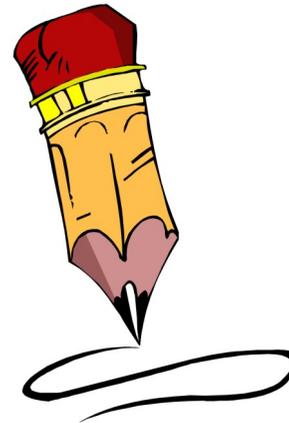
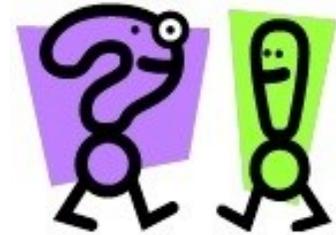


Hassocks Infant School



Supporting your child with  
Spelling, Punctuation and  
Grammar at KS1

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant



## End of Year 1 Expectations

### Most children will be able to:

- Combine words to make sentences.
- Join words and clauses using 'and'.
- Sequence sentences to form short narratives.
- Separate words with spaces.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Use capital letters for names and for the personal pronoun 'I'.
- Know what nouns, verbs and adjectives are.

### Spell the common exception words:

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

### Year 1 Websites with Grammar Activities

Try some of these online activities to support your child's learning...

Capital letters :

<https://roythezebra.com/reading-games/new-window/capital-letter-beginner-1.html>

A range of relevant skills - capital letter, sentences, question marks etc :

<http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

Capital letters and full stops :

[https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/cap\\_letters\\_stops/eng/Introduction/default.htm](https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/cap_letters_stops/eng/Introduction/default.htm)

## Punctuation Terminology at KS1

<b>Full stop</b> Year 1	.	Used at the end of sentences The sun was shining today.
<b>Capital letter</b> Year 1	<b>ABCD</b>	Used at the beginning of sentences and when writing the names of common nouns e.g. people and places She waved to her Mum. Sarah waved to Michael.
<b>Question mark</b> Year 1	?	What is your favourite colour? Have you heard that Joe won the lottery?
<b>Exclamation mark</b> Year 1	!	Run as fast as you can!
<b>Apostrophe</b> Year 2	‘	Used to show where letters are missing in a spelling and to show possession I'm going out. I won't be long. Hannah's mother went to town in Justin's car.
<b>Comma</b> Year 2	,	Used to separate items in a list To make a cake I will need butter, eggs, flour, milk and sugar.
<b>Exclamation sentence</b> Year 2	(additional to using ! as an exclamation)	Must start with how or what and end with a verb e.g. What a wonderful day it is! How fantastic it was!
<b>Function of a sentence</b> Year 1 and Year 2	There are four function types Statement (The sky is blue.) Question (What is your name?) Exclamation (How great the day was!) Command (Get the spoon)	

## End of Year 2 Expectations

Most children will be able to:

- Understand what nouns, verbs, adjectives and adverbs are.
- Understand the use of subordination; (e.g. using...when, if, that, because).
- Understand coordination; (e.g. using...or, and, but).
- Expand noun phrases for description and specification; (e.g. the blue butterfly, plain flour, the man in the moon).
- Understand that the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Make the correct choice of present tense and past tense.
- Use the progressive form of verbs in the present and past tense to mark actions in progress; (e.g. she is drumming; he was shouting).
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

Spell the common exception words:

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

<http://www.spellingplay.co.uk>

Year 2 Websites with Grammar Activities

Try some of these online activities to support your child's learning...

Punctuating sentences : [http://www.bbc.co.uk/bitesize/ks1/literacy/using\\_punctuation/play/](http://www.bbc.co.uk/bitesize/ks1/literacy/using_punctuation/play/)

Joining words :

[http://www.bbc.co.uk/bitesize/firstlevel/literacy\\_and\\_english/joining\\_words/play/popup.shtml](http://www.bbc.co.uk/bitesize/firstlevel/literacy_and_english/joining_words/play/popup.shtml)

Making sentences :

[http://www.bbc.co.uk/bitesize/ks1/literacy/making\\_sentences/play/popup.shtml](http://www.bbc.co.uk/bitesize/ks1/literacy/making_sentences/play/popup.shtml)

## Strategies to Support Spelling at KS1

### Viking Words - Silent letters g/k



These are Viking words and to remind the children that these are different you can use a viking helmet to remind them.

K-now, k-night, k-nee, k-nock, g-naw, g-nat - Say it in a silly way.

### Kennings - (Nountastic and using 'er')

Good for riddles and reinforces spelling rules for protecting short, weak vowel sounds.

*Think of a subject to collect nouns about - for example children. Use a post-it note with one noun on and another post-it note with a noun ending with 'er'. Use these to create a poem. Swap them round until you are happy with the poem.*

Nose	Picker	Foot	Twitcher
Trouser	Dancer	Hair	Scratcher

### Rhyming Books

Room on a Broom  
Witch with an Itch  
*And lots of others!*

*Read the story through and collect the different words that rhyme and talk to the children about the different spelling patterns, e.g. spied and side.*

## Supporting your child with adding suffixes correctly

### Vowel Suffixes (start with a vowel)

-ed  
-er  
-est  
-ing

### Consonant Suffixes (start with a consonant)

-ly  
-ful  
-less  
-ness  
-ment

There are 4 possibilities that you may need to do when adding a suffix onto the root word (the original word):

1. Drop (when the root word ends in an e   
Bake → drop the e → add the suffix ing → baking
2. Swap (when the root word ends in a y   
happy → swap the y for an i → happiest
3. Double (when the vowel in the root word is only followed by one consonant)   
Stop → find the vowel → check how many consonant letters follow it, if it is just one then you must double it to make the vowel stronger → stopped
4. Do nothing  (when the vowel in the root word is only followed by two consonants)  
Think → check how many consonant letters follow it, if it already has two then it is "strong" enough, so you do nothing → Thinking

**Please note there will always be exceptions to the rules above.**

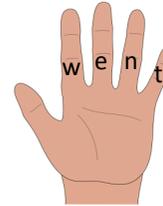
**Helpful website to support this: Spelling Play (you can sign up for an account for free)**

Grammar	Definition	Example
<b>Conjunctions</b> Year 2	Used to join a new sentence to the previous one. Conjunctions are: <b>when, if, that, or, but, because, and.</b>	We went to the park <b>and</b> played on the swings. <b>Because</b> Fred went to the park, he played on the swings.
<b>Imperative</b> Year 2	To express the action of a subject.	She <b>sat</b> quietly on the chair.
<b>Present tense</b> Year 2	Writing which expresses events happening now.	Sarah is <b>skipping</b> and <b>singing</b> a song. Tom <b>is looking</b> out of the car window.
<b>Past tense</b> Year 2	Writing which expresses events that have already occurred.	Sarah <b>skipped</b> and <b>sang</b> a song. Tom <b>looked</b> out of the car window.
<b>Noun</b> Year 2	Name of a person, place or thing. There are 4 types of noun: Common – <b>table, cat</b> Proper – <b>John, England</b> Collective – <b>pride, gaggle, flock</b> Abstract – <b>love, bravery</b>	The <b>cat</b> sat on the <b>table</b> . <b>John</b> lives in <b>England</b> . <b>Lions</b> live together in a <b>pride</b> . Can you feel the <b>love</b> ?
<b>Adjective</b> Year 2	A word that describes a noun.	The dog was <b>enormous</b> and very <b>fierce</b> .
<b>Verb</b> Year 2	An action or doing word. Some verbs are irregular – E.g. see becomes saw / seen catch becomes caught.	She <b>waited</b> patiently. She <b>has been waiting</b> . She <b>waits</b> .

### Syllable Spelling

Place your hand underneath your chin and over pronounce the words, counting how many syllables there are in the word as you go :

\_\_\_/\_\_\_/\_\_\_ *fan/tas/tic*



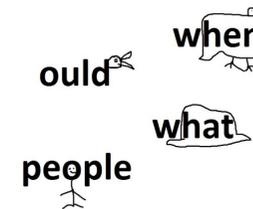
### Finger Spelling

Spell out the words on your fingers - How many sounds?  
How many letters?

### Mnemonics and Picture Prompts

Old - could, would, should '*Oh you lucky duck!*'

Said - '*Sally Ann is dancing*' '*an a and i and I don't know why!*'



### Say it Silly

Busy → Bus - y



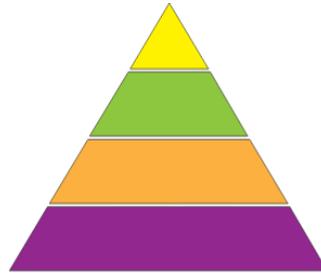
### Coloured Pencils

Write out the section of the word that you find tricky in a different coloured pencil.

## Building Pyramids

Take a letter at a time and keep adding a letter as you move down the row. Try to do this without looking and check at the end.

B  
BE  
BEC  
BECA  
BECAU  
BECAUSE



## Have a go sheets



When your child is writing have a blank piece of paper/ white board next to them and call this their "have a go sheet". When they come to a spelling they are unsure of ask them to have a go spelling it on their "have a go board" and check if it looks right. If they do not think it does then ask them to have another go at spelling it and repeat a third time if necessary. If the child is still unsure after their third attempt, ask them to use the spelling they feel looks like the nearest to the actual spelling an underline it in a different colour in their work. Once they have finished their writing you can go back to these underlined words and support your child with the spelling of these.

## Grammar Terminology at KS1

Grammar	Definition	Example
<b>Sentence</b> <i>Year 1</i>	A group of words that are put together to mean something - it must include a verb.	The sky is blue. Today is Tuesday. Her dress looked beautiful.
<b>Singular</b> <i>Year 1</i>	Singular forms refer to one thing (noun).	Cat Church Child Tooth Foot
<b>Plural</b> <i>Year 1</i>	Plural forms refer to more than one thing (noun). A plural is usually marked by the addition of s or es. Some nouns are mass nouns and do not change in the plural.	Cats Churches Children Teeth Feet Sheep
<b>Pronoun</b> <i>Year 1</i>	A word in place of a noun. Used to avoid repetition.	They were on the bus. He sat down quietly.
<b>Suffix</b> <i>Year 1 and 2</i>  <i>Year 2</i>	A group of letters added to the end of a word to change its grammatical use.  Changing the root word	Call- called Teach- teacher Green- greenish  Swim—swimming
<b>Prefix</b> <i>Year 1</i>	A group of letters added to the beginning of a word to change its grammatical use.	Dismiss Untidy Inedible
<b>Adverb</b> <i>Year 2</i>	Adverbs give extra meaning to a verb, an adjective or a whole sentence.	I <b>really</b> enjoyed the party. (adverb + verb)  She's <b>really</b> nice (adverb + adjective) He walks <b>really slowly</b> (adverb + adverb)