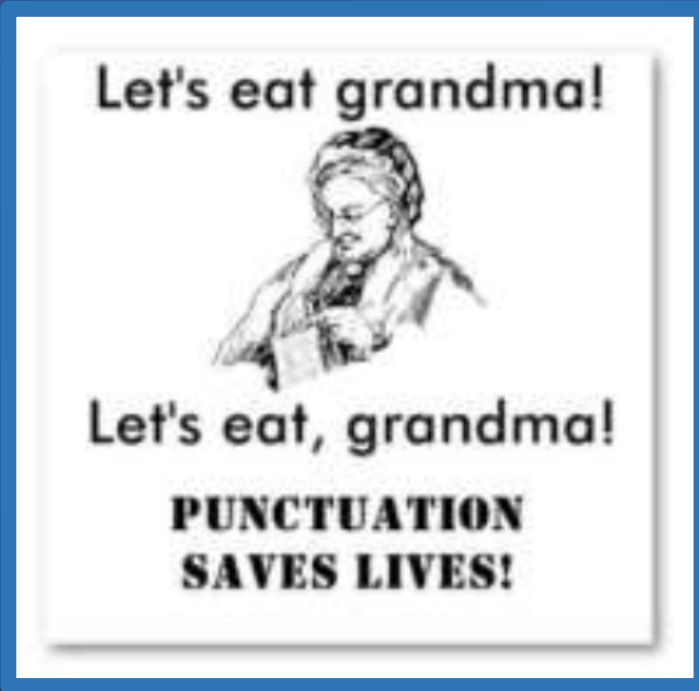




Let's eat grandma!

Grammar, Punctuation and More

Professional & Pedagogic Studies:
Leading the Learning: what, how
and why am I teaching?

ECAD5012

Languages, Literacy &
Communication

Session 3 (2hours)

October 2024

Aims of this lecture

to refresh your knowledge of grammar, punctuation and other aspects of language

to learn about some of the pedagogies you can use to teach these concepts.



look at what it says about grammar and punctuation in the Curriculum for Wales .

Sentence Structure

Syntax

the arrangement of words and phrases to create well-formed sentences in a language.

	I can communicate meaning using extended speech and/or gesture. I am beginning to use appropriate language to talk about events in the past and future.	I can communicate using an increasingly varied and precise vocabulary. I can use single and multi-clause sentences. I can vary the types of sentences I use in my spoken language.	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, clarity and accuracy.	I can make informed choices about vocabulary and grammar to enhance my communication skills.	
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I can experiment with newly-learned vocabulary.	I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.	I can listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.	I can listen and read to consolidate and develop my vocabulary and sentence structures and use what I learn accurately in my own communication.	I can listen and read to build an extensive range of general and specific vocabulary, and I can use them with precision in different contexts.
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Grammar in the CFW

Sentences can be simple, complex, or compound

- **Simple Sentence** – Has one independent clause
- **Complex Sentence** – Has one independent clause and one or more dependent clauses.
- **Compound Sentence** – Joins two independent clauses.
- **Compound-Complex Sentences** – Has two independent clauses and at least one dependent clause.

Clause

A group of words that contains a subject and a verb.

Independent clause → makes sense on its own as a sentence.

E.g. I went to school.

Dependent clause → doesn't make sense on its own as a sentence.

E.g. Although I wasn't feeling well, I went to school.



Phrase

A group of words without a subject-verb component.

Noun phrase e.g. best friend.

Verb phrase e.g. was working.

Adjective phrase e.g. very pretty.

Adverb phrase e.g. really slowly.

Prepositional phrase e.g. In the bin.



More about sentences

Grammar

Sentence structure and function: different types of sentences

Types of sentence ...	... put simply
declarative	Ordinary sentences
exclamatory	Contains excitement or emotion
interrogative	Question
imperative	Command

PARTS OF SPEECH

NOUN

A word used to name a person, place or thing.

EXAMPLES

Charles, dog, library, girl, New York

VERB

A word that describes an action or a state of being.

EXAMPLES

be, have, run, think, do, touch, love

ADJECTIVE

A word used to describe a noun or pronoun.

EXAMPLES

big, good, new, heavy, colorful, noisy

ADVERB

A word that describes and adds information to a verb or verb phrase.

EXAMPLES

quickly, too, almost, quietly, very, soon

PRONOUN

A word that takes the place of a noun.

EXAMPLES

I, he, it, him, we, them, mine, theirs

PREPOSITION

A word that shows a relationship between a subject and an object.

EXAMPLES

in, on, at, with, behind, before, into

CONJUNCTION

A word used to link words and clauses.

EXAMPLES

and, but, yet, or, because, neither, nor

ARTICLE

A word used with a noun to refer to a specific person or thing, or someone or something in general.

EXAMPLES: a, an, the

How do we teach these concepts to pupils and how do they learn how to use them?

Grammar

Grammar

Verbs

Active voice

Tells us what a **person or thing does**.
The subject performs the action (verb) on the object.

Subject + **verb** + **object**

Example:

- Anna painted the house.
- The teacher always answers the students' questions.
- Ali posted the video online.

Passive voice

Tells us what is **done to someone or something**.
The subject is being acted upon.

Object + **verb** + **subject**

Example:

- The house was painted by Anna.
- The students' questions are answered by the teacher.
- The video was posted online by Ali.

Here is a list of rules of these tenses:

	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	Ist form + s / es	am/is/are + Ist form + ing	have/has + IIIrd form	have/has been + Ist form + ing
Past	IIInd form	was/were + Ist form + ing	had + IIIrd form	had been + Ist form + ing
Future	will/shall + Ist form	will be + Ist form + ing	will have + IIIrd form	will have been + Ist form + ing

Grammar

The subject and verb must agree:

- If the subject is **singular**, the verb must be **singular**.
- If the subject is **plural**, the verb must be **plural**.



TOP 10 RULES OF SUBJECT VERB AGREEMENT

- 1.** Subjects and verbs must agree in number.
Examples: The cat *meows* when he is hungry.
The cats *meow* when they are hungry.
- 2.** The words between the subject and verb do not affect agreement.
Example: The little girl, who is wearing gloves, *is* well-dressed.
- 3.** The verb is plural if two subjects are joined by "and."
Example: The man *and* the woman *were* late for the appointment.
- 4.** The verb is singular if two subjects refer to the same person or thing and are joined by "and."
Example: Peanut butter *and* jelly *is* my favorite sandwich.
- 5.** The verb is singular if "each," "every" or "no" comes before the subject.
Examples: No *parking* is allowed. Every *man* and *woman* *is* coming.
- 6.** The verb is singular for units of measurement or time.
Example: Five minutes *is* enough time.
- 7.** The verb is plural for *persons*.
Example: All of them *were* going to the parade.
- 8.** The verb is singular for *indefinite persons*.
Example: Everyone *is* waiting for the movie to start.
- 9.** The verb is singular for *collective nouns*.
Example: The crowd *is* yelling.
- 10.** The verb is singular for titles of books and movies.
Example: The Birds *is* a scary movie.

YOUR DICTIONARY
THE DICTIONARY YOU CAN UNDERSTAND

Singular & plural

Punctuation

Why is
punctuation
important?

Before you do anything else read these two letters ...

and spot the difference.

Passage A

Dear Jack,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy – will you let me be yours?

Jill

Passage B

Dear Jack,

I want a man who knows what love is. All about you are generous, kind, thoughtful people who are not like you. Admit to being useless and inferior. You have ruined me. For other men I yearn! For you I have no feelings whatsoever. When we're apart I can be forever happy. Will you let me be?

Yours,

Jill

From Eats, Shoots & Leaves, Lynne Truss, Profile Books, 2003.

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**

Punctuation

"Familiar" punctuation

	I have an awareness of how words are <u>separated</u> by spaces.	I can use familiar punctuation.	
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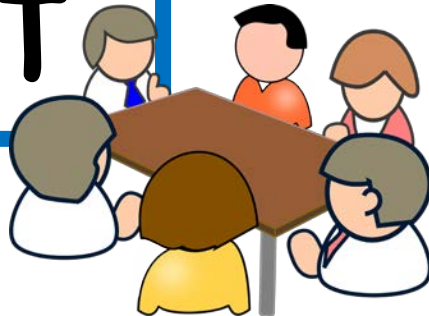
Spaces

I can understand and use basic concepts in language .	I can read aloud with expression, paying attention to punctuation.	I can listen and read to gain an understanding of how grammar and punctuation affect meaning.	I can listen and read to build on my understanding of how grammar and punctuation shape sentences and whole texts.	I can use my knowledge of word construction, grammar , including syntax , and text organisation to support my understanding of what I hear and read.
I have an awareness of how words are <u>separated</u> by spaces.				
I am beginning to have an awareness of how capital letters and full stops demarcate sentences.				

Capital letters and full-stops

Punctuation

When do we
use capital
letters?
Make a list

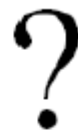
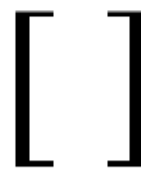


Most of us are
Welsh!!!

ACRONYMS

- The term "acronym" is the name for a word formed from the first letters of each word in a phrase.
- INITIALISM refers to an abbreviation formed from and used simply as, a string of initials.
- Acronym is widely used to refer to any abbreviation formed from initial letters.

Punctuation

 comma	 semicolon	 colon	 full stop	 exclamation mark	 question mark
 apostrophe	 quotes	 double quotes	 hyphen	 dash	
 stroke or slash	 parentheses or (round) brackets	 square brackets	 ellipsis	 asterisk	

"Know your enemy!" English punctuation marks

Punctuation

We believe in making a difference. Contact enquiries@impact.wales for bespoke school support that has real impact.

An introduction to THE SEMICOLON

How to use it!

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Why?

The most common use of the semicolon is to connect 2 independent clauses.

An independent clause can stand on its own as a complete sentence.

There's a full stop, so these ideas are separate.

A monster came over the hill. It had separate googly eyes.

A monster came over the hill and it had googly eyes.

We've used a connective, we could have used 'but'.

A monster came over the hill; it had googly eyes.

now with a semicolon the 2 ideas are more closely linked.



Never use a semicolon and a connective to join two independent clauses. Use one or the other!

How?

If you have two independent clauses that are connected you can use a semicolon rather than a full stop.

My aunt looks like a monster when she's angry; her eyes go all googly.



When?

Use a semicolon if you want two independent clauses to be connected in the reader's mind.

All monsters are scary; they have googly eyes!

Joining these two independent clauses suggests the 'googly eyes' are the reason all monsters are scary.

How To Use An Apostrophe

Created by The Confused

Is it plural?

Plural means more than one.
For example:
I saw two kittens riding a goat.
Goats are great for transportation.



DON'T

USE AN APOSTROPHE

Two Exceptions

1. It's a single letter. For example:
There are two 't's in "tackles".
Don't do it, but you can do this:
There are two 't's in "tackles".

2. It's a number or abbreviation. For example:
99's fashion was a bit awkward.
Buy me 10 summer pants.
If it's possible, the show is on.
I attended college in the late '80s and early 2000s.

Is it indicating possession?

Possession means to own something.
For example: Bob's hat was made out of jelly beans.

USE

AN APOSTROPHE

But Watch Out

It's natural and reasonable for example, the **editors'** office was so messy the **editors'** lighting was so dim you can't see anything after 5pm.
Unless... Do I want them to see my post or not? (then you'd write "editors")



Is it a contraction?

A contraction is when you have a few letters. For example:
I (cannot, we can't) believe you fit that entire watermelon in your mouth!
I (do not, we don't) like putting honeybees in my under pants.
I (could not, we wouldn't) recommend scuba diving inside a volcano.

USE

AN APOSTROPHE

IT'S

Are you trying to say "it is?"
For example:
It's (it is) unusual to put crickets in your coffee, but I do it anyway.
It's (it has) been a fun day. We should go to the beach again, getting even more of what.

USE

AN APOSTROPHE

ITS

Are you indicating possession?

For example:
The volcano is known for its size, playful nature, but its inability to sing in key is unfortunate.

DON'T

USE AN APOSTROPHE



Is it a possessive name ending in "s"?

For example:
Charles's rocketship allowed him to have lunch on the moon.
Charles' cat is always terrified during lift-off.

BOTH

ARE ACCEPTABLE

JUST BE CONSISTENT



Is it a possessive and plural name?

For example: The Johnsons' moonwich recipe was very famous.
In this case, you're referring to the entire Johnson family.

STICK IT

AFTER THE "S"

TO RECAP

Remember that most apostrophes are used for possessive nouns. So if a noun owns something, use an apostrophe.
Bob's jellybean hat became sticky in the scorching sun.

Or use it for contractions:

Bob's going to the store to create a Bacon hat instead.

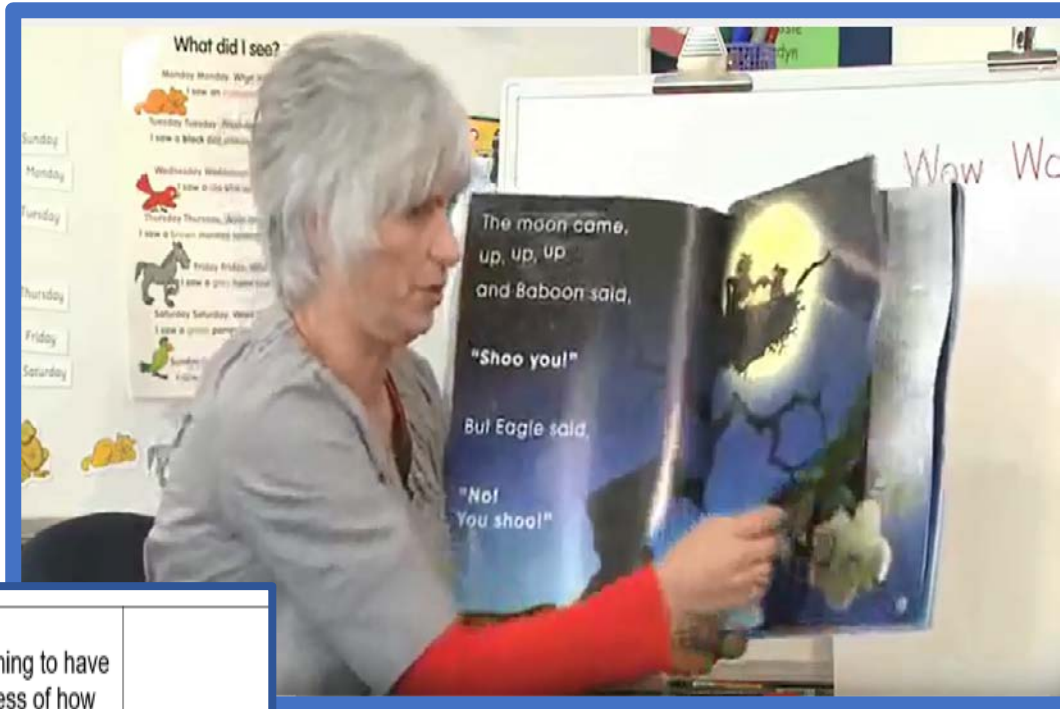
And if it's plural, don't use an apostrophe:

Bacon **hats** do not melt and they smell wonderful!



LASTLY
When in doubt
→ DON'T ←
USE AN APOSTROPHE

Punctuation



Do you remember how this teacher taught her pupils about punctuation?

I am beginning to have an awareness of how capital letters and full stops demarcate sentences.



Spelling



Spelling
the CFW in

I am beginning to write using familiar words and phrases.

I can write words and phrases by using knowledge of letters and the sounds they represent.

I can spell common irregular words correctly.

I can use my knowledge of letter sounds and patterns accurately in my spelling.

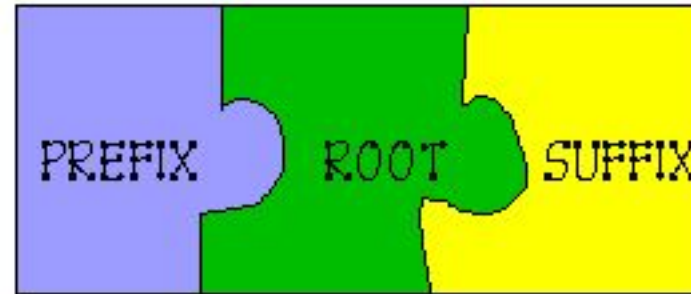
I can attempt to spell more difficult words plausibly using a range of strategies.

Think back to our lecture about reading in Year 1 and what you have seen in schools.

What teaching strategies would you use for these different descriptors?

Knowledge of words

WORD PARTS ARE
LIKE PARTS OF A PUZZLE!



prefix root word suffix

uncomfortable
irregularly
disorganised
unconfidently
disrespectfully

Have a go!



Prefixes, Root Words, and Suffixes Challenge!

Word Activity, Writing Activity, and Testing Sheet!

re + write =
rewrite

write + er =
writer

Root Words
(Main Word / Base)

write
act
play
tie
agree
read
joy
view

Prefixes
(Come BEFORE the Root Word!)

re- pre-
dis- mis-
un- en-

Suffixes
(Come AFTER the Root Word!)

-able -ful -ed
-er -ment -ly
-ing -ous -or
-s

www.KidsCanReadandWrite.com



Word meanings and relationships

Antonym	a word opposite in meaning to another	small > big
Synonym	a word or phrase that means exactly or nearly the same as another word or phrase in the same language	small > tiny
Homophone	each of two or more words having the same pronunciation but different meanings, origins, or spelling	new > knew
Homograph	each of two or more words spelled the same but not necessarily pronounced the same and having different meanings and origins	bow (verb) bow (noun)
Neologism	a newly coined word or expression.	Brexit
Euphemism	a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.	downsizing > cuts

Knowledge
of words

Etymological knowledge: knowing where the word comes from

Etymology

- The study of the origin and development of a word.

Word



Vocabulary

How do we develop vocabulary?

	I can communicate meaning using extended speech and/or gesture. I am beginning to use appropriate language to talk about events in the past and future.	I can communicate using an increasingly varied and precise vocabulary. I can use single and multi-clause sentences. I can vary the types of sentences I use in my spoken language.	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, clarity and accuracy.	I can make informed choices about vocabulary and grammar to enhance my communication skills.	
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Vocabulary

More knowledge about language

I am beginning to understand that writing can be for different purposes and audiences.

I can talk to plan writing and write for different purposes and audiences.

I can use familiar **idiomatic language** and appropriate **register** in my communication.

I can choose **idiomatic language** and appropriate **register** in my communication to enrich my expression.

I can use sophisticated **idiomatic language** and appropriate **register** in a range of contexts.

Audience

The people who will listen to what is said or read what is written..

Register

Register in language and communication refers to the conveyed formality of speech as determined by the social context of an exchange. Register is conveyed by a speaker who adapts their language to illustrate to their audience how formal the exchange is based on their relationship.

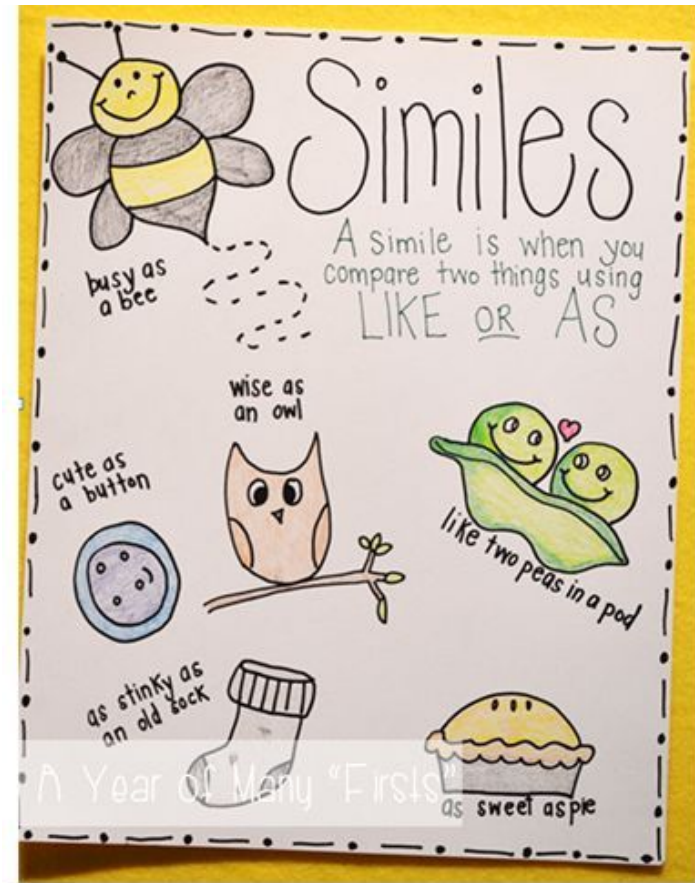
Idiomatic language

Idioms

A group of words established by usage as having a meaning not deducible from those of the individual words.



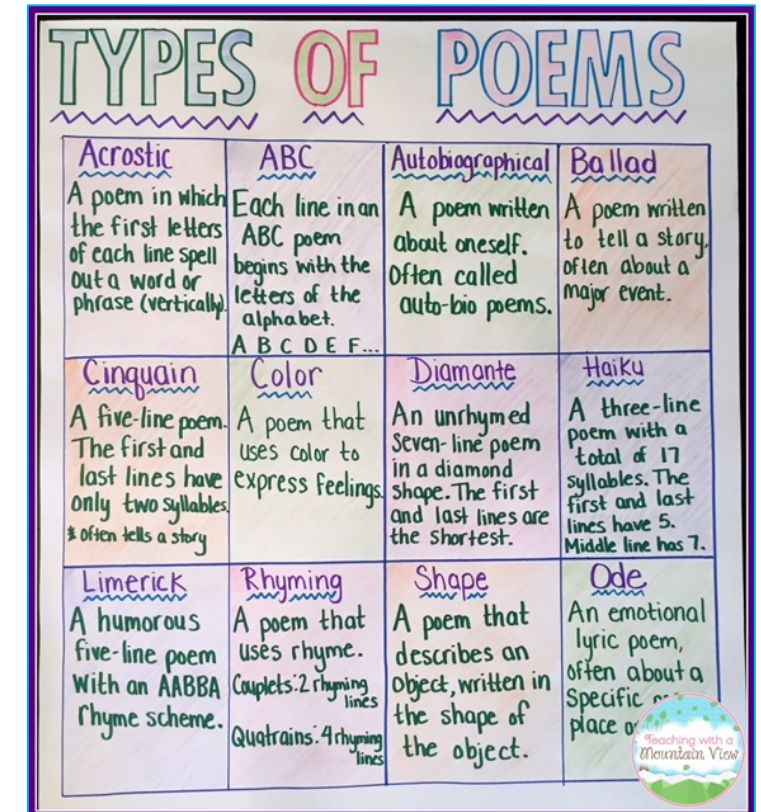
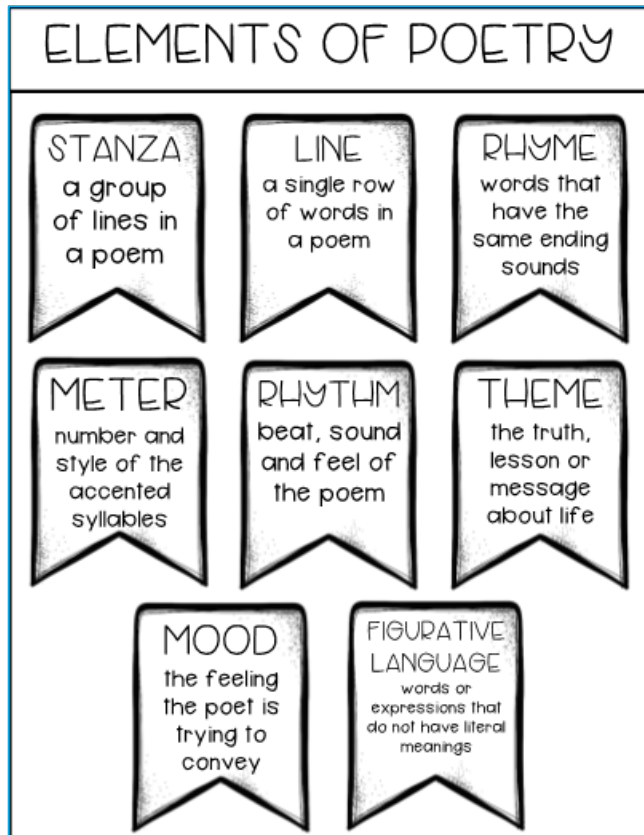
More knowledge about language



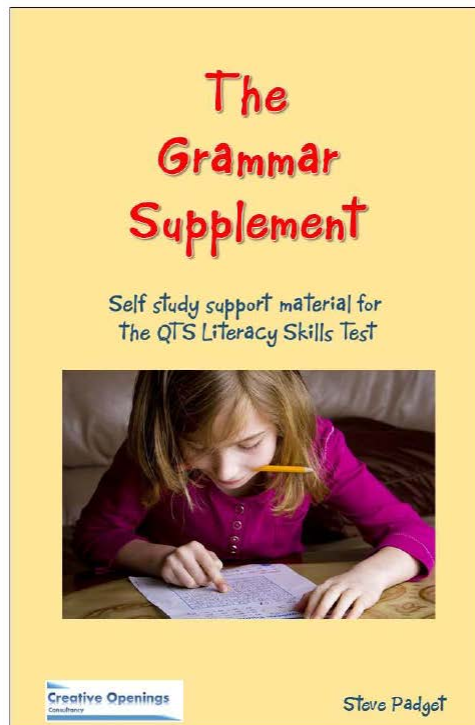
SIMILES	METAPHORS
• Her heart is like gold.	• Her heart is gold.
• The world is like a stage.	• The world is a stage.
• He eats like a pig.	• He is a pig.
• You are like a rock.	• You are a rock.
• Your eyes are like sunshine.	• You are my sunshine.
• Poor as dirt.	• Sea of sand.



More knowledge about language



Let's test your skills



SeCond (expanded) Edition ~ May 2016



https://www.plymouth.ac.uk/uploads/production/document/path/6/6677/The_Grammar_Supplement_2nd_Edition.pdf

1 The Museum Trip

Dear Parents/Carers

As part of History Week, which will take place in the second week of October this year,

- 1 we were planning to take
- 2 we are planning to take
- 3 we will plan to take
- 4 they are planning to take

the year 6 class to the Imperial War Museum North, Trafford Park.

This will be an all day visit to

- 1 enabled the children to see the special exhibits
- 2 enable the children to visited the special exhibits
- 3 enable the children to see the special exhibits
- 4 enable the children to see this special exhibits

and displays that have been developed to commemorate the centenary of the start of the First World War in 1914.

The visit is planned for Wednesday 15th October and members of the museum's education outreach team will assist the

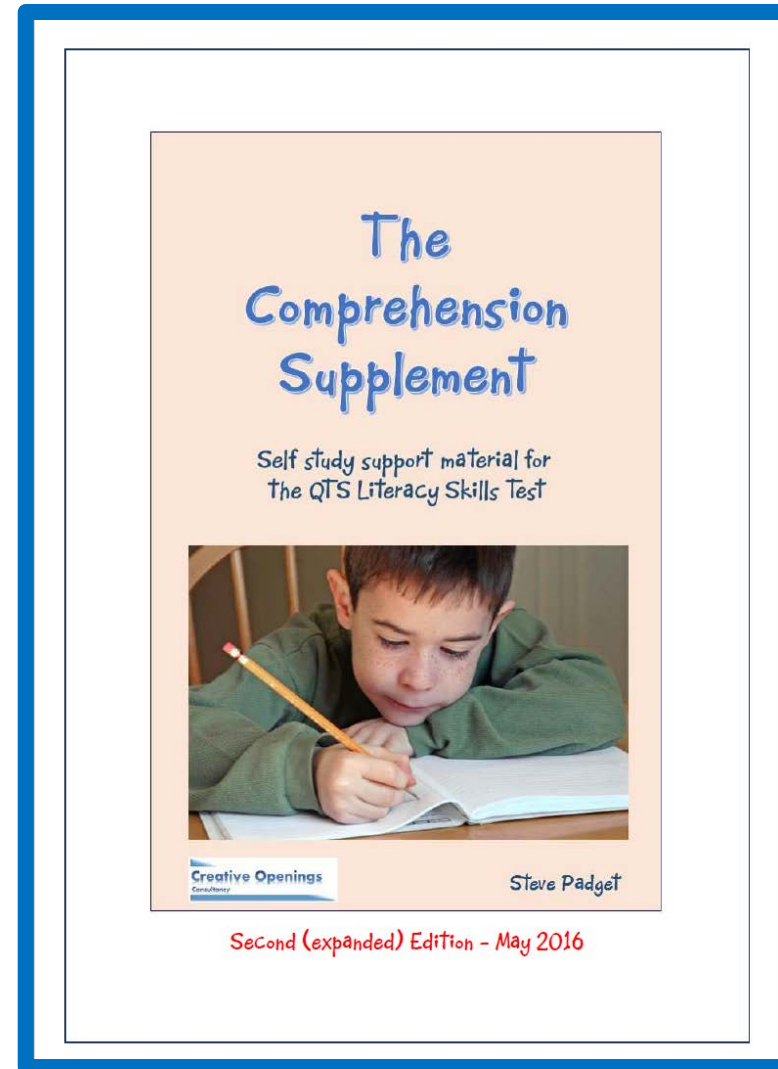
- 1 children with their investigation of the exhibits.
- 2 children with their instigations of the exhibits.
- 3 children with their investigations of the exhibit.
- 4 children with their investigations of the exhibits.

The children will be taken from school to the museum by coach after morning registration

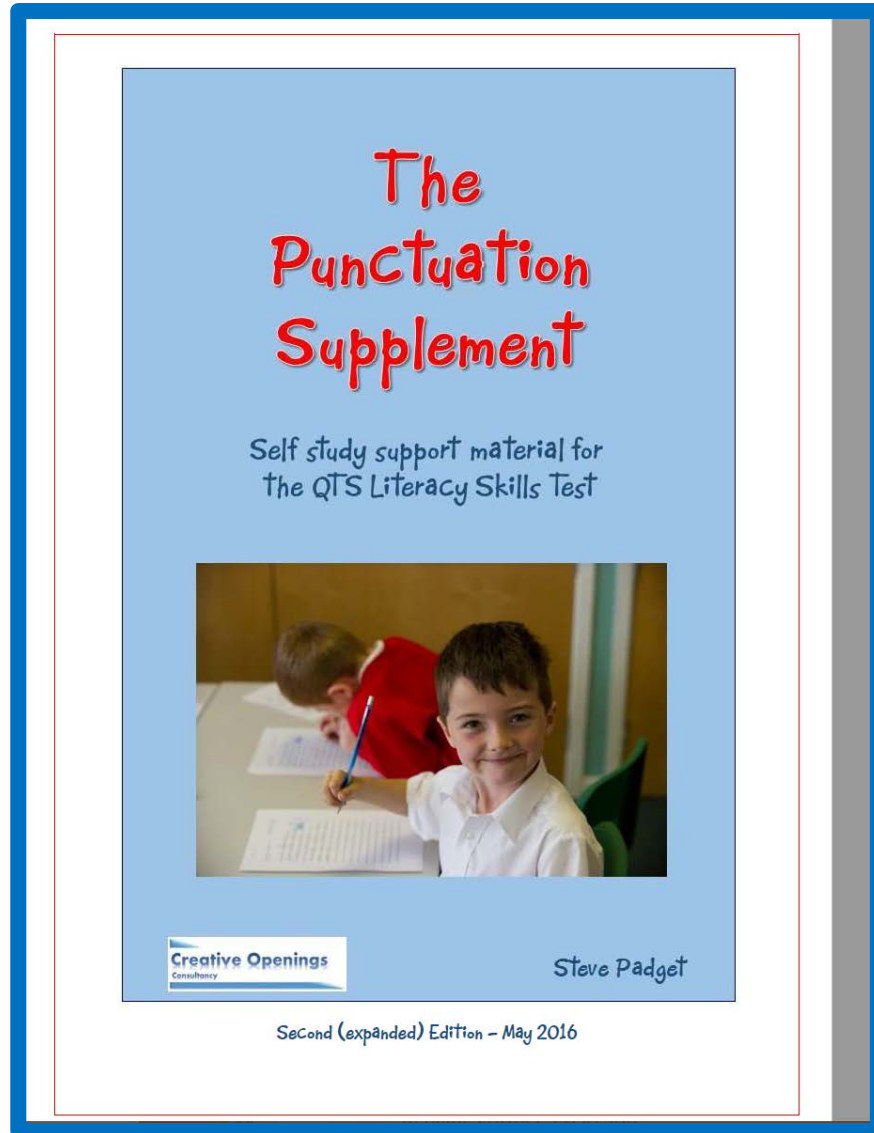
4|The Grammar Supplement 2nd Edition

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is an important
skill. Use this
booklet to
improve your
skills.

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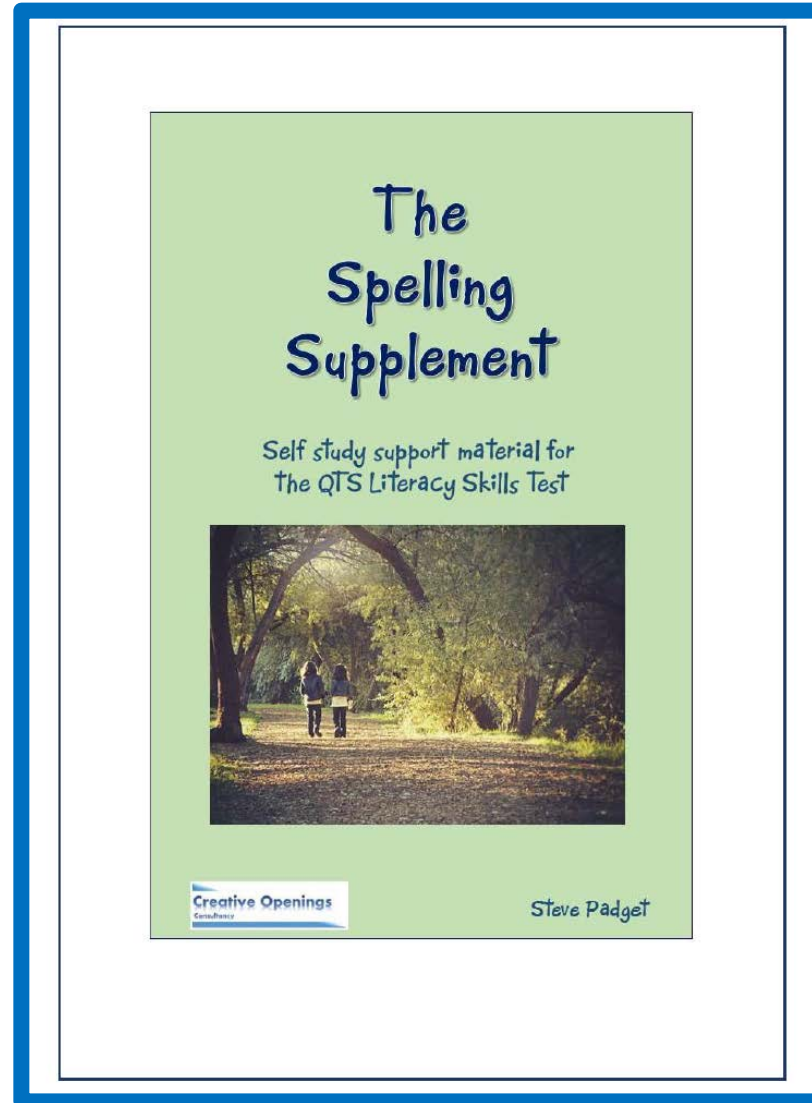
Apostrophes and more



[The Punctuation Supplement 2nd Edition.pdf](#)

Spelling

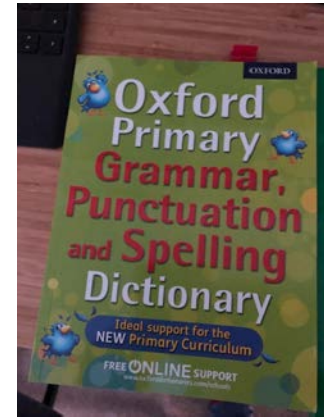
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practise or
practice
?

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With huge thanks to the University of Plymouth

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