

“Hand in hand we learn”

Whitestone Infant



Writing and Grammar Parent Guide.

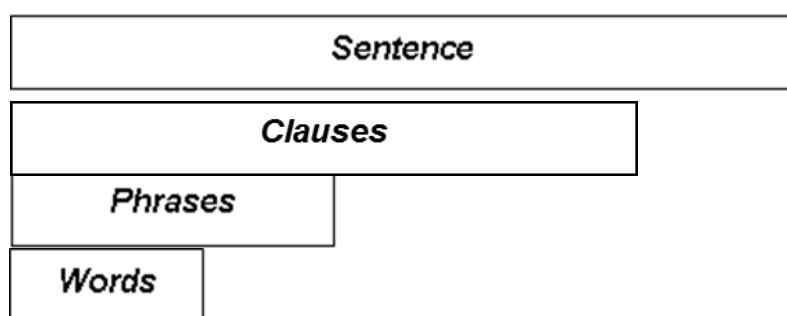
Advise for Parents and teachers

What is grammar?

Grammar is the study of how we put words together to form proper sentences.

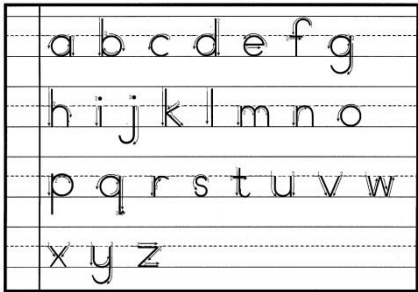
Children need to build up their understanding of grammar and how it helps them to become a writer. It begins with understanding what letters are and how when they are combined, they form words. Children need to understand that letters are grouped to form words with spaces in-between. Once they understand this, they are taught to put words together to make a sentence.



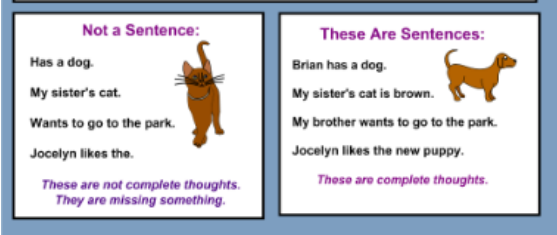
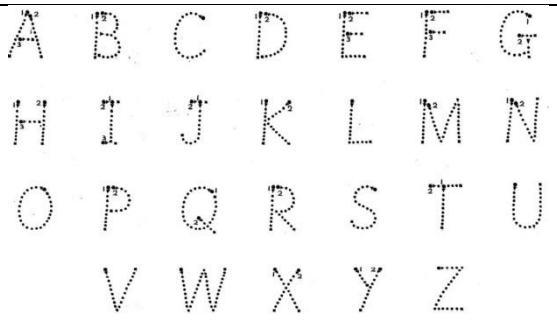
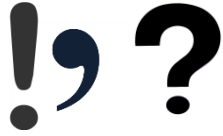
Children are taught that a sentence is 'a group of words that go together and make sense'. Within that sentence, there are smaller chunks of sense.

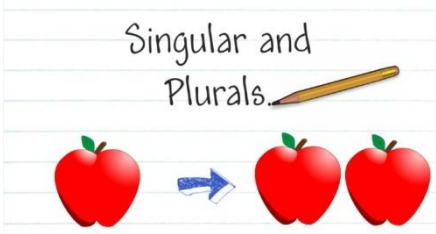


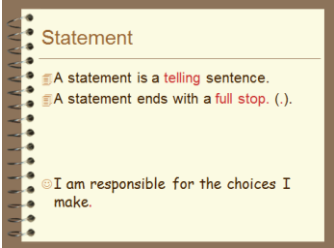
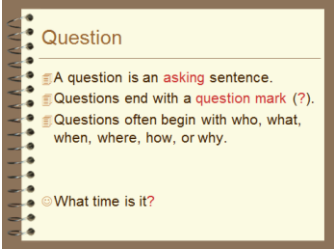
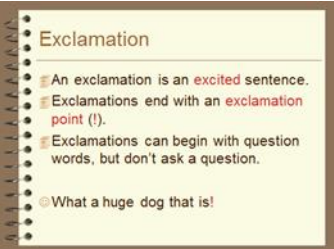
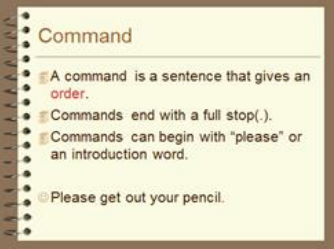
Sentences are made up by clauses. Phrases are made up by words. In year 2, the children will explore phrases and clauses within sentences, so they need to have a firm understanding about the relationship between words and sentences before they are ready for this.


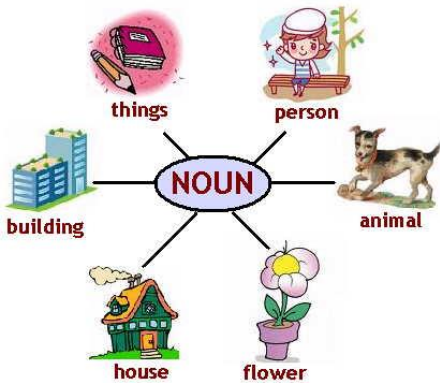


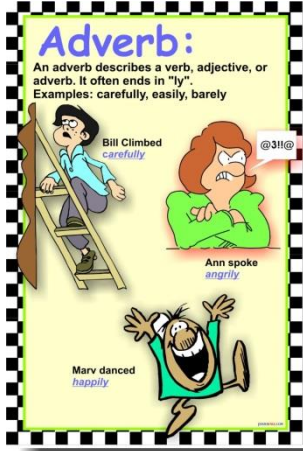
So how do they get to this level?


| Year | Term | Definition | Examples |
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| Reception | Letters | They are the shapes we use to represent a sound. At first, we introduce lower case letters except when writing names. |  |
| | Words | Words are a group of sounds | school mummy |


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| | | together that symbolise something. | daddy |
| | Finger spaces | Children need to become aware of when a word finishes and another begins |  |
| | Full stops | Full stops are used to show the end of a sentence. |  |
| Year 1 | Sentence | A sentence begins with a capital letter and ends with a full stop , ! or ?. It must have a verb and make complete sense on its own. |  |
| | Capital letters | Upper case version of a letter that is used at the start of sentences and for names, days of the week and months of the year. Use of a capital for the personal pronoun 'I' |  |
| | Punctuation marks | Marks used to signal the end of sentences or enhance a sentence. | Full stop Commas in lists Exclamation marks Question marks  |
| | Joining words- conjunctions | Words which join two sentences together. | and because |
| | Narratives | Putting sentences together to form short pieces of writing. | A written account of connected events. This could be a story or a recount of an event or a trip. |

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| | Singular | A word about one thing. |  |
| | Plurals Year 1 and year 2 | <p>Plural forms refer to more than one noun. Plurals are usually marked by the addition of -s, -es or -ies.</p> <p>If a word ends in 'f' or 'fe' we change the 'f' to a 'v'.</p> <p>Some plurals are irregular.</p> | <p>pigs</p> <p>engines</p> <p>parks</p> <p>We use 'es' for buzzing and shushing sounds- sc, ch, ss, zz, x, s</p> <p>knife= knives</p> <p>sheep, children, mice.</p> |
| | Suffix | <p>A group of letters that when added to the end of a word changes its grammatical use.</p> <p>Adding <i>ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words.</p> <p>The rules are explained in more detail in the year 2 section where the root word has to be altered in some way.</p> | <p>Play- playing</p> <p>Call- call<u>ed</u></p> <p>Adding <i>er</i> and <i>est</i>.</p> <p>These are added to adjectives to compare 2 or 3 things.</p> <p>I am strong.</p> <p>I am stronger.</p> <p>I am the strongest.</p> |
| | Prefix | A group of letters added to the beginning of a word to change its grammatical use. | <p><u>tidy</u>/untidy (not tidy)</p> <p>clean/<u>un</u>clean</p> |

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| | | Adding ‘ <i>un</i> ’ to words changes the meaning to not means not. | |
| Year 2 | Sentences | <p>There are 4 different types of sentences that all have different functions.</p> <ol style="list-style-type: none"> 1. statements- tells you something 2. Questions- ask you something 3. Exclamations- make an exclamation 4. Commands- tell you to do something |     |
| | Punctuation marks | Marks used to signal the end of sentences or enhance a sentence. | <p>Full stop</p> <p>Commas in lists</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Speech marks “ ”</p> <p>commas to define clauses</p> <p>ellipsis ● ● ●</p> |

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| | Conjunction | Used to join sentences and clauses and, but, because, so, then |  |
| | Noun | A noun is a naming word. It is always a person's name, place or a thing. |  |
| | Adjective | Adjectives are describing words. You use them to say what the noun is like. A fat cat. A beautiful day. A kind, old lady. |  |
| | Noun Phrase | A word or group of words that describe the noun. | big fluffy teddy a small bag of sweets |
| | Verb |  <p>Verbs are the action words in a sentence.</p> | She is reading . Jenny cut the paper. I can sing . |
| | Adverb | It tells you how something is being done or how it happened. How? silently, quickly, precisely, angrily, cheerfully. They often end in 'ly'. |  |

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| | Adverbial Phrase | <p>They are words or groups of words which describe a verb.</p> <p>It answers one of these questions:- When? Where?</p> | <p>When did it happen? Early in the morning, when the dog barked</p> <p>Where did it happen? In the deep dark woods.</p> |
| | Present tense | <p>Writing which expresses events happening now.</p> <p>Adding the suffix 'ing' to verbs. There are three rules they need to know.</p> <ol style="list-style-type: none"> 1. If the verb ends with two consonants or long vowel sound then just add 'ing.' 2. If the verb ends in a 'e', drop the 'e' and add 'ing.' 3. If the word contains a short vowel sound and ends with one consonant, double that consonant. | <p>1. Tom is looking out of the car window. Playing, ticking, rolling, copying.</p> <p>2. drive+ing =driving</p> <p>3. run + ing = <u>run</u>ning</p>  |

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| | <p>Past tense</p> <p>Writing which expresses events that have already occurred. Adding the suffix 'ed' to verbs. There are four rules. Three are the same as above.</p> <p>4. If the verb ends in a 'y', change the 'y' to an 'i' then add 'ed.'</p> <p>There are many exceptions to this rule. If it doesn't sound right it probably is an exception! These are called irregular verbs.</p> | <p>Sarah skipped and sang a song. Tom looked out of the car window.</p> <p>Regular verbs (the word makes sense in the past tense):- cop<u>y</u> +ed =cop<u>i</u>ed</p> <p>Examples of irregular verbs:-</p>  |
| | <p>Progressive past or present tense</p> <p>This means the verb is or was in action at that time. It is influenced by a helping verb family called the 'to be' verbs. I am, he is, it is, they are, we are, are all present tense and I was, he was, it was, they were, we were, are all past tense.</p> | <p>eg. Past progressive I was running in the park this morning. They were listening to a story in assembly.</p> <p>Present Progressive(referred to as just present) I am running in the park. They are listening to story in assembly.</p> |
| | <p>Suffixes</p> <p>See definition in Year 1 section.</p> <p>Adding the suffix 'er' and 'est' where the root word needs to change in some way. Rules are the same as indicated in the present</p> | <p>Rules</p> <ol style="list-style-type: none"> 1.tall/taller/tallest 2.wide/wider/ widest 3.hot/hotter/hottest 4.heavy/heavier/heaviest |

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| | | and past tense rules above. These are added to adjectives to compare 2 or 3 things. | |
| | | Adding the suffix 'ness'. Adding 'ness' to an adjective changes the word to a noun. | ill + ness = illness dark + ness = darkness lonely + ness = loneliness |
| | | Adding the suffix 'ly'. We often make an adverb by adding -ly to an adjective. The adverb tells you how something is done. | quick= quickly slow= slowly sudden= suddenly careful= carefully |
| | | Adding the suffixes 'less' or 'ful'. Adding 'less' or 'ful' to a noun will create an adjective. | end+ less = endless sleep + less = sleepless care + ful = careful harm + ful = harmful |
| | Apostrophes | 1. Used to show where letters are missing in a spelling. 2. Also used to show possession | 1. I'm going out. I don't like rainy days. I'm= I am don't = do not 2. Hannah's mother went to town in Justin's car. |
| | Subordinate clause | A subordinate clause gives us some extra information but could not be a sentence on its own. Subordination clauses use when, if, that or because The clause can be moved within the sentence. | <u>When I grow up</u> , I want to be a vet. I want to be a vet <u>when I grow up</u> . I can go out to play, <u>if it stops raining!</u> <u>If it stops raining,</u> I can go out to play! |

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| | Co-ordinating clauses | A clause that adds extra information. The co-ordinating clauses use or, and or but. | <p>I will go home and he will go to work.</p> <p>John likes hamburgers, but Mary prefers hot dogs.</p> <p>We might go to France, or we might go to Spain.</p> |
| | Narrative and factual | Narratives will be short stories or account of events. These will begin to reflect organisational features appropriate to the genre. | <p>Letter writing</p> <p>Recounts of events</p> <p>Instructions</p> <p>Stories</p> <p>Diary entries</p> <p>Poems and riddles</p> <p>Science investigations</p> <p>Information pages</p> |

The children also learn various spelling rules included in the phonics guide.