










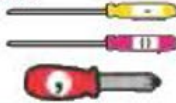
**How we teach English Grammar, Punctuation & Spelling (EGPS) at the Woodland Academy Trust**

The teaching of EGPS is discretely timetabled in each of our four primary schools.

**Grammar & Punctuation**

We use No Nonsense Grammar for specific elements of grammar and punctuation teaching and learning – EGPS lessons can be planned using the No Nonsense Grammar scheme but teachers should ensure that misconceptions and errors are addressed throughout all lessons.

**No Nonsense Grammar sets out the progression of knowledge e.g.**

	Y1	Y2	Y3/4	Y5/6
National Curriculum content: Co-ordination and subordination	<p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>.</p>  <p>Introduction to capital letters, full stops ... to demarcate <b>sentences</b>.</p> <p>sentence capital letter punctuation full stop</p> 	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>).</p>  <p>compound verb</p>  <p>Use of capital letters, full stops ... to demarcate <b>sentences</b>.</p> 	<p>Expressing time, place and cause using <b>conjunctions</b> (for example, <i>when, before, after, while, so, because</i>).</p>  <p>conjunction clause subordinate clause</p> <p>Use of commas after <b>fronted adverbials</b> (where these are fronted adverbial clauses).</p> 	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (for example, <i>It's raining; I'm fed up</i>).</p> <p>semi-colon colon dash</p>  <p>Use of commas to clarify meaning or avoid <b>ambiguity</b></p> <p>ambiguity</p>  <p><b>Brackets, dashes</b> or commas to indicate <b>parenthesis</b>.</p> <p>parenthesis bracket dash</p>  <p>The difference between structures typical of informal and formal speech, and writing.</p>

No Nonsense Grammar provides a set of lessons for you to utilise e.g.

## Sample teaching activities, Years 3 and 4

### Strand 1: Different ways to construct sentences

Y3/4	Strand 1b: Co-ordination and subordination
National Curriculum content: <ul style="list-style-type: none"><li>Expressing time, place and cause using <b>conjunctions</b> (for example, <i>when, before, after, while, so, because</i>).</li><li>Use of commas after <b>fronted adverbials</b> (where these are fronted adverbial clauses).</li></ul>	Terminology for pupils: <i>conjunction</i> <i>clause</i> <i>subordinate clause</i>
Pupils need to: <ul style="list-style-type: none"><li>use and understand the terms <i>conjunction, clause</i> and <i>subordinate clause</i> when discussing sentence construction</li><li>understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately</li><li>understand the meanings of conjunctions and be able to use a wide range of them</li><li>understand that the order of clauses can be manipulated for effect</li><li>understand and discuss how different sentence constructions can be used for effect within texts.</li></ul>	
<b>Activity 1b.7: What's in a sentence?</b> Resources: the range of <i>Sentence Toolkit</i> images used to date	Terminology for pupils: revise terminology from Y1/2
The purpose of this activity is to assess previous learning: understanding of simple sentences, co-ordination and subordination and associated punctuation.	
<b>Teach</b> This activity could be done as a whole class activity or in small groups with supervision. The aim is for pupils to demonstrate what they know about sentence construction and for the teacher to identify misconceptions and priorities for teaching in Y3/4. Use the <i>Sentence Toolkit</i> images to support terminology and concepts. After each step, if pupils are not secure with the learning refer to the activities in Y1/2 to reinforce it.	

### Spelling

Our schools use **Spelling Shed** to support the teaching and learning of spelling. Spelling Shed is divided into stages, with each corresponding to the school year. There are 36 weekly objectives and spelling lists that give a steady progression through the curriculum as well as review and challenge lists to extend vocabulary further.

Teaching spelling is not about weekly testing and should investigate the various aspects of the chosen word, where possible in order to build vocabulary understanding, spelling should be taught in context with learning at every opportunity. **Our schools do not set weekly spelling tests.**

Meaning

Morphology

- Meaningful parts, small units of a word that changes the meaning

Etymology

- History/Geography of that word

Orthology

- Spelling conventions

Phonology

- Sound

Visual

- Looks

Links to other words

## Spelling activities in the classroom

### Word Letters

Using a round robin, change one letter at a time.

### Active Participation

In pairs, children decide on the spelling of a word together. Groups can come together to share and discuss their spellings and agree. Send out an envoy to each group to find out how different groups have spelt the word and then report back to home base. Feedback can be given immediately to groups as they self/peer assess. Encourage children to tick each letter that they have used correctly.

### Big Spell, Beat the Bell

Similar to Word Bingo – provide children with bingo card of words that have been spelt correctly and incorrectly.

### A Spell Well

When children have achieved the correct spelling of a word or etymology of a word, they could add their name to the Spell Well (in class or perhaps in the hall). Names can be pulled out each week to celebrate class spelling champions.

### Meaning Bingo

Again, use a bingo format and check children's knowledge and understanding of the meaning of specific words.

### Spelling Word Relay

Children take it in turns around the classroom to change words based on the final letter or two letters of the previous word. You could also split into groups and add a competitive element.

Texture – Refresh – Shingle ...

### Splat the Word

Place words around the classroom, children have to 'splat' them as you call them out.

### Spelling Detective

Sort words into groups e.g. able/ible

### Immediate feedback

When feeding back to children, don't forget to use phoneme boxes to support any errors.

***Remember there are patterns not rules.***

### Spelling Progression – Spelling Shed

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 / 2	Following Letters and Sounds phonics scheme dependant on the needs of the class along with common exception words.					
3	<ul style="list-style-type: none"> <li>• /ow/ spelled ou</li> <li>• /u/ spelled ou</li> <li>• /i/ spelled with a y</li> <li>• Words ending in -sure for /ze/</li> <li>• Words ending in. -ture for /ch/</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix re-</li> <li>• Prefix dis-</li> <li>• Prefix mis-</li> <li>• Suffixes beginning with vowel letters x2</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel sound /a/ spelled ai</li> <li>• Long vowel sound /a/ spelled ei</li> <li>• Long vowel sound /a/ spelled ey</li> <li>• Suffix -ly</li> <li>• Homophones</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• /l/ sound spelled -al</li> <li>• /l/ sound spelled -le</li> <li>• Suffix -ly</li> <li>• Suffix -ally</li> <li>• Suffix -ly</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending -er when root ends ch</li> <li>• /k/ sound spelled -ch</li> <li>• /g/ sound spelled gue and /k/ spelled que</li> <li>• /s/ sound spelled sc</li> <li>• Homophones</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix – sion</li> <li>• Year 3 revision x5</li> </ul>
4	<ul style="list-style-type: none"> <li>• Homophones or near homophones</li> <li>• Prefix in- as 'not'</li> <li>• Prefix 'il-' or 'r-'</li> <li>• Prefix sub-</li> <li>• Prefix inter-</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix -ation to form nouns x2</li> <li>• Adding -ly to adverbs x 2</li> <li>• Words with 'sh' spelled 'ch'</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix -ion</li> <li>• Suffix -ous</li> <li>• Suffix -ous with ge</li> <li>• /ee/ spelled with i</li> <li>• Suffix -ous</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• 'au' digraph</li> <li>• Suffix -ioun x2</li> <li>• Suffix -cian</li> <li>• Adding -ly to create adverbs of manner</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones</li> <li>• /s/ spelled c</li> <li>• Word families x2</li> <li>• Prefixes super-, anti-, and auto-</li> <li>• Prefix bi-</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge words</li> <li>• Plural possessive apostrophes</li> <li>• Year 4 revision x4</li> </ul>
5	<ul style="list-style-type: none"> <li>• Suffix -ious</li> <li>• Suffix -cious</li> <li>• Endings -cial and -tial x3</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending in -ant</li> <li>• Words ending in -ance</li> <li>• -ent and -ence after soft c, soft g and qu</li> <li>• Words ending in -able and -ible</li> <li>• Words ending in -ably and -ibly</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending -able</li> <li>• Adverbs of time</li> <li>• Adding suffixes to words ending in -fer</li> <li>• Word with silent letters at the start</li> <li>• Words with silent letters</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• 'ie' after c</li> <li>• /ee/ spelled ei after c</li> <li>• Letter string 'ough' for /aw/</li> <li>• Letter string 'ough' for /o/ or 'ow'</li> <li>• Adverbs of possibility</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones or near homophones x 5</li> <li>• Challenge words</li> </ul>	<ul style="list-style-type: none"> <li>• Hyphens to join a prefix and a root word</li> <li>• Challenge words</li> <li>• Year 5 revision x4</li> </ul>
6	<ul style="list-style-type: none"> <li>• Challenge words x6</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge words x4</li> <li>• Short /i/ sound spelled y</li> <li>• Long /i/ sound spelled y</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix over- to verbs</li> <li>• Nouns to adjectives with suffix '-ful'</li> <li>• Nouns and verbs</li> <li>• /o/ spelled ou or ow</li> <li>• Soft c spelled /ce/</li> <li>• Prefixes dis, un, over, im</li> </ul>	<ul style="list-style-type: none"> <li>• /f/ sound spelled ph</li> <li>• Origins in other countries</li> <li>• Unstressed vowel</li> <li>• Endings /shuhl/ after a vowel</li> <li>• Endings /shuhl/ after a consonant</li> <li>• 'acc' beginning</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix -ably</li> <li>• Suffix -ible</li> <li>• Suffix -ibly</li> <li>• Changing -ent to -ence</li> <li>• -er, -or, and -ar</li> <li>• Adverbs for determination</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives for settings</li> <li>• Vocab to describe feelings</li> <li>• Adjectives to describe character</li> <li>• Grammar vocab</li> <li>• Grammar vocab</li> <li>• Mathematical vocab</li> </ul>

## Common Exception Words

Year group common exception words should be on display within your classroom. These are the minimum words that children are expected to be able to read, spell and use within their writing.

Year 1 Common Exception Words (NC)		
the	a	do
to	today	of
said	says	are
were	was	is
his	has	I
you	your	they
be	he	me
she	we	ask
go	so	no
by	my	here
there	where	friend
love	come	some
one	once	school
put	push	
pull	full	
house	our	

## Year 2 Common Exception Words (NC)

door	floor	poor
because	find	kind
mind	behind	climb
child	children*	wild
most	only	both
old	cold	gold
hold	told	clothes
every	everybody	hour
even	any	many
great	break	steak
pretty	beautiful	
after	fast	last
past	father	class
grass	pass	plant
path	bath	busy
move	prove	improve
sure	sugar	
could	should	would
eye	people	water
who	whole	again
half	money	parents
Mr	Mrs	Christmas

\*Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Year 3 & 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Y5 & Y6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	