Sounds**

j	w	x	y	z	zz	qu	ch	sh
								
th	ng	ai	ee	igh	oa	oo	oo	ar
								
or	ur	ow	oi	ear	air	ure	er	
								

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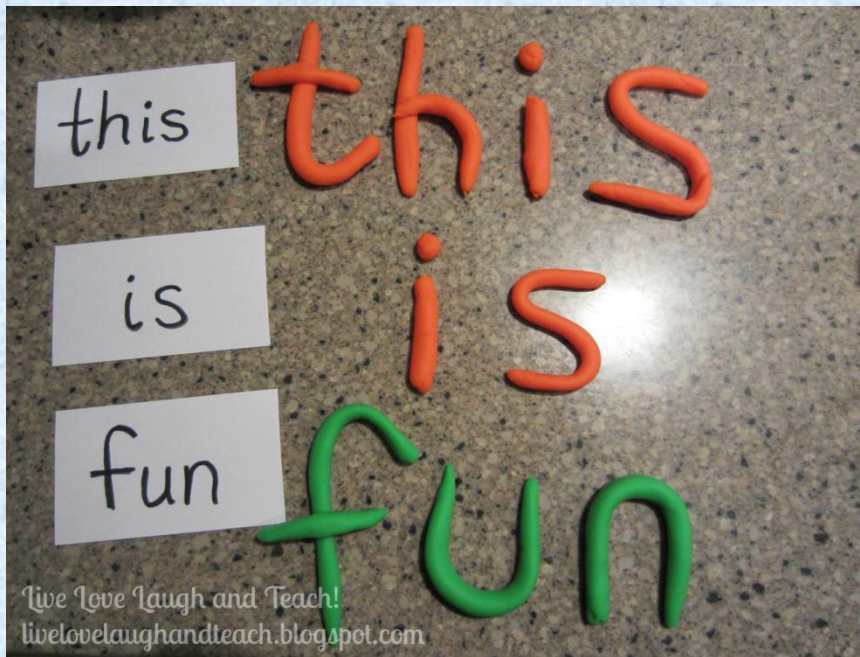
# Spellings in Key Stage One

- We teach spelling patterns and rules from the National Curriculum Spelling guidance
- These are reinforced and revisited over the two years
- Spellings are taught daily in phonics lessons.
- Spellings are tested weekly based on spelling patterns, rules and common exception words (tricky words)
- Spellings are reinforced during class based writing











## Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT colour crayon.** Trace neatly and you will see a rainbow!

## Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

## Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

**Show your picture to someone and see if they can find your hidden words!**

## Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

**Example:** where    erehw







# Year 1 Phonics Screening Check

- In June all Year 1 children will have a try at the Phonics Screening Check.
- It consists of 40 words of which 20 are made up and 20 are real words.
- The test assesses the child's ability to segment words into sounds and then blend them together.
- There is no time limit for this but we can stop the test if the child is finding it difficult.
- We are told the pass rate at a later date. (For the last 3 years it has been 32 but we anticipate it will rise.)
- Those children who do not reach the pass rate have to redo the test at the end of Year

Practise sheet: Pseudo words.

geck	
chom	
tord	
thazz	

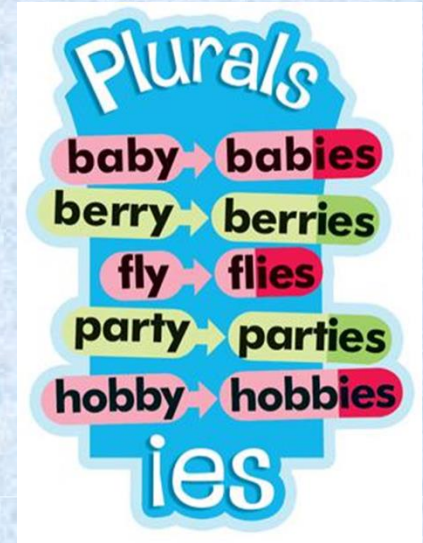
## Examples of words

day	snemp 
slide	blurst 
newt	spron 
phone	stroft 



# Grammar and Punctuation

## Prefixes and Suffixes



- Year 1 - The prefix –un.  
I tied the ribbon.  
I **un**tied the ribbon.
- Year 1 - Regular plural noun suffixes –s or –es

dog → dog**s**

wish → wish**es**

Year 1 - Suffixes

help → help**ing**, help**ed**, help**er**

- Year 2 - Use of suffixes –er, –est and –ly  
large → larg**er**, larg**est**  
slow → slow**ly**

12

Which word correctly completes the sentence?

We were \_\_\_\_\_ outside with our friends.

Tick **one**.

played

plays

playing

play





5

Tigers are generally \_\_\_\_\_ than lions.

Tick **one**.

large

largest

larger

most large





# Grammar and Punctuation

## Sentences

- There are 4 types of sentence.
  - Statement
  - Question
  - Command
  - Exclamation

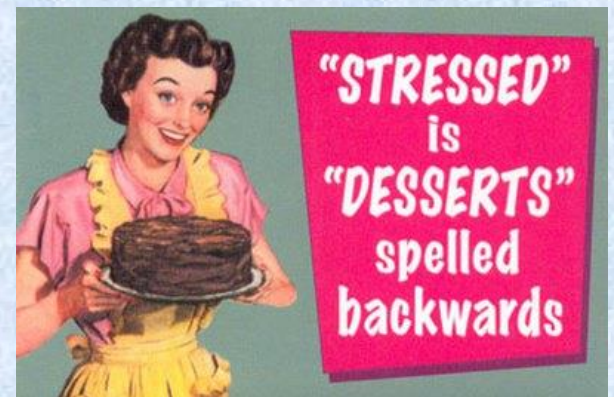


A. Did you empty the dishwasher?

B. What a marvellous empty dishwasher that is!

C. Empty the dishwasher.

D. You emptied the dishwasher.



John, watch out!  
Don't drop the eggs.

How terrible! I've broken an  
egg. How will I get another  
for our breakfast?  
I'll have to eat porridge.



Mary

John



Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!

Question

Don't drop the eggs.

Exclamation

I've broken an egg.

Command

How will I get another  
for our breakfast?

Statement



# Grammar and Punctuation

## Punctuation

- Full stops

*I go to school.*

- Capital Letters

*Come to my house and you can play with Sarah.*

- Question marks

*Will you go with me?*

- Exclamation marks

*How lovely it is to see you!*

- Commas

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

15

Which sentence has the correct punctuation?

Tick **one**.

Mum has made a cake for tea

Mum has made a cake for tea.

mum has made a cake for tea.

mum has made a cake for tea





3

Look at the next part of the story in the box below. It is missing **capital letters** and a **full stop**.

- a) **Write** a full stop in the correct place.
- b) Circle **three** words that must have a capital letter.

mary and john are waiting for their  
breakfast in the kitchen they want a  
boiled egg and a glass of fresh milk.

**14**

Tick the punctuation mark that should complete each sentence.

<b>Sentence</b>	<b>Full stop</b>	<b>Question mark</b>
When we left home it was very windy		
When will we get to London		
When should I start cooking		
When the bell rings it will be lunchtime		



# Grammar and Punctuation

## Apostrophes

- Apostrophes indicate missing letters/contractions.

is not → isn't  
I will → I'll

- Apostrophes indicate possession.

The dog's bowl was full of biscuits.



Mark's dog liked biscuits.

2

Look at what Mary and John are saying. The words *Don't*, *I've* and *I'll* all have an **apostrophe** ( ' ).

In the table, write in full each of the words with an apostrophe.

The first one has been done for you.

Word with an apostrophe	Words in full
Don't	Do not
I've	
I'll	





# THE PARTS OF SPEECH POEM

Every name is called a **noun**,  
As **field** and **fountain**, **street** and **town**.  
In place of noun the **pronoun** stands,  
As **he** and **she** can clap their hands.  
The **adjective** describes a thing,  
As **magic** wand or **bridal** ring.  
The **verb** means action, something done,  
As **read** and **write** and **jump** and **run**.  
How things are done the **adverbs** tell,  
As **quickly**, **slowly**, **badly**, **well**.  
The **preposition** shows relation,  
As **in** the street or **at** the station.  
**Conjunctions** join, in many ways,  
Sentences, words, **or** phrase **and** phrase.  
The **interjection** cries out, "**Hark!**  
I need an exclamation mark!"



# Grammar and Punctuation

## Word classes

- Nouns

cat, Ben, table, pencil

- Adjectives.

red, pretty, happy, annoying

- Verbs

kick, feel, run, walk, shout

- Adverbs

peacefully, slowly, quickly, carefully,  
tomorrow, today



# Word level

## Plurals

What is the rule?

dog

fish

poppy

sheep



# 8 Plural Noun Rules

1. Add s to form the plural of most nouns

Example:  
girl → girlss  
apple → appless



2. Add es to nouns that end in ch, sh, s, x, or z

Example:  
bench → bencheses  
dish → disheses  
bus → buseses  
box → boxeses  
quiz → quizzeses

3. For nouns that end in y with a consonant before the y, change the y to i and add es

Example:  
candy → candieses  
puppy → puppieses



4. For nouns that end in y with a vowel before the y, just add s

Example:  
toy → toyss  
monkey → monkeyss

5. For nouns that end in f or fe, drop the f or fe and add ves

Example:  
loaf → loavesves  
knife → knivesves



6. For nouns that end with a consonant before an o add es

Example:  
potato → potatoeses  
tomato → tomatoeses

7. Some nouns, change the spelling of the singular noun

Example:  
child → children  
mouse → mice

8. Some nouns, use the same singular and plural form

Example:  
fish → fish  
deer → deer



Sentence level

Expanded noun phrase?

The whale



# The whale

The grey, sleek whale

The grey, sleek whale swimming silently through the water.





13

What type of word is '**branch**' in the sentence below?

The bird flew to the top branch of the tree.

Tick **one**.

a noun

a verb

an adjective

an adverb



17

Look at this picture.



Complete the **noun phrase** below to describe the boot.

the \_\_\_\_\_, \_\_\_\_\_ boot



# Grammar and Punctuation

## Sentence Types

- Simple sentence

The dragon guarded the cave.

- Compound sentence

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

- Conjunctions

because so but





# Co-ordination

(using *or*, *and*, *but*)

I like Maltesers and Mars bars.

I like Maltesers but you like Mars bars.

Do you like Maltesers or Mars bars?







## Subordination

(using when, if, that, because)

I eat Maltesers **when** I am hungry.

I eat Maltesers **if** I have run out of  
Mars bars.

I eat Mars bars **because** I have a  
sweet tooth.

4

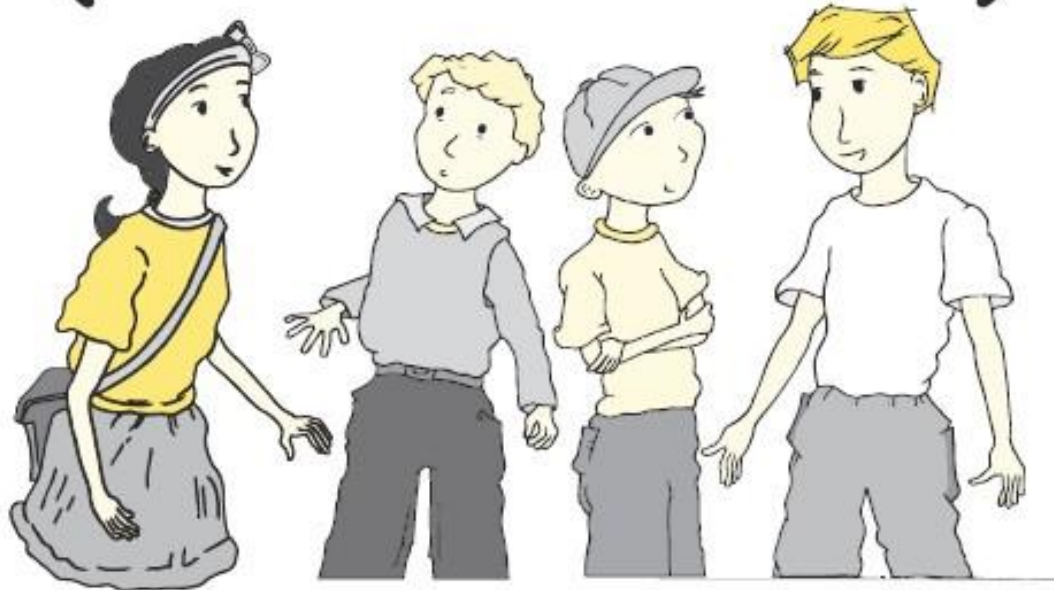
At school, Mary and John are explaining to their friends what happened in the morning.

Write **one joining word** in the space to complete what Mary is saying.

Now, write **one joining word** in the space to complete what John is saying.

Today I had an egg for  
breakfast \_\_\_\_\_  
John had porridge.

I could not have an egg  
for my breakfast \_\_\_\_\_  
I dropped it on my boot.





16

Tick the correct word to complete the sentence.

My family loves to go on picnics.

We go to a pretty park \_\_\_\_\_ has a pond.

Tick **one**.

when

and

or

that

# Grammar and Punctuation

## Verb tenses

- Present/past

Jack is **eating** his lunch

Jack **ate** his lunch



# Common mistakes

We was going to the party.

We were going to the party.

I go to the toilet

Can I go to the toilet?

Her is running.

She is running.

We done it.

We did it.

10

Write the **past tense** of the verb *borrow* in the space.

I borrow three books from the library.

I \_\_\_\_\_ three books from the library.



9

Tick **two** sentences that are correct.

Tick **two**.

The children is waiting for the rain to stop.

Holly is waiting for another turn on the swings.

I am waiting until lunchtime.

He are waiting for the bus every day.

11

Circle the correct word to complete the sentence.

George \_\_\_\_\_ running late for practice but we started anyway.

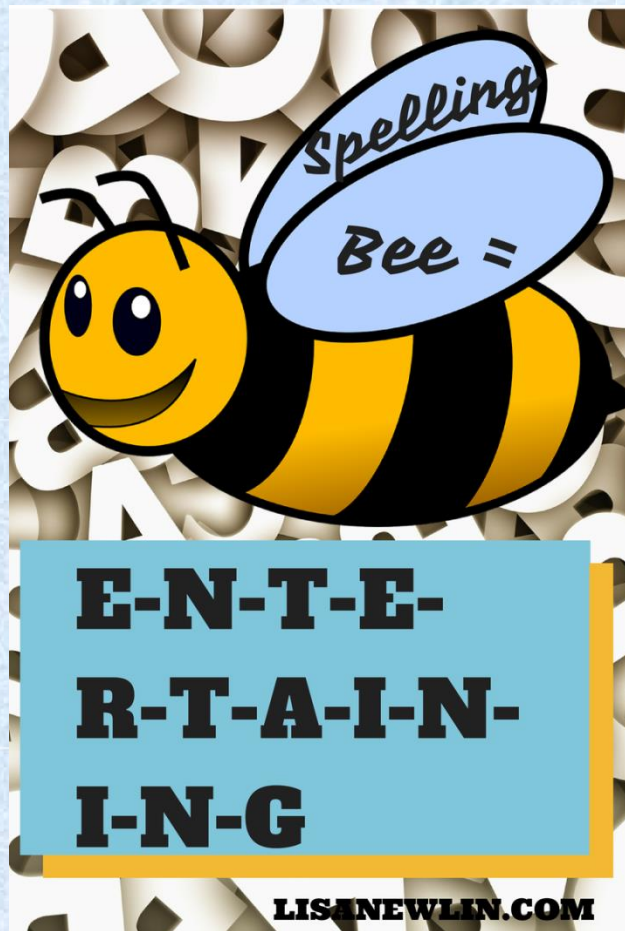
am

are

were

was





# Phonics

Taught daily.

Nursery – Phase 1 and start phase 2

Reception – Phase 2, 3 and 4

Year 1 – Phase 3 to phase 5

Year 2 – revision of phase 3,4 5  
and Year 2 spelling expectations.

Year 1 and 2 have common  
exception words.

# Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our



## Year 2 Common Exception Words

door	child	cold	pretty	grass	improve	whole	half
floor	children	gold	beautiful	pass	sure	any	money
poor	wild	hold	after	plant	sugar	many	Mr
because	climb	told	fast	path	eye	clothes	Mrs
find	most	every	last	bath	could	busy	parents
kind	only	great	past	hour	should	people	Christmas
mind	both	break	father	move	would	water	everybody
behind	old	steak	class	prove	who	again	even

# TRICKY HOMOPHONES

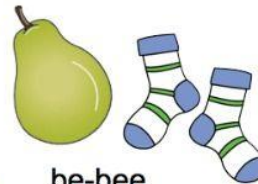
Words that are pronounced the same but are spelled differently and have different meanings.

allowed – aloud  
ate – eight  
bare – bear  
be – bee  
blew – blue  
board – bored  
brake – break  
buy – by – bye  
cellar – seller  
cereal – serial  
coarse – course  
dear – deer  
doe – dough  
fair – fare  
flea – flee  
flour – flower  
foul – fowl  
hear – here  
hole – whole  
hour – our  
knead – need  
knot – not

know – no  
lead – led  
made – maid  
none – nun  
one – won  
pail – pale  
peace – piece  
peak – peek  
plain – plane  
role – roll  
sail – sale  
scene – seen  
sea – see  
sole – soul  
son – sun  
stair – stare  
tail – tale  
threw – through  
to – too – two  
weak – week  
wear – where  
weather – whether

# Homophones

A homophone is a word that sounds the same as another word or words, but has a different meaning and spelling.



be-bee  
break-brake  
capitol-capital  
die-dye  
feet-feat  
grown-groan  
hall-haul  
here-hear  
I- eye  
knot-not  
main-mane  
night-knight  
ate-eight  
bear-bare  
bury-berry

ceiling-sealing  
deer-dear  
dew-do  
flu-flew  
four-for  
heal-heel  
horse-hoarse  
know-no  
made-maid  
meet-meat  
nose-knows  
blew-blue  
by-buy  
flower-flour  
hair-hare  
hour-our  
knew-new

mail-male  
one-won  
pain-pane  
pail-pale  
pause-paws  
peak-peek  
pear-pair  
red-read  
right-write  
ring-wring  
roll-role  
sees-seas  
sew-so  
some-sum  
stairs-stares  
steak-stake  
tale-tail  
toe-tow  
week-weak  
tea-tee



Make, Take & Teach





## Twenty-one reasons why **English** is Hard to Learn.

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there was no time like the present,  
he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen on how to row.
13. They were too close to the door to close it.
14. The buck does funny things when does are present.
15. A seamstress and a sewer fell down into a sewer line.
16. To help with planting, the farmer taught his sow to sow.
17. The wind was too strong to wind the sail.
18. After a number of injections my jaw got number.
19. Upon seeing the tear in the painting I shed a tear.
20. I had to subject the subject to a series of tests.
21. How can I intimate this to my most intimate friend?...



Loy Machedo

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# Helping at home

- Reading
- Spoken language
- Spelling homework – Display the spellings somewhere visible and ask your child to write simple sentences using their spellings
- Practically make words and play games focusing on the patterns and rules
- Test your child orally.
- Test your child in writing – *make sure they complete the Look, Cover, Write, Check methods.*
- Spelling games, e.g., Scrabble, Bananagrams, Boggle, fridge letters.
- Websites
- <http://www.educationquizzes.com/ks1/>
- <http://www.funenglishgames.com/games.html>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/>