



SPaG workshop for parents

Christ Church Federation

Why is grammar so important?

Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can
save a person's life.**

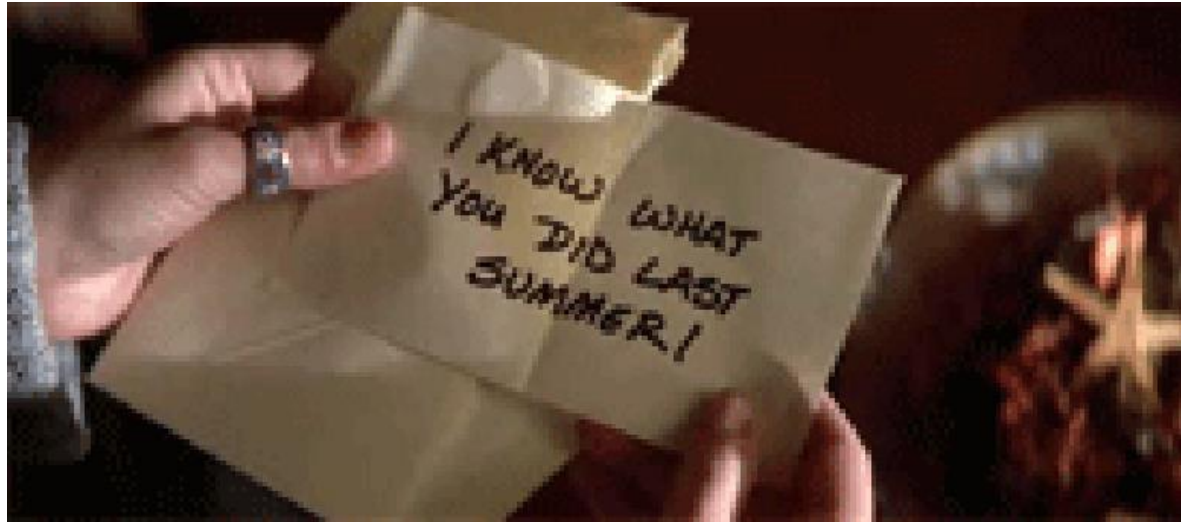
Pie Corbett



“Children need to hear how sentences are spoken, speak sentences aloud, and look at them written down before attempting to write them for themselves. **It is impossible to write down different syntactical patterns unless you can say them.**”

Pie Corbett is an English educational trainer, writer, author and poet who has written well over two hundred books. He is now best known for creating the Talk for Writing approach to learning, which is widely used within UK primary schools.

What did you do last summer?



“Children write how they speak and they learn grammar how they speak.”

Can you answer in a
full sentence?

Early Years Foundation Stage Nursery & 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.
- We aim to: Develop their understanding and use of spoken language
- Introduce children to quality texts being read aloud
- Encourage and model speaking in sentences

- To begin with, the children need to give a meaning to the marks they make.

- As their pencil grip and phonic knowledge increases they will start to write everyday words e.g. mum, dad and their own name.



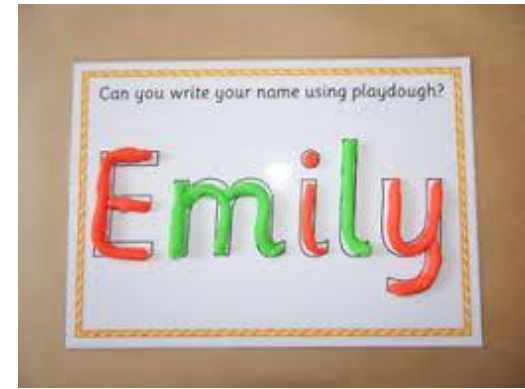
- The children use their phonic knowledge to decode words before they write the word.

- Firstly, the children will start to write the initial sound only.

- This is built on as their phonic knowledge increases

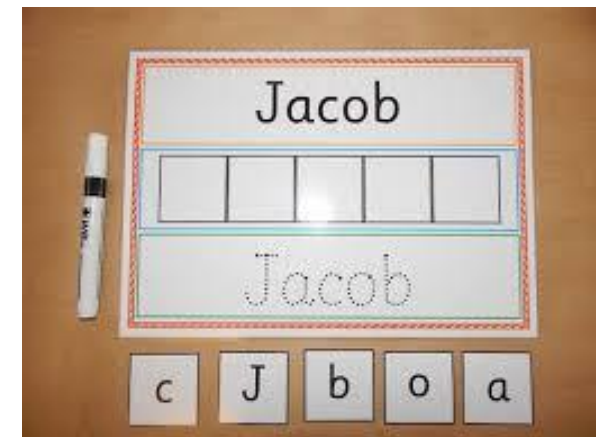
- When they leave reception, the age related expectation is that they will be able to independently write a sentence which is phonetically correct (and they should be able to read it back to you).

- Children are taught to add a capital letter for their name.
- Look at spaces between words and identify full stops.
- Should be able to check if their written text makes sense and understand that words are ordered from left to right.



How can you help?

- Letter formation in a variety of substances (beans, foam etc.)
- Practising letter sounds and the letter names
- Name recognition – first and last name
- Reading to your child everyday
- Encouraging storytelling or retelling of familiar stories



Summary of each year group grammar expectations

YEAR 1

- Joining words and clauses using 'and'.
- How the prefix 'un-' changes the meaning of verbs and adjectives.

YEAR 2

- Forming nouns and adjectives using suffixes.
- Subordination and coordination.
- How grammatical patterns in a sentence indicate intent.

YEAR 3

- Forming nouns using a variety of prefixes.
- Expressing time, place and cause using conjunctions, adverbs or prepositions.
- Present perfect.

YEAR 4

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- Apostrophes to mark plural possession.

YEAR 5

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Linking ideas across paragraphs using adverbials of time, place and number.

YEAR 6

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.

Prefixes & Suffixes

- Year 1 - The prefix –un.

I tied the ribbon. I untied the ribbon.

- Year 1 - Regular plural noun suffixes –s or –es

dog —————> dogs wish —————> wishes

- Year 1 - Suffixes ed, er & ing

Help- helping, helped, helper

- Year 2 - Use of suffixes –er, –est and –ly

Large —————> larger, largest slow —————> slowly

Which word correctly completes the sentence?

We were _____ outside with our friends.

Tick **one**.

played

☐

plays

☐

playing

☐

play

☐

Tigers are generally _____ than lions.

Tick **one**.

large

☐

largest

☐

larger

☐

most large

☐

Singular - Plural

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

pan —————> pans knife —————> knives potato —————> potatoes

- 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.

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

Tick the punctuation mark that should complete each sentence.

Sentences

Year 2 - There are 4 types of sentence: statements, questions, commands and exclamations.

Task – Match the sentence and sentence type.

Sentence	Full stop	Question mark
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		

- Statement

Did you empty the dishwasher?

- Question

You've emptied the dishwasher!

- Command

You did empty the dishwasher.

- Exclamation

Empty the dishwasher

Nouns (Year 2) are used to name people, places, or things.



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.

Pronouns (Year 4) are used to replace a noun in a sentence, and help to avoid having to repeat words (he, she, we, us etc.)

Pronouns often cause confusion in reading comprehension

Abdi asked his mum if his friend could borrow some toys from him.

Verb (Year 2)

A **verb** can describe

- an action or process (for example: dive, chew, heal, thaw),
- a feeling or state of mind (for example: worry, think, know, believe),
- or a state (for example: be, remain).

As you can see above, it is not simply a doing word.

Task 2

The bus parked by the sandy beach. All the children quickly got off and they ran to the sea.

Identify:

noun verb adjective pronoun

Adjective (year 1)

Adjectives give us more information about nouns. They can come before a noun or they can come after a verb.

For example:

A **huge** feast.



The drive back was **quiet**.



Task 3: Describe Abdi using different adjectives



.....



.....

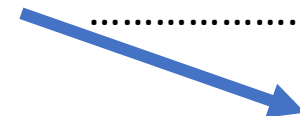


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.....



.....



.....

An **adverb** is a word which tells you more about:-

How something happened? e.g. she waited **patiently**; he ran **slowly**, they were **extremely** polite, he is **usually** at home

When something happened? e.g. **today, Monday,**

Where something happened? e.g. **downstairs, abroad**

What are the adverbs in this sentence?

Yesterday, Abdi marched clumsily upstairs.

Play the adverb game: act out the statements below,
can your partner guess which one you acted out?

eat your dinner **greedily**

jumping **athletically**

stroking a pet **gently**

nod your head **tiredly**

clapping **loudly**

Instead of using an **adverb** you could use an **adverbial phrase (yr4)**
An adverbial phrase tells us more about the verb (where, when and how)

Where did Abdi **dig**?

On the beach,

Near the sea,

Away from the other children

When did Abdi **dig**?

First thing in the morning,

Before lunch,

After arriving on the beach,

How did Abdi **dig**?

With all his energy,

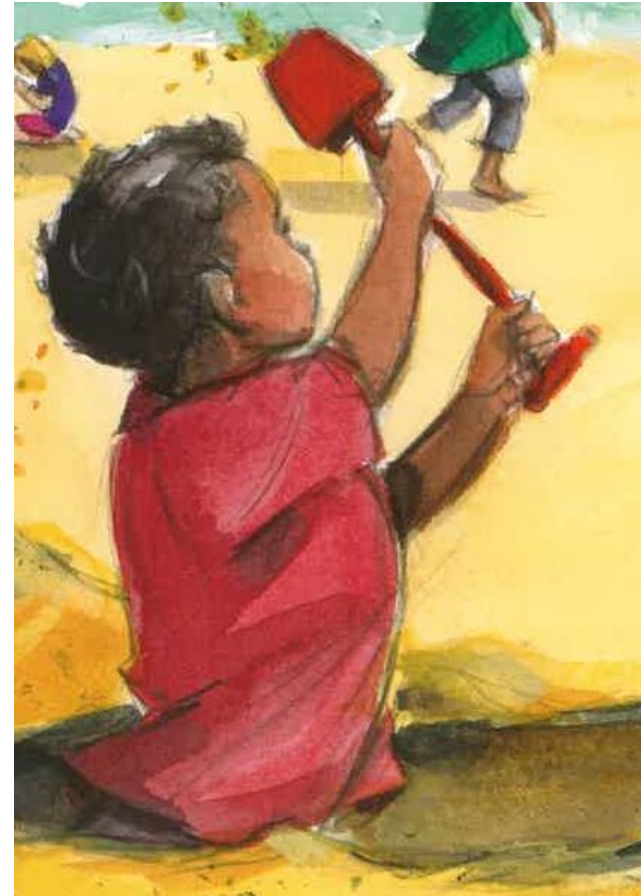
Like a pirate looking for treasure,

With great gusto/passion,

Showing great excavating skills,

In a most thorough way,

Abdi **dug** a deep hole.



Abdi dug a hole.

When ?

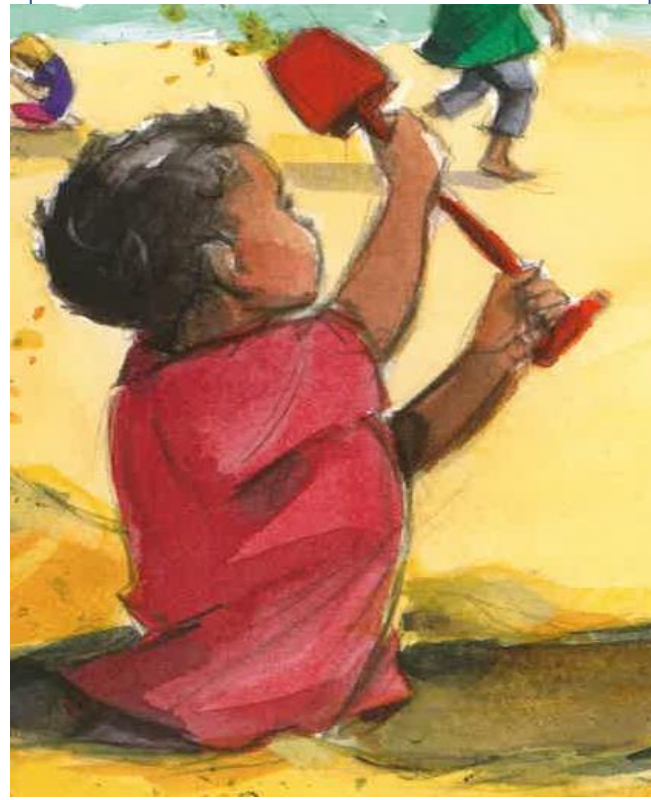
First thing in the morning,
Before lunch,
After arriving on the beach,

Where?

On the beach,
Near the sea,
Away from the other children

How?

With all his energy,
Like a pirate looking for treasure,
With great gusto/passion,
Showing great excavating skills,
In a most thorough way,



The children played football.

When ?

Where?

How?



Conjunctions Y1 -6

Conjunctions are used **to join words, phrases, or clauses in a sentence.**

For example: and, but, for, or, neither, nor, yet, although, because, if, until, unless, when, where, while, whereas.

Using conjunctions ...

How many different ways can you find to connect these sentences?

Mum was happy.

Dad did the washing-up.

and, but, for, or, neither, nor, yet, although, because, if, until,
unless, when, where, while, whereas

Mum was happy **because** Dad did the washing up.
Mum was happy **although** Dad did the washing up.
Mum was happy **whenever** Dad did the washing up!
Mum was happy **so** Dad did the washing up.
Mum was happy **but** Dad did the washing up.
Mum was happy **and** Dad did the washing up.
Mum was happy **then** Dad did the washing up...
Mum was happy **until** Dad did the washing up.
Mum was happy **after** Dad did the washing up.
Mum was happy **if** Dad did the washing up.
...and many more



Modal verbs are a type of verb that expresses degrees of possibility, probability and certainty. The core modal verbs are:
can, could, may, might, shall, should, will, would, must



Grammar Police

When we use modal verbs to talk about events in the past we add have to the verb.


So it's should have/should've NOT *should of*, might have/might've NOT *might of*

Clause (year 3)

- A clause is a part of a sentence **that has its own verb.**

For example: **Miss Ryan searched frantically; the coach was due.**

A sentence can contain one or more main clauses, linked by a conjunction such as *and*, *but*, *or*, or *yet*, or by a semicolon.



Improve the sentence by adding a conjunction and another clause.



The boy tripped

CONJUNCTION

and

but

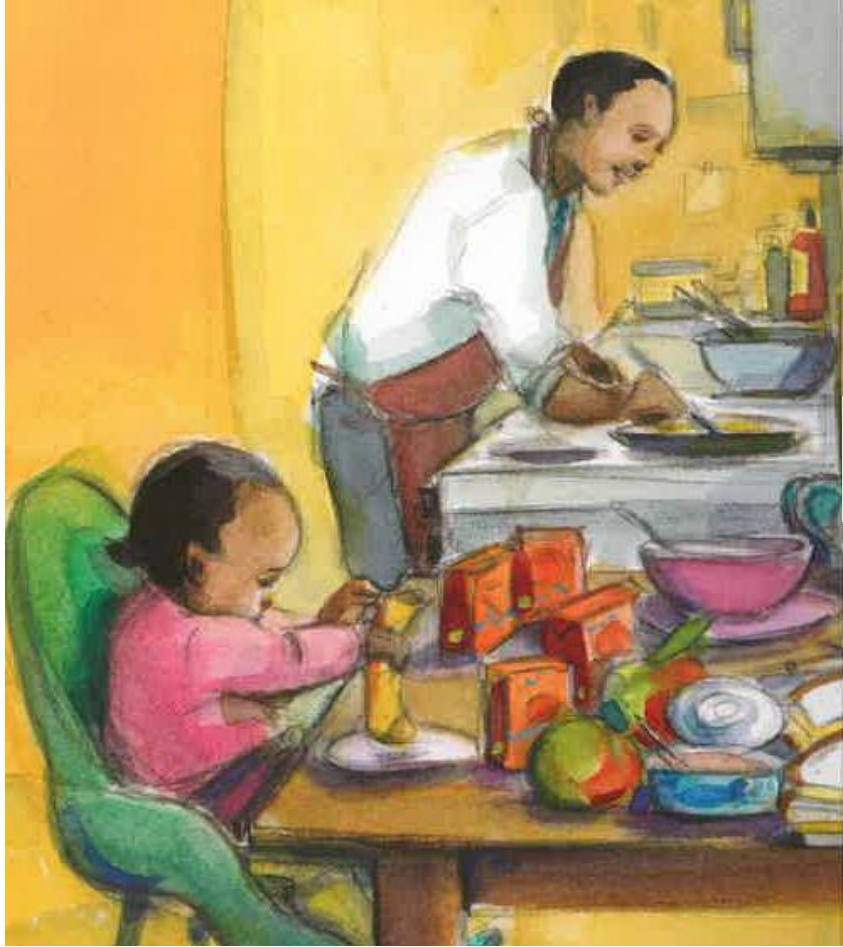
so

because

as

.....

Improve the sentence by adding a conjunction and another clause.



Abdi's dad did the washing up

CONJUNCTION

and

but

so

because

as

.....

Improve the sentence by adding a conjunction and another clause.



Abdi dug a hole

CONJUNCTION

and

but

so

because

as

..... .

Co-ordinating and Subordinating Clauses

If the clauses make sense on their own they are called

co-ordinating clauses.

You can practice writing using wonderful expanded noun phrases and
you can create clever subordinate clauses.

If one clause depends on the other for its meaning then it is a
subordinating clause.



Subordinating clause

The diagram shows the sentence 'When you are at home, there is nothing interesting to do.' with two callout boxes. The first box, labeled 'Subordinating clause', points to the red text 'When you are at home,'. The second box, labeled 'Main clause', points to the black text 'there is nothing interesting to do.'.

Main clause

When you are at home, there is nothing interesting to do.

Semicolon ;

The semicolon marks a break **that is stronger than a comma but not as final as a full stop.**

"At a comma, stop a little;



at a semicolon, somewhat more."

A semicolon can link independent clauses when each clause links or relates to the previous clause.

1) Remove the **conjunction**

2) Add a **semi colon**

I ate a cream cake for lunch **because** life's too short to count calories.

I ate a cream cake for lunch; life's too short to count calories.

Abdi went on a trip **but** his family stayed at home.

Abdi went on a school trip; his family stayed at home.

Task 6

Remove the conjunction and add a semi colon in the sentences below

The teacher was worried because she couldn't find Abdi.

The children looked behind the deck chairs and they looked under the beach huts.

They looked in the shop but Abdi was not there.



Thank you for your time and support.

There are many areas of Grammar we could have focused on today. However, we hope the information given has provided you with an understanding how grammar and writing progresses through the federation.

The year group specific sessions with focus on specific skills in more detail. It would be lovely if you could join us!