

The teaching of Grammar and Punctuation

Autumn 2024



South Hill Primary School



Talking points



- What is grammar?
- How does your school experience of grammar differ from what you know or want to ask about how it is taught today?
- Do you know what your child should be learning in each year group?
- Do you know these specific aspects of grammar- suffix, prefix, fronted adverbial, relative clause, passive voice, ellipsis?

What is Grammar?



Grammar is the system and structure of a language.

The rules of grammar help us decide the order we put words in and which form of a word to use.

Grammar teaching is statutory

English Appendix 2: Vocabulary, grammar and punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. |



Grammar for Writing (DfE, p.7)

Statutory Document

“...the purpose of teaching grammar is not simply the naming of parts of speech, nor is it to provide arbitrary rules for ‘correct’ English.

It is about making children **aware** of key grammatical principles and their effects, to **increase the range of choices open to them when they write.**”



How we teach the grammar we need to succeed

- We “talk grammar” every day in our teaching. We model good oracy and write in Standard English.
- We have grammar starters to refresh our learning.
- We may use pictures or texts as a “hook” to engage interest



Grammar

- Teaching grammar through a book allows us to build on teaching through reading, writing and speaking (Oracy)



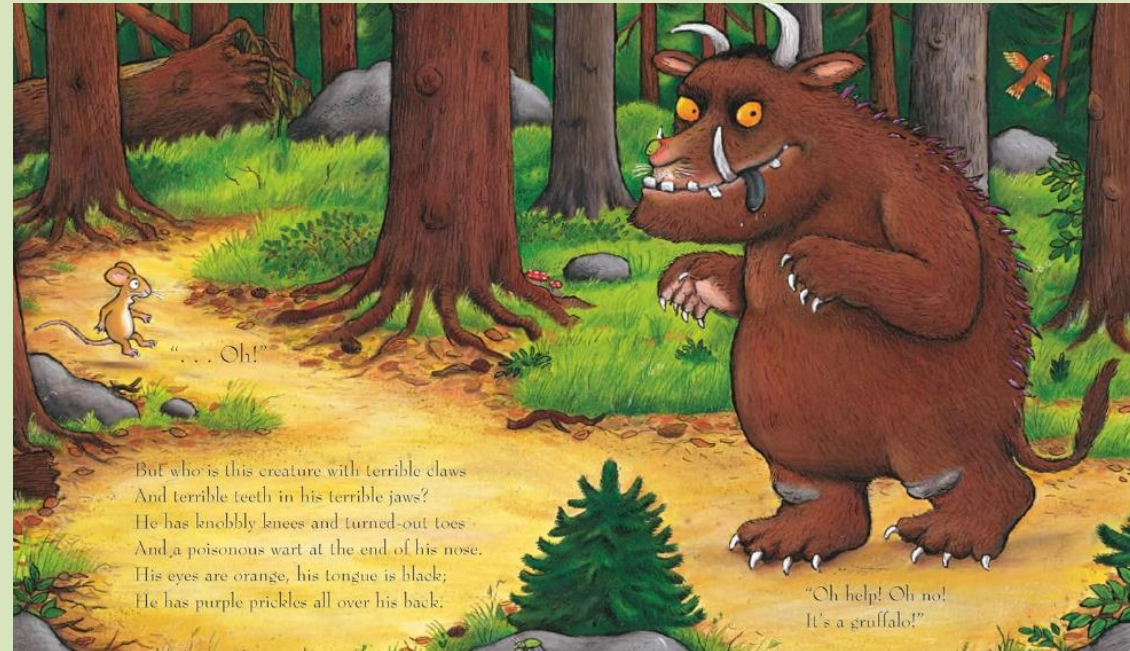
EYFS Framework

Conversation

Story Telling

Role play

Oracy- Adults model
the standard English





Building Grammar Year 1



From the book, “ Dear Earth”

Grandpa had been an explorer once. He had seen many wondrous things **and** loved to tell Tessa about his adventures.

- Introduction of the conjunction “ **and**”
- Capital Letters.
- Question mark



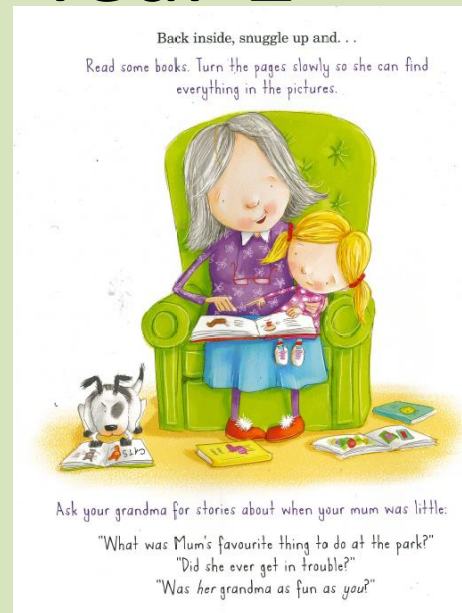
Building Grammar- Year 2

Expanded noun phrases: **bumpy slide, tallest slide.**

Variety of sentence types:
statements, (**I love Grandma.**)
commands, (**Feed the ducks.**)
questions, (**Did she ever get in trouble?**) and exclamations (**What a good babysitter she is!**).

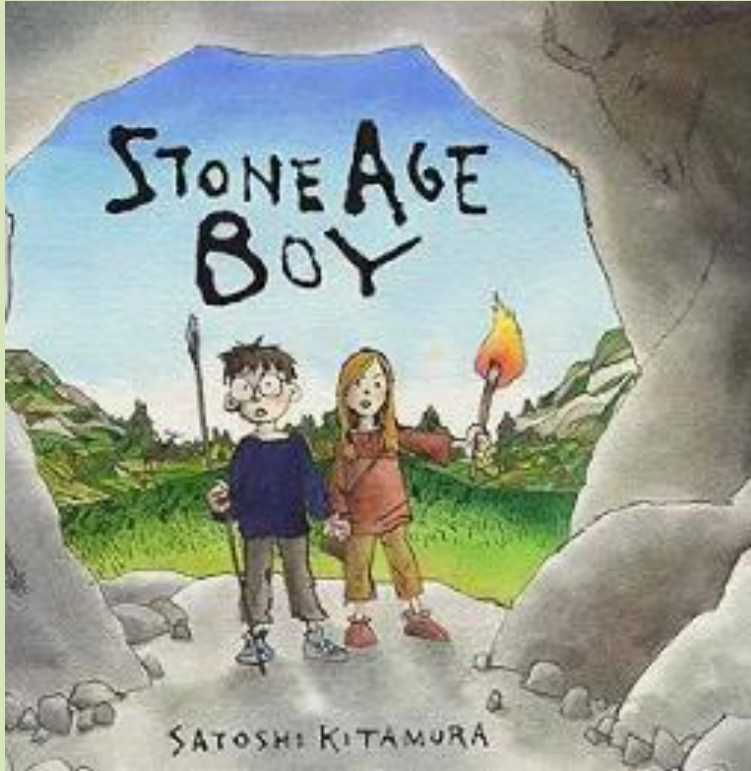
Commas in lists – Grandma went on the slide, the swing and she fed the ducks .

Apostrophe to mark possession- Mum's favourite thing





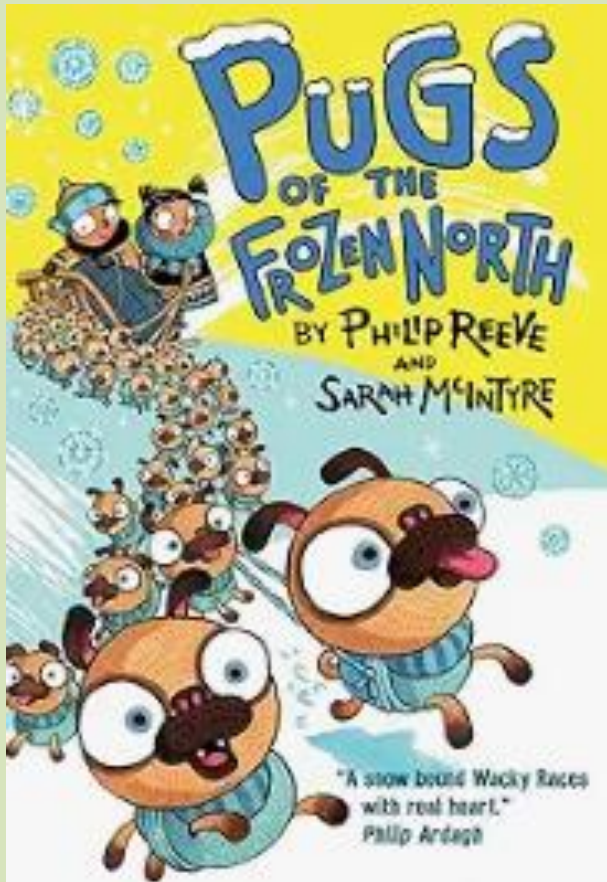
Building Grammar- Year 3



- Conjunctions of time(When, before After) **When** the boy met the girl, he was shocked!
- Preposition(Locations- on, in , under. He fell **into** a cave!)
- Paragraphs are introduced
- Use of inverted commas to punctuate direct speech.(Not called speech marks!)



Building Grammar- Year 4



- Apostrophe for regular and irregular plurals-I can see the pugs' faces as they run.
- Fronted adverbials followed by a comma...One day, I ...
- Dialogue(new speaker new line)
- **Standard English** forms for verb inflections instead of local spoken forms (for example)we **were** instead of we was, or I **did** instead of I done it.
- When we write, we tell the children to write it how it would be in a book!



Building grammar- Year 5

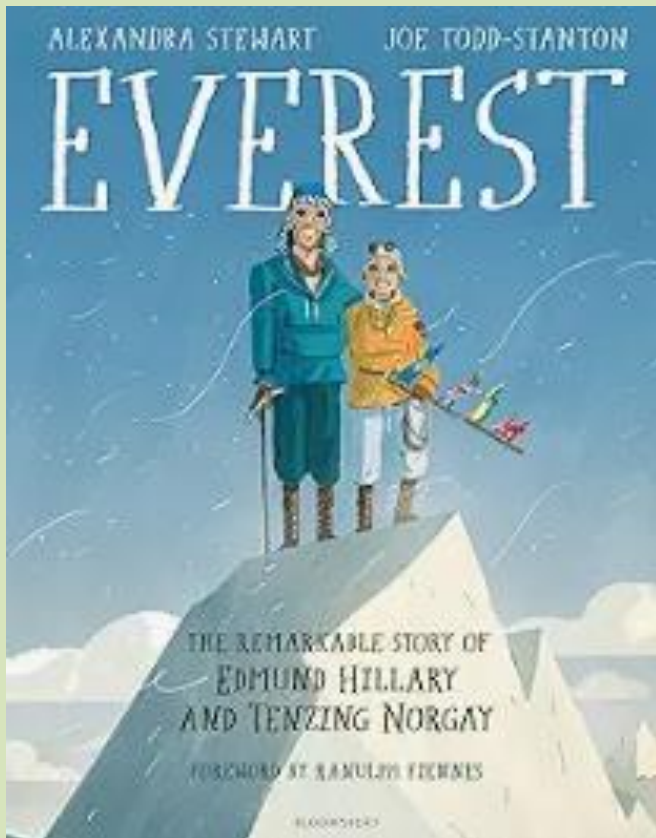
You have a spine of mountains **that** tower over everything.... Relative clauses

-I would certainly explore your peaks - so dynamic and inspiring and sleep under a **blanket of stars**.(Dashes/ brackets and parenthesis for meaning)

Adverbs of possibility/ modal verbs - would certainly dive

Prefix- **Mis, dis**

The hikers appear and disappear





Building grammar – year 6



Pictures were painted in Tessa's mind-
passive voice

Use of hyphen to avoid ambiguity
I saw the super, bright flamingos
I saw the **super- bright** flamingos.

Mr Harper had a funny, smelling fish or
Mr Harper had a funny- smelling fish?



Use of semi colon and ellipsis
Grandpa says that humans have hurt
you; we can heal you too.

Use of subjunctive- **If we were** to share
this message...

Grammar starters at South Hill

Year 1 and 2

Capital letters at the start of sentences

1

Add the missing capital letters to the start of these sentences.

- 1) my bag is blue.
- 2) that cat is big.
- 3) my sister is older than me.
- 4) the leaves fell down.
- 5) two dogs are in the garden.

Section 1



Oops! Mr Whoops has made TWO punctuation mistakes in his sentence. Can you underline the words that should start with a capital letter?

On monday, elena walked her dog along the beach.



Section 4

Describe one of the animals you can see.



Year 3 and 4



Grammar starter:

PREPOSITIONS

Where is the snake?

On..

Under..

Beneath..

Below..



Adding Adjectives



Expanded noun phrases

Expanded noun phrases give more detail than a simple noun phrase.



Simple noun phrases

You add adjectives after the determiner to make an expanded noun phrase

This adds extra detail about the noun.

Determiners are placed before the noun and help to describe it.



Year 5

DAY 5

LO- TO USE VOCABULARY CHOICES FOR EFFECT

Expanded
noun phrases

Grammar

Can you
remember
what a simile
is?

As he made his way into the forest, he could see **some** dark, twisted trees which **stood like giants** and a layer of soft, white mist covering the path. A cluster of **stars** shimmered in the midnight sky **like silver snowflakes**. **Fresh rain** tapped its fingertips on the forest floor and wind whipped through the trees. He felt very far away from everyone, as if the world and everything in it were trapped within the forest itself.

Determiners

- a ,one,
some,
several...

As he ventured cautiously into the forest, **the icy wind** swept across his face, stinging his cheeks. **Dry twigs** cracked and rustled beneath his feet as he crept along. The smell of **a pile of** rotting leaves filled the air.

In the distance, **one** lone wolf howling at the bright moon could be heard. Suddenly a rustling sound made him stop, dead in his tracks. What was it?



Year 6

Grammar

Circle the modal verb in each sentence.

- 1) You must wear your coat.
- 2) He should be home by 6.
- 3) David might be going to Spain on holiday this year.
- 4) He said you can come in later on.
- 5) You shouldn't eat lots of fatty foods as they are bad for your health.
- 6) The children need to bring their reply slip in for Friday.
- 7) You may go past Go.
- 8) Sarah has to go to work for 8am.

Punctuation

Insert a colon in the correct place.

- 1) Jason has two favourite hobbies playing football and going bowling.
- 2) Sammy only missed one person Thomas.
- 3) She saw three of her friends at the park Charlotte, Archie and Simon.
- 4) Only one thing would make Christmas even more magical snow.
- 5) Most of the class were sporty twenty of them were in school teams.



Final Thoughts

- Children can be helped to understand appropriate grammatical terminology through meaningful activities.
- We are constantly revising WHAT we did last school year and what we are learning this school year.
- Grammar is not just a “one off” lesson- we embed it through our daily activities like our reading, discussions and assemblies.

Parents- supporting your child



- Discuss language in speech and in texts
- Shared writing- letter of thanks, postcards, Santa list!
- Share real examples
- We all make mistakes..” can I go toilet!”
- Make collections
- Play games!
- Please read our regular updates in newsletter



the
Your
vs.
You're

Any Questions????

We are all part of your child's learning journey

"The art of teaching is the art of assisting discovery."

- Mark Van Doren