



Grammar, Punctuation and Spelling Policy

**Date of Policy: September 2018
To be reviewed: September 2019**

WEST WALKER PRIMARY SCHOOL

Contents

Aims and Objectives.....	p3
Importance of Grammar and Punctuation in the Curriculum.....	p3
Teaching Programme and Strategies	p3
Agreed Procedures	p4
The Role of the Teacher	p4
Literacy Coordinator	p5
Parents.....	p5
Pupils	p5
Staff	p5
Monitoring of Policy	p5

Appendices

Progression Maps:

Foundation Stage	p7
Year 1	p8
Year 2	p9-10
Year 3.....	p11-12
Year 4	p13-14
Year 5	p15-16
Year 6	p17-18
Glossary of Terms and Suggested Activities	p19-50
ICT Links	p51

Grammar, Punctuation and Spelling Policy

(GPS)

Aims and Objectives

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote understanding of the curriculum.

The Importance of Grammar and Punctuation to the Curriculum

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Teaching Programme and Strategies

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect which will in turn enable them to develop more control and choice in their use of language. Varied teaching approaches and specific learning objectives provide stimulating and appropriately challenging learning experiences for all pupils. Through the selection of differentiated and well-developed tasks, it is intended that pupils, irrespective of ability, will enjoy success and be motivated to further develop their individual potential in GPS.

The teaching of GPS also supports the social development of pupils. Groupings allow pupils to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

Grammar is not about learning terminology. The use of terms to discuss language is helpful but is not an end in itself. Many pupils become adept at repeating terms they have heard, but are unable to transfer grammatical knowledge into independent reading and writing. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (style and organisation). Guided writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing. Grammar and punctuation will not be taught through exercises. While they provide some limited opportunities for consolidation, the use of decontextualized exercises does not help pupils to make progress in the use of grammar and punctuation in their own writing.

Agreed Procedures

- Staff will use the progression maps (see Appendices) to ensure that they teach the relevant skills to their pupils.
- In KS1, the teaching of spelling is directly linked to phonics and the GPCs at each phase. Alongside this, the pupils are taught spelling conventions that do not fit into the phonics scheme e.g. -ed endings, prefixes etc.
- Pupils in Years 1-6 will receive a list of spellings each week to practise at home. These will be tested the following week in school. The number of spellings given will differ with each year group.
- Teachers will plan for new grammar conventions which will be embedded throughout a literacy unit. In KS2, these may link to the weekly spellings.
- Target Tracker will be used to monitor progress and coverage through the year.
- It is important GPS is integrated into different subject areas for the development of skills.

The role of the teacher:

- To provide direct teaching and accurate modelling;
- To provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- To observe pupils, monitor progress, determine targets for development;
- Punctuation pyramids in every classroom as a visual prompt
- To incorporate GPS into the study of a theme, thus ensuring that the topic has relevance and purpose.

Literacy Coordinator

The Literacy Coordinator takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and Guardians

Parents and guardians are encouraged to support the provision of GPS within the school programme and have access to this policy.

Pupils

Pupils have an entitlement to GPS taught in a creative way.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in GPS activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the English Subject Leader will also ensure regular in-school training through lesson support and whole school staff meetings.

Monitoring This Policy

The Literacy leader and SLT will monitor books in accordance with the agreed monitoring cycle. This will be used to highlight progression and coverage within GPS.

The recent implementation of the HAST Spelling Diagnostic Assessment from Foundation - Year 6 will reflect the high quality of teaching and learning in Spelling across school.

KS2 GPS results will reflect the high quality of teaching of the GPS statements across school.

The results from both assessments will be analysed on an annual basis to quality assure the teaching and to make improvements to provision where necessary.

Date of policy: September 2017

Date of review: September 2018

Person Responsible: C Blair

Appendices

Foundation Stage

40-60 months

EYFS Early Learning Goal for Writing (Expectation at end of Reception)

In Foundation stage, pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and for the beginning of the sentence.

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> • To independently read and begin to write/spell common high frequency words using phonic skills. • Writes own name and other things such as labels, captions. • Hears and says the initial sound in words. 	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together 	<ul style="list-style-type: none"> Links sounds to letters, naming and sounding the letters of the alphabet. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.
Grammar	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. 	<ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> Attempts to write short sentences in meaningful contexts. They write simple sentences which can be read by themselves and others.
Punctuation			<ul style="list-style-type: none"> To introduce capital letters and full stops. They write simple sentences which can be read by themselves and others.

Year 1

	Autumn	Spring	Summer	
Spelling	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Apply simple spelling rules and guidance as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words. (Ongoing throughout the year) 	<ul style="list-style-type: none"> Add prefixes and suffixes using the spelling rule for adding -s and -es as the plural marker for nouns and third person singular marker for verbs. 	<ul style="list-style-type: none"> Add prefixes using the prefix un- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of the root words. Eg helping, helped, helper, quickest etc. 	
Grammar	<ul style="list-style-type: none"> Name letters of the alphabet in order Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. Spell the days of the week Spell common exception words 	<ul style="list-style-type: none"> Use regular plural noun suffixes -s or -es eg dog, dogs including the effects of these suffixes on the meaning of the noun. 	<ul style="list-style-type: none"> Understand the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, adjective Understand how words combine to make sentences. Separate words with spaces. Use joining words and join clauses using and Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Understand how the prefix -un changes the meaning of verbs and adjectives eg negation: unkind or untie the boat. Use suffixes that can be added to verbs where no change is needed in the spelling of the root words eg helping, helped, helper.
Punctuation	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, the days of the week and the personal pronoun I 			

Year 2

	Autumn	Spring	Summer
Spelling	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling, including a few homophones.</p> <p>Apply spelling rules and guidance as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Ongoing throughout the year)</p> <ul style="list-style-type: none"> • Spell by learning to spell common exception words. • Spell by distinguishing between homophones and near homophones eg by, buy, bye. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> • Spell by learning to spell more words with contracted forms. 	<ul style="list-style-type: none"> • Spell by learning the possessive apostrophe (singular) eg the girl's book.
Grammar	<p>Understand the terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma.</p> <ul style="list-style-type: none"> • Understand word class: nouns, verbs, adverbs, adjectives. • Use expanded noun phrases for description and specification eg the blue butterfly, the man in the moon. • Form nouns using suffixes such as -ness, -er and by compounding eg whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives; use -ly to turn adjectives into adverbs eg smoothly, softly, bigger, biggest. 	<ul style="list-style-type: none"> • Understand how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Make the correct choice and make consistent use of present tense and past tense throughout writing. • Use subordination—when, if, that, because and co-ordination—or, and, but. 	<ul style="list-style-type: none"> • Use the progressive forms of verbs in the present and past tense to mark actions in progress, eg she is drumming, he was shouting.

Year 2 (cont)

	Autumn	Spring	Summer
Punctuation	<ul style="list-style-type: none"> • Consistent and accurate use of capital letters and full stops:- • a) to demarcate sentences • b) for proper nouns. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing. 	<ul style="list-style-type: none"> • Use commas to separate items in a list. 	<ul style="list-style-type: none"> • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns eg the girl's book.

Year 3

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> • Spell words that are often misspelt English Appendix 1. • Use first two or three letters of a word to check its spelling in a dictionary <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. (Ongoing throughout the year)</p> <ul style="list-style-type: none"> • Use the prefixes un-, dis-, mis-, re-, pre- • Add suffixes beginning with vowel letters to words of more than one syllable eg forgetting, preferred, gardening, limited • Use the suffix -ly • Spell homophones (brake/break, fair/fare, grate/great—see Tracker for further eg) • Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of the word eg myth, gym • Spell words containing the 'u' sound spelt 'ou' eg youth, touch, double 	<ul style="list-style-type: none"> • Spell words with endings sounding like 'zh' and 'ch' eg treasure, measure, picture, nature • Spell words with endings which sound like 'zhun' eg division, decision 	<ul style="list-style-type: none"> • Spell words with the 'k' sound spelt 'ch' eg scheme, school, echo • Spell words with the 'sh' sound spelt 'ch' eg chef, machine • Spell words with the 'ay' sound spelt 'ei', eigh or ey eg eight, they,
Grammar	<p>Understand the terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p> <ul style="list-style-type: none"> • Form nouns using a range of prefixes eg super-, anti-, auto-? • Identify word families based on common root words eg solve, solution, dissolve, insoluble, solver? • Use a or an according to whether the next word begins with a consonant or a vowel eg a rock, an open box. 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions eg when, before, after, while, so, because and adverbs eg then, next, soon, therefore, or prepositions eg before, after, during, in, because of • Begin to use paragraphs as a way to group material. • Use headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> • Use the present perfect form of verbs instead of the simple past eg He has gone out to play contrasted with He went out to play.

Year 3 (cont)

	Autumn	Spring	Summer
Punctuation	<ul style="list-style-type: none"> • Consistent and accurate use of capital letters and full stops, exclamation and question marks. Capital letters to demarcate sentences and also for Proper Nouns. 		
	<ul style="list-style-type: none"> • To begin to use inverted commas to punctuate direct speech. 	•	•

Year 4

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> Spell more complex words that are often misspelt English Appendix 1. Use first three or four letters of a word to check its spelling in a dictionary <p>Write sentences from memory dictated by the teacher that include words and punctuation taught so far. (Ongoing throughout the year)</p> <ul style="list-style-type: none"> Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-, Understand and add suffixes -ation, -ous. Add endings which sound like 'shun' spelt -tion, -sion, -cian, eg invention, discussion, tension, magician Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que eg rogue, tongue, antique, unique. 	<ul style="list-style-type: none"> Spell words with the 's' sound spelt 'sc' eg science, scene Spell homophones eg accept/except, affect, effect, ball/bawl, berry/bury, knot/not etc (see Tracker for further details) 	<ul style="list-style-type: none"> Place the apostrophe accurately in words with regular plurals eg girls', boys' and with irregular plurals eg children's
Grammar	<p>Understand the terminology: determiner, pronoun, possessive pronoun and adverbial.</p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg 'the teacher' expanded to: the strict maths teacher with curly hair. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use paragraphs to organise ideas around a theme. 	<ul style="list-style-type: none"> Use standard English forms for verb inflections instead of local spoken forms eg we were instead of we was or I did instead of I done. Use fronted adverbials eg Later that day, I heard the bad news. 	<ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s.

Year 4 (cont)

	Autumn	Spring	Summer
Punctuation	<ul style="list-style-type: none"> Consistent and accurate use of capital letters and full stops, exclamation and question marks. Capital letters to demarcate sentences and also for Proper Nouns. 		
	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech eg The conductor shouted, "Sit down!" - a comma after the reporting clause, end punctuation within inverted commas. 	<ul style="list-style-type: none"> Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Use apostrophes to mark plural possession eg the girl's names, the girls' names.

Year 5

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1. Use first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <p>Write sentences from memory dictated by the teacher that include words and punctuation taught so far. (Ongoing throughout the year)</p> <ul style="list-style-type: none"> Spell word endings which sound like 'shush' spelt -cious or -tious eg vicious, delicious, ambitious, cautious. Spell word endings which sound like 'shil' spelt -cial or -tial eg official, partial, Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency eg transparent/transparency, tolerant, tolerance 	<ul style="list-style-type: none"> Spell words ending in -able and -ible also -ably and -ibly eg adorable, possible, adorably, possibly Spell words containing the letter string 'ough' eg bought, rough, through, bough 	<ul style="list-style-type: none"> Spell some words with silent letters eg knight, psalm, solemn
Grammar	<p>Understand the terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes eg -ate, -ise, -ify Understand verb prefixes eg dis-, de-, mis-, over- and re- Use devices to build cohesion within a paragraph eg then, after that, this, firstly Link ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs eg perhaps, surely, or modal verbs eg might, should, will, must 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

Year 5 (cont)

	Autumn	Spring	Summer
Punctuation	<ul style="list-style-type: none"> • Consistent and accurate use of capital letters and full stops, exclamation and question marks. Capital letters to demarcate sentences and also for Proper Nouns. • Use brackets, dashes or commas to indicate parentheses. 	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity. 	

Year 6

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> Distinguish between homophones and other words which are often confused as word list in English Appendix 1. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1. Use dictionary to check spelling and meaning of words. Use a thesaurus with confidence. <p>Write sentences from memory dictated by the teacher that include words and punctuation taught so far. (Ongoing throughout the year)</p>	<ul style="list-style-type: none"> Use prefixes involving the use of a hyphen eg co-ordinate, re-enter 	<ul style="list-style-type: none">
Grammar	<p>Understand the terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p> <ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words ending in -fer eg referring, preferred, referee, preference 	<ul style="list-style-type: none"> Understand how words are related by meaning as synonyms and antonyms eg big, little, large Use the passive to affect the presentation of information in a sentence eg I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) Link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections eg the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. 	<ul style="list-style-type: none"> Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing eg find out—discover, ask—request, go in—enter Understand the difference between structures typical of informal speech and structures more appropriate for formal speech and writing eg the use of question tags: He's your friend, isn't he?, or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech Use layout devices eg headings, sub-headings, columns, bullets, or tables to structure texts.

Year 6 (cont)

	Autumn	Spring	Summer
Punctuation	<ul style="list-style-type: none"> • Consistent and accurate use of capital letters and full stops, exclamation and question marks. Capital letters to demarcate sentences and also for Proper Nouns. • Use the semi-colon, colon and dash to mark the boundary between independent clauses eg it's raining; I'm fed up. • Use the colon to introduce a list and use of semi-colons within lists. 	<ul style="list-style-type: none"> • Use bullet points to list information. • Understand how hyphens can be used to avoid ambiguity eg man eating shark versus man-eating shark or recover or versus re-cover 	<ul style="list-style-type: none"> •

A Glossary of Terms
Examples
Suggested Activities
ICT Links

Term	Definition	Example
Active voice	Active voice refers to the active verb in a sentence. It is usually where the main noun (the subject) is doing the action (verb) to another noun (the object) .	The boy kicked the ball . S V O The school arranged a visit . S V O
Passive Voice	The passive voice refers to the main noun having the action done to it by the other noun . In this case the first noun becomes the subject and the second noun the object of the sentence.	The ball was kicked by the boy . S V O A visit was arranged by the school . S V O
<p>Possible Activities Identify the subject, the verb and the object in each sentence. Change sentences from the active to the passive and vice versa.</p> <p>Writing Opportunities Active—These are used most often, when you want to be direct in your writing. Passive— Impersonal writing, eg an official report; balanced argument; when you want to be vague, you need to change the structure of your sentences to make them sound more mature. You need to create emphasis on a particular word.</p>		

Term	Definition	Example
<p>Adjectives</p>	<p>Adjectives are often said to be 'describing' words— particularly words that show size or colour, but this is not strictly true of all adjectives.</p> <p>Adjectives can go:</p> <ol style="list-style-type: none"> before a noun to make the noun's meaning more specific (this is described as <i>modifying</i> the noun) After the verb <i>be</i>, which <i>complements</i> it. <p>Adjectives cannot be modified with other adjectives.</p>	<p>The green grape The tiny mouse</p> <p>The wicked witch... The brave lion ... The book was good.</p> <p>(Not <u>adjectives</u>) The lamp <i>glowed</i>. (verb) It was such a bright <i>red</i>! (noun) He spoke <i>loudly</i>. (adverb) It was a French <i>grammar</i> book. (noun)</p>
<p>Possible Activities</p> <p>Identify the noun, the verb and the adjective in a sentence.</p> <p>Does the adjective make the meaning of the noun more specific? Does the adjective follow the verb—be?</p> <p>Describe an object in terms of size, colour, features.</p> <p>Thesaurus work—finding synonyms and antonyms for descriptive vocabulary.</p> <p>Writing Opportunities</p> <p>Character descriptions</p> <p>Setting the scene</p>		

Term	Definition	Example
<p>Adverbs</p>	<p>Adverbs describe the manner in which an action is done or describe time. They can modify (make meaning specific):</p> <ol style="list-style-type: none"> 1. a verb 2. An adjective 3. another adverb 4. a whole clause. 	<ol style="list-style-type: none"> 1. Sam soon started snoring loudly. soon modifies the verb—started loudly modifies the verb snoring 2. That match was really exciting! really modifies the adjective exciting. 3. We don't get to play games very often adverb often is modified by adverb very. 4. Fortunately, it didn't rain. The bus leaves in five minutes. She promised to see him last night. She worked until she had finished.
<p>Fronted Adverbial</p>	<p>An adverb or adverbial phrase that usually follows a verb but is brought in front of it, is called a fronted adverbial.</p> <p>When writing fronted adverbials, we often follow them with a comma.</p>	<p>Before we begin, make sure you've got a pencil. [fronted adverbial] Make sure you've got a pencil <i>before we begin</i>.</p> <p>The day after tomorrow, I'm visiting my granddad. [fronted adverbial] I'm visiting my granddad <i>the day after tomorrow</i>.</p>

Term	Definition	Example
<p>Possible Activities</p>	<p>Identify noun, verb, adjective and adverb in a sentence. Which part of the sentence does the adverb modify? Use a thesaurus to improve the quality of adverbs in a sentence but for the sentences to still make sense. Finding antonyms. Change the meaning of the description completely! Improve the sentence by adding specific detail in terms of time or how the action is/was done? Identify verbs in a sentence. Add an adverb to your sentence. Move the adverb to different parts in the sentence. What effect does it create on your writing? Look for fronted adverbials in your reading and own writing.</p>	
<p>Writing Opportunities</p>	<p>Describe actions in a story; Setting the scene; Introduction to a story; Newspaper report; Balanced argument Use fronted adverbials to enhance a piece of writing.</p>	

Term	Definition	Example
Antonym	A word which is opposite in meaning to the given word	Hot - cold Light— dark Light - heavy
Synonym	Two words are synonyms if they have the same meaning, or similar meanings.	old, elderly, ancient talk, speak, utter

Possible Activities

Thesaurus work (if thesaurus lists antonyms) — look up key words in a thesaurus. Change the meaning of a sentence by writing the opposite.

Give pupils an extract. Underline all the words that could have an opposite. Change the vocabulary. What effect does it have on the text? Does the text still have meaning?

Explore prefixes and suffixes as a means of making words change their meaning to the opposite.

Writing Opportunities

Character studies in stories with morals eg —Good v evil, wise v foolish, old v young!

Term	Definition	Example
<p>Apostrophe</p> <p>Contraction or Omission</p> <p>Possessive</p>	<p>Apostrophes have only TWO uses:</p> <ol style="list-style-type: none"> To show the place of a missing letter. (Apostrophes for contraction or omission) To show possession. (The noun belongs to something or someone) 	<p>I'm—I am who's - who is won't - will not could've—could have</p> <p>Hannah's mother (mother belonging to Hannah) The boy's coat (the coat belonging to the boy) The girls' bags (the bags belonging to the girls)</p>

Possible Activities

Teach each rule separately!

Contraction or Omission

Flashcards—match the contracted form to the Standard English form.

Exercises to show the difference between formal and informal language—Standard English from dialect.

Writing Opportunities

Dialogue within narrative.

Diary entries

Informal invitations

Note taking.

Possession

Teach with unit of work on Pronouns. Can the noun be replaced with a possessive determiner or possessive pronoun?

Term	Definition	Example
Clause	<p>A clause is a group of words which are grammatically connected together. They always include a verb. Clauses can sometimes be a complete sentence. Clauses may be main or subordinate.</p> <p>A main clause is a group of words that can form a complete sentence on its own.</p> <p>A subordinate clause is a group of words that will not form a complete sentence on their own. It will make the reader require additional information to finish the thought.</p>	<p>It was raining.</p> <p>Diane kicked the football.</p> <p>As the referee blew his whistle,</p>
<p>Possible Activities</p> <p>Explore subordinating conjunctions.</p> <p>Explore relative pronouns.</p> <p>Play a game with class where they each invent a clause beginning with a subordinating conjunction—eg As I was going to the shops... If I do my homework.... Although my teacher wasn't looking.... When I was in Reception Show how this isn't a complete thought. What further information could be added? Who can make the silliest sentence? Who can make the sentence sad? Who can make it frightening? Who can make it happy? Teach the skill of marking the clause with a comma—shows the reader they need to take a breath. Play with order within a sentence. How can you make sentences more interesting?</p> <p>Writing Opportunities</p> <p>Extending description</p> <p>Balanced Arguments</p>		

Term	Definition	Example
Main Clause	A complete sentence which can stand on its own. It must contain a subject and a verb and be able to express a complete thought.	The dog barked. It was raining but the sun was shining. [two main clauses]
<p>Possible Activities Write two main clauses, containing a noun and a verb. Join them together with a conjunction. Make silly sentences. Expand information in a main clause to make it more interesting. Can you add a subordinate clause? Relative clause? Writing Opportunities Edit your own work to improve quality of sentences. Identify main clause. Uplevel sentence as described above.</p>		

Term	Definition	Example
Subordinate Clause	This combination of words will not form a complete sentence. It will instead make a reader want additional information to finish a thought. They begin with a subordinate conjunction or relative pronoun and will contain a subject and a verb.	He watched her as she disappeared. Although she was feeling tired, Anna stayed awake to watch the fireworks.

Possible Activities
Identify subordinate clauses in shared reading texts and own writing.
Play with the order of subordinate clauses in sentences. Can you move them to the beginning, the middle, the end of the sentence? What effect does it have on the sentence?

Term	Definition	Example
Relative Clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun that is often omitted. A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.	That's the boy <u>who lives near school.</u> [who refers back to boy] The prize <u>that I won</u> was a book. [that refers back to prize] Tom broke the game, <u>which annoyed Ali.</u> [which
<p>Possible Activities</p> <p>Identify relative pronouns in a sentence.</p> <p>Do the words/phrases that they accompany add extra information?</p> <p>Add extra information (and commas) to make the sentence more interesting.</p> <p>Writing Opportunities</p> <p>Edit and improve your own work. Identify main clauses when describing character. Can you add a relative clause to make the sentence more interesting?</p>		

Term	Definition	Example
Cohesion	A text has cohesion if it is clear how the meanings of its parts fit together.	A visit has been arranged for Year 5 and Year 6 to High Borrans Outdoor Education Centre in the Lake District, leaving school at 9:30 am.
Cohesive Device	Where words or phrases are connected to show how the meanings of the different parts fit together.	This is a residential visit of 5 days. The centre has beautiful grounds and its own tarn for watersports . During the first afternoon, the children will participate in a canoeing activity on the tarn.
Possible Activities	<ol style="list-style-type: none"> 1. Use of pronoun 2. Use of conjunction 3. ellipses 	Joe was given a bike for Xmas. He loved it! We'll be going shopping before we go to the park.
Writing Opportunities	Any piece of writing which requires paragraphs.	Gabiella stared at me for the longest time ... "You," she hissed!

Term	Definition	Example
<p>Conjunction</p>	<p>Links two words or a phrase together.</p> <p>There are two main types of conjunction:-</p> <p>Co-ordinating Conjunction: Links two words or phrases together as an equal pairing.</p> <p>Subordinating Conjunction One word or phrase relies or depends on the other for the sentence to make sense. It usually introduces a subordinate clause.</p>	<p>James bought a bat <i>and</i> a ball.</p> <p>(eg and, but, or, for, nor, yet, so)</p> <p>(eg after, although, because, if, even though, when, until, unless)</p>
<p>Possible Activities</p> <p>Find examples in a shared text.</p> <p>Use a set of balancing scales. Are the two parts of the sentence balanced (equal)? If yes, coordinating. If no, does one statement rely on the other?</p> <p>Writing Opportunities</p> <p>Practise writing sentences with a coordinating conjunction and then a subordinating conjunction.</p>		

Term	Definition	Example
<p>Co-ordination and Subordination</p>	<p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. and, but, or).</p> <p>Subordination can be thought of as an unequal relationship between a subordinate word and a main word. It gives less attention to one idea so that the other has more emphasis (until, after, since, even though, because)</p>	<p>Susan and Amra met in a café. [links the words Susan and Amra as an equal pair]</p> <p>They talked and drank tea for an hour. [links two clauses as an equal pair]</p> <p>Susan got a bus but Amra walked. [links two clauses as an equal pair]</p> <p>We can watch TV when we've finished. [when we've finished is subordinate to watch]</p> <p>You will have to wait until your mum gets home.</p>
<p>Possible Activities</p> <p>Dictionary and Thesaurus work.</p> <p>Tell me a consonant after e... Before i...</p> <p>When spelling, every syllable contains a vowel sound...</p> <p>Writing Opportunities</p>		

Term	Definition	Example
Determiner	Specifies a noun. It will tell us if we are referring to a specific thing or a general thing.	<u>The</u> home team - a specific team <u>A</u> home team - general team
Articles	1. the most common determiners: <i>a, an or the</i>	<u>This</u> apple pie <u>Those</u> apple pies
Demonstratives	2. eg <i>this, that, these, those, such</i>	
Quantifiers	3. <i>Some, every, lots, several, all, both, more, few</i>	
Possessives	4. <i>my, your, their, whose</i>	
Possible Activities Identify nouns in a sentence. Identify articles first in sentences, in reading. Understand when a is used and when an is used. Once children are secure, introduce demonstratives, then quantifiers and then possessives. (Link possessives with pronouns work?)		

Term	Definition	Example
Digraph	<p>A letter or combination of letters (grapheme) where two letters represent one sound (phoneme)</p> <p>A split digraph is where these letters are not together</p>	<p>The digraph /ea/ as in each is pronounced /i:/ (ee)</p> <p>The split digraph /i-e/ as in like is pronounced /aɪ/.</p>
Grapheme	<p>A letter or combination of letters that corresponds to a single phoneme within a word.</p>	<p>The grapheme <i>t</i> in the words <i>ten</i>, <i>bet</i> and <i>ate</i> corresponds to the phoneme /t/.</p> <p>The grapheme <i>ph</i> in the word <i>dolphin</i> corresponds to the phoneme /f/.</p>
Phoneme	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning.</p>	<ul style="list-style-type: none"> • /t/ contrasts with /k/ to signal the difference between tap and cap • /t/ contrasts with /l/ to signal the difference between bought and ball. • It is this contrast in meaning that tells us there are two distinct phonemes at work.
Grapheme - Phoneme Correspondences	<p>The links between letters or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system graphemes may correspond to different phonemes in different words.</p>	<p>The grapheme <i>s</i> corresponds to the phoneme /s/ in the word <i>see</i> but... ..it corresponds to the phoneme /z/ in the word <i>easy</i>.</p>
<p>Possible Activities</p> <p>Dictionary and Thesaurus work.</p> <p>Tell me a consonant after e... Before i....</p> <p>When spelling, every syllable contains a vowel sound...</p>		

Term	Definition	Example
Ellipses	A series of dots (usually three) ... That indicates an intentional omission of a word, sentence, or a whole section from a text without altering its original meaning.	If only she had ... Oh, it doesn't matter now. (represents a trailing off of thought) I wasn't really ... Well, what I mean ... See, the thing is ... I didn't mean it. (indicates hesitation)
<p>Possible Activities Explore use of ellipses in shared texts. Use a model for own writing.</p> <p>Writing Opportunities Creating tension and suspense in eg mystery story.</p>		
Term	Definition	Example
Etymology	The etymology of a word is its history. This can relate to earlier forms of English spelling or the fact that our words originated from the Greek, Latin or French forms.	film—film (Olde English) The word verb comes from the latin word verbum meaning word. Mutton— derived from the French word 'mouton' meaning sheep.
<p>Possible Activities Use an etymology dictionary to explore the origins of the English language.</p> <p>Writing Opportunities</p>		

Term	Definition	Example
Homonym	Two different words are homonyms if they both look exactly the same when written and sound exactly the same when pronounced.	Has he <i>left</i> yet? Yes - he went through the door on the <i>left</i> . The noise a dog makes is called a <i>bark</i> . Trees have <i>bark</i> .
Homophone	Two different words that a pronounced exactly the same when spoken.	hear, here some, sum
<p>Possible Activities Draw images to represent the two different meanings. Write one word that satisfies two sentences. Identify word class eg is word a verb in one sentence and a noun in another? Devise memory games to help you remember the correct spelling of words eg Hear is something you do with your ear. Here can be replaced with There in a sentence.</p>		
Term	Definition	Example
Modifier	A word or phrase which makes the meaning of another word more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.	In the phrase primary school teacher: <ul style="list-style-type: none"> • primary school is the modifier, describing a specific kind of teacher • primary is the modifier, describing a specific type of school.
<p>Possible Activities Give a range of sentences. Add a word to modify them and make the meaning more specific. Writing Opportunities Use the skill in creative writing to create more detail to a description.</p>		

Term	Definition	Example
<p>Noun</p>	<p>The surest way to identify nouns is by the way they can be used after determiners such as the.</p>	<p>Most nouns will fit into the frame: "The ___ matters/matter."</p> <p>Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Wednesday).</p> <p>e.g. <i>some foxes</i>, <i>foxes with bushy tails</i>.</p> <p>Almost all healthy adult foxes in this area can jump. [all the other words help to modify foxes, so they all belong to the noun phrase</p> <ul style="list-style-type: none"> • The mysterious <u>woman</u> in black • The red Porsche with a glimmering sun roof
<p>Possible Activities</p> <p>Identify nouns in a sentence. Are they common or proper? If they are proper, do they have a capital letter? Give a range of nouns. Add words to make them more descriptive. How many words can you add to make the sentence really imaginative?!</p> <p>Writing Opportunities</p> <p>Improve the quality of descriptive writing.</p>		

Term	Definition	Example
<p>Singular and Plural</p>	<p>Singular and plural refer to nouns. Singular means one of.</p> <p>Plural means more than one. Most plurals are formed by adding -s or -es.</p>	<ul style="list-style-type: none"> • One box, one dog, one house • Lots of boxes, dogs, houses <p>Some plurals are irregular such as Child—children Mouse-mice Sheep—sheep</p>
<p>Possible Activities</p> <p>Revise definition of nouns. Spelling rules revision Games such as snap, word families. Explore irregular plurals</p>		

Term	Definition	Example
Prefix	A prefix is added at the beginning of a word in order to turn it into another word.	overtake, disappear
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word.	call - called teach - teacher [turns a verb into a noun] terror - terrorise [turns a noun into a verb] green - greenish [leaves word class unchanged]

Possible Activities

Dictionary work—what does the root word mean? How does the word change its meaning when the prefix is added? Guess the meaning of tricky words when a prefix is added.

Suffixes—identify the word class of a root word. Add a suffix. What does the word become? Put the word in a sentence to help you.

Collect words with the same suffix. What do you think the suffix means?

Term	Definition	Example
<p>Preposition</p>	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like before or since can act either as prepositions or as conjunctions.</p>	<p>Tom waved goodbye to Christy. She'll be back from Australia in two weeks.</p> <p>I haven't seen my dog since this morning. Contrast: I'm going, since no-one wants me here! [conjunction: links two clauses]</p>
<p>Preposition Phrase</p>	<p>A preposition phrase has a preposition as its main word followed by a noun, pronoun or noun phrase.</p>	<p>He was in bed. I met them after the party.</p>
<p>Possible Activities Identify prepositions in your writing and that of shared reading texts. Complete sentences with your own preposition. Can you make a silly sentence?!</p> <p>Start sentences with a prepositional phrase. What effect does it have on your writing?</p> <p>Writing Opportunities Edit own work to include a preposition. What effect does it have? Remember to use commas to mark clauses where appropriate.</p>		

Term	Definition	Example
Pronoun	<p>Pronouns are used to replace nouns.</p> <p>Personal Pronoun— associated with a particular person.</p> <p>Possessive Pronoun—showing something belongs to a person.</p> <p>Relative Pronoun –they connect a clause or a phrase to a noun or a pronoun.</p>	<p>Amanda waved to Michael. She waved to him.</p> <p>John's mother is over there. His mother is over there.</p> <p>Simon broke the vase. He broke it. He is the one who broke it.</p> <p>I, you, he, she, it, they, we, me, him, her, us, them</p> <p>My, mine, yours, hers, his, their, its, ours,</p> <p>Which, that, whose, whoever, who, whom</p>
<p>Possible Activities</p> <p>Display a piece of text where all the pronouns are omitted/replaced with nouns. Read to the children. What do you think of the text? (Sounds really silly). Why? Which words would make the text flow more easily? List.</p> <p>Discuss 1st, 2nd and 3rd person pronouns.</p> <p>Explore the difference between personal, possessive and relative pronouns.</p> <p>I or me? (a favourite SATs question!) Jamie and ___ walked to the shops. Mum walked to the shops with Jamie and ___. If Jamie and ___ are the subject, it is I. If Jamie and ___ are the object, it is me. If Jamie and ___ can be replaced with 'We', (1st person plural pronoun), then 1st person singular pronoun I can be used. If Jamie and ___ can be replaced with 'us' (3rd person plural pronoun), the pronoun used is 'me'</p> <p>Writing Opportunities</p> <p>Link with writing texts in 1st or 3rd person.</p>		

Term	Definition	Example
Received Pronunciation	Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region.	
Standard English	Standard English can be recognised by the use of a very small range of forms such as those books, I did it and I wasn't doing anything (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.	<p>I did it because they were not willing to undertake any more work on those houses. [formal Standard English]</p> <p>I did it cos they wouldn't do any more work on those houses. [casual Standard English]</p> <p>I done it cos they wouldn't do no more work on them houses. [casual non-Standard English]</p>
<p>Possible Activities All writing opportunities should address Standard English.</p>		

Term	Definition	Example
<p>Root word</p>	<p>Words which can stand alone.</p> <p>They can be added to with prefixes and suffixes to create word families</p>	<p><i>played</i> [the root word is <i>play</i>] <i>unfair</i> [the root word is <i>fair</i>] <i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p> <p>Help can become a word family with:- helpful helpless helping</p> <p>whiteboard superman blackbird daydream</p>
<p>Possible Activities Aid to spelling. Find two different words within the main word.</p>		

Term	Definition	Example
Subject	<p>The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is:</p> <ul style="list-style-type: none"> • just before the verb in a statement • just after the auxiliary verb, in a question. <p>Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. I am, you are).</p>	<p>Rula's mother went out. That is uncertain. The children will study the animals. Will the children study the animals?</p>
Object	<p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb.</p>	<p>The Year 2 designed puppets. [noun acting as object] I like that. [pronoun acting as object] Some people suggested a display. (object in an active sentence) A display was suggested (subject in a passive sentence)</p>
<p>Possible Activities Identify subject, verb and object in a sentence. Turn it into a passive sentence. Then identify the new subject, verb and object. Writing Opportunities</p>		

Term	Definition	Example
Verbs	<p>The best way to identify a verb is by the ways they can be used as past or present tense.</p> <p>They are often called 'action' words or 'doing' words.</p>	<p>He lives in Birmingham. [present tense] The teacher wrote a song for the class. [past tense] He likes chocolate. [present tense; not an action] He knew my father. [past tense; not an action] Not verbs:</p> <ul style="list-style-type: none"> • The walk to Halina's house will take an hour. [noun] • All that surfing makes Morwenna so sleepy! [noun]
Future	<p>Reference to time in the future is called the future tense. All these ways involve the use of a present tense verb.</p>	<p><i>He will leave tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i>] <i>He may leave tomorrow.</i> [present-tense <i>may</i> followed by infinitive <i>leave</i>]</p>
Infinitive	<p>A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. walk, be). Infinitives are often used:</p> <ul style="list-style-type: none"> • after to • after modal verbs. 	<p>I want to walk I will be quiet</p>
Inflection	<p>When we add -ed to walk, or change mouse to mice, this change produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense</p>	<p>dogs is an inflection of dog. went is an inflection of go. better is an inflection of good.</p>

Term	Definition	Example
Intransitive V Transitive	<p>A verb which does not need an object in a sentence to complete its meaning is described as intransitive.</p> <p>A verb which does need an object in a sentence.</p>	<p>We all laughed.</p> <p>We would like to stay longer but we must leave.</p> <p>Romeo loves Juliet</p>
Modal Verbs	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation.</p>	<p>The main modal verbs are will, would, can, could, may, might, shall, should, must, ought.</p>
Participle	<p>Verbs in English have two participles, called 'present participle'</p>	<p>Present participle Walking, taking, sleeping, hunting</p> <p>Past participle Walked, taken</p>
Past Tense	<p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> • talk about the past • talk about imagined situations • make a request sound more polite. 	<p>Tom and Chris showed me their new TV. [names an event in the past]</p> <p>Antonio went on holiday to Brazil. [names an event in the past; irregular past of go]</p> <p>I wish I had a puppy. [names an imagined situation, not a situation in the past]</p> <p>I was hoping you'd help tomorrow. [makes an implied request sound more polite]</p>
Perfect Tense	<p>Indicates that an action or circumstance has occurred earlier and it often focuses on the result of the action, rather than the action itself.</p>	<p>He has gone to lunch.</p> <p>This implies he has already gone and is not back yet.</p> <p>He had gone to lunch when we arrived. (Past tense version)</p>

Term	Definition	Example
Present Tense	Verbs in the present tense are commonly used to: <ul style="list-style-type: none"> • talk about the present • talk about the future. 	Jamal goes to the pool every day. He can swim . The bus arrives at three. My friends are coming to play.
Progressive	The progressive form of a verb generally describes events in progress.	<i>Michael is singing in the store room.</i> [present progressive] <i>Amanda was making a patchwork quilt.</i> [past progressive] <i>Usha had been practising for an hour when I called.</i> [past perfect progressive]
Subjunctive	Verbs have three moods: indicative, imperative and subjunctive . Indicative —used to state a fact or opinion. (The most commonly used verb form) Imperative —expresses a command, direction Subjunctive —expresses wishes, suggestions and attitudes	The school requires that all pupils be honest. The school rules demand that pupils not enter the gym at lunchtime. If Zoë were the class president, things would be much better.
<p>Possible Activities</p> <p>Mime a particular action. Make a list on the board of the actions you have done.</p> <p>Move across the room in the manner specified by the teacher. How have you moved? Record all actions/verbs on board.</p> <p>Identify verbs in simple sentences. Begin with past and present tense verb.</p> <p>Change text from past to present. Any other words need to change?</p> <p>Recommend you only teach one type of verb at a time. Embed that style in learning and use in your writing before addressing another type of verb.</p>		

Term	Definition	Example
Auxiliary Verb	<p>An auxiliary verb is a verb used to form the tenses, moods and voices of other verbs. The main auxiliary verbs in English are:- be do have</p> <p>They can be used to make questions or to make negative statements</p> <p>Modal auxiliary verbs are:- can shall could should may will might would must</p>	<p>They are winning the match</p> <p>Have you had your tea yet?</p> <p>No, I don't know him.</p> <p>Will you come with me?</p>
<p>Possible Activities</p> <p>Study the verb—to be in all its forms: I am, you are, he is, she is, we are, you are, they are. I was, you were, he was, she was, we were, you were, they were</p> <p>Study the verb—to do in all its forms: I do, you do, she does, he does, we do, you do, they do. I did, you did, she did, he did, we did, you did, they did I have, you have, she has, he has, we have, you have, they have I had, you had, she had, he had, we had, you had, they had</p> <p>Demonstrate how they accompany other verbs Teach pronouns and 1st/2nd/3rd person at the same time.</p>		

Term	Definition	Example
<p>Finite Verb</p> <p>Every sentence has a verb that is either in the past tense or the present tense. These verbs stand on their own. These verbs are called finite verbs. Imperative verbs are also finite verbs.</p>	<p>Finite Verbs Lizzie <u>does</u> the dishes every day. [present tense] Even Hana <u>did</u> the dishes yesterday. [past tense] <u>Do</u> the dishes! [Imperative]</p> <p>Not finite Verbs I <i>have</i> <u>done</u> them (combined with verb to have) I <i>will</i> <u>do</u> them (combined with the verb will) I <i>want</i> <u>to do</u> them (combined with the verb to want)</p>	
<p>Possible Activities Identify verbs in a sentence. Do they stand on their own? Sorting activity.</p> <p>Writing Opportunities Look at a piece of your own writing. How many examples of finite and non finite verbs can you find? Change a piece of text from finite to non finite verbs. What effect does it have on the text?</p>		

Term	Definition	Example								
<p>Word Class</p>	<p>Every <u>word</u> belongs to a word class which summarises the ways in which it can be used in grammar.</p> <p>The major word classes for English are:</p> <table border="0"> <tr> <td>noun</td> <td>determiner</td> </tr> <tr> <td>verb</td> <td>pronoun</td> </tr> <tr> <td>adjective</td> <td>conjunction</td> </tr> <tr> <td>adverb</td> <td>preposition</td> </tr> </table> <p>Word classes are sometimes called 'parts of speech'.</p>	noun	determiner	verb	pronoun	adjective	conjunction	adverb	preposition	
noun	determiner									
verb	pronoun									
adjective	conjunction									
adverb	preposition									
<p>Word Family</p>	<p>The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.</p>	<p>teach - teacher</p> <p>extend - extent - extensive</p> <p>grammar - grammatical - grammarian</p>								
<p>Possible Activities</p> <p>Write a sentence on the board. Identify the word class for each word.</p> <p>Change the noun. Does your sentence still make sense? Change the verb... Change the adjective....</p> <p>Write a noun. Describe it. Give it an action... How does it do the action? Where does it do the action? Etc</p> <p>Word families—how many words can you list which are linked to the word given? Aid to spelling</p>										