

Spelling, Grammar and Punctuation

Parent Workshop with
explanations and activities

Aims

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

The main aims of this workshop are to:

- Develop children's ability to use language clearly, concisely and effectively
- Help children use Standard English where appropriate
- Provide children with the vocabulary they need to discuss, reflect on and understand grammar, spelling and punctuation
- Meet the statutory curriculum requirements

Curriculum Expectations- Year 1

Grammar and Punctuation:

- Regular Plural Noun Suffixes
- Suffixes and Prefixes
- Verbs, Adjectives, Connectives, Singular and Plural
- Capital letters, full stops, question marks and exclamation marks

Curriculum Expectations– Year 2

Grammar and Punctuation:

- Nouns using suffixes
- Adjectives using suffixes
- Adverbs
- Subordination and coordination Expanded Noun Phrases
Sentences with different forms Present/Past/Continuous Tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes

Curriculum Expectations

Year 3 & 4

Grammar and Punctuation:

- Nouns and prefixes such as super_, anti_, auto_
- Determiners a and an
- Consonant and vowels
- Conjunctions
- Adverbs
- Prepositions
- Paragraphs
- Headings and subheadings
- Perfect form of verbs
- Inverted commas
- Clauses
- Word families

Curriculum Expectations

Year 5

Grammar and Punctuation:

- Converting nouns or adjectives into verbs
- Using suffixes
- Verb prefixes
- Relative clauses/ relative pronouns
- Modal verbs
- Adverbs
- Paragraphs
- Adverbials
- Brackets, dashes and commas
- Determiners
- Parenthesis(brackets)

Curriculum Expectations

Year 6

Grammar and Punctuation:

- Direct and reported speech writing
- Passive voice/active voice
- Expanded noun phrases
- Adverbials
- Ellipsis
- Layout devices(sub-headings, bullet points, columns)
- Adverbs
- Semi-colons, colons, bullet points and dashes
- Hyphens
- Synonyms and antonyms

Common Nouns and Proper Nouns

Nouns

A **noun** is the **name** of a person, place or thing.

Common nouns are the **names** of general people, places or things

A **common noun** starts with a **small letter**.

The **boy** went by **train** from the **station**.

Common Nouns and Proper Nouns

A **proper noun** is the **name of a particular** person, place or thing.

A **proper noun** starts with a **capital letter**.

Tom went by **Eurostar** from **London**.

Your turn!

One has been done to help you.

- a) The coach to Birmingham was full.
- b) At Diwali some people have a party.
- c) The boat sailed down the River Jordan.
- d) During his holiday Ben visited Portugal.
- e) Sir Francis Drake was a famous explorer.

Answers

- a) The coach to Birmingham was full.
- b) At Diwali some people have a party.
- c) The boat sailed down the River Jordan.
- d) During his holiday Ben visited Portugal.
- e) Sir Francis Drake was a famous explorer.

Regular Plural Noun Suffixes

We can write nouns in the singular or the plural. Singular means just one. Plural means more than one. **Pan** **pans** **knife**

knives ~~potato~~ ~~potatoes~~ →

Most nouns just take **s** to change the **singular** into the **plural** form.

Many nouns ending in **f** or **fe** take **ves** in the plural. Common exceptions are: **Chiefs, roofs**

Many nouns ending in **o** take **es** in the plural.

Common exceptions are: **photos, videos, pianos, hippos**

Regular Plural Noun Suffixes

Plural form of each noun:

- a) thief — **thieves**
- b) dog — **dogs**
- c) hero — **heroes**

Singular form of each noun:

- a) **volcanoes** → volcano
- b) **halves** → half
- c) **steps** → step

Your turn!

Write the plural form of each noun:

- a) neighbour
- b) wolf
- c) tomato
- d) leaf

Write the singular form of each noun:

- a) cargoes
- b) calves
- c) loaves
- d) houses

Answers

Write the plural form of each noun:

a) neighbour → neighbours

b) wolf → **wolves**

c) tomato → **tomatoes**

d) leaf → **leaves**

Write the singular form of each noun:

a) **cargoes** → cargo

b) **calves** → calf

c) **loaves** → loaf

d) **houses** → house

Prefixes

Opposites are words whose meanings are as **different** as possible from each other.

We can sometimes give a verb the opposite meaning by adding a **prefix** like **un** or **dis** to the beginning of the verb.

The bus driver **loaded** the luggage.

The bus driver **unloaded** the luggage.

These verbs have **opposite** meanings.

Prefixes

The prefix **un** means **not**.

The prefix **dis** means **not** or **away**.

a) wrap → unwrap

b) tie → untie

c) trust → distrust

d) obey → disobey

Suddenly, as if by magic, the fluffy white rabbit **appeared**. Suddenly, as if by magic, the fluffy white rabbit **disappeared**

Your turn!

Write the opposite of each verb by adding the prefix **dis** or **un**.

- a) buckle
- b) connect
- c) like
- d) cover
- e) fold
- f) allow

Answers

Write the opposite of each verb by adding the prefix **dis** or **un**.

- a) buckle → unbuckle
- b) connect → disconnect
- c) like → dislike
- d) cover → uncover
- e) fold → unfold
- f) allow → disallow

Verbs

A **verb** is a word that describes actions.

A **verb** tells us what someone is **doing** or what is **happening**.

The farmer **drives** his tractor.

This is a **verb**. It tells us what the farmer is **doing**.

It is describing the action.

Verbs

Some **verbs** are **being** words.

The frog **hops** into the water.

This is an **action** verb.
It tells us what the frog is **doing**.

The frog **is** green and brown.

This is a **being** verb.
It tells us what the frog **is**.

Verbs (action/being verb)

Action verbs:

- a) Tadpoles **nibble** weeds.
- b) The frog **jumped** on to a rock.

Being verbs:

- a) The shopping bag **is** full.
- b) The doctor **was** late.
- c) Tomorrow **will** be Sunday.

Your turn!

Choose a being verb to fill in each gap:

am are is was were will be

- a) Tadpoles_____baby frogs.
- b) Ali_____good at spelling.
- c) The Egyptians_____inventive people.

Underline the action verb in each sentence

- a) Tadpoles swish their tails.
- b) The frog croaked loudly.

Answers

Choose a being verb to fill in each gap:

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- a) Tadpoles **are** baby frogs.
- b) Ali **is** good at spelling.
- c) The Egyptians **were** inventive people.

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- a) Tadpoles swish their tails.
- b) The frog croaked loudly.

Adjectives

An **adjective** is a **describing** word.

Adjectives give us more information about **nouns**.

Adjectives make sentences **more interesting**.

The dragon came out of the cave.

We can improve this sentence by adding some adjectives.

The **fearsome, fiery** dragon came out of the **huge, dark** cave.

Adjectives

(comparatives and superlatives)

When we compare two nouns we use a **comparative adjective** (usually ends in **er** if it is a short word)

When we compare three or more nouns we use a **superlative adjective** (usually ends in **est** if it is a short word)

When the adjective is **small**:

- **the comparative is smaller**
- **the superlative is smallest**

Adjectives

(comparatives and superlatives)

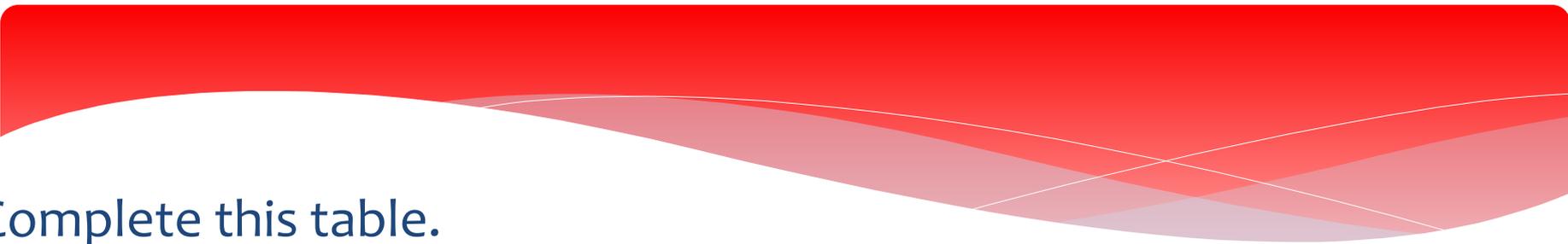
When the adjective is a **long word**, we use the word **more** to make the **comparative form**.

When the adjective is a **long word**, we use the word **most** to make the **superlative form**.

powerful

Comparative more powerful

Superlative most powerful



Complete this table.

Adjective	Comparative adjective	Superlative adjective
wise	wiser	wisest
big		
happy		
beautiful		
comfortable		
dangerous		

Answers

Adjective	Comparative adjective	Superlative adjective
wise	wiser	wisest
big	bigger	biggest
happy	happier	happiest
beautiful	more beautiful	most beautiful
comfortable	more comfortable	most comfortable
dangerous	more dangerous	most dangerous

Pronouns

A **pronoun** is a word that **takes the place of a noun**.

Sam knew that **Sam** was different from the other geese.

Sam knew that **he** was different from the other geese.



In this sentence we use the pronoun **he** instead of the noun **Sam**.

This stops us from **repeating the noun**, making the sentence **sound better**.

Pronouns

Pronouns stand in for a noun,

I, you, he, she, it, we, they,
My, your, his, her, our, their.

Pronouns are important for 'cohesion'.

If children overuse them, the reader is not sure who is being discussed. If they underuse them, the writing can sound very repetitive and boring.

Your turn!

Replace the underlined words with a pronoun.

Pick up your book and put your book on the desk

Pick up your book and put it on the desk.

- a) My sister and I are going on holiday because my sister and I like camping.
- b) Ben knew exactly what to do when Ben saw the lost child.
- c) Ann and I spent the night at a hotel. Ann and I left the next morning.

Answers

- a) My sister and I are going on holiday because we like camping.
- b) Ben knew exactly what to do when he saw the lost child.
- c) Ann and I spent the night at a hotel. We left the next morning.

Connectives

A **connective** is a **joining word**. We can use a **connective** to join two sentences together to make one long sentence.

Connectives are sometimes called **conjunctions**.

My Gran wrote to me. She told me about her new house.

My Gran wrote to me **and** told me about her new house.

The two sentences have been joined with **and**. This is a **connective**.

We also use other words as connectives.

but yet however or so as when because

Your turn!

Join each pair of sentences with the connective and or but.

- a) A cat chased a mouse. The mouse got away.
- b) Barney enjoyed sailing with his dad. He came home very wet.
- c) Alex was brilliant at maths. He wasn't very good at P.E.

Answers

Join each pair of sentences with the connective and or but.

- a) A cat chased a mouse **but** the mouse got away.
- b) Barney enjoyed sailing with his dad **and** he came home very wet.
- c) Alex was brilliant at maths **but** he wasn't very good at P.E.

Punctuation Marks – Full stops and capital letters

A **sentence** is a group of words that **make sense**.
Every sentence should begin with a **capital letter**.
Most sentences end with a **full stop**.

Monkeys live in trees.



This sentence begins with a **capital letter** and it ends with a **full stop**.

Punctuation – Question Marks

A **question** is a special kind of sentence.

We ask questions to find out things.

Could you help me, please?

What time is it?

Why do balloons go pop?

Whenever you write a sentence that is a question you must put:

- **A capital letter at the beginning**
- **A question mark at the end**

Punctuation – Exclamation Marks

Sometimes a sentence ends with an **exclamation mark !**

An exclamation mark shows that the writer **feels strongly** about something.

I really hate winter!

Stop pinching me!

What a lovely present!

Look out!

Punctuation Marks - Comma

A **comma** tells us to **pause**. It is used to separate items in a list.

Here are the fierce tigers, slow camels, stripy zebras and tall giraffes.

In a list we do **not** use a commas before the word **and**.

Your turn!

Write these sentences correctly.

Put in the capital letters, full stops, question marks, exclamation marks and commas.

- a) alice has visited france italy spain and greece on holiday
- b) jane likes bananas pizzas spaghetti and curry
- c) where did jason get his hair cut
- d) do not do that

Answers

- a) Alice has visited France, Italy, Spain and Greece on holiday.
- b) Jane likes bananas, pizzas, spaghetti and curry.
- c) Where did Jason get his hair cut?
- d) Do not do that!

Adverbs

An **adverb** is a word that gives **more meaning** to a **verb**.
Many **adverbs** tell us **how** something happened.

The sun shone **brightly**.



This is an **adverb**. It tells us **how** the sun shone.

Many **adverbs of manner** (how adverbs) end in **ly**.

Your turn!

Underline the adverb in each sentence.

- a) The rain fell heavily.
- b) The boy spoke rudely.
- c) The time passed slowly.

Choose an adverb for each sentence

carefully quietly quickly

- a) I listen_____.
- b) I run_____.
- c) I eat crisps_____.

Answers

Underline the adverb in each sentence.

- a) The rain fell heavily.
- b) The boy spoke rudely.
- c) The time passed slowly.

Choose an adverb for each sentence

carefully quietly quickly

- a) I listen carefully.
- b) I run quickly.
- c) I eat crisps quietly.

Subordinating and Coordinating Conjunctions

Conjunctions are joining words and their main function is to link together two different parts of a sentence with **and/ but/ or**
(coordinating conjunctions)

- **and, but** and **or** are the three main coordinating conjunctions. They join two clauses which are grammatically independent of each other and would make sense if they stood alone.

Compare the following:

a) She's already had two holidays this year **and** now she wants another one.

She's already had two holidays this year. Now she wants another one.

b) I had a terrible cold last week, **but** I still went to work.
I had a terrible cold last week. I still went to work.

Subordinating and Coordinating Conjunctions

If / when / because / since / even though / etc

(subordinating conjunctions) Words like **if,**

when, because, since, although, etc, are subordinating conjunctions which introduce subordinate clauses.

Subordinate clauses are dependent on the main clause in some way and do not normally stand alone.

- a) **If you feel thirsty or hungry,** help yourself to anything at all in the fridge or freezer.
- b) I helped myself to an ice-cold beer and a pizza from the freezer **while they were away.**

Expanded Noun Phrases

Expanded noun phrases add information to nouns (naming words). They make your writing more interesting and can help the reader to build a picture in their minds.

Examples of nouns: house, garden, lady, creature

Expansion before and after the noun:

- a) The spooky house on the hill...
- b) An overgrown garden, with litter scattered everywhere...

Your turn!

Identify the Expanded Noun Phrases below:

A grotesque creature, with an enormous, furry body and a tiny head...

The old lady, who lived next door...

Answers

Underline the Expanded Noun Phrase in this sentence.

A grotesque creature, with an enormous, furry body and a tiny head

The old lady, who lived next door

Sentences with different forms

Statements are sentences that tell someone something and end with a full stop.

The boy stood up.

Questions are sentences that ask someone something and end with a question mark.

Did the boy stand up?

Commands are sentences that order someone to do something and end with an exclamation mark.

Stand up!

Your turn!

Put a tick in the correct column of the table to show whether the sentences are questions, commands or statements.

	Question	Command	Statement
Go straight to bed!			
What time is it?			
Don't stop!			
The rabbit hopped.			
When can we go?			
The watch was new.			
Be quiet!			

Tenses

Present and Past Tense

Verbs written in the **present tense** tell us what is happening **now**.

Verbs written in the **past tense** tell us what has happened in the **past**.

Today Tom **rows** his boat

This verb is in the **present tense**. It tells us what is happening **now**.

Last week Tom **rowed** his boat

This verb is in the **past tense**. It tells us what happened in the **past**.

Verbs in the **past tense** often have **ed** at the end

Present Continuous

The **present continuous tense** is used to talk about actions and situations that are going on at the moment of speaking.

Here are the basic rules.

- Use **is** when the subject is a singular noun (e.g. boy, book, apple) or third person singular pronoun (e.g. he, she or it)
- Use **are** when the subject is a plural noun (e.g. boys, books, apples) or a plural pronoun (e.g. they, we, you).
- Use **am** when the subject is I.

Present Continuous

Here are some examples

- a) She **is watering** the plants.
- b) Dad **is listening** to the news.
- c) Mother **is reading** the newspaper.
- d) I **am working** on my computer.

Your Turn!

Add the present continuous verb to these sentences.

One example has been done for you.

What (you do)? **What are you doing?**

- a) Where (you go)?
- b) I (visit) my parents this week.
- c) They (prepare) for the test.
- d) Rahul (get) ready for school.
- e) Alice (wash) her hair.
- f) I (take) a short break.

Answers

- a) Where **are you going?**
- b) I **am visiting** my parents this week.
- c) They **are preparing** for the test.
- d) Rahul **is getting** ready for school.
- e) Alice **is washing** her hair.
- f) I **am taking** a short break.

Your Turn!

Complete this table

Verb	Present Tense	Past Tense
wait	Tom waits	
skip		Tom skipped
cook	Tom cooks	
hop	Tom hops	
eat		Tom ate

Complex Sentences

Every sentence contains at least one main (most important) clause. A complex sentence contains one main clause and one or more subordinate (less important) clauses.

The king was angry. This is the **main clause**. It can be used on its own as a sentence.

The king was angry **when he saw the muddy footprints**. This is the **subordinate clause**. It doesn't make sense on its own.

Phrases and sentences

- Phrases- a word or words which perform a particular job in a sentence

the soldier, the slope, an arrow, descended, fired, she

- Clause- a combination of phrases which includes a verb

The soldier descended the slope

fired an arrow

- Sentences- one or more clauses which combine to create meaning

The soldier descended the slope and fired an arrow

- Pupils are encouraged to expand noun and verb phrases using adjectives and adverbs

The brave and determined soldier descended the snowy slope quietly and fired a deadly, poison-tipped arrow.

Relative Clauses

- Clauses that begin with **who, which, where, why, whose, that**
- They give extra information about the noun before.

My brother **who is a solicitor** can help us. (I have defined which brother)

The painting **that my grand father likes** is in the MOMA. (I have defined which painting)

The house **where I grew up in** is in Dublin (Extra information about the house)

The new restaurant, **which is near the covered market**, serves great food.
(Extra information about the location of the restaurant)

The difference between dashes and hyphens

- Dashes can work solo or in pairs. If they are by themselves they introduce extra information. If there are two, they act like brackets.

He was frightened- more frightened than ever before.

The boy was rich- even richer than his parents.

Everyone- including Martha- thought Sam was crazy.

They found the room- the smallest in the school- big enough for their needs.

- Hyphens are shorter than dashes and link words or ideas together.

The hotel was child-friendly.

They saw a man- eating tiger.

Using colons and semi-colons

- Colons are markers or gateways to introduce extra information such as a list or a statement.
- There are many different types of bread: ciabatta, wholemeal, white, granary and rye.
- He could see what was written on the sign: this space is reserved.
- Semi-colons separate two clauses/parts of a sentence which are linked. They could be separated by a full stop or a conjunction but they shouldn't be separated by a comma.
- It was Autumn; the leaves were falling.
- It was Autumn and the leaves were falling.
- It was Autumn .The leaves were falling.

Semi –colons are also used in detailed lists e.g. The hotel pool was well-equipped: the 25m pool; a splash pool; a diving board for the adults.

Adverbials

- A fronted adverbial goes at the beginning of a sentence.
- It describes the verb in the sentence.
- It describes where, when and how.
- **As soon as he could**, Tom jumped off the train.
- **Last week**, I went to the dentist.

Modal Verbs

Modal verbs indicate the conditions or likelihood of a main verb. For example, the sentence “ **I eat food** ” is a plain statement of the strong likelihood of an action, whereas “ **I might eat food** ” sounds less likely. It is the modal verb that raises the ideas of the necessity or likelihood of an action happening.

Modal verbs are:

would, could, should, might, can, will, shall, may, ought to

The rain **will** stop at some time. It **might** stop before playtime.

Synonyms and Antonyms

Synonyms- words with the same or similar meanings

e.g. **synonyms for** said **are-** yelled, screeched, whispered, replied

Antonyms- a word which has the opposite meaning to a given word.

e.g. **antonyms for** cold **are-** hot, warm, humid, fiery, balmy

Determiners

Determiners are words that introduce the noun.

Types of determiners

- **Articles**

the (definite) and a (indefinite)

the dog, a car , an apple

- **Demonstratives**

this hat, those people ,that car

- **Possessives**

his cat, her bag, your house, my book, their coats

- **Quantifiers**

Numbers before a noun- 6 candles, 200 people

Some , plenty, several, plenty, half, enough