

# Spelling, Punctuation and Grammar

Information for parents



# What is changing?

From May 2016, children in Year 2 will be assessed on their grammar, punctuation, language strategies, handwriting and spelling in a written test.

This is designed to test children on content from the 2014 National Curriculum.

# What does it involve?

There are three components:

**Paper 1:** a short written task based on a stimulus and prompt, designed to assess sentence structure and sentence grammar, punctuation and handwriting.

**Paper 2:** short questions designed to test grammar and punctuation.

**Paper 3:** a spelling task – using pictures and/ or dictation sentences.

# What are the children expected to know?

Year 1

## Sentence

- ▶ How **words** can combine to make **sentences**
- ▶ Joining **words** and joining **clauses** using *and*

## Text

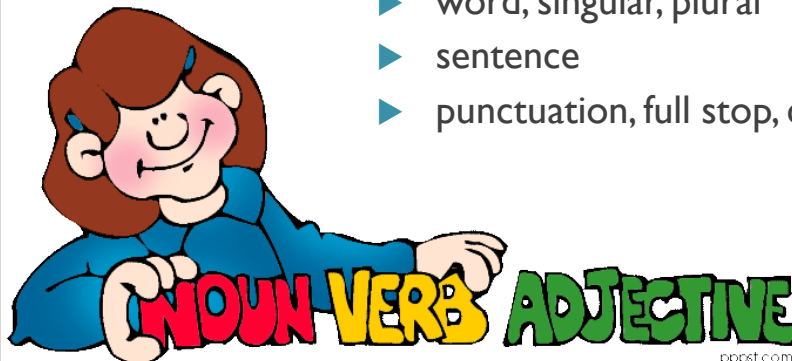
- ▶ Sequencing **sentences** to form short narratives

## Punctuation

- ▶ Separation of **words** with spaces
- ▶ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- ▶ Capital letters for names and for the personal **pronoun**

## Terminology for pupils

- ▶ letter, capital letter
- ▶ word, singular, plural
- ▶ sentence
- ▶ punctuation, full stop, question mark, exclamation mark



## Year 2

### Sentence

- ▶ **Subordination** (using when, if, that, because)
- ▶ **Co- ordination** (using or, and, but)
- ▶ **Expanded noun phrases** for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)
- ▶ How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation or command**, (e.g. the word order changes – statement – It is a green car. Question – Is it a green car?)

### Text

- ▶ Correct choice and consistent use of **present tense** and **past tense** throughout writing
- ▶ Use of the **progressive form of verbs** in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

### Punctuation

- ▶ Use of **capital letters, full stops, question marks** and **exclamation marks** to demarcate sentences
- ▶ **Commas** to separate items in a list
- ▶ **Apostrophes** to mark where letters are missing in spelling

### Terminology for pupils

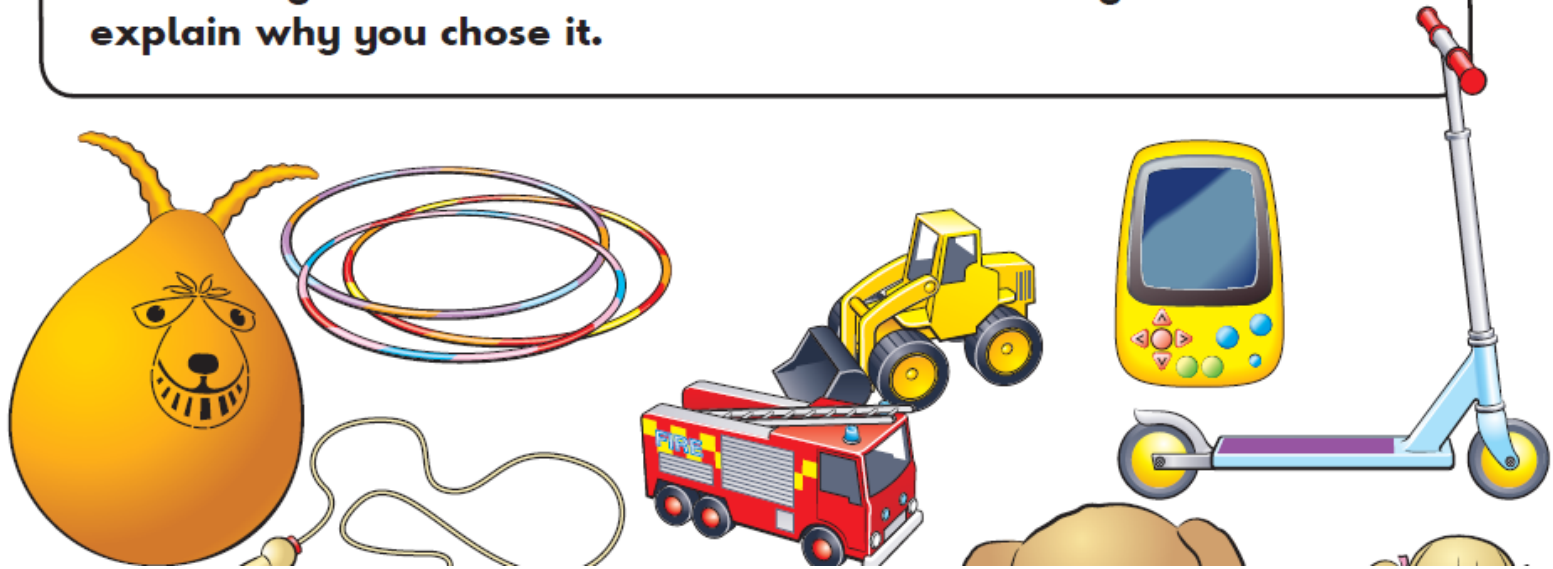
noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma



# What might Paper I look like?

## My Favourite Toy

Write about your favourite toy. Choose one from the picture, or one of your own. Your task is to describe the toy and explain why you chose it.



# What sort of questions might be included in Paper 2?

1

Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!

Question

Don't drop the eggs.

Exclamation

I've broken an egg.

Command

How will I get another  
for our breakfast?

Statement



**2**

Look at what Mary and John are saying. The words *Don't*, *I've* and *I'll* all have an **apostrophe** ( ' ).

In the table, write in full each of the words with an apostrophe.

The first one has been done for you.

| <b>Word with an apostrophe</b> | <b>Words in full</b> |
|--------------------------------|----------------------|
| Don't                          | Do not               |
| I've                           |                      |
| I'll                           |                      |



3

Look at the next part of the story in the box below. It is missing **capital letters** and a **full stop**.

a) **Write** a full stop in the correct place.

b) Circle **three** words that must have a capital letter.

mary and john are waiting for their  
breakfast in the kitchen they want a  
boiled egg and a glass of fresh milk.

4

At school, Mary and John are explaining to their friends what happened in the morning.

Write **one joining word** in the space to complete what Mary is saying.

Now, write **one joining word** in the space to complete what John is saying.

Today I had an egg for  
breakfast \_\_\_\_\_  
John had porridge.

I could not have an egg  
for my breakfast \_\_\_\_\_  
I dropped it on my boot.

Choose the best option to complete each sentence.

5

Tigers are generally        than lions.

Tick **one**.

large

largest

larger

most large

13

What type of word is '**branch**' in the sentence below?

The bird flew to the top branch of the tree.

Tick **one**.

a noun

a verb

an adjective

an adverb

# Paper 3: Spelling Test

## Practice question

























## Part 2

### Stone Soup

\_\_\_\_\_ evening, a traveller \_\_\_\_\_ Peter arrived at a village carrying a large pot. He busily made a fire, filled the pot and put it on the fire to \_\_\_\_\_. The villagers gathered to \_\_\_\_\_.

Peter took \_\_\_\_\_ large stones from his \_\_\_\_\_ bag and put them into the pot. "What are you doing?" asked a curious girl. Peter replied, "Cooking stone soup. It's delicious, but it is even \_\_\_\_\_ with carrots and beans."

A villager ran home to get some. Peter put them in the pot and tasted the soup. "It's very tasty," he said, "but it could do with some potatoes."

A villager went to get some and Peter put them in the pot. He tasted the soup \_\_\_\_\_. The curious girl asked, "Is it \_\_\_\_\_ yet?" "Yes!" replied Peter, triumphantly. The villagers queued up for a taste of stone soup.

"What do you \_\_\_\_\_ of it?" he asked with a smile. They told him it was the \_\_\_\_\_ soup they had ever tasted. Peter took the stones out of the pot and headed off for the next village.

## practice

 1

 2

 3

 4

 5

 6

 7

 8

 9

 10

Sample questions will not be available until Summer 2015, but will probably take the format of previous KSI SATs spelling test.

# How can you help?

## Spellings, spellings, spellings!

- Please help your child to learn their weekly spellings.
- Ensure your children can automatically spell the high frequency words.

## Terminology

- Help the children to become an expert on the names of different parts of speech, punctuation etc.

# Resources to help

[www.primarygamesarena.com/literacy](http://www.primarygamesarena.com/literacy)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.bbc.co.uk/schools/wordsandpictures](http://www.bbc.co.uk/schools/wordsandpictures)