

Westfields Junior School



SPaG Workshop



Useful Website:

Oxford Owl: Jargon Buster

<https://www.oxfordowl.co.uk/for-home/education-jargon-buster/education-jargon-buster-adverbials-to-arrays/>

Primary Homework Help: Literacy Zone

<http://www.primaryhomeworkhelp.co.uk/literacy/index.htm>

BBC Bitesize: English

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Fun English Games

<http://www.funenglishgames.com/grammargames.html>

Spelling City

<https://www.spellingcity.com/>

Top Marks

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Crickweb - free online education games

<http://www.crickweb.co.uk/ks2literacy.html>

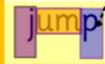
The School Run

<https://www.theschoolrun.com/primary-grammar->

Punctuation and their uses:

Question mark	?	This punctuation mark is used to indicate that a question is being asked. <i>Have you seen the film?</i>
Exclamation mark	!	The main use of the exclamation mark is to end an interjection or exclamation and indicate strong feelings. <i>Wow! Hello!</i>
Apostrophe	,	Apostrophes have two main uses: showing possession and showing omission. Possession - Here the apostrophe indicates that a thing or a person belongs or relates to someone or something. <i>Ben's party.</i> Omission - Here the apostrophe is used to show that letters or numbers have been omitted. <i>He'll (short for he will)</i>
Inverted commas	“ ”	Inverted commas are used to mark the beginning and end of direct speech. <i>"What time will he arrive?" asked Mary.</i>
Brackets	()	Are mainly used to separate information that isn't essential to a sentence. If you remove the section in brackets the sentence will still make sense. This is called parenthesis. <i>Mount Everest (8,848m) is the highest mountain in the world.</i>
Dashes	—	Dashes can show a sharp break between two main clauses. <i>This film was very informative - I learned a great deal.</i> Marks out extra information embedded in a sentence. <i>Playing in grandma's garden - which is huge - is always good fun.</i>
Semicolon	;	Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences. <i>I have a big test tomorrow; I can't go out tonight.</i>
Colon	:	Colons have two main uses: Clauses - to separate two clauses where the second explains the first. <i>It wasn't easy to begin with; I had to find the right house.</i> Lists - to introduce a list. <i>At the shop, I need to buy a few items; carrots, chicken, potatoes and fruit juice.</i>

Strategies for learning spellings:

<p>Colour-block trace</p> <p>Get your child to colour block the letters exactly as they want. Children to learn the words in colour blocks.</p> 	<p>Pyramid words</p> <p>Write the word a letter at a time in a pyramid shape. This means children repeat practising the spellings, building up one letter at a time.</p> 
Looking...	
<p>Naughty letters</p> <p>Spot the 'naughty' letter/s in a word (the letters they often miss out or get wrong) and write the word with the 'naughty' letter bigger than the rest. They could draw a picture for the letter.</p>	<p>Spot a word in a word</p> <p>Spot words within their spelling words e.g. 'a rat' in 'separate'. Children can make up a silly sentence to help them remember e.g. There's a rat in sep-a-rat-e.</p>
<p>Say it as it sounds</p> <p>Mispronounce a tricky word. Read the word exactly as it looks e.g. business = bus-i-ness. Then look at how it is actually spelt to identify the unusual spelling or letter.</p>	<p>Say the letter aloud to a rhythm</p> <p>Sing, rap or clap the letters to a rhythm to help memorise it e.g. M-I-SS-I-SS-I-PP-I</p>
Hearing...	
<p>Mnemonics</p> <p>Choose a tricky word with an unusual spelling e.g. ough. Make up a word for each letter e.g. Oh U Grass Hopper. This can be useful for some tricky words, but cannot be used all the time.</p>	<p>Tape Players</p> <p>Children record themselves saying the word or spelling the word. They listen back to the word and try to write it, they then listen again and check.</p>
<p>Tracing</p> <p>Get children to write the word very large and trace over it with their finger.</p> <p>Play games where they write their spelling word with an imaginary pen and say the letters aloud.</p>	<p>Repeat Copying</p> <p>Write the word three times in different sizes – small, medium and large. Write two words in different fonts or styles.</p>
Doing...	
<p>Look, cover, spell, check</p> <p>Children to write the word then cover it over. Once covered, children write the word again and then reveal their word to check it is correct.</p>	<p>Line up</p> <p>Children to write each of the letters or their word on small post-it-notes. Mix up the notes and then put them back into the order to correctly spell out their word.</p>

Grammar Glossary:

active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
adjective	A word which describes a noun.
adverb	A word which describes how a verb action is being carried out.
antonym	A word with the opposite meaning to another e.g. good/bad, wise/foolish, long/ short.
article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
clause	Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.
command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective e.g. 'Eat your dinner. Next add the eggs to the mixture'.
complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot e.g. 'I burned dinner when I was on the phone'.
compound sentence	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences e.g. 'I like dogs but my friend likes cats'.
conjunction	A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'.
contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe e.g. 'did not' is contracted to 'didn't'.
determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb e.g. 'What big eyes you have, Grandma!' or 'How cold it is today!'
formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Pupils are taught the difference between the language we use when speaking informally (e.g., to our friends) and the language we may use for a formal text, such as a letter of complaint.
fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows e.g. 'With a happy smile, she skipped into the room'.
future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will' e.g. 'Tomorrow I will do the shopping'.
indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full e.g. She said she was going to the shops.

Grammar Glossary:

main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses e.g. 'Even though the weather is bad, I will still go for a walk'.
modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').
noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.
object	The object of a sentence is involved in the action but does not carry it out e.g. 'I dropped my cup on the floor'.
passive voice	A sentence is written in the passive voice when the subject is having something done to it e.g. 'The mouse was chased by the cat'.
past perfect tense	A tense used to describe actions that were completed by a certain time in the past e.g. 'Yesterday I was late because I had walked to school'.
past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - e.g., 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
past tense	Any one of a set of verb tenses which describe action that took place in the past.
plural	More than one. Using plurals can affect the nouns and verbs in a sentence.
preposition	A linking word in a sentence, used to show where things are in time or space e.g. 'under', 'after', 'next', 'behind'.
prepositional phrase	A phrase which contains a preposition e.g. 'under the carpet', 'behind the door', 'after school'.
present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment e.g. 'I have cycled two miles already.'
present progressive tense	A tense which describes an action which began in the past and is still going on now e.g. 'I am learning to speak French'.
present tense	Any one of a set of tenses that describe actions which are happening now.
pronoun	Any word which can be used to replace a noun.
relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which) e.g. 'He ate too many cakes, which made him feel ill'.
relative pronoun	A pronoun used in a relative clause (who, that, which).
singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.
statement	A sentence that conveys a simple piece of information e.g. 'It is a sunny day today'.
subject	The subject of a sentence is the thing or person carrying out the main action e.g. 'The cow ate the grass'.
subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information e.g. 'I played out until it went dark'. Subordinate clauses contain a subject noun and a verb.
verb	A word used to describe an action, occurrence or state. An essential part of a sentence.