

# **GPS: punctuation** **and grammar** **workshop.**



# GPS:



- What is GPS?
- **Grammar**
- **Punctuation**
- Handwriting
- Spelling

# **Spelling and** **handwriting**

# Spelling- word lists



## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Word list – years 5 and 6

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

# Handwriting Expectations



## Foundation Stage (4-5 years old)

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

## Key Stage 1 (5-7 years old)

Year 1 Statutory - Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2 Statutory- Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.



## Lower KS2 (Year 3 & 4)

### **Statutory Requirements –**

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

## Upper KS2 (Year 5 & 6)

### **Statutory Requirements – Handwriting and Presentation**

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

# St Agnes' Handwriting



- Expectation by the end of KS1 and in KS 2 for children to use cursive, joined handwriting.
- Direct teaching of non-cursive letter formation in EYFS leading to teaching of cursive writing.
- In KS2 reinforced and modelled by the teacher in class and with some homework activities in KS2 were necessary

a b c d e f g h i j k l m n o p q r  
s t u v w x y z

# **Word Classes:**



**Nouns and pronouns**

**Adjectives**

**Verbs and modal verbs**

**Adverbs**

**Prepositions, articles and  
conjunctions**



# Nouns and Pronouns



- **Nouns**

Common nouns are the names of things, for example, people, places or objects. A proper noun is the name of a particular person, place or thing, and **always** begins with a capital letter.

**Amy** went to **France** on **Saturday** and took her **camera** with her.

**Amy**, **France** and **Saturday** are proper nouns and **camera** is a common noun.

- **Pronouns**

A pronoun is a word that takes the place of nouns, for example:

He, she, them, there, it

**Amy** took her **camera** to **France**.

**She** took **it** **there**.

**She** is a pronoun that takes the place of **Amy**, **it** takes the place of **camera**, and **there** takes the place of **France**.

# Adjectives



- An adjective is a word that describes a noun (the name of a thing or a place).

It was a **terrible** book.

The word terrible is an adjective. It tells us what the book (the noun) was like.

- **Where can I put an adjective?**

Adjectives can come before or after a noun.

The book he read on holiday was **terrible**.

He read a **terrible** book on holiday.

# Verbs



A verb is a doing or action word.

Jack always **runs** to school.

He **went** to the shops.

She **made** a mess of her homework.

That glass may **fall** off that wobbly table.

**Runs, went, made** and **fall** are all verbs. They tell us what someone or something did. When you are writing, make sure every sentence has a verb in it.

# Modal verbs



- **Modal Verbs**

Modal verbs indicate the conditions or likelihood of a main verb. For example, the sentence “**I eat food**” is **a plain statement** of the strong likelihood of an action, whereas “**I might eat food**” **sounds less likely**. It is the modal verb that raises the ideas of the necessity or likelihood of an action happening.

- **Modal verbs are:**

**would, could, might, should, can, will, shall, may** The rain **will** stop at the some time. It **might** stop before playtime.



# Adverbs

- An adverb is a word that describes a verb (an action or a doing word).

He ate his breakfast **quickly**.

The word **quickly** is an adverb. It tells us how he ate (the verb) his breakfast.

- **Adverbial phrases**

Sometimes more than one word can do the adverb's job. This is called an adverbial phrase.

He ate his lunch **really quickly**.

The words **really quickly** are an adverbial phrase. Words like very, more, really and extremely are often used to make an adverb even stronger.

- **Where can I put an adverb?**

Adverbs and adverbial phrases can come before or after a verb.

He **quickly** ate his lunch.

He ate his lunch **quickly**.

# Prepositions and articles.



- **Prepositions**

A preposition is a word that tells you where or when something is in relation to something else, for example:

After, before, on, under, inside, outside.

**After** walking for miles she rested **on** a small hill.

**After** tells you when she rested and **on** tells you where she rested.

- **Articles**

An article is a word that tells you whether a noun is specific or general, for example a, an, the.

She took **a** big suitcase on holiday.

**A** tells you that the noun suitcase is general. It's not talking about any particular suitcase, it's any old big suitcase.

She took **the** big suitcase on holiday.

**The** tells you it was a particular suitcase. Perhaps she has a big suitcase and a small one. She took **the** big suitcase.

# Adverbials

- **Adverbials**

A fronted adverbial goes at the beginning of a sentence

It describes the verb in the sentence

It describes where, when and how

- **As soon as he could**, Tom jumped off the train.
- **Last week**, I went to the dentist.





# Synonyms and antonyms

- **Synonyms and Antonyms**
- **Synonyms**-words with the same or similar meanings.  
e.g. synonyms for said are yelled, screeched, whispered, replied.
- **Antonyms**-a word which has the opposite meaning to a given word.  
e.g. antonyms for cold are hot, warm, humid, fiery and balmy.



# Determiners



**Determiners** ... 'home' you in on the noun.

The most common determiners are  
'the' and 'a'

Some more determiners:

- this dog, that dog,
- all dogs, every dog, some dogs, no dogs, each dog
- one dog, two dogs
- his dog, her dog, my dog

# **Combining words,** **sentences and** **clauses**



# Phrases, Clauses and sentences:



- **Phrases** – a word or words which perform a particular job in a sentence e.g. noun, verb, adverb.

the soldier, the slope, an arrow, descended, fired, she

- **Clauses** - a combination of phrases which includes a verb.

The soldier descended the slope  
fired an arrow

- **Sentences** - one or more clauses which combine to create meaning.

The soldier descended the slope and fired an arrow.

Pupils are encouraged to **expand noun and verb phrases** using adjectives and adverbs.

*The brave and determined soldier descended the snowy slope quietly and fired a deadly, poison-tipped arrow.*

# Sentences



A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.

- **Single clause sentence**
- **Multi-clause sentence**

Functions of sentences:

- Statements
- Questions
- Commands
- Exclamations

# Clauses:



Every sentence contains at least one main (most important) clause. A complex sentence contains one main clause and one or more subordinate (less important) clauses.

**The king was angry.** This is the **main clause**. It can be used on its own as a sentence.

The king was angry **when he saw the muddy footprints**. This is the **subordinate clause**. It doesn't make sense on its own.

# Relative clauses



- **Relative clauses**

Clauses that begin with who, which, where, why, whose, that.

They give extra information about the noun before.

My brother who is a solicitor can help us. (I have defined which brother)

The doctor that my grandfather liked lives in New York. (I have defined which doctor lives in New York)

My brother, who I despise, is coming. (Extra information about my brother)

The new restaurant, which is near the covered market, served great food. (Extra information about the location of the restaurant)



# **Verb forms and tense**

# Tenses:



In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time.

- He studies. [present tense – present time]
- He studied yesterday. [past tense – past time]

## Perfect or progressive:

The **perfect form** of a verb generally calls attention to the consequences of a prior event; for example, he has gone to lunch implies that he is still away, in contrast with he went to lunch.

‘Had gone to lunch’ takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text.

The perfect tense is formed by:

□ turning the verb into its past participle inflection

□ adding a form of the verb have before it. It can also be combined with the progressive (e.g. he has been going).

The **progressive** (also known as the ‘continuous’) form of a verb generally describes events in progress. It is formed by combining the verb’s present participle (e.g. singing) with a form of the verb be (e.g. he was singing). The progressive can also be combined with the perfect (e.g. he has been singing).



# Active or passive



- **Actions can be written in the active voice or the passive voice.**

In the active voice the action is done by a subject.

**Gran broke** the plate.

**subject verb**

In the passive voice the action is done to a subject.

- The plate was **broken** by **Gran**.

**verb subject**

Passive sentences usually contain the word **by**.

# Punctuation



# Exclamation marks and commas:



- **Exclamation marks make the emotion of a sentence stronger and should be used in moderation.**

Hi! It's great here! I saw a dolphin swimming! Amazing!!!! I wish you were here!!!!!!

- **Commas separate items in a list.**

My interests include: reading cooking dogs and horses.

- **Commas can be used like brackets to give extra information.**

The man, who was furious by now, ran up to the guard.

- **Commas can be used to separate parts of a sentence or in complex sentences to separate clauses. (referred to as commas for clarity in the writing assessments.)**

Watching the monster, Jack began to tremble.

The wind blew, making Leon shiver.

Stella, is that you?

Although he was upset, he managed a smile.

When no-one would let him in, Boris ran round to the back door.



# Apostrophes and contractions:

- **Apostrophes indicate missing letters/contractions.**

is not > isn't

we would > we'd I will > I'll

- **Apostrophes indicate possession.**

the dog's bowl > the bowl that belongs to the dog

the woman's hat > the hat that belongs to the woman

the princess' crown > the crown that belongs to the princess

the butchers' shop > the shop that belongs to the butcher

an extra s is optional if the word ends in s or ss already e.g.

parents's evening or parents' evening is equally acceptable

# Dashes and hyphens



- **The difference between dashes and hyphens.**
- **Dashes** can work solo or in pairs. If they are by themselves they introduce extra information. If there are two in a pair, they behave like brackets.

He was frightened - more frightened than ever before.

The boy was rich - even richer than his parents.

Everyone - including Martha-thought Sam was crazy.

They found the room - the smallest in the school - big enough for their needs.

- **Hyphens** are shorter than dashes and link words or ideas together.

The hotel was child-friendly.

They saw a man-eating tiger.

# Colons and semi-colons:



- **Colons** are markers or gateways to introduce extra information such as a list or statement.

There are many different types of bread: ciabatta, wholemeal, white, granary and baguette.

He could see what was written on the sign: this space is reserved.

- **Semi-colons** separate two clauses/parts of a sentence which are linked.

They could be separated by a full stop or conjunction but they shouldn't be separated by a comma.

It was Autumn; the leaves were falling.

It was Autumn and the leaves were falling.

It was Autumn. The leaves were falling

It was Autumn, the leaves were falling. (comma splice)

- *Semi colons are also used in detailed lists e.g. The hotel pool was well equipped: the 25m pool; a splash pool; a diving board for the adults.*