

Chesterton CE Primary School



English Grammar
Workshop for Parents
26th January 2016



Tails

CELEBRATING THE RELATIONSHIP BETWEEN PETS AND THEIR PEOPLE

October 2010 | \$3.99
Complimentary

EAT, RAY, LOVE

Rachael Ray finds inspiration in cooking her family and her dog

10 TIPS

TO KEEP YOUR PET HEALTHY AND HAPPY

TRAINED

Aims

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

The main aims of this workshop are to help parents 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.
- Understand the KS1 and KS2 S English Grammar, Spelling and Punctuation test.

New Curriculum Expectations – Year 1

Grammar and Punctuation:

- Regular plural noun suffixes
- Suffixes and prefixes
- Verbs, adjectives and conjunctions
- Singular and plural
- Capital letters, full stops, question marks and exclamation marks

New Curriculum Expectations – Year 2

Grammar and Punctuation:

- Nouns using suffixes (e.g. -ness, -er)
- Adjectives using suffixes (e.g. -ful, -less)
- Adverbs
- Subordination and coordination
- Expanded noun phrases
- Sentences with different forms
- Present/past/progressive tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes

New Curriculum Expectations – Year 3

Grammar and Punctuation:

- Nouns and prefixes, such as super-, anti-, auto-
- Determiners: a and an
- Conjunctions, adverbs, prepositions
- Paragraphs
- Perfect form of verbs
- Inverted commas

New Curriculum Expectations – Year 4

Grammar and Punctuation:

- Plural and possessive –s
- Expanded noun phrases
- Fronted adverbials
- Paragraphs
- Pronouns and nouns
- Inverted commas
- Apostrophes and commas

New Curriculum Expectations – Year 5

Grammar and Punctuation:

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

New Curriculum Expectations –

Year 6

Grammar and Punctuation:

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



How good is your grammar?

Please spend about 5 minutes checking your own Grammar subject knowledge.

Have a go at the 'SPAG' test questions on the table.

Don't worry, these will not be collected in!



Important Terminology

Common Nouns and Proper 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 **lower case letter**.
- A **proper noun** is the **name of a particular** person, place or thing.
- A **proper noun** starts with a **capital letter**.

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

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

Common Nouns and Proper Nouns

- Underline the proper noun and circle the common nouns in each of these sentences.

- 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.

Prefixes and Suffixes

- A **prefix** is added at the beginning of a word to change it to another word.
- We can sometimes give a verb the opposite meaning by adding a **prefix** like **un** or **dis** to the beginning of the verb.

- a) wrap → unwrap
- b) tie → untie
- c) trust → distrust
- d) obey → disobey

- These verbs have **opposite** meanings.

- A **suffix** is added to the end of a word to change it to another word.
- We can write nouns in the singular or the plural. **Singular** means just one. **Plural** means more than one.
- Most nouns just take **s** to change the **singular** into the **plural** form.

pan → pans

- Many nouns ending in **f** or **fe** take **ves** in the plural.

knife → knives

Common exceptions are: **Chiefs, roofs.**

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

Potato → potatoes

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

Other suffixes include: -ed -ing -er -ful

Phrases and Clauses

- **Phrases** are a group of words that form part of a sentence, but don't contain a verb.
- These do not make sense on their own.
- A **clause** is a larger group of words that include a little more information.
- They contain a **subject** and a **verb**.
- They do make sense on their own.

For example: **the big dog**

- For example: The big **dog** **barked**.

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, creature, lady**

Expansion before and after the noun:

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

Expanded Noun Phrases

- Find 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...

Verbs

- A **verb** is a word that describes **actions** or **feelings**.
- A **verb** tells us what someone is **doing** or what is **happening**.

The farmer **drives** his tractor.

The girl **liked** chocolate.

The frog **hops** into the water.

- Some verbs are **being** words.

The frog **is** green and brown. This is a **being** verb.

- It tells us what the frog **is**.

Verbs

- Choose a being verb to fill in each gap:

am are is was were will be

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

Underline the action verb in each sentence

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

Adverbs

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

The sun shone **brightly**.

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

Adverbs

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.

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

- Replace the underlined words with a pronoun.

a) My sister and I are going on holiday because my sister and I like camping.

a) My sister and I are going on holiday because **we** like camping.

b) Ben knew exactly what to do when Ben saw the lost child.

b) Ben knew exactly what to do when **he** saw the lost child.

c) Ann and I went shopping in town. Ann and I left in time to catch the bus.

c) Ann and I went shopping in town. **We** left in time to catch the bus.

Conjunctions

- Conjunctions link two words or phrases together.
- There are two main types of conjunctions: **co-ordinating** and **subordinating**.

Conjunctions

Co-ordinating conjunctions link two clauses together as an equal pair.

For example:

Gran wrote to me **and** she told me about her holiday.

James is young **but** he can run fast.

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

Conjunctions

Subordinating conjunctions link clauses together as an unequal pair. They introduce a **subordinate** clause (a clause that is dependent on the main clause).

For example:

The king was angry **when** he saw the muddy **footprints**.

I'm staying in **because** it is raining.

Although I am tired, I am going out to play.

Conjunctions

Find the **subordinate clause** in these sentences:

a) If you feel thirsty or hungry, help yourself to anything in the fridge.

b) I helped myself to a beer from the fridge, while they were away.

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. They contain imperative verbs.

Stand up.

Hang up your coat.

Sentences with Different Forms

- **Exclamations** are used to express an emotion. They may begin with: 'what' or 'how'. They end with an exclamation mark.

How exciting!

What a surprise!

Exclamations can cross over with other forms of sentence.

Help! (also a command)

How did you do it?! (also a question)

Punctuation

Including:

- Exclamation marks
- Commas
- Apostrophes
- Dash
- Hyphen
- Colon
- Semi-colon



End of Key Stage Tests