



Andrell Education Ltd
Raising Standards in Education

Accredited by  Edge Hill University

Demystifying Year 1 & 2

**'Grammar and
Punctuation' from
the Draft English
Curriculum**

by

**Ros Wilson &
Sarah Threlkeld-Brown**

**info@andrelleducation.com
www.andrelleducation.com**

Tel: 01924 229380

Fax: 01924 250412

The examples below are examples only. The lists of possibilities may be infinite. The technical terminology is usually only for the teacher. At this age, the children should be able to use and recognise the features, but may not know the technical names. However, we recommend they are used in juxtaposition in oral work, by the adults, so that they gradually become a natural part of the child's lexicon.

Terminology from PoS: Full stop

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Appendix 2: Y1. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Appendix 2: Y2. Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

A full stop shows where a sentence ends.

They are used where a sentence is not a question or exclamation.

The dog is big. I like the dog.

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They are soon making up complete, coherent sentences in their Big Talk and in Bells' Work and, as a result, can identify sentences in texts read to them and can compose sentences for others to scribe. Using Talk /Action Draw, they learn to punctuate those first simple sentences correctly right from the start. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- | | |
|---|-------------------------------|
| • Talking and action punctuation (Talk/Action Draw) | • Punctuation |
| • Pyramid games | • The Imaginary Friend's work |
| • Kung Fu Punctuation | • Punctuation Thief |
| • Big Grammar Games | • Bells' Work |
| | • Stocking Fillers |

Terminology from PoS: Capital letter (Big Letters)

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark;

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Appendix 2: Y1. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Appendix 2: Y1. Capital letters for names and for the personal pronoun I

Appendix 2: Y2. Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

A capital letter ALWAYS begins a sentence, whether the sentence has ended in a full stop, question mark or exclamation mark.

A capital letter is also needed for:

- People's names – **F**red **B**logs, **J**o **S**mith, **H**amish **M**cGreavy (Surnames and Christian names)
- Names of places – **L**ondon; **N**ew **Y**ork; **G**reat **B**ritain; **F**rance; **S**outh **P**ole; **L**ake **U**llswater; **R**iver **E**den
 - Names of streets and roads – **R**oods **D**rive; **C**roft **T**errace; **H**arrison **S**treet
 - Days of the week – **M**onday; **T**uesday; **S**aturday
 - Months of the year – **J**anuary; **A**pril; **D**ecember
 - Special days and festivals throughout the year – **C**hristmas; **D**iwali
 - The pronoun 'I' is ALWAYS a capital letter – **I** think **I** like this dog.

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. Using Talk /Action Draw, they learn to punctuate those first simple sentences correctly right from the start, including the correct use of capital letters. They also learn where else capital letters are required. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Talking and action punctuation (Talk/Action Draw)
- Punctuation Thief
- Kung Fu Punctuation
- Big Grammar Games
- The Imaginary Friend's work
- Bells' Work
- Stocking Fillers

Terminology from PoS: Finger Spaces

Y1. Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by leaving spaces between words.

Appendix 2: Y1. Separation of words with spaces.

Kinaesthetic learning experiences are essential for children who struggle to grasp the concept of finger spaces. Telling a child to 'use' finger spaces is not enough.

Advice on small steps towards Finger Spaces for young children:

1. Use a little bribery... "Ashley, when you want to write again I'd like to come and work with you and we will have something nice to eat!" He will want to write again quite quickly!
2. Step 1 – "Ashley, tell me what you want to write and I will say it out loud really slowly. When I get to the end of each word I will tap my finger down like this. When I do that I want to see you put your finger down and move along."
3. Because you are sitting next to him, you can gently but appropriately help him.
4. If not fully confident by the end of the time allowed, still praise, "Wow Ashley, well done. You did make good progress. Let's do it again tomorrow and we'll have something else nice to eat!" Don't rush this stage. Wait until he is fully confident and truly ready for:
5. Step 2 – "Ashley, SOON (positive hidden message – it is OK to be where you are now, this is a journey...) I will notice that you are saying it out loud alongside me and your finger is tapping down at the same time as mine."
6. As soon as this begins to happen you slow down a little and let him get ahead, so that you know he is now ready for independence.

Where this fits in Big Writing

- The Imaginary Friend's Work
- Counter Spaces
- Big Grammar Games
- Up-levelling
- Bells' Work
- Sweetie Spaces
- Stocking Fillers

Terminology from PoS: Exclamation mark

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Appendix 2: Y1. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Appendix 2: Y2. Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

When a sentence (or phrase) is written that expresses strong feelings of emotion, (e.g. shock, surprise, anger, joy) the sentence needs to end with an exclamation mark.

I don't believe it! You bought me a dog!

Stop!

Put that dog down!

(NB: The next sentence written MUST start with a CAPITAL letter.)

In BIG TALK / BIG WRITING, children learn that some sentences express strong feelings or urgent commands. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of exclamation marks. They also learn to recognise exclamation marks in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Talking and action punctuation (Talk/Action Draw)
- Punctuation
- Punctuation Thief
- Stocking Fillers
- Pyramid games
- Fastest Finger First
- Big Grammar Games
- The Imaginary Friend's work
- Kung Fu Punctuation
- Bells' Work

Terminology from PoS: Question mark

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Appendix 2: Y1. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Appendix 2: Y2. Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

A question mark is used when a sentence is written that asks for an answer. The end of the question sentence must end in a question mark.

Does your dog like bones?

Who owns a dog?

What is your dog called?

(NB: The next sentence written MUST start with a CAPITAL letter.)

(NB For teacher interest only, the rhetorical question does not require an answer, but that information is not necessary for young children)

In BIG TALK / BIG WRITING, children learn that some sentences require an answer from the listener and that these are called 'questions'. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of question marks. They also learn to recognise question marks in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- The Imaginary Friend's work
- Talking and action punctuation (Talk/Action Draw)
- 'Length, Detail Description' (L.D.D.) Who? What? Where? When? Why? How?
- Punctuation Thief
- Bells' Work
- Kung Fu Punctuation
- Fastest Finger First
- Punctuation Pyramid games
- Match or No Match
- Stocking Fillers
- Big Grammar Games

Terminology from PoS: Commas for lists

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Appendix 2: Y2. Commas to separate items in a list.

When 'things' are listed in a sentence, commas are needed to separate each 'thing'

In a list a comma can separate single words:

I went to the pet shop and I bought a bone, a collar and a lead for my dog.

Or a group of words (phrase): I went to the pet shop and I bought a squeaky bone, a red collar with a yellow pattern and a lead that extends for my dog.

Remember – a comma is NOT needed before the first word (or phrase) in the list, nor one before the LAST word (or phrase) in the list. This needs an 'and' to join and complete the list.

*I like pizza, ice cream **and** hot chocolate.*

In BIG TALK / BIG WRITING, children learn that some sentences include lists where there are more than two items in the subject or object.

E.g. ... the book, the pen and the ruler. Using Talk /Action Draw, they learn to punctuate those first simple sentences correctly right from the start, including the correct use of commas between all items except the last two, which are joined by 'and'. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of commas to separate items in a list. They also learn to recognise commas in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Talking and action punctuation (Talk/Action Draw)
- The Imaginary Friend's work
- Punctuation Thief
- Match or No Match
- Spot the Difference
- Bells' Work
- Stocking Fillers
- Punctuation Pyramid games
- Kung Fu Punctuation
- Fastest Finger First
- Big Grammar Games

Terminology from PoS: Apostrophes for contracted forms (shortened or abbreviated forms)

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Appendix 2: Y2. Apostrophes to mark contracted forms in spelling.

In this case (contractions), the apostrophe is used to replace the missing letter or letters in the shortened (contracted) word.

I am – I'm

I will – I'll

.. is not – isn't

..cannot – can't

..who is – who's

..has not – hasn't

..it is – it's

..do not = don't

In BIG TALK / BIG WRITING, children learn that some sentences include words that have been shortened. These are usually where two words have been blended into one. They learn that an apostrophe is used to show where letters have been taken out to do this. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of the apostrophe to show letters have been left out. They also learn to recognise apostrophes in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- The Imaginary Friend's work
- Talking and action punctuation (Talk/Action Draw)
- Fastest Finger First
- Punctuation Thief
- Big Grammar Games
- Spot the Difference
- Bells' Work
- Match or No Match
- Basic Skills sessions
- Kung Fu Punctuation
- Punctuation Pyramid games
- Stocking Fillers

Terminology from PoS: Sentences

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use sentences with different forms: statement, question, exclamation, command.

Appendix 2: Y1. How words can combine to make sentences.

Appendix 2: Y1. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Appendix 2: Y2. Sentences with different forms: statement, question, exclamation, command.

A sentence is a group of words that make sense on their own.

A complete sentence has three characteristics:

- *It begins with a capital letter.*
- *It ends with a piece of punctuation – choose from a full stop (.), question mark (?), or exclamation mark (!).*

- *Most importantly, a simple sentence must have a subject and a verb.*

*The **dog** **likes** a bone. (**dog** = subject; **likes** = verb)*

*The **dog** **is** big. (**dog** = subject; **is** = verb)*

*The scruffy, brown **dog** **ran** down the road. (**dog** = subject; **ran** = verb)*

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. Using Talk /Action Draw, they learn to punctuate those first simple sentences correctly right from the start, including the correct use of capital letters. They also learn where else capital letters are required and learn to recognise parts of sentences in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Play 'Sentence or NO Sentence'
- Talking and action punctuation (Talk/Action Draw)
- 'Faster Finger First' to find the verb or the subject in the sentence.
- Spot the Difference
- The Imaginary Friend's work
- Bells' Work
- Stocking Fillers
- Big Grammar Games

Terminology from PoS: Statements

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use sentences with different forms: statement, question, exclamation, command.

Appendix 2: Y2. Sentences with different forms: statement, question, exclamation, command.

Some sentences are straight forward, whereas others can have different purposes.

A statement is a sentence that has a capital letter at the beginning, states the facts and ends with a full stop.

The dog likes a bone.

The road is wet.

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that most simple sentences are simple statements. Using Talk /Action Draw, they learn to punctuate those first simple statements correctly right from the start, including the correct use of capital letters and full stops. They learn to recognise statements in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Play 'Sentence or NO Sentence'
- Talking and action punctuation (Talk/Action Draw)
- 'Faster Finger First' to find the verb or the subject in the sentence.
- Spot the Difference
- The Imaginary Friend's work
- Bells' Work
- Stocking Fillers
- Big Grammar Games

Terminology from PoS: Questions

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use sentences with different forms: statement, question, exclamation, command.

Appendix 2: Y2. Sentences with different forms: statement, question, exclamation, command.

A question is a sentence that asks for an answer. It opens with a capital letter and ends in a question mark.

Does your dog like bones?

Is that his bone?

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences that demand an answer from the listener are called questions. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of the question mark to show a question. They also learn to recognise questions and question marks in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Talking and action punctuation (Talk/Action Draw)
- 'Length, Detail Description' (L.D.D.) Who? What? Where? When? Why? How?
- Spot the Difference
- Punctuation Thief
- Kung Fu Punctuation
- Big Grammar Games
- 'Punctuation Pyramid games
- Fastest Finger First
- Bells' Work
- The Imaginary Friend's work
- Match or No Match
- Stocking Fillers

Terminology from PoS: Exclamations

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use sentences with different forms: statement, question, exclamation, command.

Appendix 2: Y2. Sentences with different forms: statement, question, exclamation, command.

An exclamation is a sentence that expresses strong feelings of emotion, e.g. shock, surprise, anger, joy

An exclamation starts with a capital letter and ends in an exclamation mark.

Stop that dog!

It's mine!

Oh, how wonderful!

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences that express emotions or give urgent commands are called exclamations. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of the exclamation mark to show an exclamation. They also learn to recognise exclamation marks and exclamations in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Talking and action punctuation (Talk/Action Draw)
- 'Length, Detail Description' (L.D.D.) Who? What? Where? When? Why? How?
- Spot the difference
- Kung Fu Punctuation
- Bells' Work
- Punctuation Pyramid games
- Punctuation Thief
- Stocking Fillers
- The Imaginary Friend's work
- Fastest Finger First
- Match or No Match
- Big Grammar Games

Terminology from PoS: Commands

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by Learning how to use sentences with different forms: statement, question, exclamation, command.

Appendix 2: Y2. Sentences with different forms: statement, question, exclamation, command.

A command is a sentence that gives orders or commands. A command usually opens with a bossy verb and can end in a full stop:

Put the lead on the dog.

Go and fetch your book.

Or an exclamation mark:

Put that down!

Go away!

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences that express emotions or give urgent commands are called exclamations. Using Talk /Action Draw and Kung Fu Punctuation (whether the disc game or teacher led), they learn to punctuate those first simple sentences correctly right from the start, including the correct use of the bossy verb and the full stop or exclamation mark to show a command. They also learn to recognise commands in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Openers and Power Openers
- Talking and action punctuation (Talk/Action Draw)
- The Imaginary Friend's work
- Spot the Difference
- 'Length, Detail Description' (L.D.D.) Who? What? Where? When? Why? How?
- Punctuation Pyramid games
- Punctuation Thief
- Match or No Match
- Kung Fu Punctuation
- Fastest Finger First
- Bells' Work
- Stocking Fillers
- Big Grammar Games

Terminology from PoS: Noun (Name of a person, place or thing)

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use: expanded noun phrases to describe and specify; e.g. the blue butterfly.

Appendix 2: Y1. Capital letters for names and for the personal pronoun 'I'.

Appendix 2: Y2. Expanded noun phrases for description and specification.

Appendix 2: Year 2. Noun.

All the following words are nouns. Nouns tell you what the sentence is about. Nouns name people, places, and things. (NB For teacher interest only, this is simplistic, but enough for this age and stage.)

For example:

Harry; table; ice cream; brave; books; dog; London; Wembley Stadium; Thursday.

*The **dog** is big. The **dog** likes a **bone**.*

*My **house** has a red **front door**.*

*The **bee** landed on a yellow **flower**.*

Proper nouns are the names of a specific place or person or thing and they need a capital letter.

The word 'I' when I mean 'myself' always needs a capital letter.

*I went to **Battersea Dogs' Home**.*

***John** went to ask **Mrs. Green** for a **bone**.*

*I went to **London** to visit **The British Museum**.*

***John** went to ask **Mrs. Green** for a **book**.*

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences must have, at least, a verb and a subject, which is always a noun. Using Talk /Action Draw and 'Grammar Groove' dance actions they learn show the nouns in sentences and they recognise nouns in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, correct use of nouns and proper nouns is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Change it!
- Talking and action punctuation (Talk/Action Draw)
- Up-level it!
- The Imaginary Friend's work
- Stocking Fillers
- Up-levelling
- 'WOW' words
- 'WOW' words
- Fastest Finger First
- Big Grammar Games
- 'WOW' words
- Spot the difference
- Bells' Work

Terminology from PoS: Adjective (Describing word for a noun)

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use: expanded noun phrases to describe and specify; e.g. the blue butterfly
Appendix 2: Year 2. Adjective.

Adjectives describe nouns by answering one of these three questions (at this age and stage):

- *What kind is it?*
- *How many are there?*
- *Which one is it?*

Adjectives can come before or after a noun.

*My **brown** dog is **big** and **scruffy**.*

*The **old** man walked down the **long** lane.*

When there are more than two adjectives in a string they use commas, like lists.

*My dog is **big, brown** and **very scruffy**.*

*The **old** man walked down the **long, winding** lane.*

*The **old** man walked his **brown, scruffy** dog down the **long, winding** lane.*

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences move up a level when they include a describing word and that a word that describes a noun is called an adjective. Using Talk /Action Draw and 'Grammar Groove' dance actions they learn to show the adjectives in sentences and they recognise adjectives in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- | | | |
|-------------------------------|------------------------|-----------------------|
| • Describe it! | • Change it! | • Up levelling |
| • The Imaginary Friend's work | • Spot the Difference | • 'WOW' words |
| • 'WOW' word of the week | • BIG it up! | • Up-level it! |
| • Synonym Circus | • Snappy Synonyms | • Word Chains |
| • Purple Balls | • Scrambled Words | • Stealing |
| • Alliteration Game | • Fastest Finger First | • Kung Fu Punctuation |
| • Bells' Work | • Stocking Fillers | • Big Grammar Games |

Terminology from PoS: Expanded noun phrases

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by learning how to use: expanded noun phrases to describe and specify; e.g. the blue butterfly.

Appendix 2: Y2. Expanded noun phrases for description and specification.

These phrases are acting as nouns in the sentences. They can do all the things a noun can do. They sometimes include a description of the noun.

***All the dogs** are scruffy.*

***My big, brown dog** is big and scruffy.*

***The scruffy, brown dog** ran down the road.*

Sometimes they are in the middle or at the end of the sentence;

*The **smaller of the two dogs** escaped from the garden.*

*I love that **shabby, old dog with the red collar**.*

*I love that **shabby, old bicycle with the red wheels**.*

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences move up a level when they include an expanded noun, or a noun made up of more than one word, and that this is called an expanded noun phrase. Using Talk /Action Draw and 'Grammar Groove' dance actions they learn to show the noun phrases in sentences and they recognise noun phrases in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Up levelling
- Spot the Difference
- Stealing 'WOW' words
- Scrambled 'Phrases'
- Lady Mercedes modelling higher levels of talk (see Standard English below).
- Bells' Work
- Up-level it
- 'WOW' words of the week
- Stealing 'WOW' phrases
- Up-level it!
- Stocking Fillers
- The Imaginary Friend's work
- 'WOW' phrases of the week
- Alliteration Game
- BIG it up!
- Big Grammar Games

Terminology from PoS: Verb (Doing or being words)

Appendix 2: Year 2. Verb.

The following words are expressing what a person, animal or something is either doing or being:

Dance; shout; draw; laugh; run; eat; think; believe; be

Ask yourself, "What is he actually doing" "What is actually happening here?"

These words are expressing a state or a state of mind.

Being:

*All the dogs **are** scruffy.*

*My brown dog **is** big and scruffy.*

Doing:

*The scruffy, brown dog **ran** down the road.*

*The scruffy dog **chewed** my shoes.*

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences must have, at least, a verb and a subject, which is always a noun. Using Talk /Action Draw and 'Grammar Groove' dance actions they learn to show the verbs in sentences and they recognise verbs in the work of others, through Spot The Difference, The Work of the Imaginary Friend and all other text work. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Up levelling
- 'WOW' words
- Thesaurus Game
- Alliteration Game
- Lady Mercedes modelling higher levels of talk, e.g. using a verb as a power opener – "Sniffing, the giraffe told the giant he was cold."
- Fastest Finger First
- Stocking Fillers
- Up-level it!
- 'WOW' word of the week
- Spot the Difference
- Snappy Synonyms
- Kung Fu Punctuation
- Big Grammar Games
- The Imaginary Friend's work
- Synonym search
- BIG it up!
- Purple Balls
- Bells' Work

Terminology from PoS: Verb tenses

Appendix 2: Y2. The consistent use of present tense versus past tense throughout texts.

Appendix 2: Y2. Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

The 'tense' of the verb tells the reader the time in which the verb happened. There are three main tenses: past tense, present tense and future tense.

Yesterday afternoon, I **walked** the dog. (past)

Today the T.V. **works**. (present)

Tomorrow I **will go** shopping. (future)

Sometimes the verb is made of two words. The future tense is almost always two words together (as above). Both words together are the verb:

E.g. *Is singing; are dancing; were eating*

Yesterday I **was walking** in the park.

I **am walking** the dog in the park.

Next Sunday, I **will walk** the dog in the forest.

Verb	Past Tense	Present Tense	Future Tense
To walk	I walked (I was walking)	I walk (I am walking)	I will walk (I will be walking)
To watch	I watched (I was watching)	I watch (I am watching)	I will watch (I will be watching)

The above verbs are **regular** – the ending of the verbs change in a foreseeable pattern.

However many verbs are **irregular** – they have many different forms, especially in the past tense (and this is where many children struggle, e.g. "I **havted to...**" instead of "I **had to...**"; "I **catched** the ball." instead of "I **caught** the ball.")

Verb	Past Tense	Present Tense	Future Tense
To run	I ran (I was running)	I run (I am running)	I will run (I will be running)
To catch	I caught (I had caught)	I catch (I am catching)	I will catch (I will be catching)

Terminology from PoS: Standard English

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using some features of written Standard English.

Standard English means the grammar is correct. Many mistakes in grammar are because the verb and the noun are not matched, either in singular or plural or in tense.

Singular or plural:

He run down the road X
He runs down the road ✓
They run down the road. ✓

Tense form:

I rans down the road. X
I runned down the road. X
I ran down the road. ✓

Through the work of the 'posh' voice, The Duchess, Bells' Work and the work of the Imaginary Friend, children quickly learn to change language from 'daily street talk' to Standard English.

An 'ing' part of a verb is called a participle.

Eg: was running, is eating, will be walking.

In a Big Writing Power Opener, an 'ing' verb could be used to open the sentence.

*Running down the road, I tripped over a branch.
Hoping to see the Queen, I stood at the palace gates.*

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that using different forms of verbs adds variety and interest to talk and writing and they learn how to use all the forms of past, present and future tenses through talk, through 'Posh Talk With The Duchess' and through activities such as Spot The Difference and The Work of The Imaginary Friend. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- Spot the difference
- POSH Lesson
- Basic Skills sessions
- Bells' Work
- BIG it up!
- Play 'Speech Police'
- The Imaginary Friend's work
- Stocking Fillers
- Lady Mercedes
- Play 'Upstairs, Downstairs'
- Spot the Difference
- Big Grammar Games

Terminology from PoS: Adverb (describing word for a verb)

An adverb gives the reader more information about the verb – it ADDS to the VERB or describes HOW the action was done.

Many adverbs can be made just by adding 'ly' to an adjective.

Quick – quick**ly**, swift – swift**ly**, mysterious – mysteri**ously**

If the adjective ends with a 'y', change the 'y' into 'i' before adding the 'ly':

Happy = happ**ily** Angry = angr**ily**

The dog went happ**ily** for a walk.

The dog ran swift**ly** down the road.

Mysteri**ously**, the dog escaped through the closed gate.

In BIG TALK / BIG WRITING, children learn how to form and talk in sentences from the start. They learn that sentences move up a level when they include a describing word and that a word that describes a verb is called an adverb. Using Talk /Action Draw, they learn to indicate the adverb in the sentences through 'Grammar Groove' dance actions and in their Bells' Work and up-levelling, they learn to create opportunities for adjectives and adverbs. They learn to recognise adverbs in their games and activities such as Spot The Difference, The Work of the Imaginary Friend and in their work with all texts. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

In a BIG WRITING Power Opener, this word could come at the beginning of the sentence. We call it 'Opening with an 'ly' opener.' The adverb should then be followed by a comma.

Happily, the dog went for a walk.

Swiftly, the dog ran down the road.

Where this fits in Big Writing

- Power Openers
- Alliteration Game
- Thesaurus Game
- The Imaginary Friend's work
- Kung Fu Punctuation
- Big Grammar Games
- Power Pictures
- Scrambled Sentences
- Word Chains
- Fastest Finger First
- Bells' Work
- Power Sentences
- Purple Balls
- Snappy Synonyms
- Spot The Difference
- Stocking Fillers

Terminology from PoS: Subordination (using when, if, that, because to add more information)

Grammar and punctuation

Y2. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Appendix 2: Y2. Subordination (using when, if, that, or because)

*Extending a simple sentence by adding any one of **when, if, that, because** followed by more information.*

*My dog wags his tail **when** he is stroked.*

*My dog wags his tail **if** he sees me.*

*My dog wags his tail **because** he is happy.*

In BIG WRITING children learn that adding additional information increases the interest and detail, and scores a 'bigger goal'. They learn to do this through adding 'clauses' in talk, long before they learn the technical name, and to recognise them in the work of others. As they become more confident writers they are expected to transfer this practice into their writing.

As a BIG WRITING Power Opener, this word (the connective that leads the subordinate clause e.g when, if, that, because) could come at the beginning of the sentence. The noun can come in the opening clause with a pronoun in the main sentence OR a pronoun can be used in the opening clause and the noun be used in the main sentence (See Pronouns - pg 23).

***When he** is stroked, **my dog** wags his tail.*

***If my dog** sees me, **he** wags his tail.*

Where this fits in Big Writing

- Connectives Fans
- Choose the best connective
- Spot The Difference
- Big Grammar Games
- Connect it!
- Up-levelling
- Bells' Work
- Connective Conundrums
- The Imaginary Friend's work
- Stocking Fillers

Terminology from PoS: Co-ordination (using conjunctions such as 'and', 'but', 'or', 'then', or 'so')

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using the word 'and' to join words and join sentences.

Y2. Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Appendix 2: Y1. How 'and' can join words and join sentences.

Appendix 2: Y1. Sequencing sentences to form short narratives.

Appendix 2: Y2. Coordination (using or, and, or but).

Joining two sentences of equal standing using the given words.

*My dog wags his tail **and** he sniffs the ground.*

*My dog wags his tail, **but** he sniffs the ground.*

*My dog wags his tail, **or** he sniffs the ground.*

*My dog wags his tail, **so** he must be happy.*

*My dog wags his tail, **then** he licks me.*

(NB For teacher, technically there should be a comma before the conjunction, but it is not usually seen or expected at this age and stage.)

In BIG WRITING children learn that joining two statements together with a 'joining word' (which they later learn is called a conjunction or connective) can 'score a bigger goal'. They learn to do this through using conjunctions in talk, long before they learn the technical name, and recognising them in the work of others through activities like Spot The Difference and fastest Finger First. They are expected to transfer this practice into their writing.

Where this fits in Big Writing

- Connectives Fans
- Choose the best connective
- Spot The Difference
- Stocking Fillers
- Connect it!
- Up-levelling
- Fastest Finger First
- Big Grammar Games
- Connective Conundrums
- The Imaginary Friend's work
- Bells' Work

Terminology from PoS: Pronouns

Grammar and punctuation

Y1. Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Appendix 2: Y1. Capital letters for names and for the personal pronoun 'I'.

The word 'pronoun' means 'for a noun'. A pronoun is a word that replaces a noun. Pronouns are used to avoid repetition in writing. They are used to make writing quicker to write and easier to understand.

Pronouns include:

I, you, he, she, it, me, him, her, we, they, us, them, his, hers

*Harry got a dog for Christmas. **He** was really pleased with **it**. (**he**=Harry / **it**= dog)*

In BIG TALK / BIG WRITING, children learn how to form and talk correctly in sentences from the start. They learn that it is not usually good to repeat a noun too often in a sentence or a few sentences, and that they can use pronouns after the noun has been used. This also adds variety and interest to talk and writing. They learn to recognise over use of a pronoun through 'Posh Talk With The Duchess' and through activities such as Spot The Difference, Fastest Finger First and The Work of The Imaginary Friend, and to suggest pronouns to be used. As they become writers, this behaviour is quickly transferred into writing because teachers expect it to be.

Where this fits in Big Writing

- The Imaginary Friend's Work
- Lady Mercedes
- Big Grammar Games
- Up-levelling
- Bells' Work
- Spot The Difference
- Stocking Fillers