

Staveley C E Primary School



Support your child at home
with
Spelling, Punctuation and
Grammar
Years 1 and 2

Speaking

Before children are able to use correct punctuation in their writing they need to be able to speak correctly. The most important way to help and support them is to talk together. Talk about what interests them and what you are doing or are going to be doing. Talk about stories and books, toys and films.

If children make mistakes and use tenses incorrectly model how it should be said. Simply repeat what was said using the correct tense or word order rather than pointing out mistakes all the time. Provide an alternative or expand on what has been said demonstrating how speech can be improved.

Reading

Reading is a vital, and very enjoyable, way in which children learn about spelling, punctuation and grammar. When reading and having books read to them children are experiencing language used in a more formal way, using different sentence structures etc. The importance of this experience cannot be emphasised enough. Immersing children in texts gives them the models to use in their own writing.

By the end of Year 1 most children should know...

- How words can combine to make **sentences**;
- How to join **words** and **clauses** using **and** ;
- How to sequence **sentences** to form short narratives;
- How to separate **words** with spaces;
- How to use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.
- How to use capital letters for names and for the personal **pronoun** /
- What **nouns**, **verbs** and **adjectives** are.

| |
|-------------------------------------------------------------------------------------------------------------------------------------|
| Words for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |
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Reconstruct...

Write a sentence together. Print your writing out in big lettering including the full stop. Cut into individual words, including the full stop. Help the children to reproduce the sentence, by holding the cards in front of them. As you do more of these, collect them together and save for future use.

Expand...

You can build up and develop sentences by asking questions.

Child: "It's my birthday today."

Adult: "How old are you?"

Child: "I am five."

Adult: "It is your fifth birthday today." ... and so on...

Sentence Frames:

Can be used to develop understanding of simple sentence structures

| | | |
|-----------|------|-----------|
| Elephants | like | Carrots. |
| Giraffes | like | Biscuits. |
| Tigers | Like | |
| Penguins | Like | |
| Parrots | | |

Make sure that children have plenty of regular practise and that they use capital letters and full stops.

Transforming sentences:

Oral, then written changing of the words in well-known sentences...

Jack and Jill went up the hill. ... can become...

Fred and Kath went down the path!

Or...

Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall.

Humpty Dumpty ran on the road; Humpty Dumpty trod on a toad!

Try some of these online activities to support your child's learning...

Capital letters- <https://roythezebra.com/reading-games/newwindow/capital-letter-beginner-1.html>

A range of relevant skills – capital letter, sentences, question marks etc. -
<http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

Capital letters and full stops
https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/cap_letters_stops/eng/Introduction/default.htm

For general support ideas:

<http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/grammar-punctuation-and-spelling-made-easy>

By the end of Year 2 most children should understand...

- What **nouns, verbs, adjectives** and **adverbs** are
- **Subordination** – using... when, if, that, because,
- **Coordination** – using... or, and, but
- How to expand **noun phrases** for description and specification; (e.g. the blue butterfly, plain flour, the man in The Moon.)
- How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**.
- How to make the correct choice of **present tense** and **past tense**.
- The use of the **progressive** form of **verbs** in the **present** and **past** tense to mark actions in progress; (e.g. she is drumming; he was shouting.)
- The use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. Commas to separate items in a list;
- The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. the girl's name.)

Words for pupils: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.

Perfect punctuation

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

Punctuation spotter

Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, “When do we use capital letters?” Do the same with question marks, exclamation marks or verbs and adjectives.

Sentence frames – nouns, verbs, adjectives, adverbs

| article | adjective | noun | verb | adverb |
|---------|-----------|-------|--------|-----------|
| The | black | rat | looked | soggy. |
| An | old | duck | swam | slowly. |
| Some | Smart | rings | shone | brightly. |
| A | toffee | lolly | | |
| | | | | |

Finish the sentence:

Give your child some sentence stems and conjunctions – e.g. The dog ran over the road... when, because, next, etc.

Children compose appropriate endings. Discuss. Are the endings interchangeable? Does the meaning change according to the conjunction being used?

Stretchy sentences: Can you stretch these sentences?

To make them longer you need to add more information.

e.g. The boy went to the park. The *happy, young* boy went to play with his friends at the *huge, exciting* park. or...

The tall, brown haired boy was fed up so he went to the park to play with his friends on the fantastic, big climbing frame.

1 The fox had a tail.

2 The sea was calm.

3 The bat was squeaking.

4 We went on the slide.

5 The hedgehog has spikes.

6 I had an ice-cream.

7 An owl was flying.

8 The bully pushed me.

9 At night time it is dark.

10 We played all day.

Use conjunctions to extend sentences

Because, as, when, so, in order to, which

Why?

The driver crashed into the house.

The driver crashed into the house because of the thick fog.

Time?

The driver crashed into the house when he was on his way to work.

Try some of these online activities to support your child's learning...

Punctuating sentences:

http://www.bbc.co.uk/bitesize/ks1/literacy/using_punctuation/play/ Joining words

http://www.bbc.co.uk/bitesize/firstlevel/literacy_and_english/joining_words/play/popup.shtml Making sentences:

http://www.bbc.co.uk/bitesize/ks1/literacy/making_sentences/play/popup.shtml

For general support ideas:

<http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/grammar-punctuation-and-spelling-made-easy>