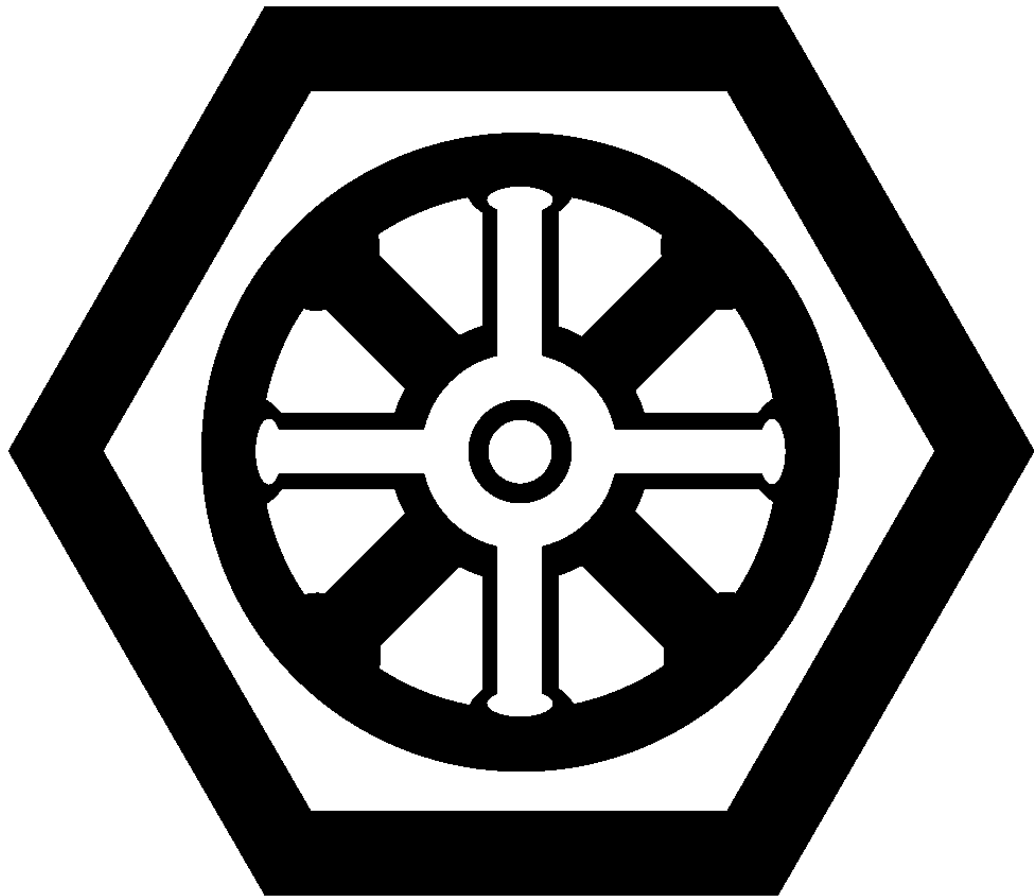
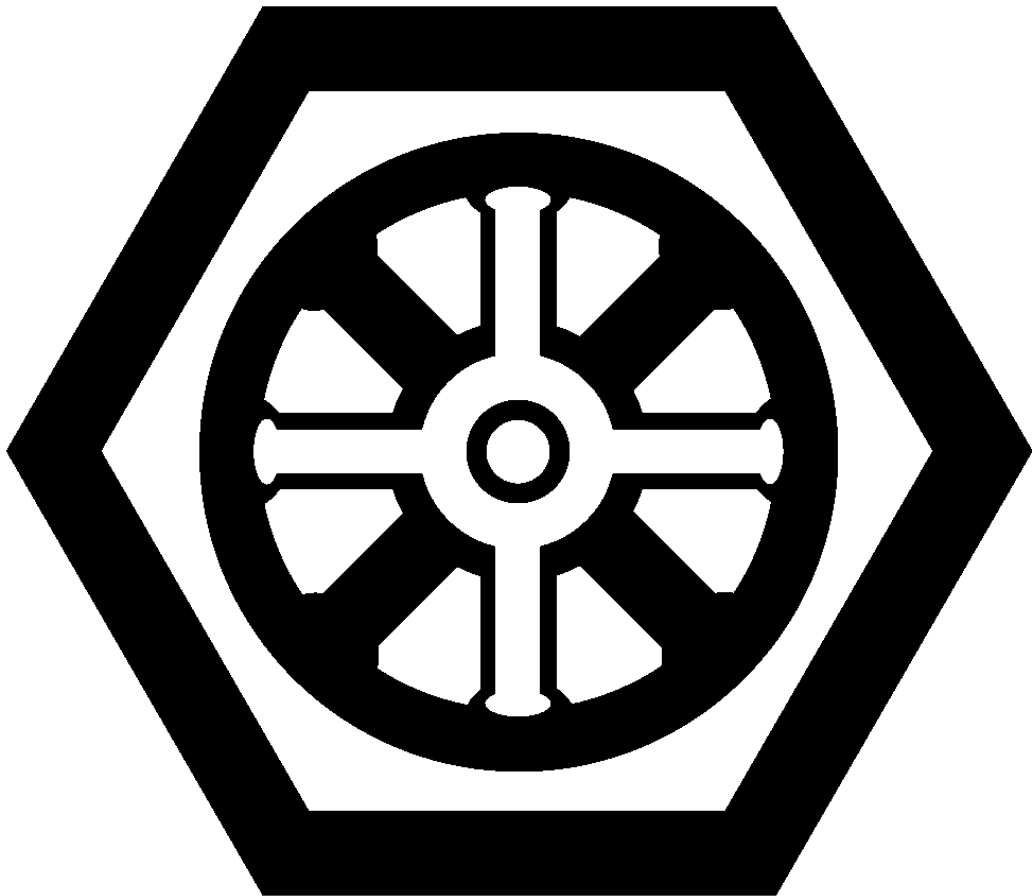


# **Ropley CE Primary School**



## **Guide to Grammar and Punctuation**

# **Ropley CE Primary School**



**Spelling, Grammar  
and Punctuation**

# A GUIDE TO SPELLING, GRAMMAR AND PUNCTUATION

## Why do we teach Spelling, Grammar and Punctuation (SPaG)?

The New National Curriculum of 2014 introduced a specific programme of study for Spelling, Grammar and Punctuation for all KS1 and KS2 children. The rationale behind the introduction of SPaG is to ensure that all children leave primary school confident in these skills and able to apply them to their writing.

The SATS tests at the end of Year 2 and Year 6 now include a test to assess the children's grasp of the SPaG curriculum for KS1 and KS2.

## How my child benefits from the teaching of SPaG?

The ability to write and communicate are key life skills. In the long term, your child will be able to use these skills throughout their education and employment and their adult life.

Clear and correct use of grammar and punctuation enables your child to convey their ideas and learning clearly and communicate their ideas effectively to others - orally and in written form.

An understanding of the tools of speaking and writing in English also helps children to learn other languages more easily.

For further information, visit the following web address to see the full English programmes of study for KS1 & 2.

<http://tinyurl.com/english-pos>

The following sections contain useful materials related to this booklet:

**Vocabulary, Punctuation and Grammar Year 1 to 6** - Pages 65 - 69

**Glossary for the Programme of Study** - Pages 70 - 88



## How is SPaG taught at Ropley?

There will be regular sessions set aside for discrete teaching of spelling, grammar and punctuation. The children will learn through a wide range of age appropriate activities. In addition, the children will be given opportunities to apply what they have learnt to their writing during English lessons. Class teachers will also use homework as an opportunity to set tasks to consolidate the children's understanding of the aspects of SPaG they have been covering in class.

As the children progress into KS2, they will regularly be expected to demonstrate that they can apply specific punctuation and grammatical features in their writing. Success criteria will be used to focus the children on what they need to be using and feedback will be given on how well they have achieved this through the teacher's marking. It may also form the basis of getting the children to evaluate for themselves how well they think they have done.



## By the end of Year 1, most children should be able to demonstrate the following:

I can leave spaces between my words.

I can join together two simple sentences using 'and'.

I am beginning to use capital letters, full stops, question marks or exclamation marks in my work.

I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use "I".

I can discuss my work using words like "singular", "plural", "punctuation" and explain how words combine to make sentences.

I can use the grammar rules set out in my Year 1 grammar list.

I can use a verb (action word).

I can use a range of nouns (naming words).

I can use an adjective (describes a noun).

I can use some exciting words.

## Some children will also be able to demonstrate the following:

I can change the way sentences start.

I can make sentences longer and use connecting words other than 'and' and 'then'.

## HOW CAN I HELP MY CHILD AT HOME?

Encourage your child to write whenever possible e.g. helping with lists, writing postcards or notes to family and friends. Try and make sure paper and pencils are readily available.

Ask children to talk about why they have used a capital letter or why they haven't used one!

Encourage children to 'sound talk' words using phonics knowledge to aid spelling.

Suggest children say what they want to write down out loud first before writing it down to make sure they write the words down in the right order.

Ask your child to check if they have written a 'perfect sentence'? Does it have a capital letter at the beginning and a full stop, exclamation mark or question mark at the end? Does it make sense?

Remind children that they must use finger spaces so that their writing is clear and easy to read.

Ask children to read their work aloud after they've written it down and check if it makes sense.

Encourage children to use words like 'singular', 'plural' and 'punctuation' once they have been taught these in class.

Ask children to read their own work and see if they could do anything to make it even better, for example, add some exciting adjectives!





**By the end of Year 2, most children should be able to demonstrate the following:**

I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.

I can write sentences with different forms.

I can write sentences which convey different meaning for different purposes.

I am able to use noun phrases to add more detail (e.g. The blue butterfly).

I use the present or past tense in my writing, mostly correctly and consistently.

I can use words such as "when", "if", "that", "because", "and", "or" and "but" when I write sentences.

I know some words such as "superman" or "whiteboard" are made by joining two different words together.

I can add -ful and -less to words to make adjectives and -ly to turn some adjectives into adverbs.

I know what changes happen to the meaning of words when I add -er, -est to words.

When I discuss my writing, I can use the correct vocabulary from the Year 2 grammar list.

**Some children will also be able to demonstrate the following:**

I use words like 'suddenly' or 'amazingly', so that writing captures the reader's attention.

I use a dictionary to check the spelling of words.

I check that capital letters, commas and question marks are used when needed and I try to use speech marks.

I use specific nouns when needed (e.g. 'terrier' instead of 'dog'.)

I use commas correctly when writing lists.

## HOW CAN I HELP MY CHILD AT HOME?

Encourage them to practise any spellings using Look/Cover/Write/Check and discuss what the words mean.

In writing tasks, encourage or direct your child to read their own work aloud to hear how it sounds. This will help them to see if it is grammatically correct and then edit their writing as necessary.

Keep a copy of the Y2 expectations in the homework bag and remember that these are reasonable 'average' goals and they help your child show their ability.

Ask your child to identify examples of the Y2 targets and ask why special words/features have been used.

In reading, find examples of any of the targets and ask your child why the writers used this. How does it help the reader understand?





## By the end of Year 3, most children should be able to demonstrate the following:

I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.

I understand how to use the present perfect form of verbs (e.g. I have been to France) which contrast to the past tense (e.g. I went to France) in my writing.

I can use the grammar rules set out in the Year 3 grammar list.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I can add prefixes to form new words, (e.g. super-, anti- or auto-) to words I already know.

I know when to use 'a' or 'an' depending on what the next word begins with.

I know about word families (e.g. solve, solution, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.

I group related ideas I write about into paragraphs.

I use headings and sub-headings to structure and present my work.

I know that inverted commas are used to open and close what someone is saying in a text.

## HOW CAN I HELP MY CHILD AT HOME?

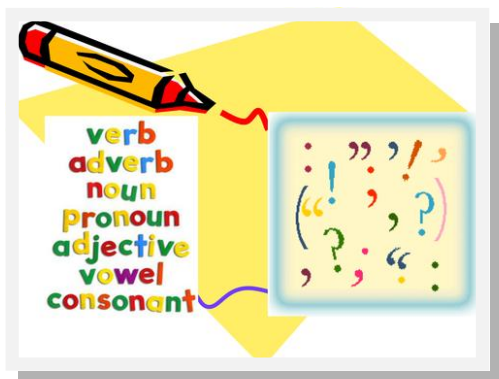
Play sentence extending games orally where you start with a simple sentence and take it in turns to extend the sentence by adding a new clause.

When writing, encourage your child to be ambitious with their word choices. Creating a mind map of vocabulary together first can help greatly and avoid them getting stuck for ideas.

Get your child to rehearse what they are going to say out loud before they write it down. Writing each word on a piece of card will encourage them to think about word order in sentences.

Say a sentence in the present tense and get your child to say it back in the past tense and vice versa. As they get more confident, use irregular verbs too!

Get your child to do a 'punctuation treasure hunt' for missing punctuation. Give them clues such as: 'There's a missing question mark in your first paragraph, can you find it?'



# Year 4



## By the end of Year 4, most children should be able to demonstrate the following:

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.

I choose nouns or pronouns appropriately for clarity, to avoid repetition and to enhance my writing.

I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.

I know I should not write in the same way that I talk (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').

I use the possessive apostrophe accurately in words with regular (e.g. girls', boys') and irregular plurals (e.g. children's).

I can punctuate speech in a text.

I can talk about my work using the learning from my Year 4 grammar list.

I describe nouns in careful detail when I need to write about a complex object. (e.g. 'a rare, beautiful jewel' instead of 'a jewel').

## Some children will also be able to demonstrate the following:

I can re-organise sentences so my writing has a greater impact.

I can use short sentences to speed up action sequences.

I can recognise when a simile may be stronger than a metaphor, and vice versa.

I can use direct speech to tell the reader more about a character's personality.

I use good adjectives, similes and metaphors to help create a powerful image of the characters I am writing about.

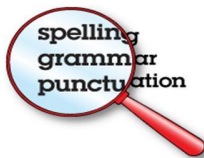
When using first, second or third person, I use pronouns correctly.

I can use commas or ellipses for clarity and effect.

## HOW CAN I HELP MY CHILD AT HOME?

Get your child to describe objects around the home with more adjectives in specific detail or with a simile or metaphors instead.

Encourage your child to read their sentences aloud to help them realise where punctuation is needed.



Ask your child to read through their work and think about words which have been repeated e.g. names and think about what could be used instead to avoid repetition.



Ensure that your child is reading a wide range of books to you regularly. Discuss what type of text a book is and look at the language used. Get them to compare and discuss different books with you.

When your child is checking their work, encourage them improve their writing independently. Set challenges such as to add 3 adjectives or adverbs, improve their 'said' words.



## By the end of Year 5, most children should be able to demonstrate the following:

I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.

I use brackets, dashes or commas to create an explanation section in a sentence.

I can talk about my work using my Year 5 grammar list.

I begin sentence clauses with "who", "which", "where", "when", "whose", "that" or "with".

I can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).

I understand a range of verb prefixes (e.g. dis-, de-, mis-, over- and re-).

I can structure my paragraphs by using word structures such as "then", "after that", "this", "firstly".

I link across paragraphs - using time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).

I use commas to mark phrases and clauses, and to clarify the meaning of a text.

## HOW CAN I HELP MY CHILD AT HOME?

Make sure that your child reads their work carefully to ensure it makes sense and is written in sentences with correct punctuation.

Remind your child to think about whether they are using different clauses within sentences to add more detail to their writing.

Get your child to verbally rehearse what they are doing e.g. using time connectives when using instructions to bake a cake and then link this to what paragraphs they might then use and in what order.

When your child has written a paragraph, can they change three sentences with a full stop to another piece of punctuation appropriately and explain why they have done it.

Encourage your child to improve their vocabulary choices for more powerful or specific words than they have originally used.







**By the end of Year 6, most children should be able to demonstrate the following:**

- I use hyphens to avoid confusing the reader. (e.g. man eating shark is not the same as man-eating shark).
- I can write formal speech or texts using appropriate vocabulary.
- I use passive verbs to affect the focus of information in a sentence - (e.g. I can change 'Mr Jones taught the lesson' into 'The lesson was taught by Mr Jones'.
- I understand how words are related by meaning as synonyms and antonyms.
- I link ideas in my work with a range of devices (e.g. repetition, using adverbials such as "on the other hand", "in contrast", etc.) and use of ellipsis.
- I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
- I mark out separate clauses in a sentences by using a semi-colon or colon.
- I use a colon to introduce a list.
- I can talk about my work using my Year 6 grammar list.

**Some children will also be able to demonstrate the following:**

- I can use the passive voice confidently, (e.g. to create suspense, in a scientific, historical or geographical report).
- I can use the subjunctive in formal writing.
- I can use different sentence structures and lengths to suit the purpose and audience of my writing.
- I can use a range of sentence types for specific effect on the reader.
- I can control complex sentences, using the clauses to achieve specific effects.

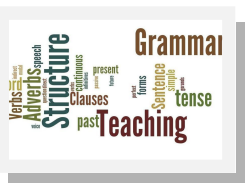
## HOW CAN I HELP MY CHILD AT HOME?

When your child is doing their homework, remind them to use the resources they have been given e.g. ISPACED card for sentence openers, 'Top Tips for KS2 Writers' card and Vocabulary, Connectives, Openers and Punctuation Pyramids.

Your child needs to be able to write independently BUT it is very useful to discuss a writing task with them and make suggestions about what they could improve e.g. 'I can see 3 places where you need to add a comma/full stop. Can you find them and add in the punctuation you need to use?'

Pointing out incorrect use of punctuation and grammar e.g. apostrophes, could of instead of could have, our/are. It is useful to correct your child in speech for these things too!

When you are out and about, point out uses of punctuation and grammar on posters, signs, leaflets and so on and discuss them with your child.



Encourage your child to read their work carefully when they have finished and reflect on what they could do to improve it in relation to what they have been learning in SPaG at school e.g. avoiding repetition of words, changing words for better ones, using a wider range of punctuation.



Provide your child with the equipment they need to produce good quality writing e.g. a dictionary, an appropriate place to sit, suitable stationery items.

Find opportunities for your child to write for different purposes other than for homework e.g. a shopping list, a letter, filling in a form.

# End of Key Stage 1 Statutory Assessment for Writing

At the end of KS1, all children are assessed by their teacher in writing skills. The statements below are the statutory assessment criteria used to make a judgement about each child's writing. The three assessments which can be made are:

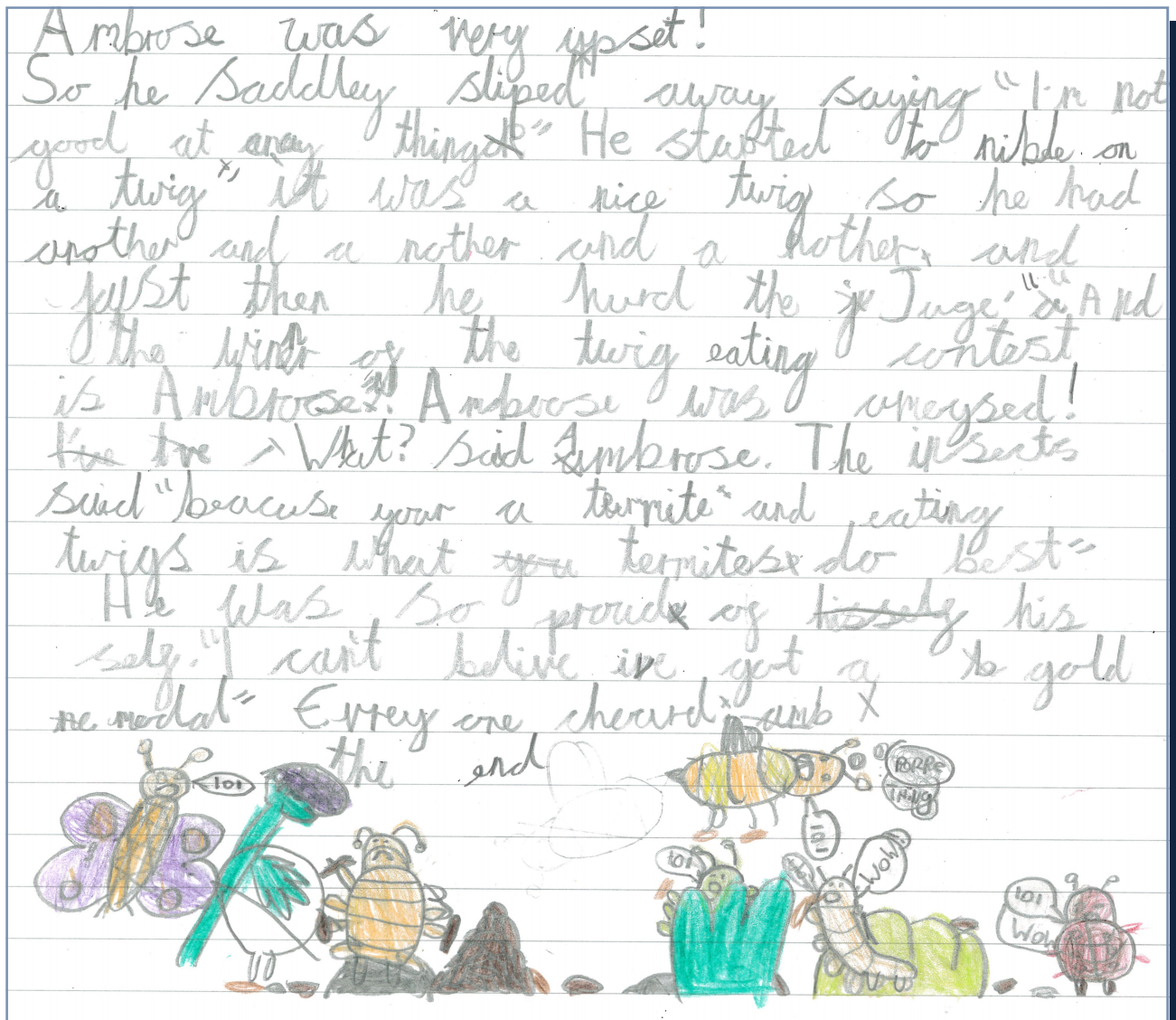
- Working Towards the Expected Standard
- Working At the Expected Standard
- Working At Greater Depth Within the Expected Standard

When making a judgement about each child's writing, the teacher looks at a collection of different pieces of writing from throughout the year and in all aspects of the curriculum. The assessment criteria focus on the children's ability to apply what they have learnt in SPaG and English lessons in independently produced writing.

<b>Working towards the expected standard</b>	
<b>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</b>	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	
spelling some common exception words	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words.	
<b>Working at the expected standard</b>	
<b>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</b>	
demarcating most sentences with:	capital letters and full stops
and with some use of	Question marks
	Exclamation marks
using sentences with different forms in their writing:	Statements
	Exclamations
	Questions
	Commands
using some expanded noun phrases to describe and specify	
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
spelling many common exception words	
spelling some words with contracted forms	
adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in some of their writing	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters.	
<b>Working at Greater Depth within the expected standard</b>	
<b>The pupil can write for different purposes, after discussion with the teacher:</b>	
using the full range of punctuation taught at key stage 1 mostly correctly including:	commas to separate items in a list
	apostrophes to mark singular possession in nouns
spelling most common exception words	
spelling most words with contracted forms	
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in most of their writing.	

## What standard of writing is expected of children by the end of KS1?

As explained on the previous page, all Year 2 children's writing is teacher assessed against specific criteria, which relate closely to the National Curriculum Requirements. This piece of writing was produced by a child who was assessed at 'Working at Greater Depth Within the Age Related Expectations' at the end of Year 2. To achieve this, a child needs to consistently demonstrate all of the skills in the Working Towards, Working At and Greater Depth sections of the chart on the previous page.



This was written in response to a text which the children had been looking at in class. A big thing which is focused on with children in Year 2, is that it is better to produce a shorter piece of writing, which is well punctuated and contains good vocabulary. Children at this stage in their development often fall into the trap of thinking that the more they write, the better it is. This is often not the case!

# End of Key Stage 2 Statutory Assessment for Writing

At the end of KS2, all children are assessed by their teacher in writing skills. The statements below are the statutory assessment criteria used to make a judgement about each child's writing. The three assessments which can be made are:

- Working Towards the Expected Standard
- Working At the Expected Standard
- Working At Greater Depth Within the Expected Standard

When making a judgement about each child's writing, the teacher looks at a collection of different pieces of writing from throughout the year and in all aspects of the curriculum. The assessment criteria focus on the children's ability to apply what they have learnt in SPaG and English lessons in independently produced writing.

<b>Working towards the expected standard</b>	
<b>The pupil can write for a range of purposes and audiences</b>	
using paragraphs to organise ideas	
describing settings and characters	
using some cohesive devices within and across sentences and paragraphs	
using different verb forms mostly accurately	
using co-ordinating and subordinating conjunctions	
using mostly correctly	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
spelling most words correctly (years 3 & 4)	
spelling some words correctly (years 5 & 6)	
producing legible joined handwriting.	
<b>Working at the expected standard</b>	
<b>The pupil can write for a range of purposes and audiences (including writing a short story)</b>	
creating atmosphere, and integrating dialogue to convey character and advance the action	
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	
using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs	
using passive and modal verbs mostly appropriately	
using a wide range of clause structures, sometimes varying their position within the sentence	
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
using mostly correctly	inverted commas
	commas for clarity
	punctuation for parenthesis
making some correct use of	semi-colons
	dashes
	colons
	hyphens
spelling most words correctly* (year 5 and 6)	
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	
<b>Working at Greater Depth within the expected standard</b>	
<b>The pupil can write for a range of purposes and audiences</b>	
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	
selecting verb forms for meaning and effect	
using the full range of punctuation taught at key stage 2 mostly correctly, including	semi-colons to mark the boundary between independent clauses
	colons to mark the boundary between independent clauses

## What standard of writing is expected of children by the end of KS2?

As explained on the previous page, all Year 6 children's writing is teacher assessed against specific criteria, which relate closely to the National Curriculum Requirements. This piece of writing was produced by a child who was assessed at 'Working at Greater Depth Within the Age Related Expectations' at the end of Year 6. To achieve this, a child needs to consistently demonstrate all of the skills in the Working Towards, Working At and Greater Depth sections of the chart on the previous page.

### ILE DE NOIRMOUTIER

Discover Ile de Noirmoutier's hidden beauty on a 7 day camping trip to the west coast of France. The island offers stunning natural beauty, idyllic white sand beaches, intriguing birds to watch and fantastically undisturbed views. Our unique trip covers the wide range of scenic delights that the island offers – the pearly pink beaches that surround the island in a warm embrace, the beautiful elegance of the aquariums aquatic life or the relatively untouched hikes which offer you some truly splendid scenery, whatever you want, whatever you need we have got it here for you.

#### Top Things to do in Noirmoutier

- Wander the huge expanse of pristine sand available to you at Noirmoutier beach.
- Cycle the island on the wide range of paths available from the campsite.
- Visit a water park: In Noirmoutier you'll discover the island's largest waterworld packed with slides and wave pools.
- Recline on Tambisa beach: a short stretch of sand ringed with lush green trees and lapped by calm water 3km from our campsite.
- Enjoy a caves trip: travel around the island by boat and land in the immediate vicinity of any beach you choose.
- Head to the salt marshes: take you binoculars and try your hand at spotting the wide variety of birds the island has to offer.
- Take a day trip to the town of Noirmoutier: located just 10km from the campsite, wander the ancient streets and marvel at its fabulous architecture.
- Relish the spectacular seafood in the numerous restaurants of the high street.



#### Our View

'If a relaxed and tranquil holiday is what you're after, then the Indigo Campsite is the perfect place for you. The evening entertainment is a very special experience with musicians, comedians and magicians performing. The campsite offers a wide range of tasty morsels with fresh fish appearing regularly on the menu, but a real treat is the chance to dine in town, where some of France's cultural delights are on offer and are not to be missed. Sample crepes of your choice on a warm summers evening or perhaps take a stroll to admire the stunning architecture of the ancient town.'

## What Ile de Nourmentier has to offer

Just a 5 hour drive from the port of Calais, the island is well worth the wait. Upon arrival you will be greeted with truly magnificent scenery along with the sights and scents of a tropical island. The main town, Nourmoutier, has a market every Sunday and if your one for trying out new things then this is the event for you! Crammed full with food stalls, jewellery stores and a whole host of other fantastic stands for you to try out. Or, if shopping isn't your thing, then you can let your adrenalin run free at the massive waterworld at Noirmoutier, it is jam-packed with slides, wave pools and a huge assortment of other adrenalin packed methods of fun! However, this isn't for everyone, if you think a nice, relaxing bike ride is more your sort of thing then why don't you choose from the wide range of paths with the added bonus of them all being in the immediate vicinity of the campsite! For the bird watchers out there the salt marshes (which the island is famous for) offer perfect opportunities with fascinating birds.

## Travel and Accommodation

The port in Calais is accessible by Channel Tunnel or Ferry. The tunnel is the quickest with just half an hour trip from Dover to Calais. It is also cheaper, however the trip by ferry has lots more luxury to offer. At the port in Calais the drive to the island is roughly 5 hours, allowing for traffic. At the campsite, there are two types of accommodation, 1: You've brought your own tent, or 2: You've booked a ready put up tent, more expensive but with beds, cooker and fridge provided it's worth the extra money.

The weather here is mainly sunny so we suggest sun cream however, this being the west of France you can expect spells of rain so remember to pack waterproofs.



One of the biggest challenges for children in Year 6, is to consistently produce pieces of writing which demonstrate their understanding of the full range of punctuation as well as the grammatical features from the assessment criteria. To produce writing of the standard demonstrated in this example is exceptional and not all children will be able to achieve this.

This piece is particularly good at demonstrating the criteria: 'Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.' This is achieved through the differing styles in each section of the report e.g. Our View, Top 10 Things to Do and the very descriptive introduction.