



# Welcome to UKS2 Stay & Learn



**English Grammar,  
Punctuation &  
Spelling**



# The English Curriculum

Significant changes to the English curriculum almost 10 years ago placing greater emphasis on grammar, punctuation and spelling.

- **Phonics** (Sound → blend → read → write)
- **Common exception words** (Read → write)
- **Reading** (Decode → comprehend → infer)
- **Grammar** (Word classes, conjunctions, tense)
- **Punctuation** (Capital letters, full stops, question and exclamation marks, )
- **Writing** – Using all above to construct sentences and apply into longer, extended pieces.



# The English Curriculum



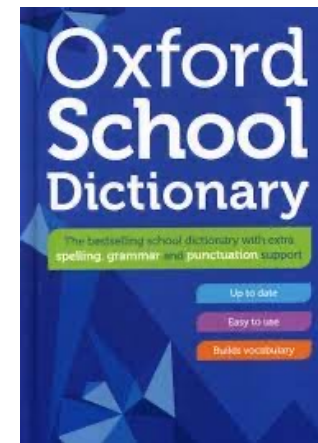
Children are assessed across three areas in English at the end of KS2:



**Reading**



**Writing (TA)**



**SPaG**



# End of KS2 – Y6



- 20 word spelling test linked to spelling rules and patterns taught across the KS1 and 2 curriculum.
- 50 question grammar and punctuation paper. Children must be able to show they have this knowledge, as well as apply it independently into their writing.

2019 national curriculum tests

## Key stage 2

English grammar,  
punctuation and spelling

Paper 1: questions

First name	
Middle name	
Last name	
Date of birth	Day
School name	
DfE number	

2019 national curriculum tests

## Key stage 2

English grammar,  
punctuation and spelling

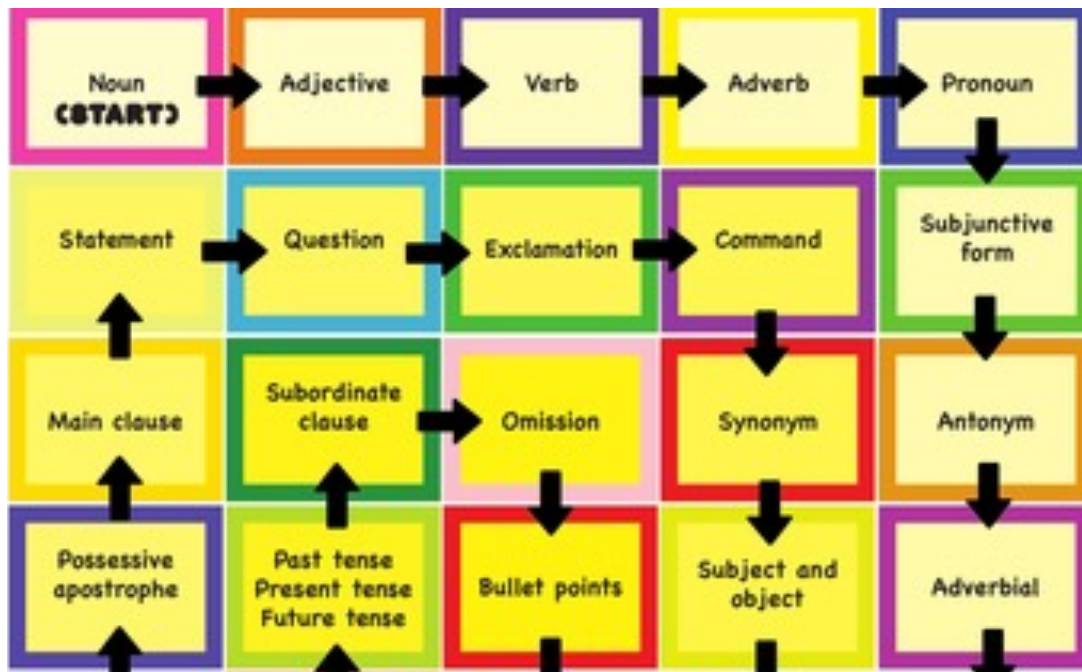
Paper 2: spelling

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				





# Where Does It Begin?

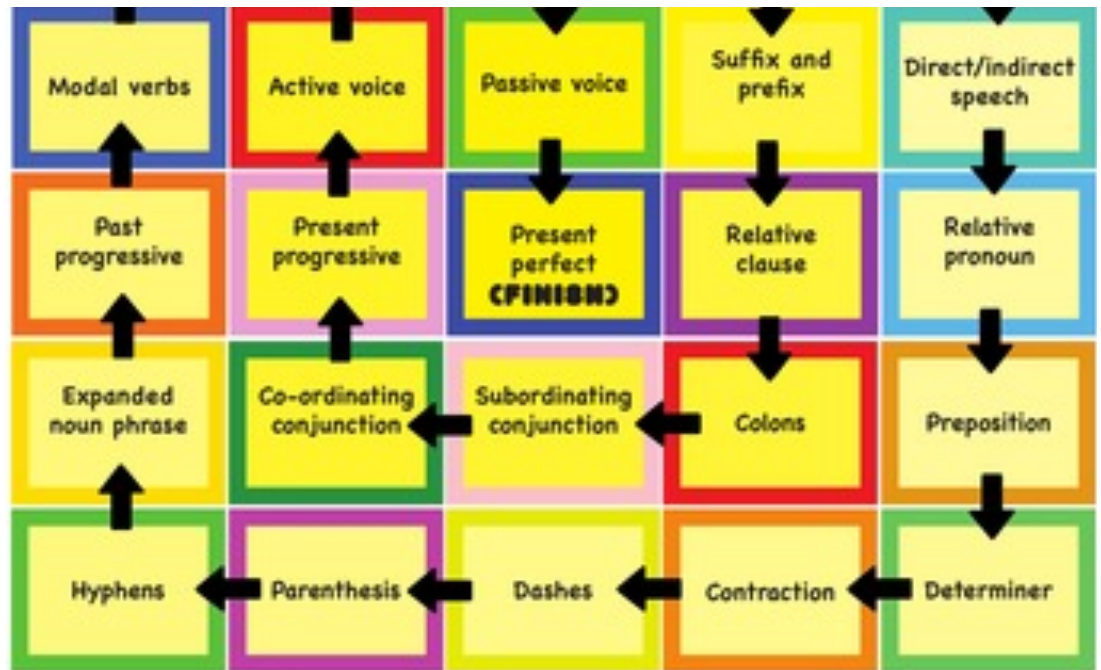


- Word Classes
- Basic Punctuation
- Sentence Types



# What do the children need to know?

- More complex punctuation
- Grammatical Structures





# Writing – The Expected Standard

## Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	→
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	→
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at key stage 2 mostly correctly <sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list, <sup>*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	→
maintain legibility in joined handwriting when writing at speed. <sup>2</sup>	

Apply everything from the previous slides into their writing.

Large emphasis on the use of punctuation & grammar elements, spelling and handwriting.

While ensuring these are evident – still having good writing composition skills and ensuring what they write flows and makes sense.



# Writing – The Expected Standard



Reginald W.J.  
23 Victoria  
Avenue, LS6 B25,  
London, England,  
23rd October 1914

Sir Ernest Shackleton,  
Lawrie Park Avenue,  
SE26 6QR,  
London, England,

Dear Ernest Shackleton,

I am Reginald James and have recently heard about your daring expedition to the frosty Antarctic. I wish to join you and the crew on your adventurous journey.

I would be a perfect man for the job, as I am a student, teacher and researcher of the wonders of physics and as a physicist, unknown land with all of its secrets lurking in the shadows waiting to be discovered would inspire me to learn more of ancient civilizations and their ways of living. That is how physics has evolved in knowledge over time.

Everything we discovered would be documented by me and I would share the tale of 'Ernest Shackleton's Antarctic expedition'. You would become truly legendary if we succeeded.

Expectation that  
handwriting is legible,  
joined and cursive.





# Teaching SPaG



- Taught as a mixture of discrete lessons – core skills and during writing sessions
- Sheets to practise for homework
- Fast Five retrieval at the start of each session



# Teaching Writing



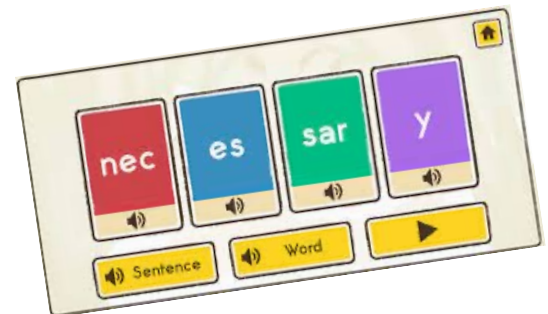
- All the previous learning around phonics, reading, spelling, grammar and punctuation are combined to help children become confident writers.
- Through modelling, shared writing and supported writing, children are encouraged to construct sentences, paragraphs and then narratives with increasing independence.
- Writing may be based on children's own experiences or on fictional or non-fiction pieces they have read in class.
- As they develop, children are encouraged to check and improve their own work.
- Understand writing for different purposes and provide evidence of different genres.



# Teaching Spelling



- Weekly spelling lessons focused on that week's spelling rule or pattern.
- Three of the week / Identified vocabulary linked to statutory word lists
- Spelling Journals – informal jotters to practise spellings in different ways.
- 'Have a go' pads to encourage resilience and that 'have a go' attitude.
- Weekly spelling tests – Spelling frame





# Year 5/6 Word List



## New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

The header features a stack of three books (red, yellow, and green) with a green apple on top. To the right is a pink candy and a yellow pencil. The background is a light blue pattern of stylized leaves.

## How can Parents support the development of writing at home?

- Help your child to learn weekly spellings
- Practise spelling of common exception words (back of reading journal)
- Support with completion of grammar or writing homework.
- Encourage your child to check the use of capital letters and full stops and spellings in the written work they do at home.
- Word games – examples on these on our school website English page.



# The Website:

## Useful Links

- Oxford Owl reading books
- Wordle words clouds
- Spelling city Vocabulary and spelling interactive activities, printable worksheets, games) (KS2)
- Arcademic Skill Builders (Literacy and maths games) (KS1 & KS2)
- Eduplace.com (Levelled spelling and vocabulary games) (KS1 & KS2)
- <http://www.atschool.co.uk/> (KS1 and KS2 resources – there is a charge to subscribe)
- English Short Stories fables and fairy tales
- BBC Spellits (Spelling games) (KS2)
- Crickweb (Literacy and maths educational games) (KS2)
- Kids Spell (Create your own spelling lists & games) (KS1 & KS2)
- PrimaryGames.com (Spelling rules, incl. vowels, blends, plurals etc) (KS1 & KS2)
- <http://www.teachingideas.co.uk/index.shtml> Contains ideas, worksheets and some PowerPoint presentations based on all curriculum areas.
- KS1 - Literacy bitesize
- KS2 Literacy bitesize
- BBC Bitesize (Spelling and grammar) (KS2)
- Fun Brain (Maths, reading and spelling games) (KS1 & KS2)
- Learning Games for Kids (Spelling and word games) (KS1 & KS2)
- ICT Games.com (Look, cover, check game) (KS1 & KS2)
- <http://www.topmarks.co.uk/> Contains links to interactive resources based on all subject areas

- Selection of useful links and pages about the school English curriculum.



## Files to Download

English Policy

Grammar Glossary for Parents

SPaG Information for Parents



# Useful Documents ...



## 10 Super Spelling Ideas

**1 Look, Cover, Write, Check**  
Take a good look at the word you're learning to spell, cover it up and then write it down on the paper remembering to say each letter out loud as you write it. Finally, check your spelling against the word on the list. Did you get it right?

**2 Speed Write**  
Over learning is a great way to store the correct word in your memory.

**Speed Writing**

How often can you write the word correctly in one minute?

**3 Does it look right?**  
Have a go at spelling the word and see which one looks right.

becos  
because ✓  
beacose

**4 Pyramid Spelling**  
Start with the beginning letter and children build up the word line on line to create a pyramid.

**5 Let's createl**  
Spell the word out in glitter, make it from play-doh or pipe cleaners!

**6 Let's get arty!**  
Be as creative as you can in learning to spell your words.

**7 Rainbow Spelling**  
Using colour pencils to write out the word. Syllables could be a different colour. Each sound a different colour. Even just highlighting the part you find tricky can help.

beau tiful  
flight  
through

**8 Hidden Words**  
Can you highlight any smaller words within your word and even make up a silly sentence to remember?

There is a rat in separate

**9 Mnemonic Spelling**  
Make up a rhyme where each word starts with the letter of the spelling word.

B - Big  
E - Elephants  
C - Can  
A - Always  
U - Upset  
S - Small  
E - Elephants = because

**10 Graffiti Wall**  
Create a graffiti wall with your spelling words. You can use lots of different types of writing for this one (bubble writing, block capital letters, bold lettering) as well as different colours.

## SPaG Glossary

Year 1

- Letter
- Capital letter
- Word
- Singular
- Plural
- Sentence
- Punctuation
- Full stop
- Question mark
- Exclamation mark

Year 2

- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound
- Suffix
- Adjective
- Adverb
- Verb
- Tense

Year 3

- Preposition
- Conjunction
- Word family
- Prefix
- Clause
- Subordinate clause
- Direct speech
- Consonant
- Letter
- Vowel
- Inverted commas

Please find below a glossary of terminology that children are expected to know and use in each year group. Definitions and examples can be found on the next page.

## The GSP Year 6 SPaG Revision Booklet

subordinate colon  
possession brackets noun  
adjective punctuation prefix  
tense preposition verb singular  
adverb suffix apostrophe  
contraction pronoun  
plural clause article  
synonym



# Classroom visits



- UKS2 classroom visits to see the children taking part in a range of English activities linked to SPaG and how these can be applied into writing activities.
- Hopefully provide you with practical ideas about how you can help to support the development of English skills at home too.
- Feel free to move around the groups and interact with the children – ask the staff any questions you might have.

