

Key Stage 2 Grammar, Punctuation & Spelling

Parent Workshop

25th January, 2018

Aims

- * To familiarise ourselves with the national curriculum for grammar, punctuation and spelling in Key Stage 2
- * To understand how grammar, punctuation and spelling is taught at West Lodge
- * To understand how you can support your child at home with grammar, punctuation and spelling

What does the national curriculum say?

“The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.

Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.”

What does the national curriculum say?

The revised National Curriculum for English (introduced from September 2014) places a much stronger emphasis on vocabulary development, grammar, punctuation and spelling

- Expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum (for example, the use of commas and apostrophes will be taught in KS1)
- Pupils are expected to recognise and use the grammatical terminology appropriate to their year group

By the end of Key Stage 1...

- Types of sentences: command, question, statement and exclamation
- Basic punctuation: capital letters, full stops, question marks, exclamation marks, apostrophes and commas
- Word classes: nouns, verbs, adjectives, adverbs
- To use apostrophes to mark singular and plural possession.
- The difference between present and past tense
- Simple and compound sentences using simple conjunctions: and, because, but and so.

Year 3 & 4 Curriculum Expectations

- 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)
- To use inverted commas and other punctuation to indicate direct speech.
- Introduce paragraphs as a way to group related material around a theme
- To use apostrophes to mark singular and plural possession.
- To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Use headings and subheadings to aid presentation
- To use fronted adverbials and the associated punctuation correctly

Year 5 & 6 Curriculum Expectations

- To indicate degrees of possibility using adverbs or modal verbs
- To use devices to build cohesion within a paragraph (firstly, in addition to, furthermore, etc.)
- To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun
- To use the colon to introduce a list and use of semi-colons within lists
- To use the semi-colon, colon and dash to mark the boundary between independent clauses
- To link ideas across paragraphs using adverbials of time, place and number or tense choices
- To use brackets, dashes or commas to indicate parenthesis
- To use commas to avoid ambiguity and to clarify meaning
- To use both the passive and active voice in their writing

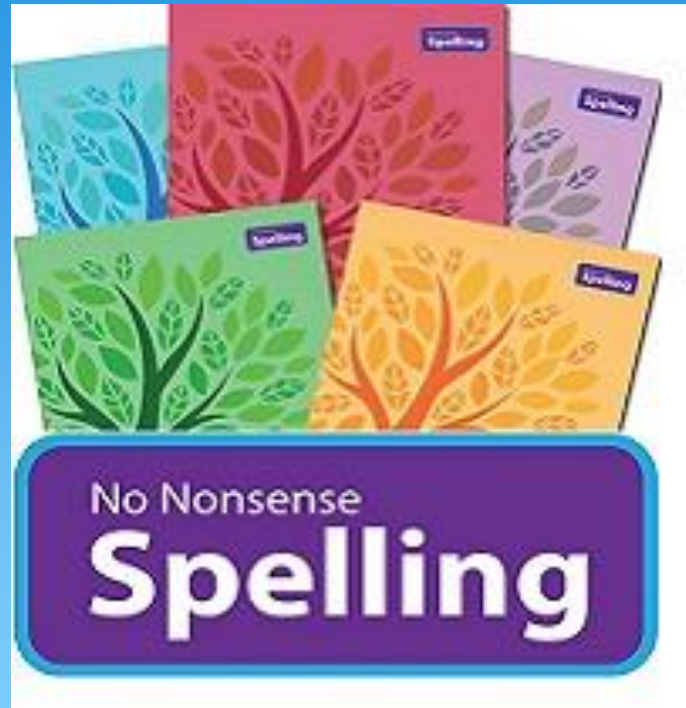
Grammar and Punctuation at West Lodge

- Grammar and punctuation rules are explicitly taught and practised in English lessons, and then applied in the children's own writing.
- Regular opportunities to write at length (weekly basis) and ongoing teacher assessment of writing.
- Children's individual writing targets linked to grammar, punctuation and spelling
- Writing skills applied across the curriculum in foundation subjects where pupils have meaningful extended writing opportunities through Science, Humanities and RE.

Spelling

According to research at Cambridge University, it doesn't matter what order the letters in a word are, the only important thing is that the first and last letters are at the right place. The rest can be a total mess and you can still read it without a problem. This is because we do not read every letter by itself but the word as a whole.

Spelling



Spelling

- A spelling programme designed to meet the needs of the 2014 National Curriculum
- Ensures clear progression across each year
- Builds in the learning and understanding of the patterns and words that appear in the Year 3, 4, 5 and 6 statutory spelling lists outlined in the curriculum
- Encourages an investigative approach to learning spellings rather than a culture of memorising and testing

Spellings Lessons

What does spelling look like at West Lodge?

Lesson 1:

- New spelling pattern investigated through interactive videos/games or investigation activity
- Draw up rules and lists of words generated together through investigations as a class to be added to our English Working Wall

Lesson 2:

- Recap previous lesson's rules and words through fun games/ investigations
- Spelling list given to pupils (choice of 2 challenge) that includes words generated during previous lesson and words selected by teacher

Lesson 3:

- Test spellings

End of Key Stage Assessments

- Children are formally tested at the end of Year 6 on their understanding of the rules of grammar, punctuation and spelling in what is known as the Key Stage 2 SATs
- The assessment is comprised of two tests which are sat in May, alongside other tests in English and Maths
- The first test is 45 minutes long (worth 50 marks) and assesses the children's understanding of the rules of grammar and punctuation. The content covers all of the KS2 learning objectives and also checks that their understanding of KS1 content is still secure.
- The second test is approximately 20 minutes in length and is made up of 20 words that are dictated to the children in the context of a sentence and they must record the word using the correct spelling pattern.

Over to the experts...

Group 1	Group 2	Group 3	Group 4
Spelling:	Sentence structure: Direct Speech	Spelling: Dictionary Skills	Punctuation: Using colons and semi- colons

How can I support my child at home?

- * Take a copy of the grammar glossary to aid understanding when supporting homework tasks
- * Have a good understanding of the expectations for spelling in the new curriculum (see LKS2 and UKS2 word lists as a guide)
- * Grammar & Spelling Bug: www.activelearnprimary.co.uk - Login information at front of child's homework diary
- * www.bbc.co.uk/bitesize