

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**

The past, the present,
and the future
walked into a bar.
It was tense.

I don't judge people based on
race, creed, colour or gender.

I judge people based on
spelling, grammar,
punctuation and
sentence structure.



someecards
user card

Welcome Students!



- Aims for the session
- New terminology/expectations for year 6.
- Your confidence level!
- Model some ways you can keep your child thinking about, and learning about, grammar at home.

New Curriculum Expectations- Year 6

Grammar and Punctuation:

Informal and formal speech and writing

Passive voice/active voice

Expanded noun phrases

Adverbials

Ellipsis

Layout devices (sub-headings, columns, bullet points)

Semi-colon, colon bullet points and dashes

Hyphens

Synonyms and antonyms



Sentence, clause or phrase?

- A **sentence** is a group of words that makes complete sense, contains a **verb** and a **subject**, begins with a **capital letter** and ends with a **full-stop**.
- A **clause** is a group of words that contains a **verb** (and usually other things too). A clause may form part of a sentence (a **subordinate** or sub-clause) or it may be a complete sentence in itself (**independent clause**).
- A **phrase** is a small group of words that forms a **meaningful unit** within a clause or sentence. *It does not contain a verb.*

Sentence types

- **Single clause sentences (simple sentence)**

The boy walked around New York.

- **Compound sentence** - there are 2 clauses that could be 2 stand alone sentences. There is a relationship between them but one isn't influenced by or dependent on the other. They are equal in value and importance.

The boy walked around New York and he visited lots of amazing places.

- **Multi clause sentence (complex sentence)** there are 2 clauses but one part of the sentence has a complex relationship to the other part of the sentence. One of the clauses is dependent on the other - sometimes it could stand alone BUT it wouldn't carry the same meaning

The boy walked around New York after landing at the airport.

Subordinating and Coordinating Conjunctions

Conjunctions are joining words and their main function is to link together two different parts of a sentence with **and / but / or**

(coordinating conjunctions)

- **and, but** and **or** are the three main coordinating conjunctions. They join two clauses which are grammatically independent of each other and would make sense if they stood alone.

Compare the following:

- a) She's already had two holidays this year **and** now she wants another one.

She's already had two holidays this year. Now she wants another one.

- b) I had a terrible cold last week, **but** I still went to work.
I had a terrible cold last week. I still went to work.



Subordinating and Coordinating Conjunctions

If / when / because / since / even though / etc
(subordinating conjunctions)

Words like **if, when, because, since, although**, etc, are subordinating conjunctions which introduce subordinate clauses. Subordinate clauses are dependent on the main clause in some way and do not normally stand alone.

- a) **If you feel thirsty or hungry**, help yourself to anything at all in the fridge or freezer.
- b) I helped myself to an ice-cold beer and a pizza from the freezer **while they were away**.

Your turn!

Underline the **coordinating conjunction** in this sentence:

You can sit at the front, or you can stand at the back. I don't mind.

Underline the **subordinate clause** in these sentences:

- a) Whenever I babysit at their house, I am always very well looked after.
- b) When I babysat for the Robinsons last month, I was given nothing to eat or drink.



Answers

Underline the **coordinating conjunction** in this sentence:

You can sit at the front, or you can stand at the back. I don't mind.

Underline the **subordinate clause** in these sentences:

- a) Whenever I babysit at their house, I am always very well looked after.
- b) When I babysat for the Robinsons last month, I was given nothing to eat or drink.

What does this look like in the test?

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

Phrases

A phrase does not contain a verb.



the fast, red, car on the road



Noun Phrase
Shopping Game

car ← **noun**

a car ← **determiner**

a red car ← **adjective**

a sleek, red car ← **adjective**

a sleek, red car on **preposition**

In the SPAG test

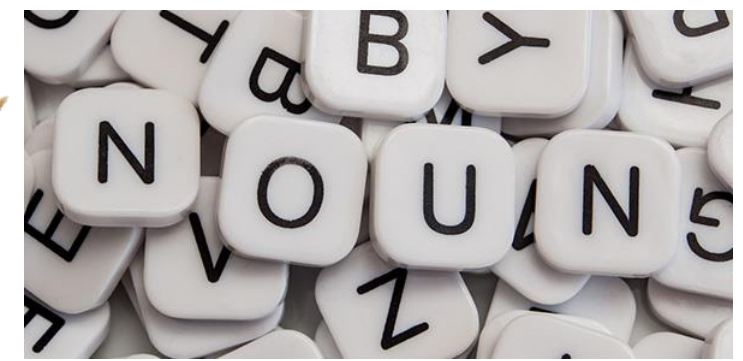
Underline the longest possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

The bit around the noun and up to the verb



A noun is the name of a person, place, animal, thing or idea.



How many nouns can you see?

trees

grass

troop

headlight



car

clothes

tail

window

monkey

TYPES OF NOUN

Common

Replaces the name e.g he, she, it, he, them

Proper

Ideas, concepts and emotions

Collective

Specific name. Has a capital letter.

Pronoun

A group of nouns e.g bunch, colony, school

Abstract

General things with no specific name

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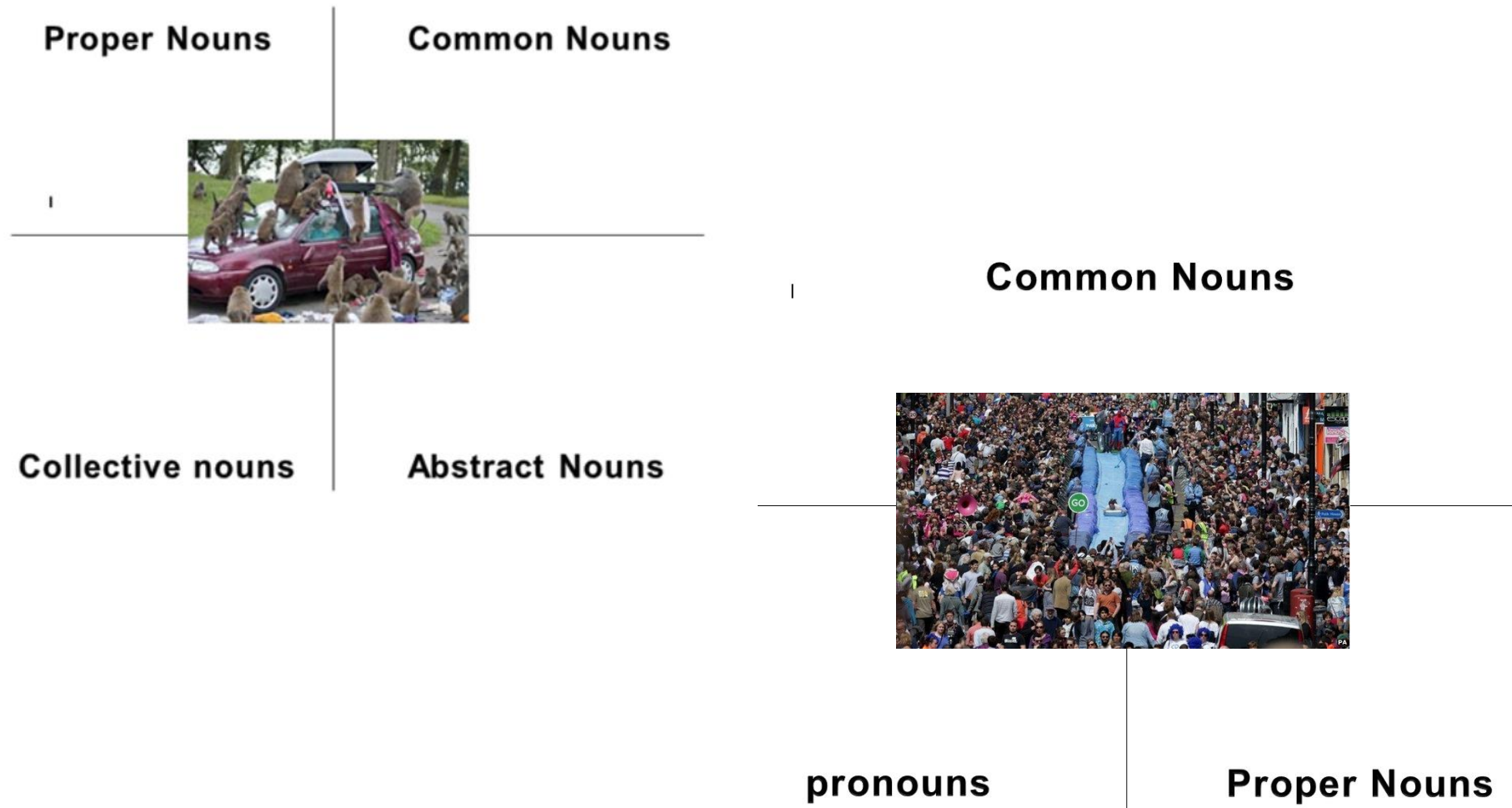
Pronoun

Replaces the name e.g he, she, it, he, them

Abstract

Ideas, concepts and emotions

How many nouns can you see?



Noun or not

Can you prove
to me that you
are right?

Can you
classify the
noun?



swan

Noun or not

Could you add
an adverb?

Can you find
a synonym?



running

Identify the nouns in the sentence

Can you classify the nouns?

What type of pronoun is its?



Which word is the pronoun?

What subject is the 'its' referring to?

Amazingly, the colossal whale heaved its huge body out of the water.

Types of pronouns

Personal pronouns

These take the place of common and proper nouns

I, me, we, us, you, she, her, him, it, they, them

Relative pronouns (now year 5)

These relate the subordinate clauses to the rest of the sentence

that, which, who, whom, whose, whichever, whoever, whomever

Possessive pronouns (now year 4)

These are used to show ownership

My, your, his, hers, its, our, your, their, mine, yours, his, hers, ours, yours, theirs

What does this look like in the test?

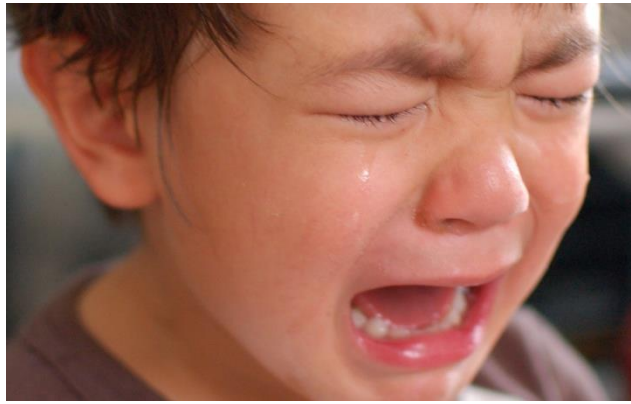
Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.



**A verb describes an
action, state or
occurrence.**





GUESS MY VERB



**Remember that these
are all verbs.**

am

is

are

was

were

For your subject knowledge

- I run - simple present
- I ran - simple past
- I am running - present progressive
- I was running - past progressive
- I have run and she has run - simple present perfect
- I had run - simple past perfect
- I will have run - simple future perfect

Present Perfect

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We **CAN** use the Present Perfect with unspecific expressions such as: **ever, never, once, many times, several times, before, so far, already, yet**, etc.

Examples:

I **have seen** that movie twenty times.

I think I **have met** him once before.

There **have been** many earthquakes in California.

People **have travelled** to the Moon.

People **have not travelled** to Mars.



Your turn!

Complete these sentences by adding the present perfect.

- a) The McMillans (prepare) _____ a lot of food for the party. It looks delicious.

- b) The police (arrest) _____ two men for the robbery. It is time to question them.

- c) The bank officers (suggest) _____ that the meeting be scheduled for Wednesday morning. I will try to locate a conference room.

Subject knowledge

The tense of a verb indicates the time at which an action takes place - whether in the present or past. **With the help of auxiliaries** it can tell you when and whether something happens.

Spot the auxiliary and what it does

She was running ; she will be running; she might run; she could run; she has been running

Tenses in the test

Which sentence below is written in the **past tense**?

Tick **one**.

That is the oldest house in our village.

The original part of the house dates from 1760.

The roof was replaced in 1970.

The owners plan to open the house to the public.

Modal Verbs

should

might

ought

would

must

shall

could

may

can

will

You can never go wrong with a
good song



Sing to the tune of an American roll call

Can and could and will
and would

May, might, must and
shall and should

Modal verbs can make
you thrive

So you can fly instead of
dive!

*(Search the internet for
songs about all sorts of
grammar!)*



What does this look like in the test?

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

The subjunctive mood (tense)

The subjunctive mood is the verb form used to express a wish, a suggestion, a command, or a condition that is contrary to fact.

- The hypothetical subjunctive (the **were** subjunctive): **If I were to do that again, I would try harder.**

What it looks like in the test

-

41

Complete the sentence below so that it uses the **subjunctive form**.

If I _____ to have one wish, it would be for good health.

 1 mark

Past Progressive

Shows an action in the past. The tense is formed with a auxiliary verb and indicates duration or an incomplete action.

I was riding my bike last night.

I rode my bike.

Past Progressive

Which one is the past progressive and why?

I slept on the sofa last night.

I was sleeping on the sofa last night while the winds bellowed.

Past progressive in the test

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

Identify the verbs and adverbs.



Mr Twit really should clean
out his beard.

Is really really an adverb?!

- really adverb (NOT IMAGINARY)
- in fact: He isn't **really** angry - he's just pretending. You don't **really** expect them to refuse, do you?
- used to say that something is certain: Thank you, but I **really** couldn't eat another thing. He's **really** going to do it this time.
- really adverb (VERY)
- very or very much: She's **really** nice. This room is **really** hot. That's **really** interesting. It's a **really** difficult decision. "Did you like it? Not **really** (= no)."
- **REALLY IS AN ADVERB OF DEGREE- I want it...I really want it!**

Adverbs of manner, place and time

(adverbs are single words, adverbials are phrases that act as an adverb)

	Adverb	Adverbial phrase	Adverbial clause
Manner (how)	Quietly	On tiptoe	Tiptoeing as softly as possible
Time (when)	Later	A few moments later	After he had taken a little break
Place (where – positional language)	There	There in front of him In the tree	Hiding in the tree Running ahead of him

And also ...adverbs of degree (really hot) and frequency (all the time, almost)

What does this look like in the test?

Circle the **adverb** in the sentence below.

“Soon,” he thought, “I’ll be able to see my family.”

Chuck the chimp/tortoise/chameleon/whatever!



- Start with an adverbial of placechuck the chimp and finish
- Start with an adverbial of timechuck the chimp and finish
- Start with an adverbial of mannerchuck the chimp and finish

Fronted Adverbials

- * A fronted adverbial goes at the beginning of a sentence
- * It describes the verb in the sentence
- * It describes where, when and how

As soon as he could, Tom jumped off the train.

Last week, I went to the dentist.



Your turn!

Match the fronted adverbial to each sentence so they all make sense

Gently,
Before I go to bed,
At last,
Suddenly,
At the park,
Every playtime,

I clean my teeth.
the ground began to shake.
I lost my coat.
I play football.
she lifted the sleeping baby.
I reached the finish line.

Answers

Gently, she lifted the sleeping baby.

Before I go to bed, I clean my teeth.

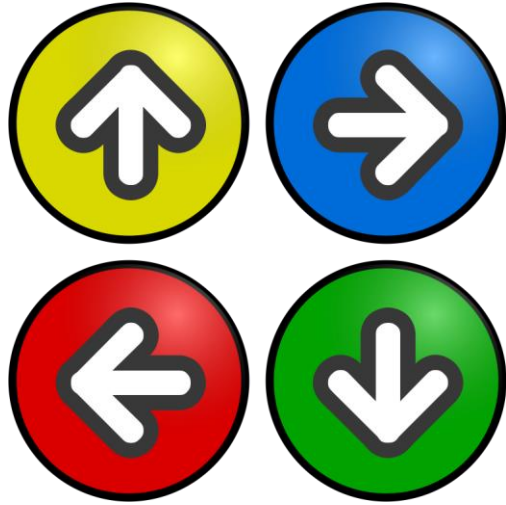
At last, I reached the finish line.

Suddenly, the ground began to shake.

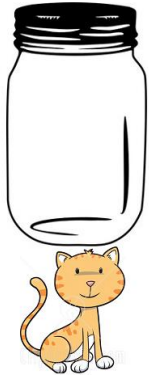
At the park, I lost my coat.

Every playtime, I play football.





A preposition tells you where and when something is in relation to its position and direction.



Identify the preposition



Lucy pushed her way through the wardrobe.

What does this look like in the test?

Tick **all** the sentences that contain a **preposition**.

Ali locked the door before he left.

The shops are beyond the main road.

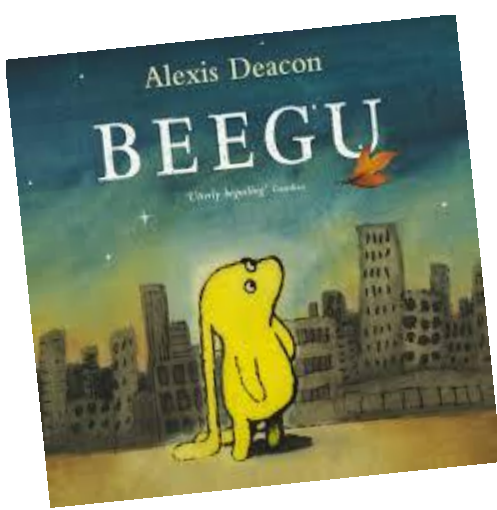
My brother is behind me in the race.

Barry is below Andrew in the register.

Happy Families



Find words
around the
room and put
them under the
correct word
class.



Describe the sentence!

Capital letter
for a name
(proper noun)

Auxiliary
verb.

One clause
sentence

Full stop at
the end of
the
sentence.

Beegu was looking for her mum.

Past tense (past
progressive)

Action/main
verb

Adverbial
phrase

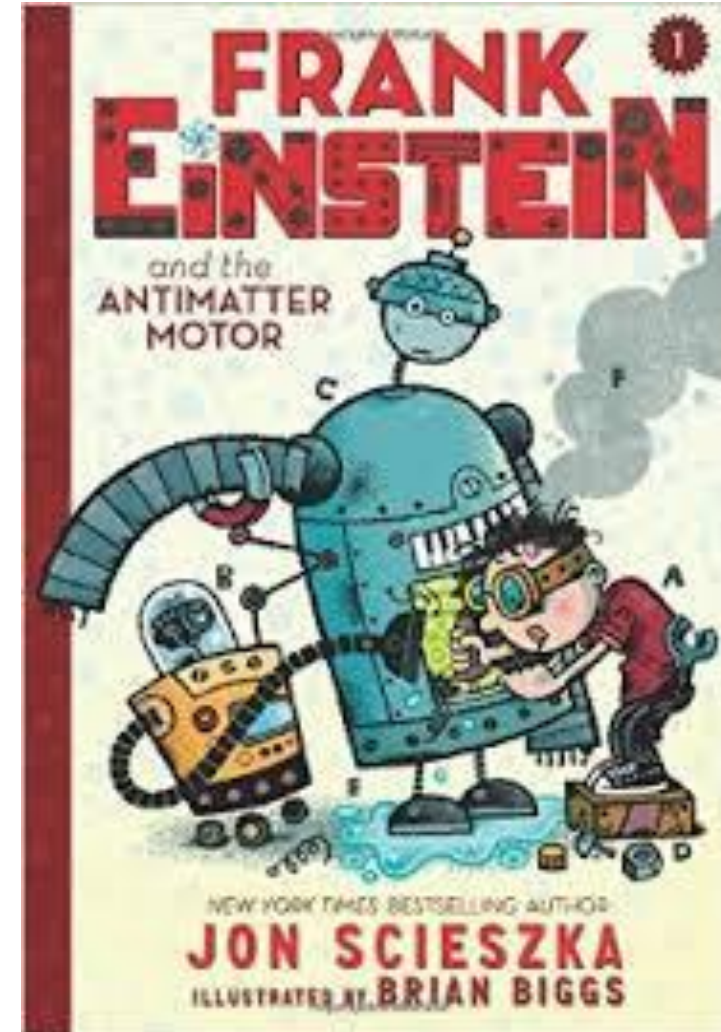
noun

Read like a reader

A bright bolt of lightning splits the dark and flickers over the skylight.

Frank Einstein looks up from his work. He counts out loud.

Craack boom! The sound-wave vibration of the thunder rattles the old iron-framed windows of Frank's workshop and science laboratory.



Spotting grammatical features you can teach and point out

A bright bolt of lightening **splits** the dark and flickers **over the skylight**.

Frank Einstein **looks up from** his work. **He counts out** loud.

Craack boom! **The** sound-wave vibration of the thunder **rattles** **the** old iron-framed windows of **Frank's** workshop and science laboratory.

- **Determiners** – a, the
- **Noun phrases**
- **Present tense**
- **Proper nouns**
- **Adverbial phrases**
- **Subject, object, verb**
- **Pronouns**

Clauses

Main
clause

Stand alone sentence that
contains a subject and a
verb

subject

verb

The cat curled up on the mat.

Clauses

Subordinate
clause

Is not a stand alone sentence. Does contain a subject and verb. Often starts with a conjunction.

Subordinate clause



After devouring the tuna, the
cat curled up on the mat.



The main clause.

Clauses

Relative
clause

Is not a stand alone sentence. Does contain a subject and verb. Starts with a relative pronoun.

Relative clause



The cat, who was licking his
paws, was sitting on the mat.



The main clause.

Clauses

Relative
clause

Is not a stand alone sentence. Does contain a subject and verb. Starts with a relative pronoun.

Relative clause



The cat, who was licking his
paws, was sitting on the mat.



The main clause.

In the SPAG test

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

In the SPAG test

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

In the SPAG test

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

The diagram shows the sentence 'The table which is made of oak is now black with age.' with four brackets underneath it, each pointing to a specific part of the sentence. Below each bracket is a small empty square box for marking. The brackets are positioned as follows: the first bracket covers 'The table', the second covers 'which is made of oak', the third covers 'is now black', and the fourth covers 'with age'.

Question types – grammar

- **Spot/identify** the grammatical feature e.g. find the adjective in the sentence
- **Apply** a grammatical feature e.g. change something from the past to the present tense
- **Understand the purpose** of a grammatical feature e.g. before (prep) and before (sub conjunction)
- What I call the, '**Does it sound right?**' question, testing **Standard English**

SPAG also tests punctuation

- Commas in lists
- Spotting a question mark is needed
- Apostrophes for contracted forms e.g. I'll (I will) it's (it is)
- Apostrophes for possession. Be careful of the possessive pronoun, its e.g. The cat was beautiful. Its coat was grey.
- Deciding where to put a full stop (avoiding the comma splice)
- Capital letters for names, places, days of the week (proper nouns)

Questions from SPAG

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

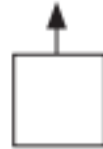
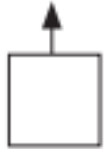
The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

Questions from SPAG

Tick one box to show where a **dash** should go in the sentence below.

African elephants are the largest animals in the world they can weigh up



to 10 tonnes.

Questions from SPAG

Tick the sentence that must end with a **question mark**.

Tick **one**.

Next week, I'll ask about joining the library

Please ask the librarian if you need any help

I asked for a joke book, but there were none

This is the book you asked for, isn't it

Over to the SATs...

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Articles

An **article** is a word that comes **before a noun**. There are two types of articles:

- **Definite articles** – there is only one of these: **“the”**
- **Indefinite articles** – there are two of these: **“a” and “an”**
The word **“a”** is used **before a consonant**. A piano, a box.
The word **“an”** is used **before a vowel**. An apple, an umbrella.

Answers

Complete this table.

Sentence	Is it right?	Correct article that should be used
The man ate a orange for his lunch.	x	an
Can you give me an minute to think?	x	a
Where was dog?	x	the
The children helped the man.	✓	-
An olive tree grows very tall.	✓	-

Passive Voice

Actions can be written in the active voice or the passive voice.

In the passive voice the action is done to a subject.

The plate was **broken** by **Gran**.

verb

subject

Passive sentences usually contain the word by.



Active Voice

In the active voice the action is done by a subject.

Gran **broke** the plate.
subject **verb**

The dog chased the chicken.

Sam made this cake.

The boy found the keys.



Your turn!

Change these sentences to either active or passive voice.

Active	Passive
The cat chased the mouse.	The mouse was...
My mum made this cake.	This cake was...
The boy...	The sandwich was made by the boy.
The play...	The parents were entertained by the play.

Answers

Change these sentences to either active or passive voice.

Active	Passive
The cat chased the mouse.	The mouse was chased by the mouse.
My mum made this cake.	This cake was made by my mum.
The boy made this sandwich.	The sandwich was made by the boy.
The play entertained the parents.	The parents were entertained by the play.

Expanded Noun Phrases

Expanded noun phrases add information to nouns (naming words). They make your writing more interesting and can help the reader to build a picture in their minds.

Examples of nouns: house, garden, lady, creature

Expansion before and after the noun:

- a) The spooky house on the hill...
- b) An overgrown garden, with litter scattered everywhere...

Your turn!

Underline the Expanded Noun Phrase in this sentence.

A grotesque creature, with an enormous, furry body and a tiny head...

The old lady, who lived next door...



Colons

Colons (:) are used: Before a list of words, phrases or clauses.
In front of him were the following: mince pies, holly and other delicious delights.

A colon is also used in a glossary between a word and its definition.

Connective: a word used to join two parts of a sentence.

Adjective: a word which describes a noun.



Semi-Colons

If the items in the list are longer than one or two words separate them with a **semi-colon (;)**

The attractions of the park included: a new roundabout; a short pony ride; a long slide and an ice-cream stall.

Semi-colons can be used to join clauses in a sentence. Sometimes they take the place of connectives.

John liked jelly and Sam just loved ice cream.

This sentence could be written:

John liked jelly; Sam just loved ice cream.



Your turn!

Add a semi colon to this sentence:

It was a dark night and the moon hid behind a cloud.

Add a colon to this sentence:

All my tools were stolen a hammer, saw, screwdriver and wire cutters.

Brackets and Hyphens

The cars (shown above) looked like monsters with glowing eyes.

Brackets are **punctuation marks** that enclose information to show that it is **separate** from everything around it.

The monster-like creature had long hair and glowing eyes.

A **hyphen** can be used when we join two words to make a **compound adjective**.

Antonyms

An antonym is a word that means the opposite of another word.

For example: good – bad
rich – poor

My Mum made a cake – it was **nice!**

My Mum made a cake – it was **revolting!**



Synonyms

A synonym is a word that has a **similar** meaning to another.

- * Synonyms can be used instead of **common** words (high frequency words.)
- * Common words lack power in our writing. They can make our writing **boring**.
- * By choosing more **unusual** words a text can become **interesting**

BIG: Massive, gigantic, enormous, vast etc



Your turn!

Write the **antonym** to the underlined words in these sentences.

Gran was pleased with her birthday present.

The large bulldozer held up all the traffic.

Write the **synonym** to the underlined words in these sentences.

The roller coaster was very good.

I was surprised to win the Lottery.



Answers

Write the **antonym** to the underlined words in these sentences.

Gran was dissatisfied with her birthday present.

The small bulldozer held up all the traffic.

Write the **synonym** to the underlined words in these sentences.

The roller coaster was brilliant.

I was astounded to win the Lottery.



Online videos

e.g. using a colon and bullet points

- <http://www.bbc.co.uk/education/clips/zx>
- YouTube, Class Clips etc
- Consistency is key!

Voice over ...simple present swap to present progressive

- <https://www.youtube.com/watch?v=FMRQkruTFDQ>



Ellipsis...not just for a cliff hanger!

- **Definition**

- An **ellipsis** (plural: **ellipses**) is a punctuation mark consisting of three dots.
- Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction:
- **Full quotation:** *"Today, after hours of careful thought, we vetoed the bill."*
- **With ellipsis:** *"Today ... we vetoed the bill."*
- Although ellipses are used in many ways, the three-dot method is the simplest. Newspapers, magazines, and books of fiction and nonfiction use various approaches that they find suitable.

Ellipsis...

- **Rule 2.** Ellipses can express hesitation, changes of mood, suspense, or thoughts trailing off. Writers also use ellipses to indicate a pause or wavering in an otherwise straightforward sentence.

- **Examples:**

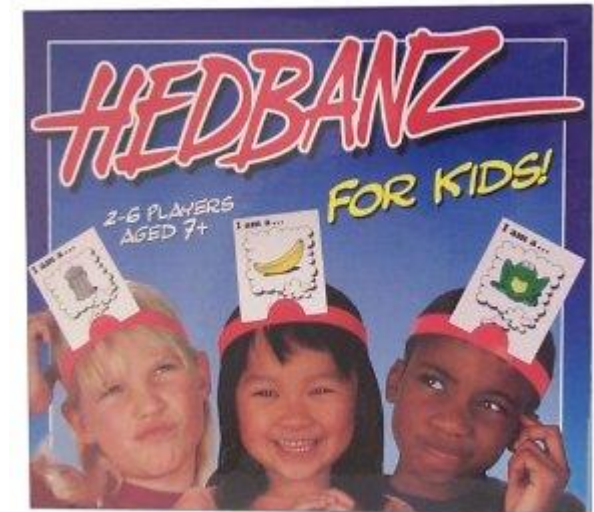
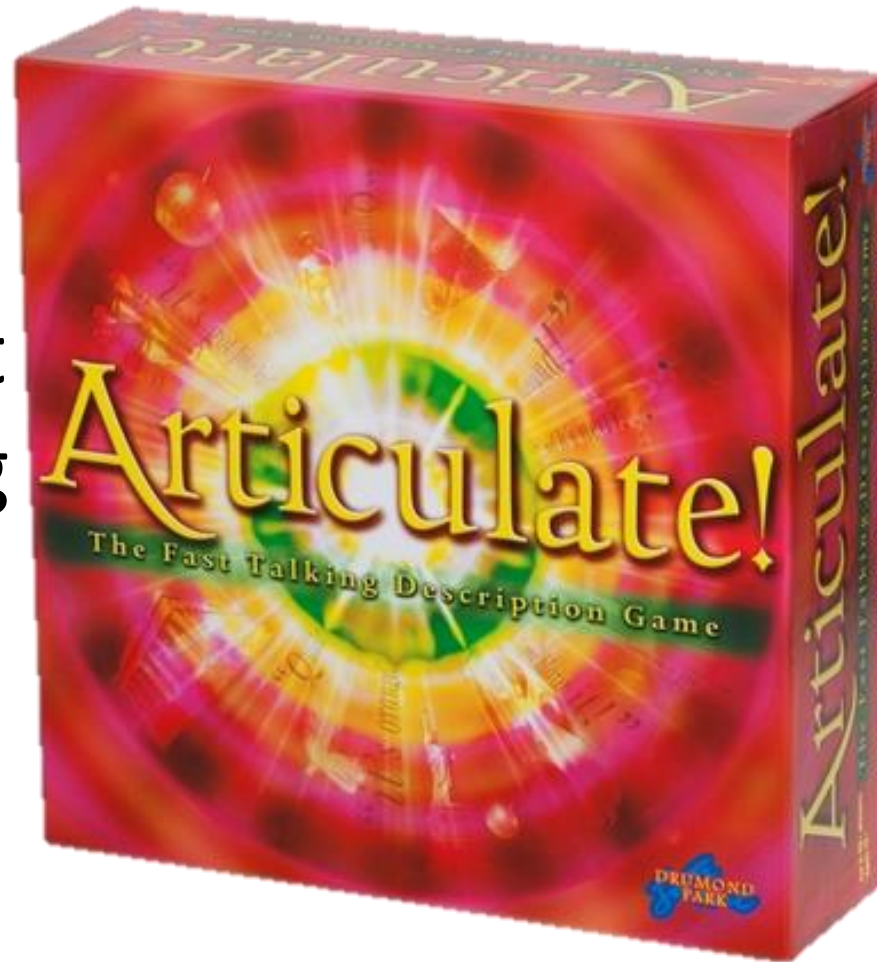
I don't know ... I'm not sure.

Pride is one thing, but what happens if she ...?

He said, "I ... really don't ... understand this."

Games that need children to explain

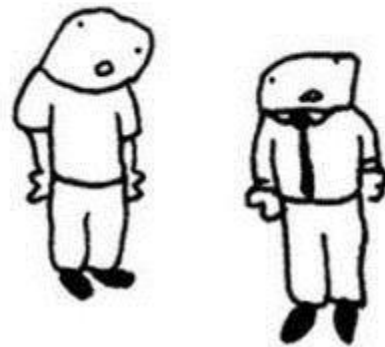
Children describe what they see using their SPAG knowledge.



Make a grammar based one!

- Many thanks for attending this workshop.
- Please complete the feedback form on your desk before leaving.

what's the meaning
of this?!



oh, it's a
pronoun