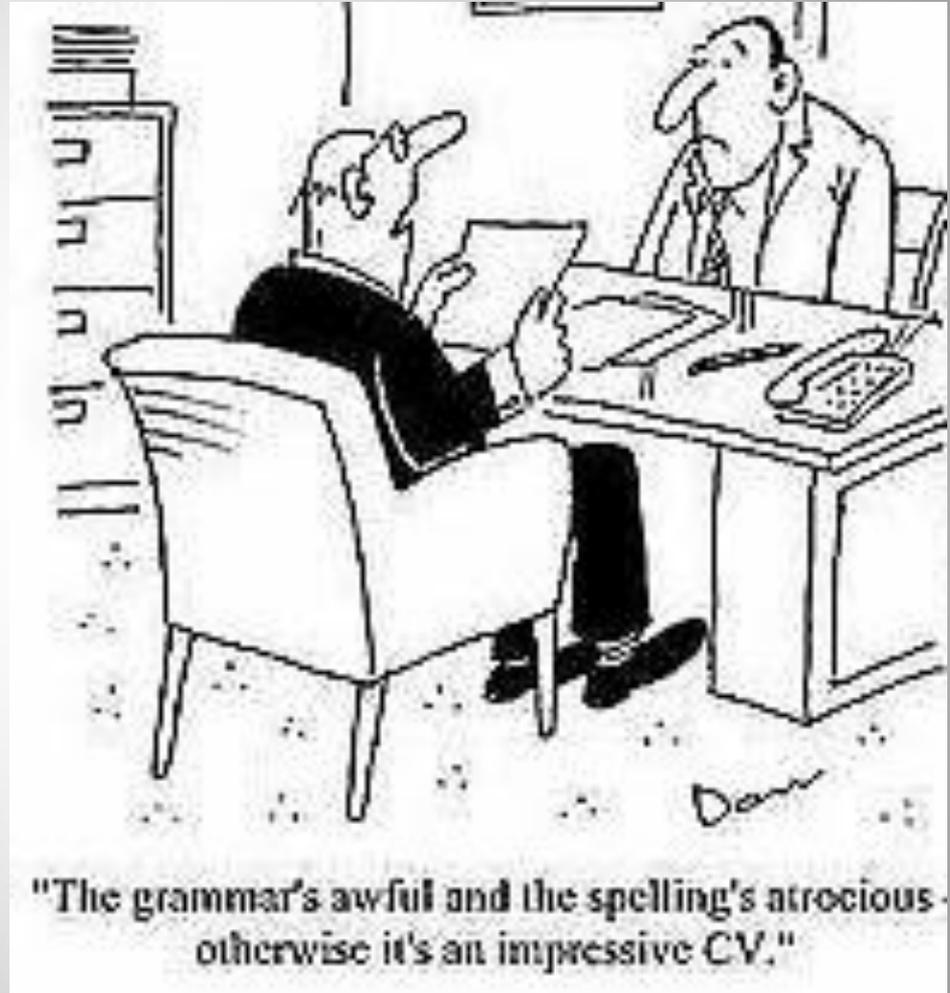
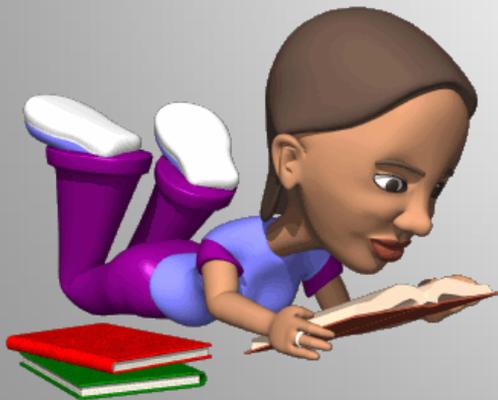


ENGLISH IN THE OLDER TEAM

Spelling List	
●	1).
	2).
	3).
●	4).
	5).
	6).
●	



So what do we do to help?

- Word level (spellings)
- Sentence level (specific grammar teaching and worksheets)
- Text level (the bigger picture – reading and writing)

Writing

- Power of talk
- Story telling
- Writing for purpose and effect
- Games and activities to challenge and support children and to empower reluctant writers

Talk is thought

“Talk is thought – it is only when you talk something through that you realise whether you have fully understood. Talking allows us to develop our thinking, internally question our understanding and ultimately learn.”

David Maytham, 2013

Children developing as writers – what we do in school

- We encourage and show the children how to use a range of sentence types, punctuation, grammar and vocabulary to achieve different effects. We look at examples of writing, their own writing, model writing as a class.
- Through writing we weave the SPaG curriculum into inputs so that it is relevant for the children.
- We develop a broader vocabulary - this is critical as many children have a limited 'word bank'.

Children developing as writers - what we do in school

- Individualised writing targets before and after writing
- Success criteria
- Planners and personal feedback
- Cross-curricular writing
- Different genres of writing
- Writing for meaning
- Use of thesauri, descriptosaurus, dictionaries, reading and discussing
- Peer reviewing/ colour penning work to show improvements

PUNCTUATION!!

We teach the children to use a range of varied punctuation to achieve different effects and interest in their written work. We look at how writers structure text (for instance structure charts) and what effect it has.

Children are expected to be able to use:-

- capital letters
- full stops
- question and exclamation marks
- commas in lists and to mark phrases or clauses
- inverted commas (not speech marks)
- apostrophes (possession and omission)
- brackets, ellipses, colons/semi-colons
- hyphens/dashes within words and sentences (yr6)

How can you help?

- Talk with your children and explore different vocabulary – play games, look in dictionaries, challenge each other to find better words
- Weekly spellings – Look up meanings, make up silly sentences orally or written – make it into a challenge
- Read with your children (and talk about what they – and you – are reading) – look at punctuation used, make up stories using picture books, ask children to think of alternative endings. What would have happened if Little Red Riding Hood had a mobile phone? Etc.

Games

60 second word association

- forest

Games

Imagination activity - 5 things or 5 ways

5 things you could do with a cloud...

5 ways you could cross a river...

Games

Good news/ bad news

The good news is that tomorrow is a holiday.

The bad news is that you have to clean your bedroom.

Fortunately/ unfortunately

Fortunately I won the lottery.

Unfortunately there was no jackpot.

Games

Marvellous metaphors

- Common noun
- Adjective
- Abstract noun

Make silly metaphors

Abstract noun game

- One person think of a place (common noun)
- One person think of an abstract noun
- Develop further by adding characters

The of.....

Telling stories

- Ask children to tell you simple stories (fairy tales are really good)
- Tell a line of the story each – make a collaborative story
- Add twists to the stories – modernise, tell the story from a different character's perspective
- Introduce new characters/ settings

SPaG – Spelling, Punctuation and Grammar



“Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank.”

We teach grammar alongside writing. This is to ensure it is relevant to the children and so they can use it effectively.

We are going to share some of the things that the children need to know.

PUNCTUATION & GRAMMAR

Some key terms – which the children need to know and which develop their overall writing.

- ‘word class’ – and the jobs of different word classes: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, connectives, articles.

PREPOSITIONS: little words which show a noun or pronoun's relationship to another word.

The boy climbed **over** the fence.

The girl ran quickly **through** the park.

The crocodile swam **under** the water.

The boy leaned **against** the fence.



ADVERBS: words which describe verbs.

HOW something happened – She waited **patiently**.

WHEN something happens – **Yesterday**, it rained.

HOW OFTEN something happens – He is **usually** at home.

Adverbs can also describe where, how much or why something happened.

Determiner

A determiner can take on a number of different meanings and roles in a sentence. The determiner is used in every case to clarify the noun.

Articles

Articles are among the most common of the determiners. A, an, and the all express the definiteness and specificity of a noun. These words precede a noun/noun phrase. 'An' is used with nouns that begin with a vowel SOUND – hence “An hour”.

Possessives

When referring to an entity that belongs to another, you can use possessives. My, your, their, and its are a few examples.

Is this *your* car?

The dog growled and showed *its* teeth.

Quantifiers

Quantifiers, such as all, few, and many, point out how much or how little of something is being indicated.

He took *all* the books.

Few of the children wanted to go to the zoo.

Demonstratives

Demonstratives, such as this, that, these and those, require a frame of reference in which an individual can point out the entities referred to by a speaker or a writer.

Do you want *this* piece of chicken?

I don't want to go to *that* movie.

PRONOUNS: substitutes for nouns in order
to avoid repetition:

I, you (singular or plural), he, she, it, we,
they, me, him, her, us, them

A common misconception (spoken & written!) I or me?

After we went cycling, Emma and _____ were very tired.

The teacher asked Tim and _____ to collect the books.

If you can take away the other people in the sentence, which then makes better sense – I or me?

After we went cycling, I was very tired?

After we went cycling, me was very tired?

The teacher asked I to collect the books?

The teacher asked me to collect the books?

QUESTION, STATEMENT or COMMAND?

A. Did you empty the dishwasher?

B. You did empty the dishwasher.

C. Empty the dishwasher.

CONJUNCTIONS link together phrases, clauses or ideas in a sentence.

which

because

however

although

PHRASES AND CLAUSES

The bitterly cold and windy weather



This does not have a verb and so does not make sense unless as part of a sentence. It adds information. This is a **noun phrase**.

The man hunched against the weather, the bitterly cold and windy weather, which threatened to grow worse.

A **clause** must have a **subject and a verb**.

The child felt very frightened. This is a **MAIN clause** because it can be a sentence.

as she watched the shadows on the walls.
This is a **SUBORDINATE clause** because it is not a sentence on its own but needs to be added to a main clause to make sense.

SENTENCE TYPES

Simple sentences have only one clause.

The child was very frightened.

Compound sentences are formed by joining two or more simple sentences using a conjunction.

The child was very frightened as she watched the shadows on the wall.

The child was very frightened as she watched the shadows on the wall.

As she **watched** the shadows on the wall, the child **was** very frightened.

This is now a **complex sentence**. It has a **main clause** and a **subordinate clause**.

They are both clauses because both parts contain a **verb**.

Voice

Active Voice

A feature of sentences in which the subject performs the action of the verb and the direct object is the goal or the recipient: *The mechanic fixed the car.*

Passive Voice

A feature of sentences in which the object or goal of the action functions as the sentence subject and the main verb phrase includes the verb *to be* and the past participle: *The car was fixed by the mechanic.*

Present perfect

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, at that moment, that day, one day, etc. We **CAN** use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have travelled** to the Moon.
- People **have not travelled** to Mars.
- **Have** you **read** the book yet?
- Nobody **has** ever **climbed** that mountain.

Future perfect

- The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.
- Examples:
- By next November, I **will have received** my promotion.
- By the time he *gets* home, she **is going to have cleaned** the entire house.
- I **am not going to have finished** this test by 3 o'clock.
- **Will** she **have learned** enough Chinese to communicate before she *moves* to Beijing?
- Sam **is** probably **going to have completed** the proposal by the time he *leaves* this afternoon.
- By the time I *finish* this course, I **will have taken** ten tests.
- How many countries **are** you **going to have visited** by the time you *turn* 50?

This is just a snapshot. Children will also need to know a wide range of other technical vocabulary which we continue to teach through writing and spelling.

A few words about spelling

We teach spelling in a range of ways and we talk to the children about English spelling patterns and some rules.

Spelling rules are rarely hard and fast in English, so it helps to teach children general patterns spotted in English words.

‘Rules’ can be helpful, but children need to be aware of exceptions eg. weird, their.

Spelling

Our spelling groups are differentiated but all children are exposed to the age appropriate spellings.

But..... 85% ?

Our spelling groups

We are teaching the children to be 'spelling detectives'.

We look at:

- Etymology
- Have word challenges (lots of dictionary and thesaurus work)
- We play lots of games (spellman)
- We challenge the children at their level
- We expect the children to be confident to try new vocabulary in their writing...this is paying off!

Some important words the
children must know

Pupils must understand **prefixes:**

impossible

misbehave

and **suffixes:**

argument

unhappiness

Synonym = a similar meaning
eg. warm, tepid

Antonym = the opposite meaning
eg. warm, cool

Useful and reliable websites

Beware dodgy sites!

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://oxforddictionaries.com/words/punctuation>

<https://oxforddictionaries.com/words/grammar>

<https://oxforddictionaries.com/words/spelling>

There are a number of apps e.g. spelling free

and ... our Learning Platform