



KEEP
CALM

AND

USE CORRECT
GRAMMAR



Writing Workshop – 28.02.18

Topic – SPAG (Spelling, Punctuation and Grammar)

Miss Barrett



KEEP
ME CALM

AND USE

PERFECT
PUNCTUATION



KEEP
CALM

AND PRACTICE

YOUR
SPELLINGS

Spelling is
~~diffecolt~~
~~challengeng~~
hard.

Aims of today

- To get a clearer idea of what your child will be expected to do in their SATS writing
- To take away some tips/ideas to support your child at home
- To work with some other parents and take part in a variety of activities

SATs requirements

Children should know and be able to:

- Learns new ways of spelling phonemes for which one or more spellings are already known, and learns some words with each spelling, including a few common homophones
- Adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Applies spelling rules and guidance, as listed in [NC in England English Appendix 1](#)
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Proof-reads to check spelling and punctuation [e.g. full stops].
- Uses capital letters, full stops, exclamation marks and questions marks correctly.
- Begins to use commas for lists and apostrophes for contracted forms and the possessive accurately.
- Confidently uses a variety of sentences with different forms: statement, question, exclamation, command.
- Uses and understands the grammatical terminology as listed in [NC in England English Appendix 2](#) in discussing their writing.

The 4 Different Sentence Types

Within writing, there are 4 types of sentence. The children need to know what each type of sentence is, when we use it and the punctuation marks that go with them.

- Statement
- Question
- Command
- Exclamation

The 4 Different Sentence Types

A. Did you remember to do your homework?

B. What a brilliant idea!

C. Stir the soup.

D. You can go to your friend's house if you like.

statement

command

question

exclamation

The 4 Different Sentence Types

Parent Activity Time!

You have on your tables an activity sheet labelled 'Activity 1'. With a partner or as a group, label each of the sentences as either:

statement

command

question

exclamation

The children are working quietly in pairs.

What an amazing drawing!

What time is it?

Mix the flour and sugar together.

At playtime the children play games with their friends.

How many candles are on this birthday cake?

The cow jumped over the moon!

Put the scissors away carefully.

Which group has the most points?

How wonderful!

Guinea pigs and hamsters make good pets.

Change into your PE kit.

Activity Answers

Punctuation Marks

For the SATS, the children need to be great users of certain punctuation marks. They need to be able to use them correctly and easily. These include:

- full stops
- capital letters
- question marks
- exclamation marks
- commas (in a list)

Punctuation Marks

- Full stops

I go to school.

- Capital Letters

Come to my house and you can play with Sarah.

- Question marks

Will you go with me?

- Exclamation marks

How lovely it is to see you!

- Commas

I like reading, cooking, dogs and horses.

Punctuation Marks

Parent Activity Time!

You have on your tables an activity sheet labelled 'Activity 2'. With a partner or as a group, work through the questions to see if you are able to spot the punctuation mistakes and write the sentences correctly using the punctuation our children will need to do for their SATs.

Activity Answers

Which sentence has the correct punctuation?

Tick **one**.

Mum has made a cake for tea

Mum has made a cake for tea.

mum has made a cake for tea.

mum has made a cake for tea

Activity Answers

Tick the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When we left home it was very windy		
When will we get to London		
When should I start cooking		

Activity Answers

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.

Word classes

For the children to show off how talented they are, they need to be familiar with the following word classes:

- nouns
- verbs
- adjectives
- adverbs

Word classes

- Nouns

cat, Ben

- Adjectives.

red

- Verbs

kick, feel

- Adverbs

peacefully, carefully, tomorrow, today

Word Classes

Parent Activity Time!

You have on your tables an activity sheet labelled 'Activity 3'. With a partner or as a group, work through the questions to see if you can identify the different word classes.

Activity Answers

What type of word is '**branch**' in the sentence below?

The bird flew to the top branch of the tree.

Tick **one**.

a noun

a verb

an adjective

an adverb

Activity Answers

Look at this picture.



Complete the **noun phrase** below to describe the boot.

the _____, _____ boot

Spelling – Year 2 Common Exception Words

In Year 2, there is a very heavy emphasis on the children's spelling ability. They need to learn an incredible amount of spellings, starting with the Common Exception Words.

These are the words that ALL Year 2 children must learn without fail by the end of the year.

Common Exception Words

door, floor, poor, because, find, kind, mind,
behind, child, wild, children, climb, most, only,
both, old, cold, gold, hold, told, every,
everybody, even, great, break, steak, pretty,
beautiful, after, fast, last, past, father, class,
glass, pass, plant, path, bath, hour, move, prove,
improve, sure, sugar, eye, could, should, would,
who, whole, any, many, clothes, busy, people,
water, again, half, money, Mr, Mrs, parents

Year 2 Spellings

Spelling	Statutory requirements/rules	Examples of Words
<u>dge</u>	The /dʒ/ sound spelt as <u>ge</u> and <u>dge</u> at the end of words, and sometimes spelt as <u>g</u> elsewhere in words before <u>e</u> , <u>i</u> and <u>y</u>	badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge
<u>dge: ge</u>		age cage page sage damage change bulge village strange
<u>dge: g</u>		gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger tragic
<u>dge: j</u>		jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeys injuries jellies banjos jewellery journalist January subject
<u>s: c</u>	The /s/ sound spelt <u>c</u> before <u>e</u> , <u>i</u> and <u>y</u>	race ice cell city fancy dice ice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city cease cellar cement cent centipede centre centurion century certain cycle cyclist cyclone cygnet cymbals face palace place race space surface trace dice ice nice price rice slice spice twice chance dance pencil decide recite
<u>n: kn</u>	The /n/ sound spelt <u>kn</u> and (less often) <u>gn</u> at the beginning of words	knee kneel knew knickers knight knit knives knob knock knot know knuckle knife
<u>n: gn</u>		gnarled gnash gnat gnaw gnomes sign
<u>r: wr</u>	The /ɹ/ sound spelt <u>wr</u> at the beginning of words	wrap wrapper wreck wrestle wriggle wrinkle wrist write wrong wriggly wrinkly
<u>l: le</u>	The /l/ or /əl/ sound spelt <u>-le</u> at the end of words	bubble scribble cuddle middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle bible bundle candle dawdle handle needle noodle poodle chuckle prickles tickle uncle angle ankle grumble able cable fable sable table sample simple
<u>l: el</u>	/l/ or /əl/ sound spelt <u>-el</u> at the end of words	camel tunnel squirrel travel towel tinsel marvel excel rebel quarrel angel label cancel
<u>l: al</u>	The /l/ or /əl/ sound spelt <u>-al</u> at the end of words	accidental comical critical electrical eventual exceptional fatal final individual logical magical medical musical national natural normal occasional original ornamental personal practical regional sensational several traditional physical racial social special official financial commercial artificial torrential confidential essential influential initial partial circumstantial illogical irrational illegal impartial immoral immortal unusual impractical

Dictation

In the beautiful countryside, lived a community of _____
_____ and _____ Williams were loved by all. They couldn't believe their luck
when they finally became _____ to the _____ in
the _____ world. They named her Sarah.

One day, Sarah's _____ decided to take her on an adventure _____
she was a strong girl. They woke up early, closed the _____ quietly, so
not to wake her mum, and were quickly on the _____. They tiptoed over
the _____, being careful not to knock over the _____ pots, and followed a
_____, _____ ran along some flowing _____. It led to huge mountain that
_____ knew was too hard to _____ unless you wanted to
your leg! Sarah thought her father would be too _____ to go up there, but
before she _____ blink, his feet were off the _____ leaving her _____.



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YOUR
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"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**

Any questions?

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~~challengeng~~
hard.