

KS2 English at  
Stonesfield Primary  
School  
Information evening

"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION  
SAVES LIVES.**

“Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank.”



# STOP CLUBBING, BABY SEALS

Once again, punctuation makes all the difference ...

# The curriculum

- ▶ The revised National Curriculum for English (introduced from September 2014) places a much stronger emphasis on vocabulary development, grammar, punctuation and spelling
- ▶ Expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum (for example, the use of commas and apostrophes will be taught in KS1)
- ▶ Pupils are expected to recognise and use the grammatical terminology appropriate to their year group in a range of lessons and contexts

# Expectations - Year 3

- ▶ Formation of nouns using a range of prefixes e.g. super-, anti-, auto-
- ▶ Use of the forms a or an according to whether the next word
- ▶ Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble

# Expectations - Year 3

- ▶ Expressing time, place and cause using conjunctions e.g. when, adverbs e.g. soon or prepositions e.g. before
- ▶ Introduction to paragraphs, headings and sub-headings to aid presentation
- ▶ Use of the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play
- ▶ Inverted commas to punctuate direct speech

## Expectations - Year 4

- ▶ To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- ▶ To use fronted adverbials
- ▶ To use paragraphs to organise ideas around a theme

# Expectations - Year 4

- ▶ To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- ▶ To use inverted commas and other punctuation to indicate direct speech.
- ▶ To use apostrophes to mark singular and plural possession.
- ▶ To use commas after fronted adverbials.

# Expectations - Year 5

- ▶ Converting nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
- ▶ Verb prefixes e.g. dis-, de-, mis-, over- and re-
- ▶ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- ▶ Indicating degrees of possibility using adverbs e.g. perhaps or modal verbs e.g. might

# Expectations - Year 5

- ▶ Devices to build cohesion within a paragraph e.g. then
- ▶ Linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- ▶ Brackets, dashes or commas to indicate parenthesis
- ▶ Use of commas to clarify meaning or avoid ambiguity

# Expectations - Year 6

- ▶ Use of the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken
- ▶ Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech
- ▶ A wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand and ellipsis

# Expectations - Year 6

- ▶ Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up, use of the colon to introduce a list and use of semi-colons within lists and how hyphens can be used to avoid ambiguity recover versus re-cover
- ▶ Punctuation of bullet points to list information

# Assessment changes

- ▶ The English grammar, punctuation and spelling test was introduced in May 2013 as part of the KS2 SATs programme for Year 6 pupils, replacing the previous English writing test.
- ▶ In line with the new raised expectations, there will be new national curriculum tests for grammar, punctuation and spellings in Years 2 and 6 introduced in 2016.
- ▶ For your child to do well in the SPaG tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology.

# How is SPaG taught in school?

## Explicitly

- ▶ In grammar starters/lessons where children are taught terminology
- ▶ Daily spelling - Read, write inc
- ▶ Focus on spelling and grammar in teacher marking and feedback
- ▶ Writing

## Implicitly

- ▶ Correcting children's speech
- ▶ High expectations in all communication
- ▶ Extended responses to questions

# How can you support your child with SPaG at home?

- ▶ Practise spellings
- ▶ When writing and speaking, correct their spelling and grammar
- ▶ Model correct grammar and speech

# Test time

- ▶ Curriculum word lists
- ▶ Explore the end of KS2 SPAG papers
- ▶ Includes content from Y3 upwards

# Thank you

- ▶ Any questions?
- ▶ Helpful websites
- ▶ <http://grammar-monster.com/>
- ▶ <http://www.bbc.co.uk/skillswise/english>
- ▶ Grammar glossary can be found on the school website