

I ain't gonna use bad grammar no more.
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Everyday
is national
Grammer
Day



KS2 Grammar, Punctuation and Spelling at Nursling



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



Woman, without her man,
is nothing.
Woman! Without her,
man is nothing.



Please write on a post it:

Any specific difficulties your child has with spelling e.g. th/f or key words- wen and whent.

Any challenges you face in supporting your child
With spelling or any questions you'd like
answered.

Aims of the afternoon

- To tell you about the grammar, punctuation and spelling expectations for KS2.
- To share spelling strategies you can use at home
- To share the Key Stage 2 grammar, punctuation and spelling test.



What makes spelling so difficult?

26 letters of the alphabet

44 sounds or phonemes

19 vowel sounds

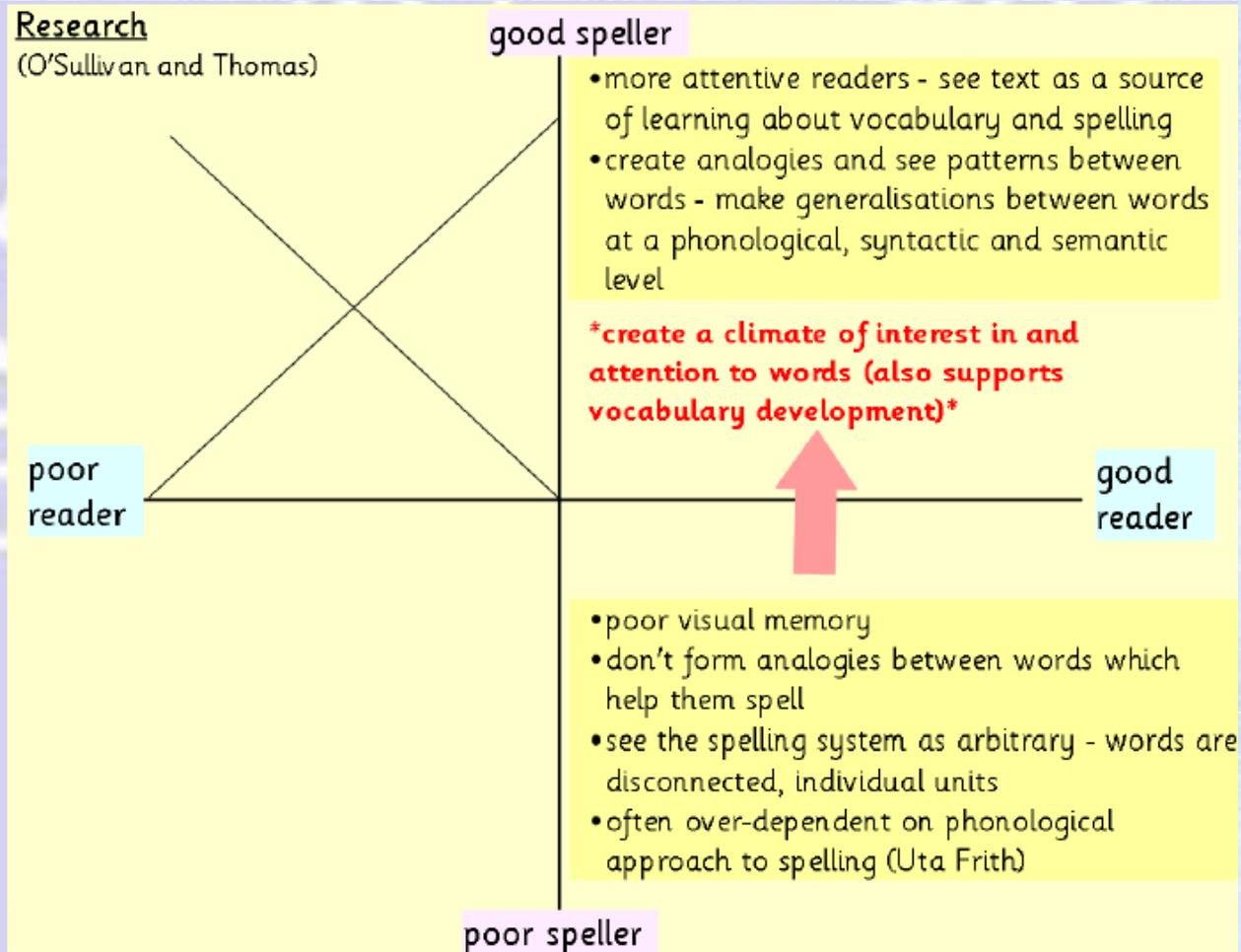
25 consonant sounds

Sounds can be represented by more than one letter-
shop

One sound can be represented in different ways: shop,
sugar, tissue, chef

One spelling can represent different sounds: book and
moon

Research



'Learning to spell involves the integration of several skills. These include knowledge of phonological representations, grammatical and semantic knowledge, as well as the formulation of analogies with words in visual memory and the knowledge of orthographic rules and conventions.' (Lennox and Siegel)

Being able to spell involves different strategies:

- **phonics**
- **grammar**
- **meaning**
- **analogies** - patterns, visual memory
- **spelling conventions** - a sense of probability

The importance of a multi-sensory approach to spelling.

O'Sullivan and Thomas found that effective teaching of spelling involved helping children develop a variety of spelling strategies, helping children discuss and investigate the semantic and syntactic features of words and sharing information with parents.

Dyslexia International promotes a multi-sensory approach to spelling which uses techniques which link what pupils see in front of them (the visual modality) with what they hear (the auditory modality), what they feel around their throat and what they feel in their hand when they write each letter and word (the manual-kinaesthetic modality) in order to improve memory and awareness.

The Orton-Gillingham approach emphasises the importance of an approach to spelling that is personalised, systematic, multi-sensory, meta-cognitive (about how we learn) includes direct instruction (teaching spelling rules and patterns), applied linguistics (grammar, syntax and semantics) and linguistic (writing) competence.

Grammar and Punctuation in 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.



Spelling in Reception

- Know all of the individual letter sounds and names.
- They should know all of the phonemes taught in phases 2 and 3 for example:

ch sh ai or igh ee ow th ng oa oo

Phase 3 Sounds

j	w	x	y	z	zz	qu	ch	sh
								
th	ng	ai	ee	igh	oa	oo	oo	ar
								
or	ur	ow	oi	ear	air	ure	er	
								

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Investigations

ay	ai	a_e	eigh	ei	ey	a
day	raisin	cake	neighbour	grey	stable	
away	wait	came	eight	rein	prey	apricot
lay	tail	snake	reign		table	
way	rain	shame				
	paint	make				
	train	bake				
		lake				
		drake	grapes			
			→ dates			

What are the rules?
Which is the most common?

Find a pattern/rule (position within a word/letter friends).

Discuss the most common spelling or the 'best bet'

Practise and Apply

 way X
wei wrey
weigh

 brain ✓

 great grate

 eight

 Say and stretch

 Robot talk

 Count the sounds

 Sound button

 Stretch

 Count phonemes

 Write

 Sound buttons

 Read and check

Grammar and Punctuation

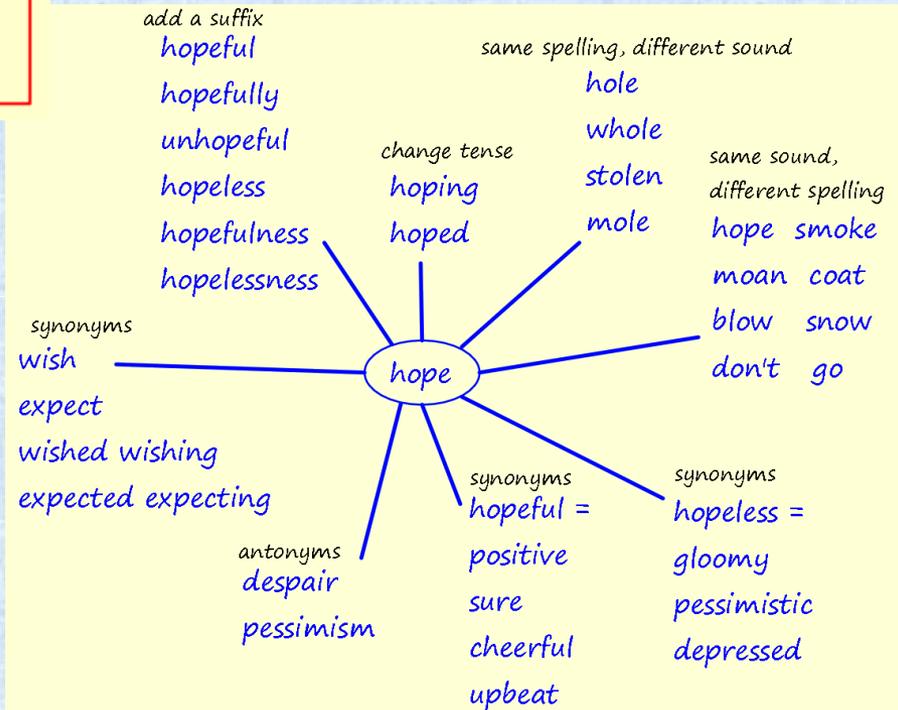
Years 3 to 6:

Revise prefixes and suffixes- un- re- -ly, -ful -ness -ed

Letter strings)shun) station, passion, magician

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Grammar and Punctuation

Apostrophes

- Apostrophes indicate missing letters/contractions.

is not → isn't
I will → I'll

- Apostrophes indicate possession.



The dog's bowl was full of biscuits.

Grammar and Punctuation

Word classes

- Nouns

cat, Ben

- Adjectives.

red

- Verbs

kick, feel

- Adverbs

peacefully, carefully, tomorrow, today

Grammar and Punctuation

Sentence Types

- Simple sentence (Main Clause)

The dragon guarded the cave.

Contains a subject, object and verb.

- Compound sentence

The dragon guarded the cave and he scratched the ground near the entrance.

- Conjunctions

because so but



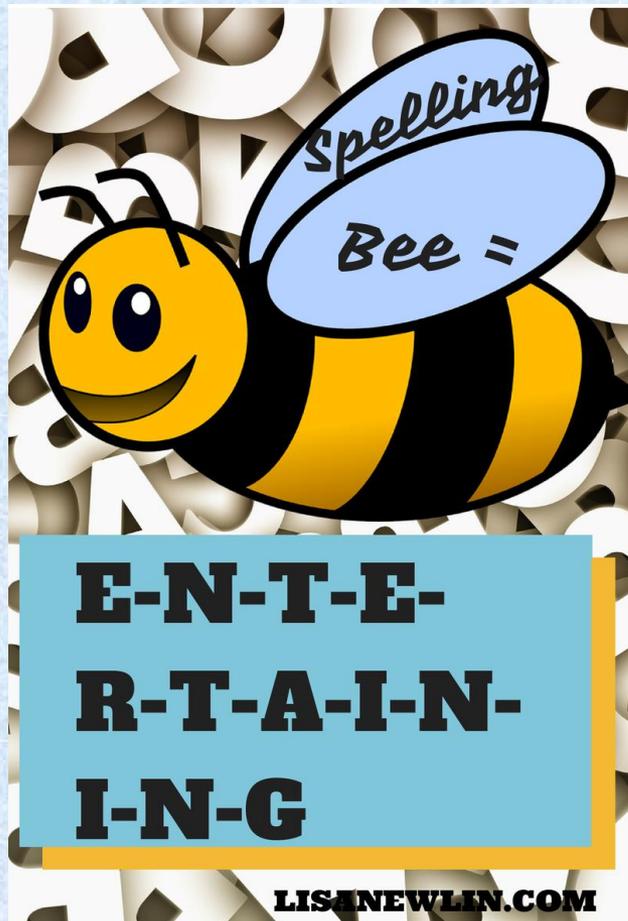
Complex Sentences

Embedded relative clause:

My bike, which is very old, is broken.

Subordinate clause:

Even though the broccoli was covered in cheddar cheese, Emily refused to eat it.



Spelling

Taught using no-nonsense spelling on a 3/2 basis.

Year 3 and 4 & 5 and 6 have common exception words.

Spelling Strategies used at school

Look, say, cover, write, check

This is probably the most common strategy used to learn spellings.

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Trace, copy and replicate (and then check)

This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.

Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.

If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.

Segmentation strategy

The splitting of a word into its constituent phonemes in the correct order to support spelling.

Quickwrite

Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.

Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.

This can be turned into a variety of competitive games including working in teams and developing relay race approaches.

Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

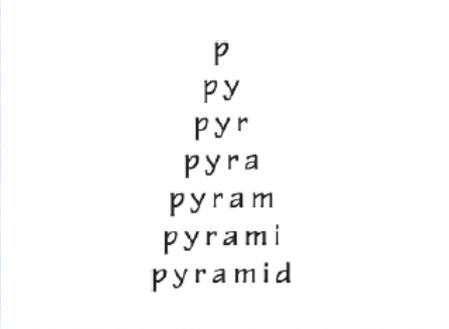
Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f l d

Pyramid words

This method of learning words forces you to think of each letter separately.



p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

Visual memory

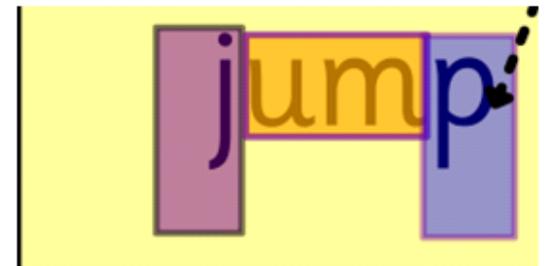
1. Circle the right one.

- Write out the words, but include wrong spellings.
- The child needs to circle the right one and explain how they know.

e.g. **escaped** **escapt**
holidays **holydays** **hollidays**

2. Colour-block and trace.

- Get your child to colour block the letters EXACTLY as THEY want – it does not need to match either the syllables or the sounds. This will show how the child actually sees the word.
- The teacher / peer can draw the shapes of three words the child is learning and get the child to identify which shape represents each word before writing in the letters on the blank shapes to spell each word.



3. Naughty letters.

- Spot the 'naughty' letter in a word (the letter that is unexpected or which you often miss out of get wrong) and write the word with the 'naughty' letter bigger than the rest. You can even draw a picture for that letter, e.g. draw a face around the 'o' in people, draw a fruit for the 'i' in juicy.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.

Sound memory

1. Say it as it sounds.

- Mispronounce a tricky word. Read the word exactly as it looks, e.g. business = 'bus – i – ness'
- Then look at how it is actually spelt to identify the unusual spelling or letter.

2. Say the letters aloud to a rhythm

- For example, M-I-S-S-I-S-S-I-P-P-I
- You can sing, rap or clap the letters to a rhythm to help memorise it.
- Saying the word / rap silently, whispering it, saying it aloud (and shouting it) can also help to memorise it.

3. Mnemonics

- Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. **Oh U Grass Hopper**. This can be useful for some tricky words, but cannot be used all the time.

4. Tape players

- Children record themselves saying the word or spelling the word. They listen back to the word and try to write it, they then listen again and check.

KS2 Spelling Test

1. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____
4. The new laptop is light and _____.
5. We put the bread _____ in the oven.
6. My favourite subject at school is _____.
7. The teacher asked the children to pay _____
8. Raif _____ his parents' permission to go out.
9. The astronaut felt _____ in space.
10. Raisa was chosen to be a member of the school _____

How do we assess your child's writing?

- We use the SPAG tests to see if your child has met the expected standard.
- We use samples of their writing from March-June to reach a conclusion on which "band" they have achieved.
- We use writing framework statements and we moderate your child's writing to see if they have used/met them as a school, as a cluster of schools and we have external moderators come into school too.

Masood

~~Masood~~ Monday 25th February 2015 The pebble path.
Once upon a day there lived a boy called Joseph he saw a path so he went down it. But it got deeper and deeper and darker and darker. He finally got the end saw blue pebbles and a pebble keeper. Tooh a pebble. So awasly said the pebble keeper. So Joseph did tooh one. He went to a fine land in a video game. He toohed the pebble ~~with~~ again he went back to the pebble cave. OK said Joseph. He went and toohed it again and he went to a land of monsters. A monster nealy got surprized. But he got conguesed. So Joseph ran for life. The monster ran after YIKES! yelled Joseph. The keeper there ~~threw~~ ^{them} a pebble. He calat it they went back to the cave. He went home. The next day started to live his life with the keeper.
The end.

Helping at home

- Reading
- Spoken language
- Homework
- Websites

<http://www.educationquizzes.com/ks1/>

<http://www.funenglishgames.com/games.html>

<http://www.bbc.co.uk/bitesize/ks2/literacy/>