Let's eat grandma!

Grammar, Punctuation and More

Aims of this presentation

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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
.

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

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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.	

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.

Grammar in the CfW

Grammar

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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

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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

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

Grammar

Grammar

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Verbs

Active voice	Passive 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.	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.

Grammar

Tenses

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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	IInd 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**.

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Singular & plural

Punctuation

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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.*

Why is punctuation important?

Punctuation

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"Familiar" punctuation

I have an awareness of how words are separated by spaces.	I can use familiar punctuation.	

Spaces

Capital letters and full-stops

I can understand and use basic concepts in language. I have an awareness of how words are separated by spaces. I am beginning to have an awareness of how capital letters and full stops demarcate sentences.	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.

Punctuation

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When do we use capital letters? Make a list

Most of us are **W**elsh!!!

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 intials.

-Acronym is widely used to refer to any abbreviation formed from initial letters.

Punctuation

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, 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

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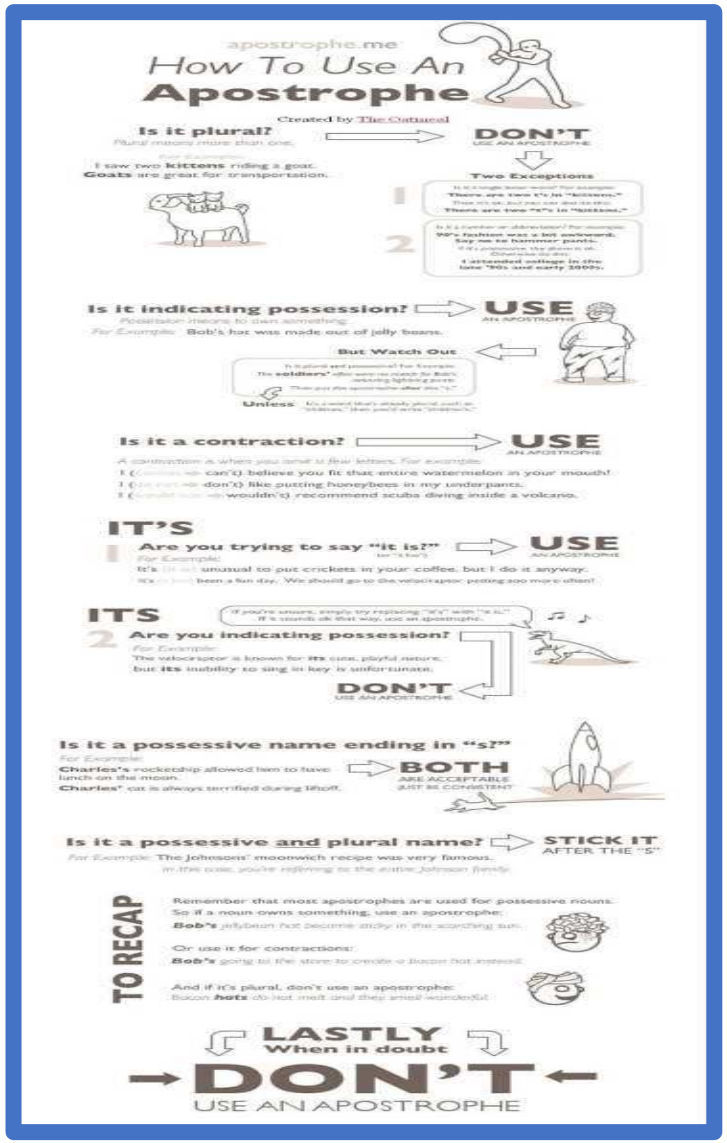

Punctuation

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

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

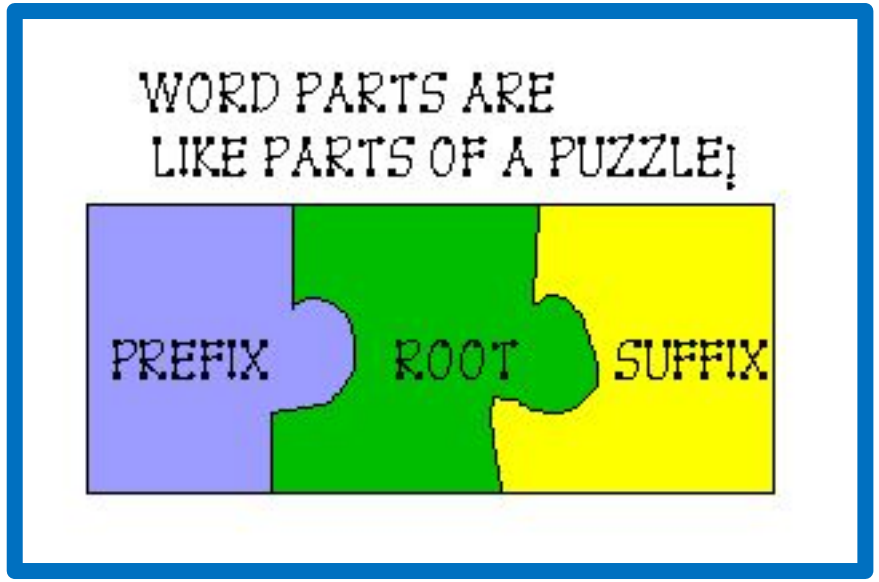
Spelling

Spelling in the CfW

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



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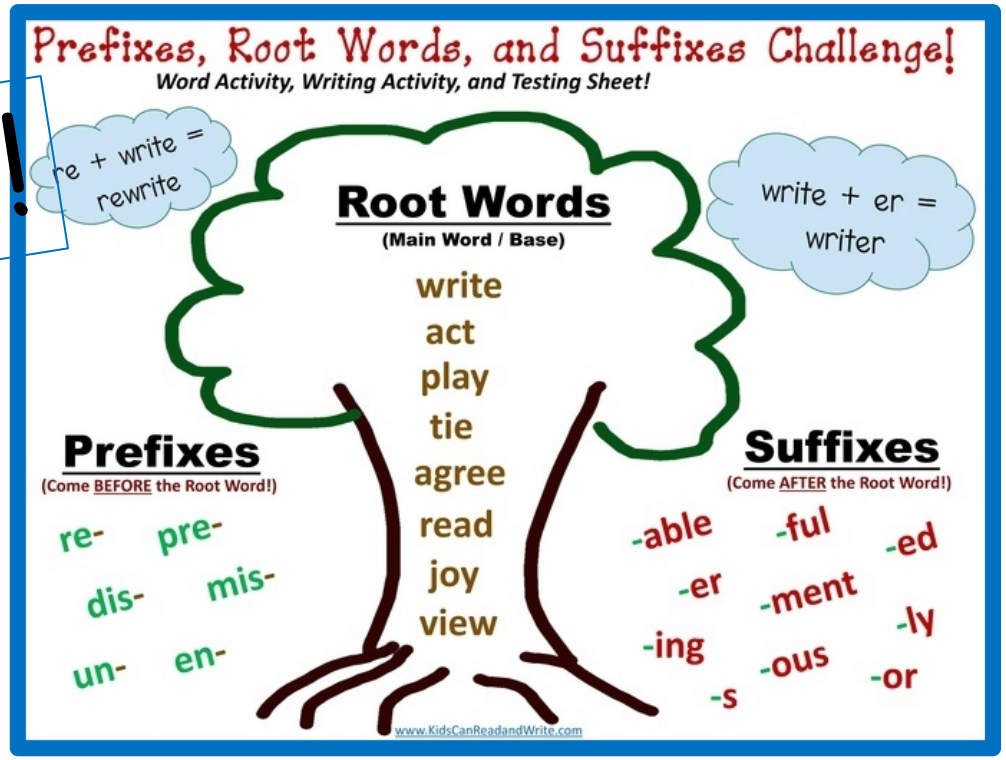
prefix root word suffix

uncomfortable
irregularly
disorganised
unconfidently
disrespectfully

Have a go!



Knowledge of words

Word meanings and relationships

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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

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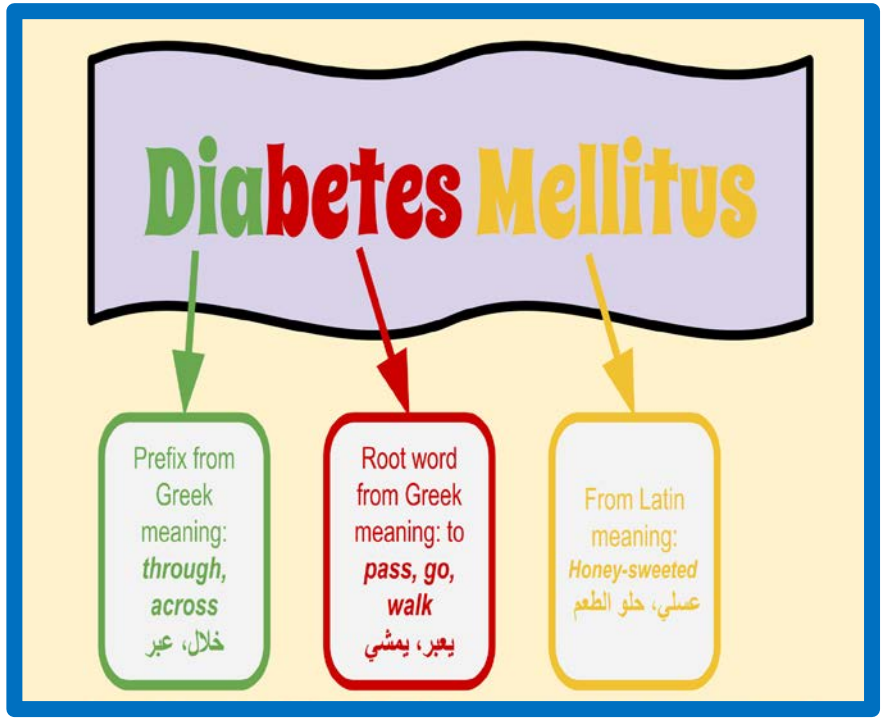
Etymological knowledge: knowing where the word comes from

Etymology

- The study of the origin and development of a 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.	

Vocabulary

More knowledge about language

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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

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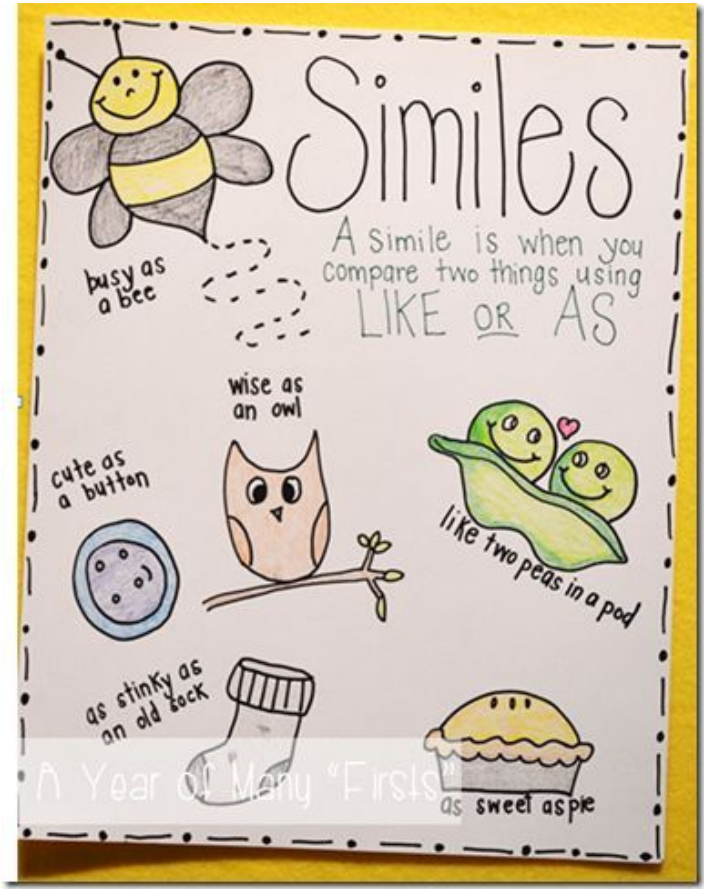
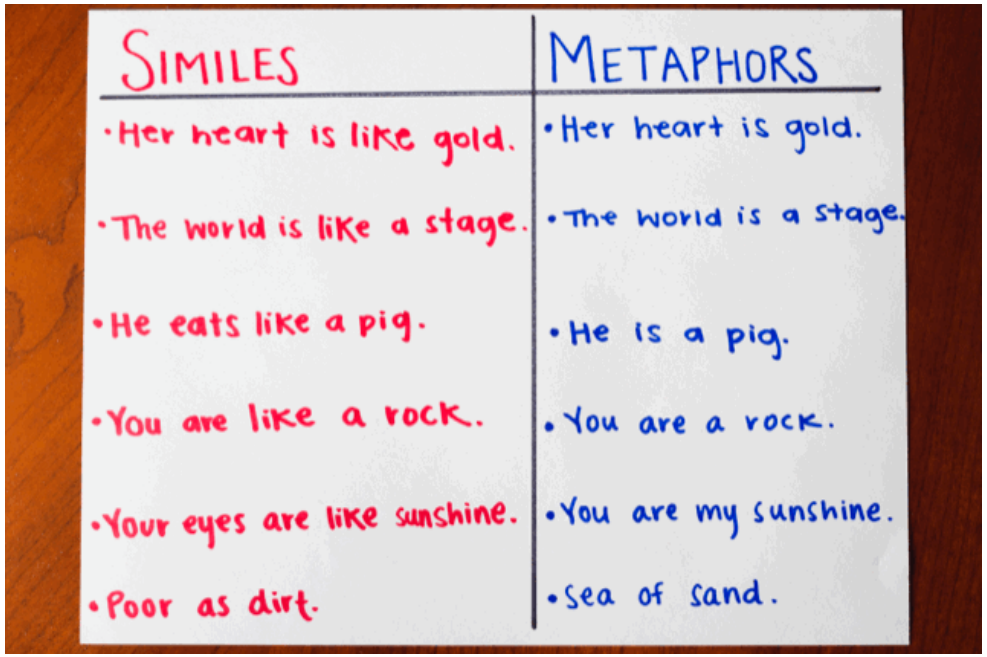
A group of words established by usage as having a meaning not deducible from those of the individual words.

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

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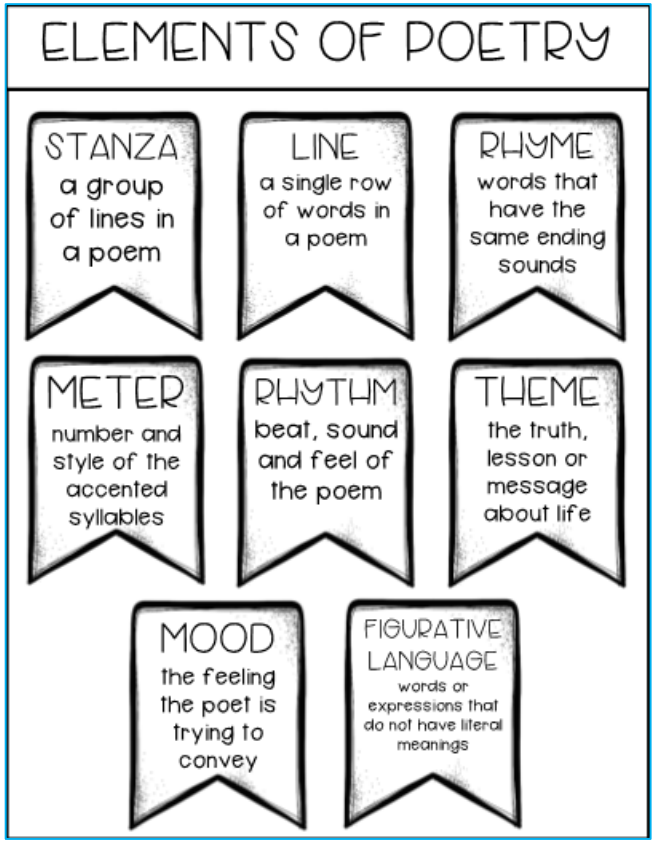

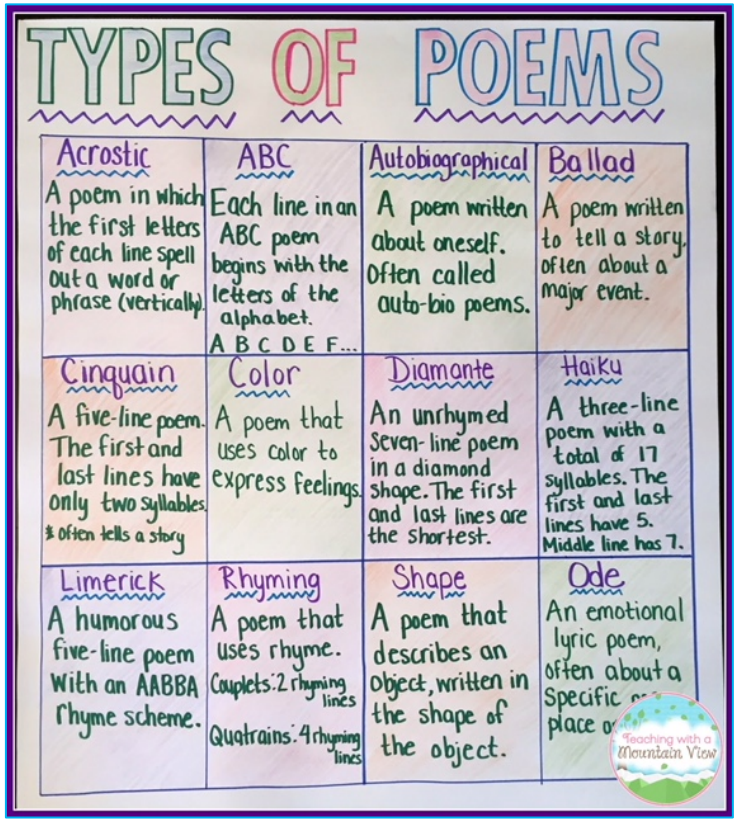

Let's test your skills

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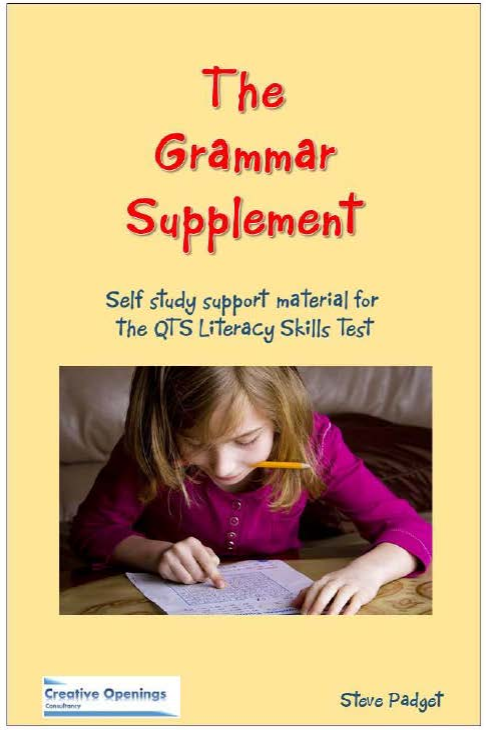

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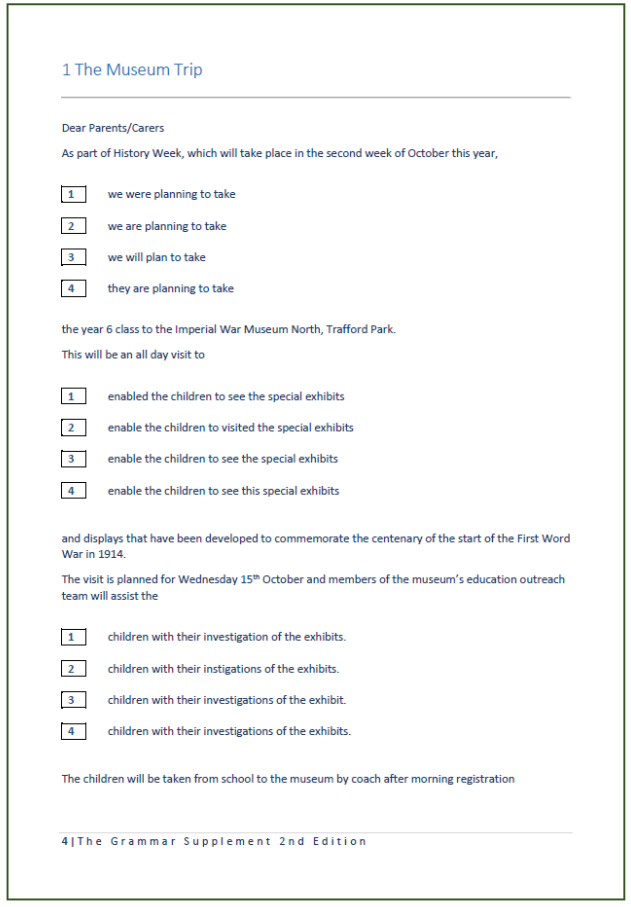

1 The Museum Trip

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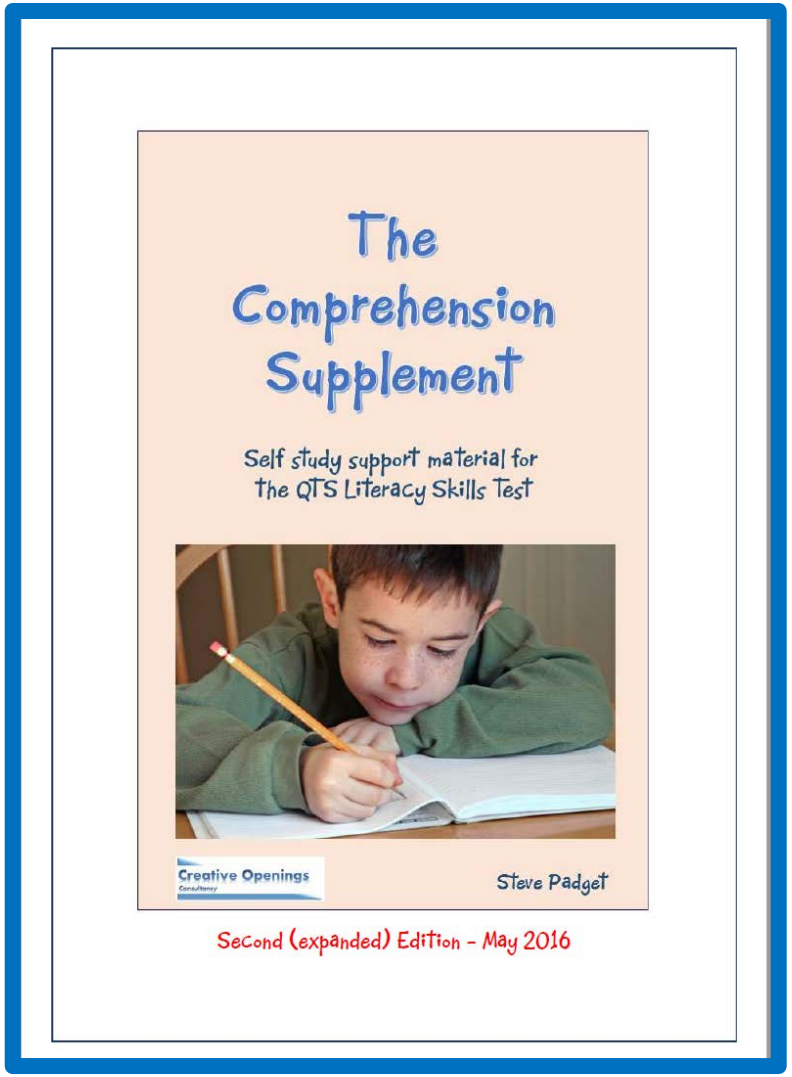
Comprehension is an important skill. Use this booklet to improve your skills.



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Apostrophes and more

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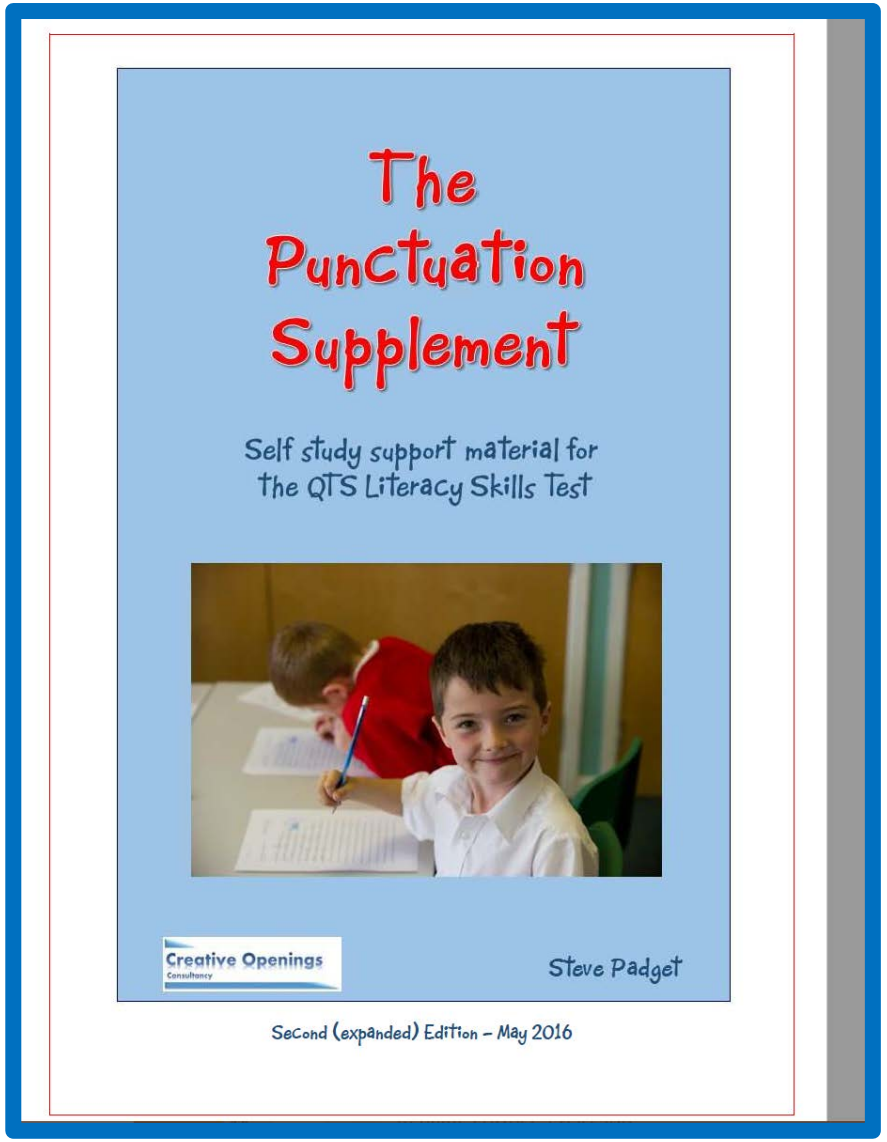

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Spelling

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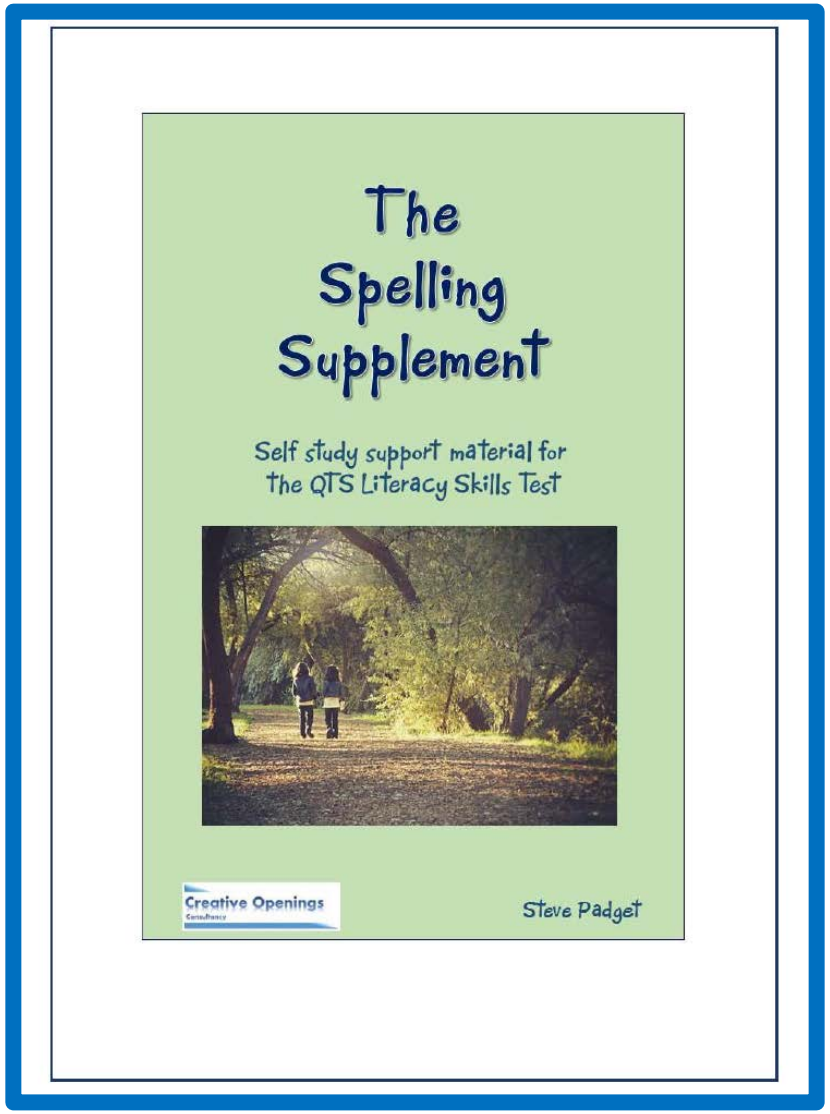

practise or practice ?

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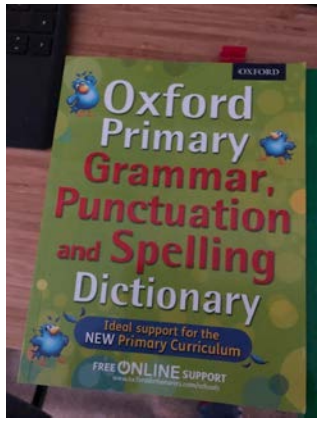

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