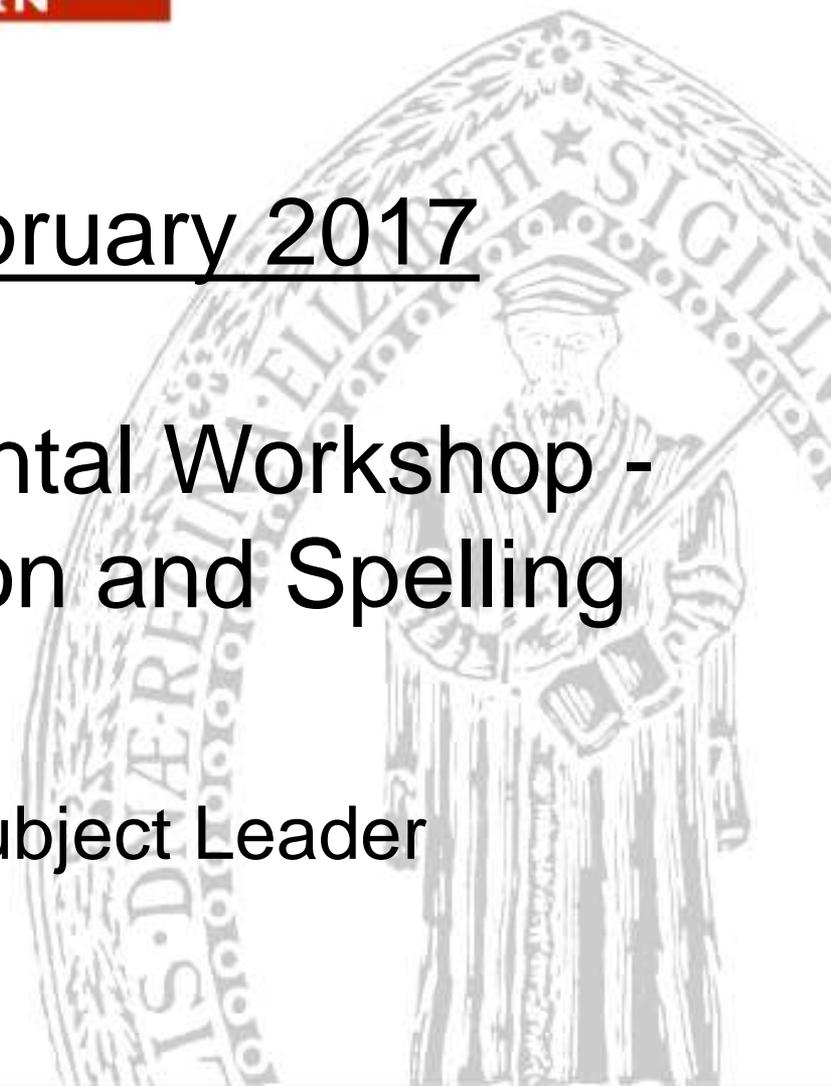




Tuesday, 28th February 2017

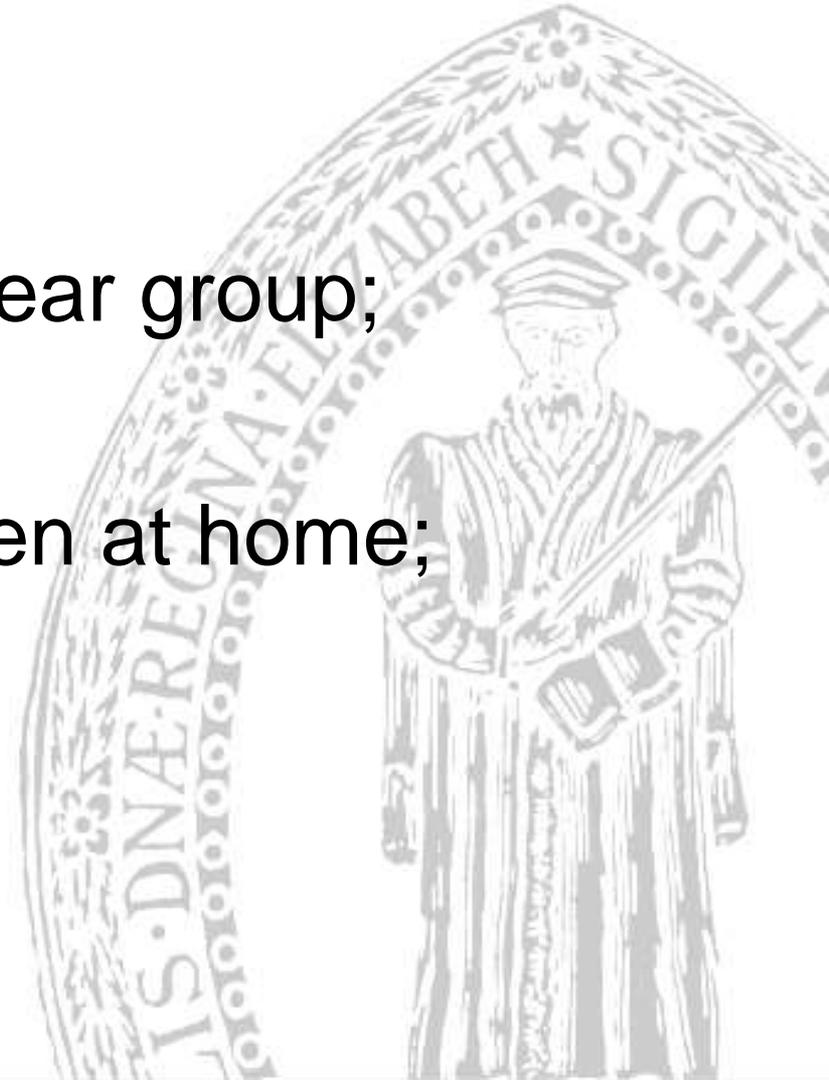
Key Stage Two Parental Workshop - Grammar, Punctuation and Spelling

Miss Trafford English Subject Leader



Agenda

- How we teach GPS;
- Key areas within each year group;
- How to help your children at home;
- Glossary of terms.



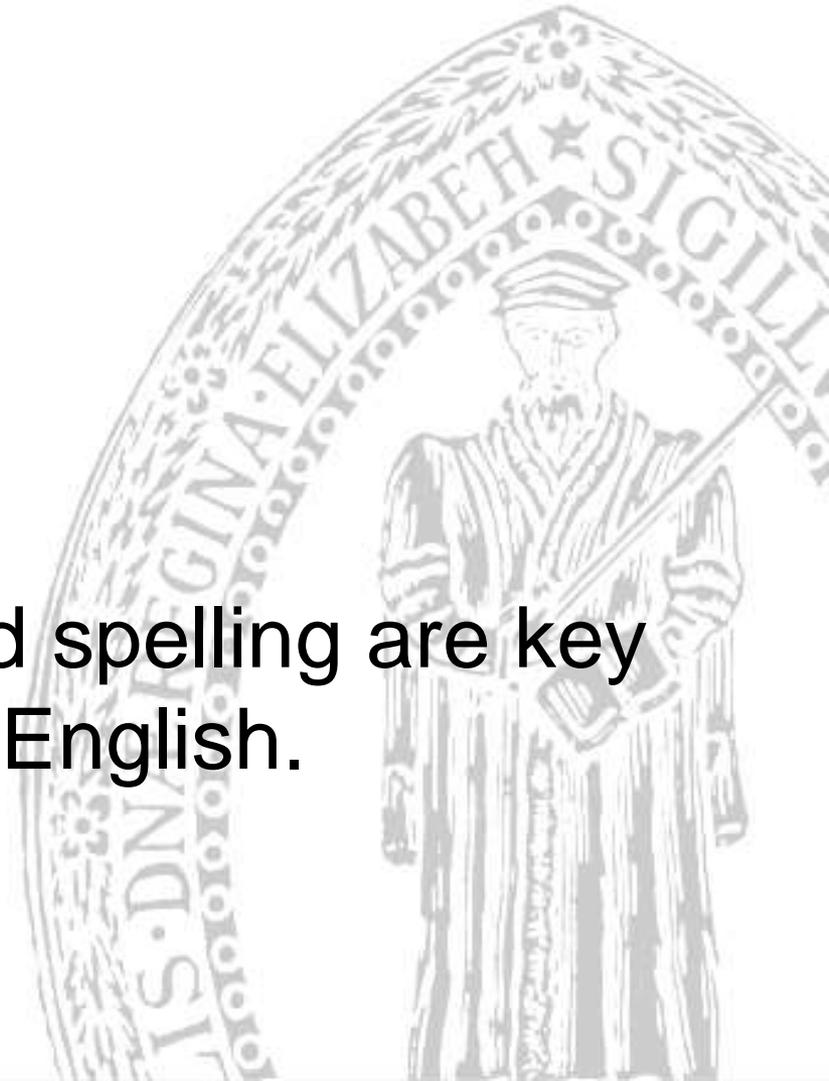
What is GPS?

G – Grammar

P – Punctuation

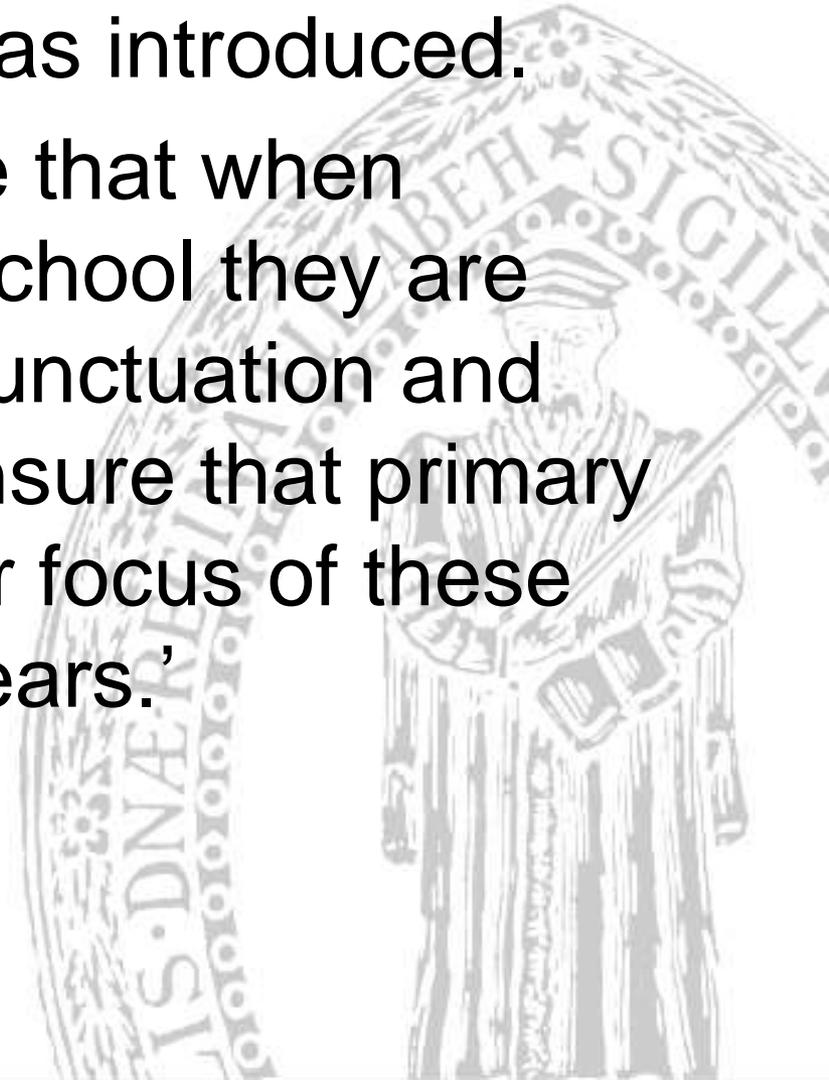
S – Spelling

Grammar, punctuation and spelling are key areas in the teaching of English.



How is it tested?

- In 2012, the GPS test was introduced.
- ‘...we want to make sure that when children leave primary school they are confident in grammar, punctuation and spelling. This test will ensure that primary schools place a stronger focus of these skills than in previous years.’



How do we teach GPS?

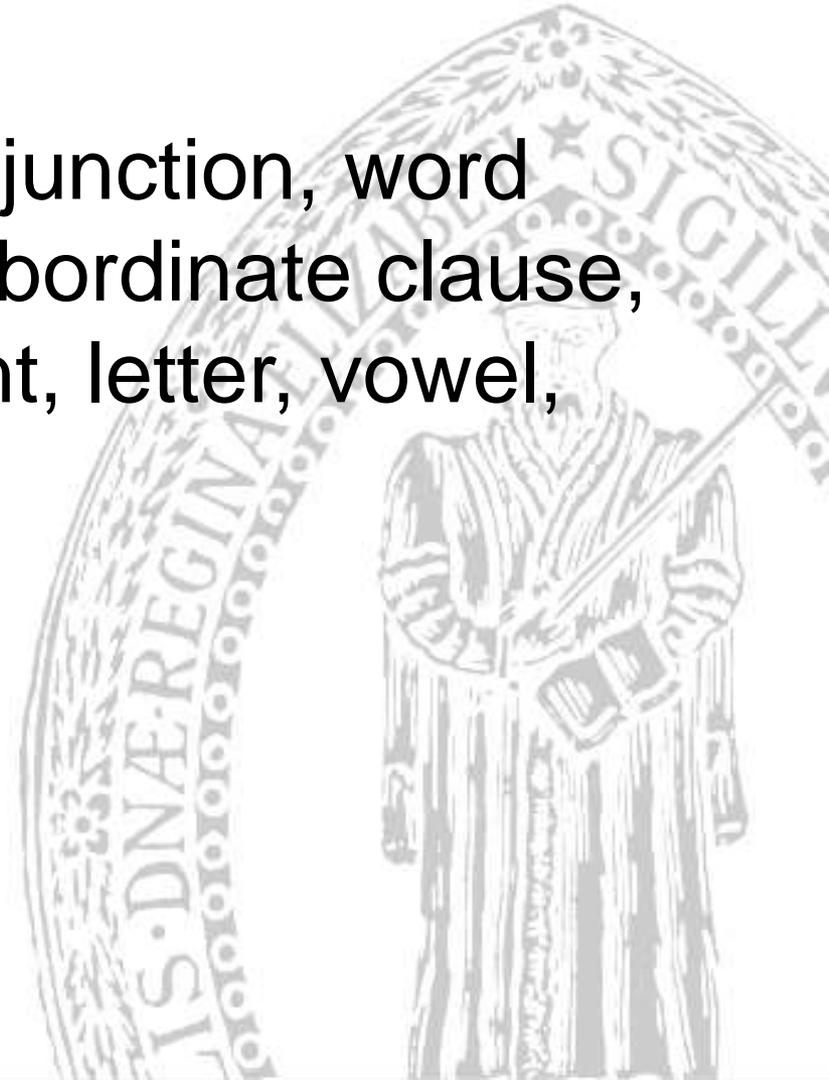
- Spelling is taught discretely once a week. The children will be introduced to a new spelling pattern and words will be provided for the children to learn. These will be tested during the following week.
- Punctuation and Grammar is taught as part of an English lesson or as a starter/plenary activity;
- Occasionally, P & P will be taught discretely.
- SPaG homework is set accordingly.

Year 3

- To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of);
- Inverted commas to punctuate direct speech;
- To introduce paragraphs as a way to group related material;
- To use headings and subheadings to aid presentation;
- To use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play).
- Formation of nouns using a range of prefixes e.g. super–, anti–, auto–

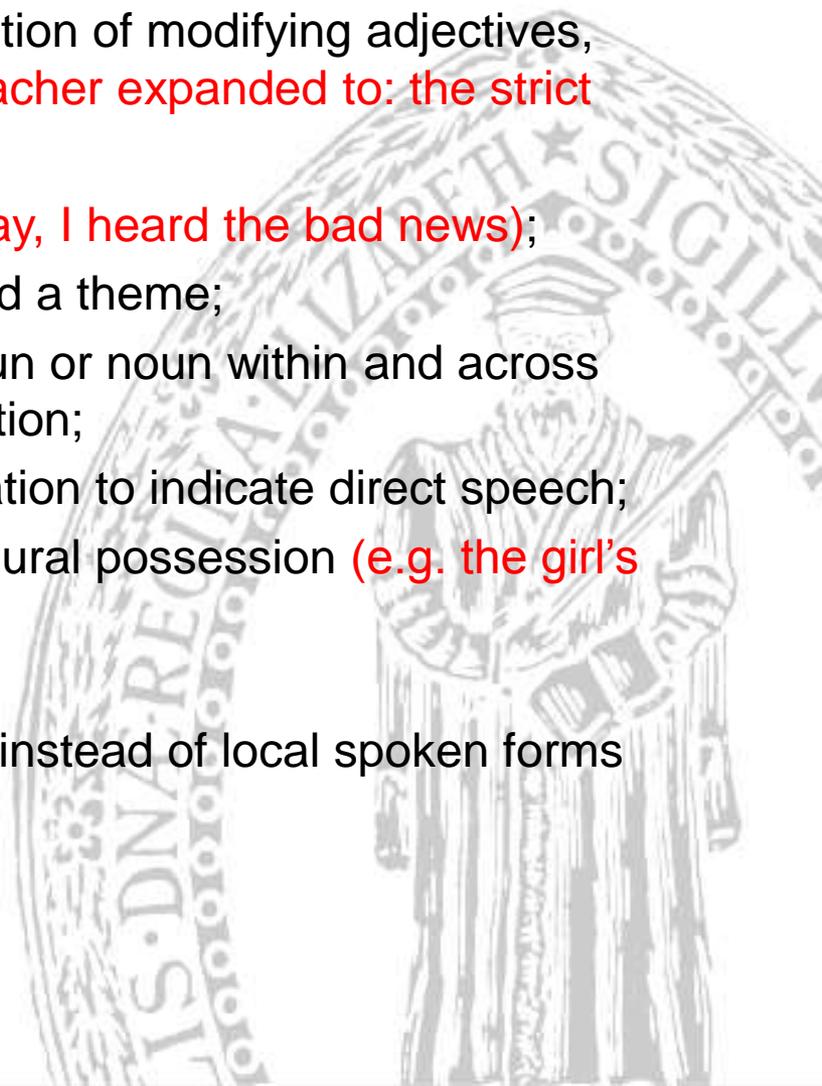
Vocabulary:

- adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel, inverted commas.



Year 4

- To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair);
- To use fronted adverbials (e.g. Later that day, I heard the bad news);
- To use paragraphs to organise ideas around a theme;
- To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition;
- To use inverted commas and other punctuation to indicate direct speech;
- To use apostrophes to mark singular and plural possession (e.g. the girl's name versus the girls' name);
- To use commas after fronted adverbials;
- Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was).
- Plural and possessive –s



Vocabulary

- determiner, pronoun, possessive pronoun, adverbial.



Year 5

- To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun;
- To indicate degrees of possibility using adverbs (e.g. perhaps) or modal verbs (e.g. might);
- To use devices to build cohesion within a paragraph (e.g. then);
- To link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before);
- To use brackets, dashes or commas to indicate parenthesis;
- To use commas to avoid ambiguity and to clarify meaning.
- Converting nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify
- Verb prefixes e.g. dis–, de–, mis–, over– and re–

Vocabulary

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

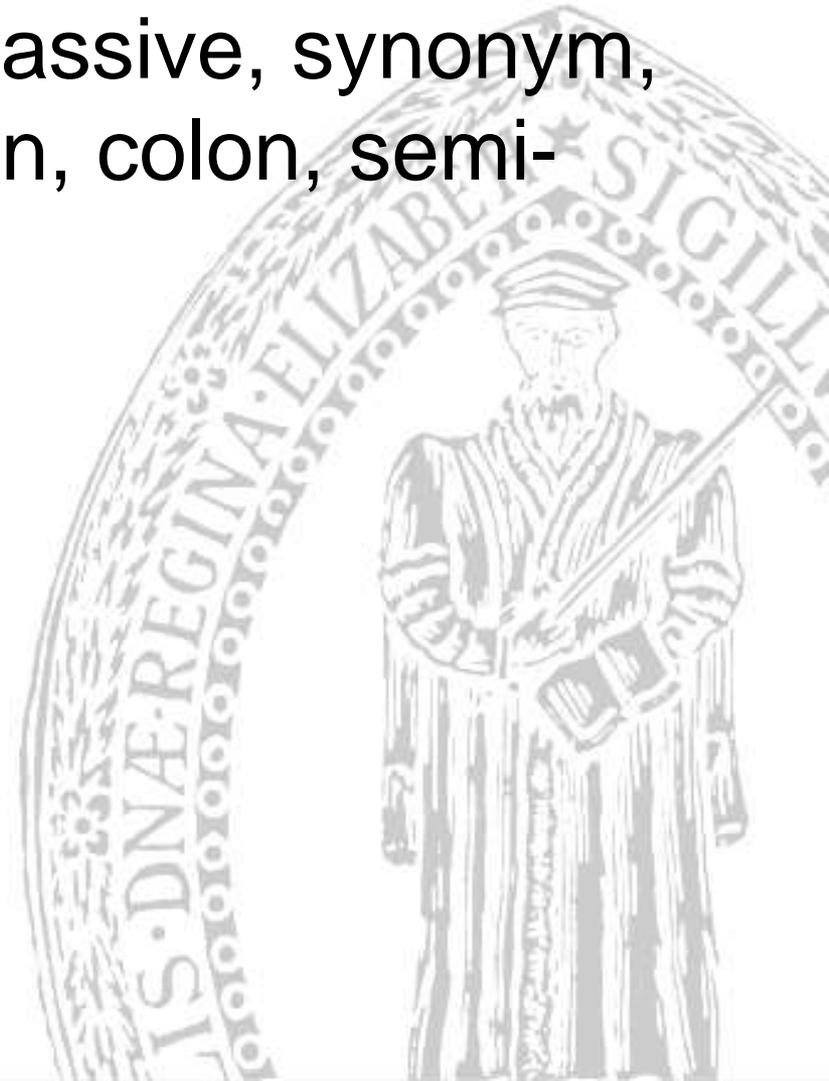


Year 6

- To use the passive to affect the presentation of information within a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken);
- To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms e.g. If I were or Were they to come in some very formal writing and speech;
- To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand) and ellipsis;
- To use layout devices – headings, subheadings, colons, bullets, tables;
- To use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up);
- How hyphens can be used to avoid ambiguity (e.g. recover versus re-cover);
- To use the colon to introduce a list and use of semi-colons within lists;
- To use bullet points to list information.

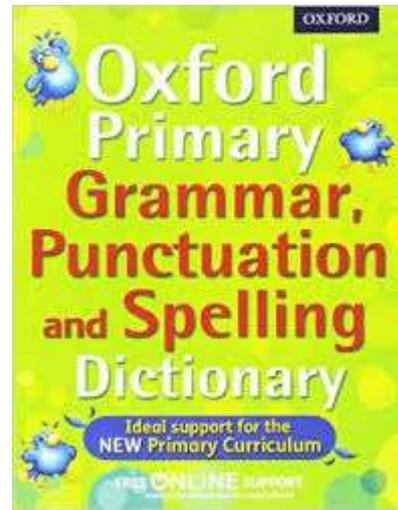
Vocabulary

- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.



How to help your children at home.

- Learn with your child, talk about homework and investigate new terminology together;
- Have a GPS Dictionary available at home to assist with homework and revision;

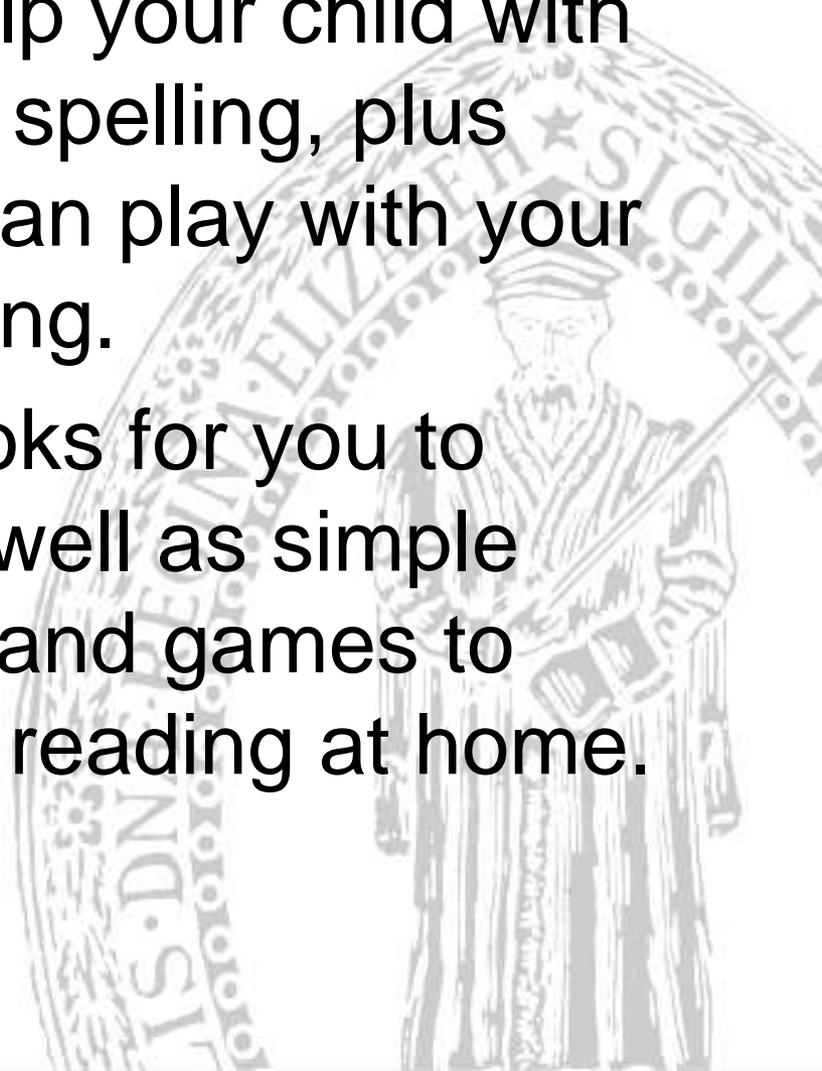


- Use the year group spelling lists at home.

www.oxfordowl.co.uk

This excellent website has loads of ideas for quick and easy ways to help your child with grammar, punctuation and spelling, plus games and activities you can play with your child to support their learning.

- It also has 250 free eBooks for you to share with your child as well as simple ideas, top tips, activities and games to help your child with their reading at home.



- **Mind over Monster app (available through Google Play store)**

An interactive app. The game boasts 5 levels of increasing difficulty that works on punctuation, grammar and spelling;

- **TES SPaG (website or app)**

Games at a range of difficulty levels for 6-11 year olds, allowing pupils to get ahead or catch up;
Exercises are directly linked to England's National Curriculum.

Cost of £11.99 per year.

