

Grammar and Spelling Evening for Parents



Wednesday February 1st 2017



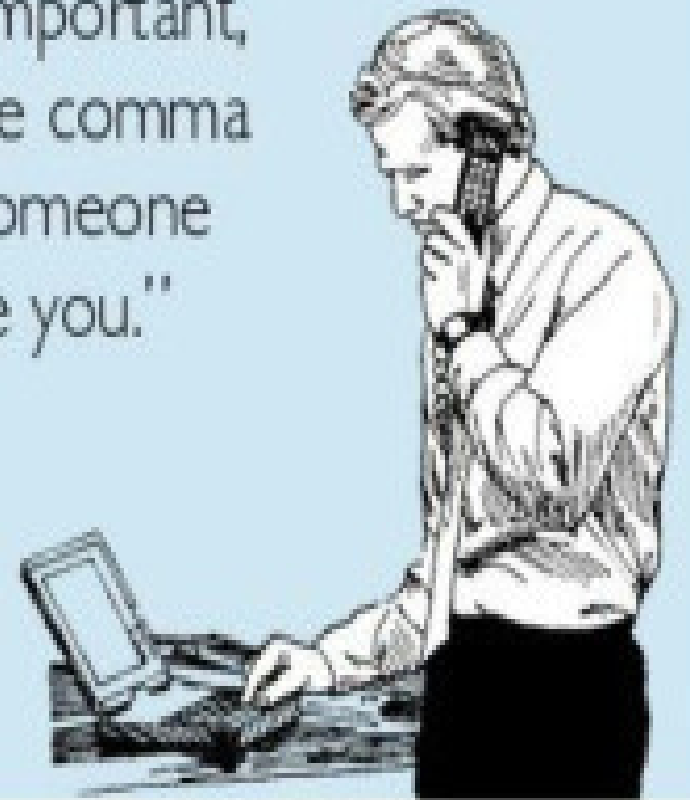
"Let's eat, Mom!"



"Let's eat Mom!"

Save a life. Use a comma.

If you don't think
punctuation is important,
try forgetting the comma
when you tell someone
"I'm sorry, I love you."



som^{ee}cards
user card

Written by Jamie Capria

I'M NOT RIGHT IN THE HEAD.COM

Aims

- ▶ To support parents in developing basic grammar and spelling terminology and understanding of word class and sentence structure.
- ▶ To provide tips and ideas for supporting grammar and spelling at home.
- ▶ To give an opportunity for parents to ask questions and seek clarification.

Grammar - a context

- ▶ Grammar has been in and out of fashion, educationally, for decades.
- ▶ Currently a big focus on the educational agenda, from Foundation Stage to Year 6.
- ▶ At the end Key Stage 2 (Year 6), children sit a Spelling, Grammar and Punctuation (SPaG) test, to assess their knowledge in this area.
- ▶ This doesn't impact on their overall writing assessment.

What is grammar?

- ▶ *“the study of the way the sentences of a language are constructed...”* Dictionary.com
- ▶ This begins in Foundation Stage, as children explore what a sentence is and how we know it makes sense.
- ▶ As children move up the school to Year 6, it develops to exploring how sentences can be manipulated, extended and used for effect, both when reading and writing.

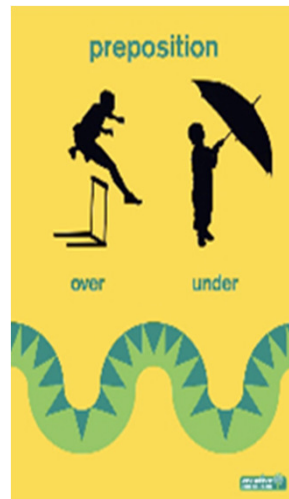
Grammar at Hemingford Grey

- ▶ Passionate about teaching grammar to support children as readers and writers.
- ▶ Have been teaching children about grammar and word class for a number of years, using the Sentence Snake.
- ▶ We will continue to use these approaches in the context of trying to engage children in their reading and writing.

Foundation Stage - what makes this a sentence?

Sam walked to the

k.



How could you use this picture to support grammar understanding when reading?



Dad painted a door.

Moving into Key Stage One



The owl flew through the sky.

Activity

- ▶ On your tables, there are definitions of different word classes and parts of a sentence, without a label.
- ▶ Can you match the appropriate Sentence Snake card to the appropriate definition?

Moving into Key Stage One - sentence types



What a beautiful owl!
Where has the owl gone?
This is a tawny owl.
Find the owl!

Developing grammar knowledge when reading

"What's that noise?" said Mrs Hogget, sticking her comfortable round red face out of the kitchen window. "Listen, there 'tis again, did you hear it, what a racket, what a row, anybody'd think someone was being murdered, oh dearie me, whatever is it, just listen to it, will you?"

Farmer Hogget listened. From the usually quiet valley below the farm came a medley of sounds: the oompah oompah of a brass band, the shouts of children, the rattle and thump of a skittle alley, and every now and then a very high, very loud, very angry-sounding squealing lasting perhaps ten seconds.

Farmer Hogget pulled out an old pocket-watch as round as a saucer and looked at it. "Fair starts at two," he said. "It's started."

The Sheep Pig, Dick King Smith

Moving into lower Key Stage 2 (Years 3 and 4)

- ▶ How could you group these words or phrases into three different groups?

Frantically
Cautiously

Later that day

By the shed
Tomorrow evening

Unfortunately

Near the beach

In the park

Next

Lower Key Stage 2 - using fronted adverbials



Upper Key Stage 2 - clause structure

- ▶ Harry strolled along the deserted street.
- ▶ When he had finished a long day at work, Harry strolled along the deserted street.
- ▶ When he had finished a long day at work, Harry, who could quite happily have quit his job if he didn't need the money, strolled along the deserted street.

Subordinate clause

- ▶ A clause that typically begins with a subordinating conjunction and is dependent on the main clause, i.e. it doesn't make sense on its own.
- ▶ **Although** the journey was long, it was worth it.
- ▶ **Because** it was raining, Ruth took an umbrella out with her.
- ▶ **As** the party was boring, we decided to go home.

Relative clause

- ▶ A clause that begins with a relative pronoun (who, which, that, when, whose or where) to give information about the noun that precedes it. It can be removed from the sentence and the sentence will still make sense.
- ▶ Ellie, **who lived at the far end of the village**, was walking to town.
- ▶ The castle, **which was built by the Normans**, is now a frequently visited historical museum.
- ▶ Old Trafford, **where Manchester United play their home games**, has a capacity of 75,000 people.



How spelling is taught at school

- ▶ In FS and KS1, children are taught Phonics, the sounds that letters make. This helps them to learn to both read and spell.
- ▶ Once the five phases of Phonic sounds have been taught, children are taught a series of progressive rules, as set out in the National Curriculum.
- ▶ In FS and KS1, children are taught Phonics every day and in KS2, spelling is taught approximately three times a week. Children also bring spellings home to learn for a test every fortnight.

How spelling is taught at school

- ▶ Phonics and spelling lessons are as interactive as possible.
- ▶ Try to teach an understanding behind the spelling system as well as how words are spelt.
- ▶ Engage children in games and fun activities to try and make the rules and words memorable.

Strategies to learn spellings

- ▶ Use mnemonics, e.g. BECAUSE:

Big

Elephants

Can

Always

Upset

Small

Elephants

- ▶ Make up your own mnemonics at home together. The sillier, the more memorable!

Strategies to learn spellings

- ▶ Highlight the difficult letters of a word in a different colour so that they stand out to children, e.g. ENVIRON**N**MENT, MY**T**HICAL.
- ▶ Look for words within words, e.g.
- ▶ a **pie**ce of **pie**
- ▶ **add** an **add**ress
- ▶ a **secret**ary keeps a **secret**
- ▶ **hear** with your **ear**
- ▶ Encourage syllable breakdown, e.g. un/der/stand

Strategies to learn spellings

- ▶ Rhymes and sayings:

- ▶ I go Really Red and So Shy



- ▶ It's necessary to have 1 x Collar and 2 x



Strategies for spelling

- ▶ Get children to create wordsearches, anagrams or crosswords for the words that they are trying to learn.
- ▶ Build spelling maps...start with a root word or sound and then map related words from there.
- ▶ For kinaesthetic learners, encourage them to write the words in sand or on a family member's back.

