



Grammar, Spelling and Punctuation Sample Lesson

Our spelling, punctuation and grammar sample lesson is designed to show how a synthetic and progressive approach using the Jolly Phonics & Grammar program will enable you to develop children's learning as they become confident readers and writers.

This sample lesson will give an example of punctuation, one grammar concept and one spelling pattern taught through the years.

This sample lesson focuses on our core delivery resource, the Phonics & Grammar Teacher's and Student Books.

The Teacher's Books are comprehensive guides containing detailed notes and lesson plans. These are accompanied by the full-color Student Books, which are individual write-in books for each child in your class. Each page in the Teacher's Book correlates to the matching page within the Student Books.

In the first year of Phonics, there is one Teacher's Book that covers three Student Books. (One for each term of their first year at school.) This contains daily lesson plans for the entire first year.

From the second year (Grammar 1) through to the seventh year (Grammar 6) there is one Teacher's Book that covers one Student Book for each year. There are two lessons per week; one spelling and one grammar or punctuation lesson. This enables you to cover the core content required to achieve fluency in the English language whilst retaining the flexibility and time to cover other topic work within the school's literacy scheme.

An integrated program that grows with your children in school



K Class

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Daily Phonics Lessons

Children continue to refine and extend their earlier phonics knowledge with each year providing:
- 36 spelling lessons (1 per week) - 36 grammar or punctuation lessons (1 per week)

- Extensive Teacher's guides containing detailed notes and lesson plans
- Full-color Student write-in books for each child
- Black & white photocopiable Handbook also available
- Daily lesson plans in the first year (Phonics)
- Two weekly lesson plans in the second to seventh years (Grammar 1 to Grammar 6) consisting of one spelling and one grammar or punctuation lesson

Grammar Sample Lesson

This sample lesson will guide you through an example of a grammar concept being taught through the years. It looks at how verbs are taught, and the progression through each year as children build on their previous learning systematically and are introduced to new concepts.



Sample lesson plan for grammar
verbs

The first year of teaching covers the five key skills; learning the letter sounds, letter formation, blending, segmenting and tricky words. As these skills progress with alternative spellings, it allows early independent reading and writing, setting the children up for new SPaG concepts in Grammar 1.

Page 63, Phonics Teacher's Book

Letter Sound /ng/

Flashcards

- Review some of the sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /oi/, /z/, /v/.

Introducing the letter sound

- Introduce the sound /ng/. Use a story such as the one below, along with the action:

It is Saturday afternoon, and Bing has come to play at Mark's house. They start by having a game of ping-pong. Then they play with a racing car. "Let's see what's on TV," says Mark. "There might be some motor racing." They put on the television. "Look at that man!" says Bing. "He's a weightlifter," says Mark. Bing and Mark watch the man as he lifts some huge weights. The man grunts as he lifts, "ngngng!" "He must be strong," says Bing. "Let's be weightlifters," says Mark. They use a broom and a mop as weights. As they pretend to lift the heavy weights, they go "ngngng," just like the weightlifter.

- The students pretend to lift a heavy weight above their head and say *ng...*

Letter formation

- Explain how to write the digraph <ng>. Make sure the students form both letters correctly.
- The students practice writing <ng>, <ee>, <oi>, <z> and <v> in the

Blending

- Show the sound <ng> in the word in the
- Say the sound <ng> and ask the students to say the sound together.
- Encourage the students to say the sound together.

Identifying the sound

- Show the sound <ng> in the word and ask the students to say the sound together.
- The student color in the word .
- They then lift and cross out the sound <ng>.

Answers

ng ng ng ng ng ng

ee ee oi oi z z v

Count the sounds in the word for each picture. Write the correct number of dots. Cross out the one that has a /ng/ sound in it.

sing
long
bang
strong

Word bank

bang, gang, gong, hang, hung, king, long, ring, rung, sang, sing, song, sung, wing, cling, clung, sling, sting, stung, swing, string, strong, ping-pong

Page 178, Phonics Teacher's Book

Unit 13: Alternatives

Review

- Use flashcards to review soft <g>, soft <c>, <ph>, <ck>, <ch>, <ay>, <ee>, <ea>, <ie>, <igh>, <igh>, <oa>, <oi>, <ow>, <ue>, <ui>, <ew>, <ou>, <ow>, <oi>, <oy>, <en>, <in>, <un>, <aw>, <au>, <ab>. Point out that <y> can say /y/, /ee/, or /ie/.
- Call out some of the sounds and ask the students to write the different spellings of that sound.

Vowel hand (See page 181)

- The students use the vowel hand at the back of their books (Student Book 3, page 41) to practice saying the short and long vowel sounds.
- The students then look at the last panel, which has a picture and two words [bed/bead]. The students read the words and write the one that matches the picture on the line [bed].

Alternatives: <air>, <ear>, <are> for /air/

- Say the words *chair*, *bear*, and *square*. Say the sounds in the words, holding up a finger for each one: /ch-air/, /b-ear/, /s-qu-are/.
- Introduce the students to the sound: /air/.
- Explain that there are three main ways to write this sound: <air>, <ear>, and <are>. Write the words *chair*, *bear*, and *square* on the board and underline the letters that make the sound: *chair*, *bear*, *square*.
- Read the /air/ words at the top of the lesson page with the class and discuss the spellings. The students write inside the outline letters: <air>, <ear>, <are>.

Word and picture matching

- The students look at the picture of the bears fishing

FURTHER PRACTICE

It is important to practice the skills needed for reading and writing on a regular basis.

Blending and sounding

- belt, trail, skull, chart, insect, claw, chalk, haunt, seesaw, falling
- Call out each word. The students say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practice blending the words with the class (as well as in pairs or individually, if extra practice is needed).

Unit 13 air, ear, are

The /air/ sound can be written <air>, <ear>, or <are>.

air air hair chair pair

ear ear bear wear tear pear

are are stare rare square dare

Read the words inside the salmon and join them to the right bear. Color the pictures.

- for salmon in their books. Read the words in the salmon with the class, and identify the letters making the sound /air/ in each one. Point out the <y> saying /ee/ in *fairy* and the <ow> in *scarecrow*.
- The students look at the first bear, which has a picture of a pear on its back, find the salmon with the word *pear* on it, and join the two together.
- The students continue to match the rest of the words and pictures. When they have finished, they can color the /air/ pictures inside the bears.

Page 98, Phonics Teacher's Book

Unit 4: Tricky Words

Flashcards

- Review the tricky words *was*, *to*, *do*, *are*, *all*, *you*, *your*, *come*, *some*, *said*, *here*, *there*.

Tricky words

- Introduce the new tricky word: *they*.
- Show the students the word in the yellow flower at the top of their lesson page.
- Remind the students that some words are tricky because they cannot be worked out fully by listening for the sounds. They have an irregular part or an alternative spelling that has to be learned.
- Say the word and encourage the students to find the tricky part.

- In the word *they*, <ey> is the tricky part because it

Answers

Tricky Words

they

Look Find the tricky part Copy Cover Write Check Have another go!

they they they they

Words and Sentences

the fox

The fox looks up at the moon.

underline letters, using a ruler. Underline the tricky part.

word *they* in the first column. Underline the tricky part.

in the next column, write the word.

instances of *they* on the page. Write the words independently.

students uncover the words.

in and try writing the words.

several times in their books.

Remember the spelling.

needed for reading and writing on a regular basis.

Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the students:
 - They do not drop litter.
 - There is a doll on her bed.
 - Your hands are very grubby.
 - Can they come to dinner?

Children are introduced to the past, present and future tenses. They learn to add ‘-ed’ to regular verbs in the past tense. For the future tense, children learn the auxiliary verbs ‘shall’ and ‘will’.

Grammar: The Future

Objective

- To develop the students’ understanding of verbs, so they know that a verb can describe the past, the present, or the future.

Introduction

- Review present and past tenses with the students.
- Call out some verbs in the present and past tenses and encourage the students to do the appropriate actions (see pages 9 and 10).
- Call out some verbs in the present tense. Make a point of choosing verbs that have a regular simple past tense: for example, *to cook*, *to hop*, or *to race*. Ask the students to put these verbs into the past tense.
- Then call out some verbs in the past tense and ask the students to put them into the present tense.

Main Point

- When a verb describes an action taking place in the future, the verb root does not take a suffix, as with the past tense. Instead, the verb root has an extra word put in front of it.
- The extra word is another verb, called an auxiliary verb. The auxiliary verbs *shall* and *will* are used to describe the future.
- *Shall* can be added to the verb root for both the first person singular, *I*, and the first person plural, *we*. *Will* can be added in all persons.
- The verb *to have* is conjugated below in the future:
*I shall have, you will have,
 he will have, she will have, it will have,
 we shall have, you will have, they will have.*
- Call out some verb roots and ask the students to put them into the future.

Actions: The action for a verb that describes the future is pointing to the front.



Color: The color for verbs is red.




Verbs
the future



Action
Point to the front.

Read the verbs in the *today* column. Then write the verbs in the past tense in the *yesterday* column, and in the future in the *tomorrow* column.

 Past yesterday	 Present today	 Future tomorrow
I talked _____	I talk _____	I <i>shall</i> talk _____
I _____	I cook _____	I _____
I _____	I listen _____	I _____
I _____	I skate _____	I _____
I _____	I walk _____	I _____

Write some sentences about what you did yesterday.

Write some sentences about what you will do tomorrow.

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Activity Page

- The students read the list of present tense verbs in the *Today* column.
- In the *Yesterday* column, the students write the verbs in the past tense, and in the *Tomorrow* column, they write the verbs in the future.
- For the next activity, the students write some sentences about what they did yesterday and what they will do tomorrow.

Extension Activity

- Ask the students to write some more sentences about what they did yesterday.

Finishing the Lesson

- With the students, choose a verb and conjugate it in the past, present, and future.

Children learn that some verbs are not regular. This means that they cannot just have ‘-ed’ added to the end of the verb root to change them to past tense verbs. Instead, some need to simply be learnt as ‘tricky verbs’.

Grammar: Irregular Past Tense Verbs

Objective

- Develop the students’ understanding that not all verbs are regular, and teach them that some verbs have irregular past tenses.

Introduction

- Review verbs. Remind the students how to form the past tense for regular verbs.
- Do the action for the present or past tense, followed by the action for one of the pronouns. Then mime a verb. See if the students can guess what the actions mean.
- For example: for *I clap*, point to yourself; point towards the floor with the palm of your hand, and clap.
- For *I clapped*, point to yourself; point backwards over your shoulder with a thumb, and clap.

Main Point

- Explain that some verbs do not form the past tense by adding <ed> to the root. The roots of these verbs change when they are put into the past. We call them “tricky pasts.”
- The students will already know many “tricky pasts.” Ask them to think of as many examples as they can give, and write some of their suggestions onto paper hexagons.
- Good examples include the following:

<i>come / came</i>	<i>dig / dug</i>
<i>drink / drank</i>	<i>draw / drew</i>
<i>get / got</i>	<i>give / gave</i>
<i>have / had</i>	<i>hide / hid</i>
<i>lose / lost</i>	<i>make / made</i>
<i>ride / rode</i>	<i>run / ran</i>
<i>say / said</i>	<i>sing / sang</i>
<i>speak / spoke</i>	<i>swim / swam</i>
<i>take / took</i>	<i>throw / threw</i>
<i>win / won</i>	<i>write / wrote</i>
- The hexagons can then be fitted together to make a honeycomb for a wall display. As more “tricky pasts” are discovered, these can be added to the honeycomb too.

Verbs

Irregular Past Tense

Not all **verbs** have <ed> at the end in the past tense. Some **verbs** have irregular, or “tricky,” pasts. Action

Point backwards over your shoulder with your thumb.

e.g. Today I *swim*. → Yesterday I *swam*.

Match the present and past tenses of these **verbs**:

Present	Past
win ○	wrote ○
sing ○	won ○
drink ○	rode ○
get ○	dug ○
dig ○	drank ○
ride ○	sang ○
write ○	got ○

Now color the pictures.

Rewrite these sentences in the past tense.

We sing a song. _____

He rides his bike. _____

I write a letter. _____

You win a prize. _____

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Activity Page

- The students write inside the outlined word, *Verbs*, using a red pencil.
- They match each verb root to its “tricky past,” and color the pictures.
- Next, they read the sentences at the bottom of the page, and rewrite them in the past tense.

Extension Activity

- Write some more verb roots on the board for the students to write out in the past tense.
- Good examples include *sit, fall, send, know, hold, grow, hear, fly, bite, stand, see, find, sleep, feel, steal*.

Finishing the Lesson

- Look at the activity page with the class, checking the students’ answers.

Up until now, children have learnt the simple past, present and future tenses. Now they are introduced to the continuous tenses using the verb 'to be' as the auxiliary and '-ing' as the verb root. For example, 'I was running', 'I am running' and 'I shall be running'.

Grammar: Verb Tense Tents

Aim

- Review the simple and continuous verb tenses.

Introduction

- Write *to cook* on the board and ask what sort of word it is (a verb). Remind the students that when it is in this form (e.g. *to walk, to cry, to send*) it is called the infinitive. Remind the students that verbs describe what happens in the past, present, or future, and they can be written in both simple and continuous tenses.
- Draw a simple grid on the board with three boxes across the top and two boxes down, large enough to write a simple sentence in each box. Write in the tenses as you talk about them, starting with the simple past, present, and future in the top row, and then adding the past, present, and future continuous in the bottom row.
- Discuss with the students how each tense is formed, reminding them of the rules for adding the <ed> and <ing> suffixes (see page 25), and pointing out where the verb *to be* is used as an auxiliary verb.
- Remind them that the simple present describes an action that is repeated or usual (e.g. *He cooks every day*), while the present continuous describes something that has started and is still happening (e.g. *He is cooking dinner*). The simple past describes an action that started and finished within a specific time (e.g. *He cooked a meal yesterday*), while the continuous past describes an action that had started and was still happening in the past (e.g. *He was cooking dinner when I called*). Similarly, the simple future describes an action which will start and finish within a specific time (e.g. *He will cook tonight*), while the future continuous describes an action that will start and still be happening in the future (e.g. *He will be cooking dinner later*).

Main Point

- Say a sentence (e.g. *I hop up and down*) and identify the verb with the class. Ask which tense it is (the simple present) and write the sentence in the simple present box in the grid.
- Call out the sentence again, using a different tense this time, and ask the students which tense box you should write it in. Continue doing this, using all six tenses, and point out the doubling rule when the suffixes <ed> and <ing> are added.

<i>I hopped up and down.</i>	(simple past)
<i>I was hopping up and down.</i>	(past continuous)
<i>I hop up and down.</i>	(simple present)
<i>I am hopping up and down.</i>	(present continuous)
<i>I shall hop up and down.</i>	(simple future)
<i>I shall be hopping up and down.</i>	(future continuous)

Verb Tense Tents

For each sentence, underline the verb in red and join the sentence to the correct tense in the tense tent.

Tent 1: simple past, simple present, simple future, post continuous, present continuous, future continuous

Tent 2: simple past, simple present, simple future, post continuous, present continuous, future continuous

Tent 3: simple past, simple present, simple future, post continuous, present continuous, future continuous

Example sentences for Tent 1: She tunes her violin, She is tuning her violin, She tuned her violin, She will tune her violin, She was tuning her violin, She will be tuning her violin.

Example sentences for Tent 2: They pop the balloons, They will be popping the balloons, They are popping the balloons, They popped the balloons, They were popping the balloons, They will pop the balloons.

Example sentences for Tent 3: The boat floats on the lake, The boat is floating on the lake, The boat floated on the lake, The boat will float on the lake, The boat was floating on the lake, The boat will be floating on the lake.

- Now say *I played with my toys* and identify the verb (*played*) and the tense (simple past) with the students. This time, call out each of the tenses in turn and ask the students how the sentence would be written in each one.

Activity Page

- The students read the sentences and decide which tense is being used in each one. They join each sentence to the correct part of the Tense Tent.

Extension Activity

- Write the following sentences on the board.
 - We are jumping on the trampoline.*
 - We jumped on the trampoline.*
 - We shall be jumping on the trampoline.*
 - We jump on the trampoline.*
 - We were jumping on the trampoline.*
 - We shall jump on the trampoline.*
 - He will be looking at the portraits.*
 - He will look at the portraits.*
 - He was looking at the portraits.*
 - He looks at the portraits.*
 - He looked at the portraits.*
 - He is looking at the portraits.*
- The students copy them out and write the appropriate verb tense next to each one.

With children learning to parse sentences, they will also learn to parse verbs. They will learn how to identify the first, second and third person in singular and plural forms, rewriting sentences to check that everything agrees grammatically.

Grammar: Changing Grammatical Person

Aim

- Reinforce the students' ability to identify the first, second, and third person. Develop their understanding that when the person is changed, the verb and the rest of the sentence must agree.

Introduction

- Remind the students that a sentence can be written in the first, second, or third person and that the person can be singular or plural.
- If you are talking about yourself in the sentence, it is written in the first person and uses the pronoun *I* for the singular and *we* for the plural.
- If you are addressing someone else in the sentence, it is written in the second person and uses the pronoun *you* for both singular and plural.
- If you are talking about someone else in the sentence, it is written in the third person and uses the pronoun *he/she/it* for the singular and *they* for the plural.
- With the class, conjugate the verb *to be* in the simple present and past tenses, doing the pronoun actions.

Main Point

- Write *I went to the library* on the board. Ask the students which person it is written in (first person singular). Ask them which pronoun is used for second person singular. Write *You went to the library* on the board. Now ask them how they would write the sentence in the third person singular. Write *He/She/It went to the library*.
- Now write *I am in the football team* on the board. Ask what would happen if you changed it from the first person to the second person singular. Now write *You are in the football team* on the board and point out that as well as changing *I* to *you*, the verb *to be* has also changed from *am* to *are*. This is because *I* and *you* are the subject of the sentence and the verb and subject must always agree. Continue to change the person in this sentence, asking the students which pronoun/verb form each one should take. Remind the students that they may need to change more than the subject and verb for the rest of the sentence to agree.
- Write *I am riding my new bike* on the board. Ask the students what would happen if the sentence was written from a different point of view: if it was describing a boy riding a bike, for example.
- Write *He is riding my new bike* and ask the students whether this sounds right. While it is grammatically correct, the bike still belongs to me, the first person; *my* should be changed to *his*: *He is riding his new bike*. Continue to change the person, as before,

Changing Person: 1st, 2nd, and 3rd Person

I <small>singular</small>	we <small>plural</small>	you <small>singular</small>	you <small>plural</small>	he she it <small>singular</small>	they <small>plural</small>
1st person		2nd person		3rd person	

Underline the verbs in red and the pronouns in pink. Then decide whether they are in the first, second, or third person, and if they are singular or plural. Rewrite the sentences, changing the person each time as instructed.

He listens carefully to the music. Change to 1st person singular

I listen carefully to the music. _____

I descended the stairs gracefully. Change to 2nd person plural

It is historically important. Change to 3rd person plural

She will be visiting the hospital. Change to 2nd person plural

You are wearing a new hat. Change to 1st person plural

We are going to the beach. Change to 3rd person plural

They were sitting under the gnarled tree. Change to 1st person singular

You will do the work yourselves. Change to 2nd person plural

discussing which personal pronoun, verb form, and possessive adjective is needed each time.

Activity Page

- The students underline the verbs in red and the pronouns in pink. They then decide whether they are in the first, second, or third person singular or plural (*He listens*: 3rd, singular; *I descended*: 1st, singular; *It is*: 3rd, singular; *She will be visiting*: 3rd, singular; *You are wearing*: 2nd, singular; *We are going*: 1st, plural; *They were sitting*: 3rd, plural; *You will do*: 2nd, plural).
- Finally, they rewrite the sentences, changing the person as instructed (1st person plural: *We descended*; 3rd person plural: *They are*; 2nd person plural: *You will be visiting*; 3rd person singular: *He/She is wearing*; 3rd person plural: *They are going*; 3rd person singular: *He/She/It was sitting*; 2nd person singular: *You will do... yourself*). In the last sentence, the students must remember to make the rest of the sentence agree, changing *yourselves* to *yourself*.

Extension Activity

- The students write a couple of sentences in the first person singular about something they have done recently. They then rewrite the sentences in the third person singular and in the third person plural, as if other people were doing it.

As well as learning the simple and continuous tenses, children move on to the perfect tense. Children will learn how to form this and when to use it: using the verb 'to have' and joined with the past participle. For example, 'I had jumped', 'I have jumped' and 'I will have jumped'.

Grammar: Perfect Tenses

Aim

- Develop the students' understanding of verbs and introduce the perfect tenses.
- Explain how the perfect tenses are formed by using an auxiliary verb, *to have*, followed by the past participle.

Introduction

- Briefly review the simple and continuous tenses. Discuss how they are formed and when they may be used (see page 43). Then conjugate the verb *to have* with the class in the simple present, past, and future, doing the pronoun actions (see page 45).

Main Point

- The perfect tenses, like the simple and continuous tenses, can happen in the past, present, and future.
- Write these sentences on the board and ask the students to identify the verb in each one: *I had walked to school*, *I have walked to school*, and *I will have walked to school*.
- Explain that these are called the perfect tenses, which are formed by adding the past participle (in this case *walked*) to the simple past, present, or future of the auxiliary verb *to have*.
- Remind the class that the simple tenses describe actions that start and finish within a specific time (the simple present also tends to describe actions that are repeated or usual, as in *I walk to school every day*).
- The continuous tenses describe actions that have started and are still happening, either at that very moment or as a longer action in progress (as in *I am learning to play the flute*).
- The perfect tenses are used to describe actions that have already been completed. They usually describe general experiences or unspecified points in the past (as in *I have stayed at that hotel several times*), or actions that, although complete, still have some connection to the present (as in *I have just finished my homework*).
- Starting with the present perfect, conjugate the verb *to look* with the class:

past perfect	present perfect	future perfect
I had looked	I have looked	I shall/will have looked
you had looked	you have looked	you will have looked
he/she/it had looked	he/she/it has looked	he/she/it will have looked
we had looked	we have looked	we will have looked
you had looked	you have looked	you will have looked
they had looked	they have looked	they will have looked



Activity Page

- The students conjugate the verb *to finish* in the past perfect, present perfect, and future perfect, writing the verbs in the correct tense tents.
- The students need to remember to use the correct form of the verb *to have* in the third person singular of the present perfect (*has*) and to only use *shall* in the first person singular and plural for the future perfect.
- They then write a sentence at the bottom of each tent, using the verb in its correct tense.

Extension Activity

- Make flashcards with the following infinitives on: *to accept, to destroy, to marry, to unlock, to identify, to behave, to scrub, to compare, to weigh, to slip, to confess, to copy, to empty, to applaud, to decorate, to compete, to fix, to beg, to ban, to annoy, to judge, to introduce, to juggle, to laugh, to stay, to amuse, to chop, to permit, to provide, to multiply*.
- Ask each student to pick a card. They then use the verb they have chosen to write a sentence in each of the perfect tenses.
- They can do this on a separate sheet of paper, using a different pronoun each time.
- The verbs selected allow plenty of practice in using the spelling rules for adding <ed> to form the past participle.

Finishing the Lesson

- Go over the activity page with the students, checking their answers.
- If they have done the extension activity, ask some of the students to read out their sentences.

Children will learn that when the subject of a sentence is actively doing the verb it is written in the active voice, but when the subject receives the verb action it is written in the passive voice. For example, 'The man drove the car' and 'The car was driven by the man'.

Grammar: The Active and Passive Voice

Objective

- Introduce the idea that a sentence can be written in either an active or a passive voice. When the subject of the sentence **does** the verb action, we are writing in the active voice, but if the subject **receives** the verb action, we are writing in the passive voice.

Introduction

- Remind the class that a sentence always has a verb and subject and, if the verb is transitive, it will also have an object.
- Discuss how the subject and object are identified by deciding who or what is **doing** the verb action (*the subject*) and who or what is **receiving** it (*the object*).
- Point out that sometimes the subject or object is compound, and that most simple subjects and objects are part of a longer noun phrase.
- Also remind the class that the verb action has either a direct or an indirect effect on an object: the person or thing receiving the verb action is called the **direct object** and the person or thing **for whom** or **to whom** the verb action is done is called the **indirect object**.
- Write on the board *Granny and Grandpa sent their eldest grandchildren cards and presents* and discuss it with the class. Point out:
 - the transitive verb *sent*,
 - the compound subjects (*Granny/Grandpa*),
 - the compound direct objects (*cards/presents*), and
 - the indirect object (*grandchildren*), which is part of a longer noun phrase (*their eldest grandchildren*).

Main Point

- Not all sentences have a subject that performs the verb action. Sometimes the *doer* of the verb is not known, or is considered less important, so the focus is put on the person or thing that receives the verb action instead.
- Write on the board *The cars were stolen by the thieves last night* and ask the students to find the subject of the sentence. They will probably identify it correctly, because *cars* appears before the verb and is the main focus of the sentence.
- However, they may also recognize that this subject is unusual, because it is not doing the stealing. Instead, the *doer* or *agent* of the verb action appears in the prepositional phrase *by the thieves*, which comes after the verb. In fact, this phrase could be removed and the sentence would still make sense.
- Explain that when the subject of a sentence is actively doing the verb, we say it is written in the **active voice**, but when the subject is passive and receives the verb action, it is written in the **passive voice**.
- Write some more examples on the board, such as *The thieves have been arrested*; *Our bikes are kept in the garage*; *The cake was baked by Sue yesterday*; and *The fence will be painted today*, and identify the verb and subject each time, along with the agent, if there is one.
- Look at the verb in each sentence and point out that it

The Active and Passive Voice

When the subject of a sentence is doing the verb action, we are writing in the active voice.

subject doing verb action (+ object) = active voice
subject receiving verb action (+ 'by' + agent) = passive voice

When we do not know who is doing the verb action, or we think that the subject is more important, we can rewrite the sentence in the passive voice.

We do this by putting the object into the subject and by using the verb 'to be' with the past participle.

Decide which of the sentences in each pair is written in the active voice and which is written in the passive. Start by underlining the verb and subject. Then think about whether the subject is doing the verb action or receiving it.

The yacht was sailed by the crew.	active - passive
The crew sailed the yacht.	active - passive
Bees store honey in a honeycomb.	active - passive
Honey is stored in a honeycomb.	active - passive
We welcomed our guests to the party.	active - passive
Our guests were welcomed to the party.	active - passive
Some seeds will be planted by the gardener.	active - passive
The gardener will plant some seeds.	active - passive

Are these sentences active or passive? Identify the verb and subject in each one and circle the answer you think is correct.

A hymn was sung by the choir.	active - passive
Sam bruised his knee in the park.	active - passive
Rhinos come from Africa and Asia.	active - passive
The chicken was basted by the cook.	active - passive
The autumn leaves fell to the ground.	active - passive
A rosette was awarded to the winner.	active - passive
The toothpaste is kept in the bathroom.	active - passive
Lucy went to the gymkhana last Saturday.	active - passive
The baguettes are made early in the morning.	active - passive
Granny gave Anna some jodhpurs for her birthday.	active - passive

is formed in a special way in the passive voice, using the verb *to be* as an auxiliary with the past participle of the main verb.

Activity Page

- The students look at each pair of sentences, deciding which is written in the active voice and which is written in the passive (*yacht was sailed* PASSIVE/*crew sailed* ACTIVE; *Bees store* ACTIVE/*Honey is stored* PASSIVE; *We welcomed* ACTIVE/*guests were welcomed* PASSIVE; *seeds will be planted* PASSIVE/*gardener will plant* ACTIVE).
- They then look at each sentence below, identify the verb and subject, and decide whether it is written in the active or passive voice (*hymn was sung* PASSIVE; *Sam bruised* ACTIVE; *Rhinos come* ACTIVE; *chicken was basted* PASSIVE; *leaves fell* ACTIVE; *rosette was awarded* PASSIVE; *toothpaste is kept* PASSIVE; *Lucy went* ACTIVE; *baguettes are made* PASSIVE; *Granny gave* ACTIVE).

Extension Activity

- On a separate sheet of paper, the students put some passive sentences from the activity page into six sentence wall boxes: for example, *The yacht was sailed (by the crew)*. (Top: *yacht - was sailed - [blank] / Bottom: The - by the crew - [blank]*.)

Finishing the Lesson

- Go over the activity page with the students, discussing their answers.
- If they have done the extension activity, make sure the students have filled in the six boxes correctly.

Seven years of progressive, systematic grammar teaching

After being taught the essential phonics skills during the first year, children are introduced to the various forms a verb may take within different tenses. Starting with the simple tenses, teaching is systematic and progressive as new tenses are explored. They will also learn to parse and re-write sentences to ensure they are grammatically correct, identifying the person speaking and the voice used.

Corresponding pages in each Student Book

ng ng ng
ee ee ee
sing sing
long long

Tricky Words
Look at the words. Copy and cover them.

they they

Unit 13 air, ear, are
The letter sound can be written with -air-, -ear-, or -are.

air air hair chair pair
ear ear wear tear pear
are are stare rare square dare

Read the words inside the balloon and join them to the right bear. Color the pictures.

Verbs the future

Read the verbs in the **today** column. Then write the **yesterday** column, and in the future in the **tomorrow** column.

Past yesterday	Present today
I talked	I talk
I _____	I cook
I _____	I listen
I _____	I skate
I _____	I walk

Write some sentences about what you did yesterday.

Write some sentences about what you will do tomorrow.

Verbs Irregular Past Tense

Not all verbs have -ed- at the end in the past tense. Some have irregular, or "tricky," pasts.

e.g. Today I swim. → Yesterday I swam.

Match the present and past tenses of these verbs.

Present	Past
win	won
sing	sang
drink	drank
get	got
dig	dug
ride	rode
write	wrote

Rewrite these sentences in the past tense.

We sing a song. → We sang a song.

He rides his bike. → He rode his bike.

I write a letter. → I wrote a letter.

You win a prize. → You won a prize.

Verb Tense Tents

For each sentence, underline the verb in red and join the sentence to the correct tent in the tense tent.

She tunes her violin. → She tunes her violin. (simple present)

She is tuning her violin. → She is tuning her violin. (present continuous)

She tuned her violin. → She tuned her violin. (simple past)

She will tune her violin. → She will tune her violin. (simple future)

She was tuning her violin. → She was tuning her violin. (past continuous)

She will be tuning her violin. → She will be tuning her violin. (future continuous)

They pop the balloons. → They pop the balloons. (simple present)

They will be popping the balloons. → They will be popping the balloons. (future continuous)

They are popping the balloons. → They are popping the balloons. (present continuous)

They popped the balloons. → They popped the balloons. (simple past)

They were popping the balloons. → They were popping the balloons. (past continuous)

They will pop the balloons. → They will pop the balloons. (simple future)

The boat floats on the lake. → The boat floats on the lake. (simple present)

The boat is floating on the lake. → The boat is floating on the lake. (present continuous)

The boat floated on the lake. → The boat floated on the lake. (simple past)

The boat will float on the lake. → The boat will float on the lake. (simple future)

The boat was floating on the lake. → The boat was floating on the lake. (past continuous)

The boat will be floating on the lake. → The boat will be floating on the lake. (future continuous)

Changing Person: 1st, 2nd, and 3rd Person

1st person	2nd person
I (singular)	you (singular)
we (plural)	you (plural)

Underline the verbs in red and the pronouns in pink. Then decide who the person is, and if they are singular or plural. Rewrite the sentences, changing the person.

He listens carefully to the music. → He listens carefully to the music.

I listened carefully to the music. → I listened carefully to the music.

I descended the stairs gracefully.

It is historically important.

She will be visiting the hospital.

You are wearing a new hat.

We are going to the beach.

They were sitting under the gnarled tree.

You will do the work yourselves.

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subject doing verb action (+ object) = active voice

subject receiving verb action (+ "by" + agent) = passive voice

When we do not know who is doing the verb action, or we think that the object is more important, we can rewrite the sentence in the passive voice.

We do this by turning the object into the subject and by using the verb "to be" with the past participle.

Decide which of the sentences in each pair is written in the active voice and which is written in the passive. Start by identifying the verb and subject. Then think about whether the subject is doing the verb action or receiving it.

The yacht was sailed by the crew. → The crew sailed the yacht. (active)

Bees store honey in a honeycomb. → Honey is stored in a honeycomb. (passive)

We welcomed our guests to the party. → Our guests were welcomed to the party. (passive)

Some seeds will be planted by the gardener. → The gardener will plant some seeds. (active)

A hymn was sung by the choir. → Sam bruised his knee in the park. (active)

Rhinos come from Africa and Asia. → The chicken was basted by the cook. (passive)

The autumn leaves fell to the ground. → A rosette was awarded to the winner. (passive)

The toothpaste is kept in the bathroom. → The toothpaste is kept in the bathroom. (passive)

Lucy went to the gymkhana last Saturday. → The baguettes are made early in the morning. (passive)

The baguettes are made early in the morning. → Granny gave Anna some jodhpurs for her birthday. (active)

Spelling Sample Lesson

This sample lesson will guide you through an example of a spelling concept being taught through the years. It looks at how the /ai/ letter sound is introduced, and the progression through each year as children build on their previous learning systematically and are introduced to alternative spellings.



Sample lesson plan for spelling
/ai/

Children learn the /ai/ sound and practice blending and segmenting <ai> words. (i.e. 'Rain'.) Once the 42 letter sounds are secure, the alternatives can be introduced for reading. With regular blending practice, the children become familiar with the alternatives and the correct spellings.

Page 56, Phonics Teacher's Book

JOLLY PHONICS STUDENT BOOK 1: PAGE 29

Letter Sound /ai/

Flashcards

- Review some of the sounds already taught: /s/, /a/, /t/, /l/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /i/, /f/, /b/.

Introducing the letter sound

- Introduce the sound /ai/. Use a story such as the one below, along with the action:

Ainsley has been having trouble with his hearing. Whenever his mother speaks to him, he puts his hand to his ear and says, "Ai?" His mother tells him that he should say *pardon*, not *ai*. After a while, his mother takes him to the doctor to have his hearing checked. In the waiting room there is a box of toys. Ainsley plays with a whale, a sailing boat, and a train. As he is pushing the train around the room, Dr. Ail comes out and calls his name. Dr. Ail looks in Ainsley's ear: "You have a lot of wax in your ears, Ainsley. That's why you're having trouble with your hearing." Dr. Ail gives him some eardrops. "Not another *ai* now, Ainsley," says his mother.

- The students cup one hand over their ear and say *ai*?

Letter formation

- The sound /ai/ is written with two letters.
- When two letters make one sound it is called a digraph.
- Explain how to write the digraph <ai>. Make sure the students form both letters correctly.
- The students practice writing <ai>, <g>, <o>, <u>, <f>, and in their books.

Blending

- Show the students the words *rain*, *tail*, *snail*, and *paint* in their books.
- Say the sounds with the students, and then blend the sounds together to read the word.
- Encourage the students to point to the dot underneath each sound as they say it.

Identifying the sounds

- Ask the students to look at the three pictures in their books. Say the word for each one.
- The students listen and say the sounds in each word. They then write <ai> in the correct "sound" dot [*ch-ai-n*; *n-ai-l*; *t-r-ai-n*].

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Answers

Page 151, Phonics Teacher's Book

JOLLY PHONICS STUDENT BOOK 3: PAGE 11

Unit 4: Alternatives

Review

- Use flashcards to review soft <g>, soft <c>, <ph>, <ck>, and some of the alternative vowel spellings: <ai>, <a_e>, <ay>; <ee>, <e_e>, <ea>; <ie>, <i_e>, <y>, <igh>; <oa>, <o_e>, <ow>; <ue>, <u_e>, <ew>; <ou>, <ow>; <oi>, <oy>; <en>, <in>, <un>; <aw>, <au>, <ab>. Point out that <y> can say /y/, /ee/, or /ie/.
- Call out some of the sounds and ask the students to write the different spellings of that sound.

Vowel hand (See page 181)

- The students use the vowel hand at the back of their books (Student Book 3, page 41) to practice saying the short and long vowel sounds.
- They then write inside the outline letters for the sounds /a/ and /ai/, and use their finger to trace inside the outline letters for the remaining sounds.

Alternatives: <ai>, <a_e>, <ay>

- Write the following words on the board and read them with the class: *faint*, *stay*, *made*, *brain*, *Sunday*, *cave*, *again*, *holiday*, *pancake*, *complain*, *crayons* and *lemonade*. Point out that *Sunday*, like all the days of the week, starts with a capital letter.
- Remind the students that there are three main ways to write the sound /ai/: <ai>, <a_e>, and <ay>.
- Ask some students to come up and underline the letters making the /ai/ sound in each word.
- Point out that the <ay> spelling usually comes at the end of a word. Remind the class that this is because the letter <i> is shy, so toughy <y> takes its place.

<ai>, <a_e>, or <ay>?

- Show the students the /ai/ words and the three large spellings of the sound /ai/ on their lesson page.

FURTHER PRACTICE

It is important to practice the skills needed for reading and writing on a regular basis.

Blending and sounding

tail, *rack*, *croak*, *blob*, *popcorn*, *page*, *huge*, *gently*, *lounge*, *fringe*

- Call out each word. The students say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practice blending the words with the class (as well as in pairs or individually, if extra practice is needed).

Answers

Unit 4 /ai, a_e, ay

There are three main ways to write the /ai/ sound. Read the words and then write them in the correct /ai/ spelling.

- Read the first word: *whale*. Point out the silent letter <h> and remind the students of the tricky words *what*, *when*, *why*, *where*, and *which*. These words also use <wh> to spell the sound /w/.
- Ask the class which spelling of the sound /ai/ is used in the word *whale* [a_e]. The students write over the dotted word *whale* on the first line in the large <a_e> spelling.
- The students read the remaining /ai/ words and write them in the corresponding spelling: <ai>, <a_e>, or <ay>.

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Revises the main alternatives of /ai/ for spelling: <a_e> and <ay>. Children are taught one spelling per lesson; first introduced to <a_e> and later <ay>. Each lesson has a spelling list of 10 words, including 5 /ai/ words.

Page 58, Grammar 1 Teacher's Book

GRAMMAR 1 STUDENT BOOK: PAGE 28

Spelling: The <a_e> Spelling of the /ai/ Sound

Spelling Test

- The students turn to page 76 of their *Student Books* and find the column labeled *Spelling Test 13*.
- In no particular order, call out the spelling words the students learned last week: *sad, let, trip, blue, orange, gray, black, one, by, color*.
- The students write these words on the lines.

Review

- Use flash cards to review the spelling patterns taught so far, including the short vowels, <a>, <e>, <i>, <o>, <u>, and the long vowels <ai>, <ee>, <ie>, <oa>, <ue>.
- Review the third set of tricky words.

Letter Sound

- Remind the students that the main ways of writing the /ai/ sound are <ai>, <a_e>, and <ay>.
- Review the <a_e> spelling of the /ai/ sound, which can be referred to as “<a> hop-over <e>.” It is important for the students to understand that the <e> in hop-over <e> digraphs is “magic.” Although it makes no sound in the word, the <e> sends its magic over the preceding consonant, and changes the short vowel sound into a long vowel sound.
- With the students, make a list of words that use the <a_e> spelling and write them on the board. Ask the students to make up sentences using some of the words. The <a_e> words could also be written onto a bunch-of-grapes shape for display.
- To illustrate the effect that a “magic <e>” has in a word, try covering it up and then reading the word again. For example, *cape* becomes *cap* without the magic <e>.

Spelling List

- Read the spelling words with the students. As a class, say the sounds in the regular words and say the letter names in the tricky words *only* and *old*.
- The last word in the list, *baseball*, is longer than the rest. The students will find this word easier to spell if they split the word up into its two syllables: *base* and *ball*.

ran
hat
scar
came
grape
name
cake
only
old
baseball

Add <a_e> to make a word in each grape. Read and illustrate each word.

a_e

Activity: Cup your hand over your ear and say, a, e.

ran
hat
scar
came
grape
name
cake
only
old
baseball

Dictation

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____
8. _____
9. _____

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Activity Page

- The students write inside the outline <a_e> on their page using the correct formation.
- In each grape, the students write <a_e> in the gaps. They read the completed words and illustrate each one. Encourage the students to write and color neatly. Coloring helps the students to develop their pencil control.

Dictation

- Read the words one at a time. The students listen for the sounds in each word, and write the words on the lines.
 - Read the sentences one at a time for the students to write down.
 - Remind the students that sentences start with a capital letter and end with a period. Point out the tricky words in the sentences.
1. mad 2. made
3. at 4. ate
5. scrap 6. scrape
7. Dad made a cake.
8. The gate is open.
9. She was late.

Revises the main ways to write /ai/: <ai>, <a_e> and <ay>. Children have to choose the right alternative to spell words correctly. Later in Grammar 2, children learn that /ai/ can also be written as <ei> and <eigh>. Each lesson has a spelling list of 10 words, including 6 /ai/ words.

Spelling: the /ai/ sound

Spelling Test

- The students turn to the backs of their books and find the column labeled *Spelling Test 12*.
- In no particular order, call out the spelling words the students learned last week:
buzz, fizz, echo, choir, chemist, stomach, Christmas, character, November, December.
- The students write the words on the lines.

Review

- Review the sounds with alternative spellings.
- As the students give the alternative spellings for each sound, write them on the board.
- Review the new spelling patterns covered so far.

Spelling Pattern

- Review the main ways of writing the /ai/ sound, which are <ai>, <ay>, and <a_e>.
- Now that these spellings are familiar, the students need to start memorizing which words use which spelling pattern. Remind them that the <ay> spelling is usually used when the /ai/ sound is found at the end of a word, where “toughly <y>” takes the place of “shy <i>i</i>.”
- With the students, make a list of words for each spelling of the /ai/ sound. To help them remember the words, the students could try making up silly sentences for each spelling, using as many of the words as possible: for example, *The vain painter complained about the rain.*

Spelling List

- The students complete the words in the spelling list by writing in the missing letter pattern.
- Read the spelling words with the students. Remind them that they need to remember how the /ai/ sound is spelled in each of the words. The longer word, *rainstorm*, is a compound word. It has two syllables and can be remembered as *rain* and *storm* for spelling.
- For both number words the students could use the “say as it sounds” method, pronouncing *half* to rhyme with *Alf*, and the first two sounds of *quarter* like those of *qualm*.

next
quit
make
pay
main
clay
waist
rainstorm
half
quarter

The /ai/ sound: <ai>, <ay>, or <a_e>?
Underline the spelling you think is correct. Then use a dictionary to find the right answer, and put a check mark beside it.

next
quit
m_k_

wate
wait
wayt

ayt
ate
ait

day
dai
daye

p__
m__n
cl__
w__st
r__nstorm
half
quarter

name
naym
naim

traye
tray
trai

snake
snayk
snaik

Choose a word from the list to fit each sentence.

half (1/2)
h_l_
_a_f

quarter (1/4)
q_a_t_r
_u_r_e

there or their?
_____ they are! Up _____
_____ toys are over _____

our or out?
We _____ going to visit _____ grandma.
They _____ all coming to _____ school.

Activity Page

- Review the homophones *there* and *their*, and *are* and *our*.
- The students underline the correct /ai/ word spellings in the snails.
- They complete the sentences by choosing one of the words from the spelling list to fit each gap.
- The students practice spelling *half* and *quarter*.
- Then they complete each of the sentences at the bottom of the page by writing in the correct word.

Dictation

- Dictate the following words and sentences.

1. name
2. play
3. day
4. paint
5. rain
6. mistake
7. Stay and wait for the train.
8. The circus came on Monday.
9. The choirboys ate slices of cake.

Revises the main ways to write /ai/: <ai>, <a_e> and <ay>. Later in Grammar 3, children will also learn that /ai/ can also be written as the vowel <a>. Each lesson has a spelling list of 18 words that contain the /ai/ sound.

Page 34, Grammar 3 Teacher's Book

GRAMMAR 3 STUDENT BOOK: PAGE 4

Spelling: <ai>, <ay>, and <a_e>

Spelling Test

- The students turn to the backs of their books and find the column labeled *Spelling Test 1*.
- In any order, call out the spelling words learned last week. The students write the words on the lines.

Review

- Use the "vowel hand" (see page 24) to review the five vowel letters and their short and long sounds (/a/, /e/, /i/, /o/, /u/ and /ai/, /ee/, /ie/, /oa/, /ue/).
- Next review the main alternative spellings for the long vowel sounds: <ai>, <ay>, <a_e>; <ee>, <ea>, <e_e>; <ie>, <y>, <igh>, <i_e>; <oa>, <ow>, <o_e>; <ue>, <ew>, <u_e>. This can be done with flash cards or with the *Alternative Spelling Poster*.

Spelling Point

- Review the main ways of writing the /ai/ sound and write them on the board: <ai>, <ay>, <a_e>.
- Remind the students that the <ay> spelling is most often used at the end of words, although there are exceptions (e.g. *crayon*).
- Ask the students if they can think of any other ways to write /ai/. They might remember <ei> (as in *vein*, *reindeer*, *veil*, *reins*) and <eigh> (as in *eighteen*, *sleigh*, *neigh*, *weight*) from the *Grammar 2 Student Book*.
- Add <ei> and <eigh> to the board and ask the students to suggest words for each alternative spelling. If they suggest words with another spelling of the /ai/ sound (e.g. <aw> as in *apron*), make another list on the board.

Spelling List

- Read the spelling words with the students, blending and sounding out each word in the list.
- With the class, identify the letters making the /ai/ sound in each word. The students highlight the letters and put the long vowel mark over them.
- Explain the meanings of any unfamiliar words. Point out the different spellings of *mail* and *male* and discuss their different meanings.
- Explain that the <ay> spelling is used in *praying* and *layer*, because the /ai/ sound is on the end of the root words *pray* and *lay* before the suffixes <-ing> and <-er> are added.
- It may help the students to remember which alternative spelling

stay
tail
mail
male
spray
shape
crayon
praying
mainly
layer
escape
pancake
birthday
yesterday
waiting
ailing
animate
decade

Look at the pictures and write the words underneath.

Look up each word in the dictionary and read its definition. Write the page number in the snail.

Put these words into alphabetical order.

dragon phoenix yeti china cheese chops string struck street

to use if the words are put together in a silly sentence: for example,
I was mainly ailing while I was waiting, then I found a tail in my mail.

Activity Page

- The students look at the pictures and write the words underneath (*snake*, *rain*, *brain*, *gate*, *hay*, *paint*), deciding which alternative spelling to use.
- Next, the students use a dictionary to look up the words in the snails. They read each definition and write the page numbers in the boxes.
- Finally, the students look at each set of words at the bottom of the page, and copy them out in alphabetical order in the books.

Dictation

- Provide a sheet of paper for each student and dictate the following sentences:

1. I was waiting for my mail.
2. He makes a cake of clay.
3. The boy was in the playpen.

Extension Activity

- Write the three main /ai/ spellings on the board: <ai>, <ay>, <a_e>. In their Spelling Word Books, the students make a list of words for each particular spelling.

Children learn that the vowel sounds in unstressed syllables are often swallowed and become neutral (the schwa). This includes the /ai/ sound in words like ‘private’ and ‘abominable’. Includes a spelling list of 18 words with this sound.

Spelling: Schwa (ə)

Spelling Test

- The students turn to the backs of their books and find the column labeled *Spelling Test 6*.
- Call out the spelling words learned last week.

Review

- Review syllables and how to identify them in words by clapping the syllables or doing “chin bumps” (see Syllables, pages 22 to 23). Remind the students that the number of vowel sounds in a word is the same as the number of syllables. Write these words on the board: *arch/way, bash/ful, rock/et, en/chant/ment*. Underline the letters making the vowel sounds and separate the words into syllables.

Spelling Point

- Write the word *doc/tor* on the board and ask the students how many syllables it has (two). Identify the vowel sounds and split the word into two syllables with a line. Explain that if a word has two or more syllables, we put a stress on one of them: that is, we say it slightly louder, to give it more emphasis.
- Ask the students which syllable is stressed in *doctor* (the first) and see if they can hear the stressed syllable in other words. Point out that in a stressed syllable, you will hear the vowel sound in its pure form, such as the first /o/ in *doctor*. However, sometimes the vowel in an unstressed syllable is swallowed and sounds more like an /uh/ sound. This swallowed vowel sound is called a schwa and is the most common vowel sound in English. It helps to remember the spelling by “saying it as it sounds,” saying the schwa in its pure form, as in “doct-or” rather than “doct-uh.”

Spelling List

- Ask the students to highlight any ə saying the schwa in each word. For words with more than one ə, the schwa is shown here in bold: *pasta, banana, panda, anagram, harass, or harass* (depending on where the stress is), *magazine, embarrass, exclamation, paragraph, guarantee, abominable*.
- Point out the “hop-over ə” digraph ⟨i_e⟩ saying /ee/ in *magazine*, the soft ⟨e⟩ in *entrance* and *announcement*, the suffixes in *exclamation, abominable*, and *announcement*, the ⟨ph⟩ saying /f/ in *paragraph*, and the silent ⟨w⟩ in *guarantee*.

pasta
avoid
banana
panda
comma
hexagon
anagram
husband
harass
private
magazine
embarrass
exclamation
paragraph
guarantee
abominable
announcement

Activity Page

- The students identify the syllables in the words (*hex/a/gon, ba/na/na, com/ma, pan/da, pas/ta, a/void, har/ass, pri/vate, hus/band, mag/a/zine, em/bar/rass, an/a/gram, a/bom/i/na/ble, en/trance, ex/cla/ma/tion, par/a/graph, guar/an/tee, an/nounce/ment*).
 - They then unscramble the anagrams (*pasta, anchovy, loaves, cheese, banana, steak, potato, cucumber*).
 - The students then write two lists, using a comma to separate each item (remembering to include the word *and* before the final item).
 - Finally, they parse the sentence, identify the subject (*pirate*), and choose the correct tense (simple past). *Successfully* is an adverb made by adding ⟨-ly⟩ to the adjective *successful*.
- The **abominable** pirate **successfully** **avoided** the hurricane.

Dictation

- Dictate the following sentences:

1. A panda is a black and white animal.
2. I am writing a paragraph about the magazine.
3. A hexagon is a shape with six sides.

Extension Activity

- The students practice using commas by writing another sentence that includes a list.

Children learn that a swallowed vowel sound does not always become a neutral schwa, but sometimes says /i/ instead. For example, the spelling patterns <age> at the end of the words is usually unstressed and say /ij/ rather than /aij/ or /uhj/, as in ‘village’, ‘cottage’ and ‘sausage’.

Spelling: <age>, <ege>

Spelling Test

- As the students have not been given any spelling words to learn yet, there is no spelling test in this lesson.

Review

- Review these spellings of the long vowel sounds and ask the students to suggest words for each one: /ai/ <ai>, <ay>, <a_e>, <ei>, <eigh>, <a>; /ee/ <ee>, <ea>, <e_e>, <ey>, <ie>, <e>; /ie/ <ie>, <iy>, <igh>, <i_e>, <i>; /oa/ <oa>, <ow>, <o_e>, <o>; /ue/ <ue>, <ew>, <u_e>, <u>.
- Flash cards can be used for reading and sound dictation for spelling.
- Time should be set aside during the week for anyone who is unsure of these spellings or needs blending and segmenting practice.

Spelling Point

- An understanding of syllables and stress in words can help with spelling (see Introduction, pages 25–26).
- Review how to identify the vowel sound(s) and how to split a written word into syllables with a line, especially words with double consonants, <ck> and <le>.
- Write the words *college* and *wreckage* on the board and split them into syllables. Ask which syllable has the stress (the first one, as it is said slightly louder to give it more emphasis). Often the vowel in an unstressed syllable loses its pure sound and becomes a neutral schwa (sounding something like /uh/).
- However, sometimes something else happens. Ask the students what sound <a> and <e> are making in <age> and <ege>, and explain that in some instances the vowel does not become neutral, but changes to an /i/ sound.

Spelling List

- Read the words with the class and discuss the meaning of any unfamiliar words. Ask the students to find and highlight each <age> or <ege> saying /ij/.
- Point out that *allege* is different because <ege> is stressed and the ending is /ej/. Three of the most common <ege> words are in the spelling list (a fourth is *sacrilege*) and the more common spelling pattern is <age>.
- If the students know the <ege> words, they can be reasonably sure any other words will be spelled <age>. Making up a sentence like *It is alleged that you get privileges at college* will help them remember, especially if you “say it as it sounds” and stress the /e/ in the words.
- Point out other spelling features, including schwas (*privilege* and *allege*, for example), the <ow> in *courage*, <ck> after the short /e/ in *wreckage*, the <aw> in *sausage*, the <ph>

college
privilege
allege
manage
cottage
village
message
advantage
damage
heritage
average
savage
courage
wreckage
sausage
language
orphanage
marriage

age, ege

Match the word in the spelling list to the description below.

- a very small town in the country
- a place where older students go to study
- to succeed in doing something difficult
- a small house in the countryside
- to say something is true, but have no proof
- a special advantage only given to a few people
- very violent or cruel
- traditional things we inherit from the past
- being usual or ordinary
- to cause harm to something or someone
- something that makes you more likely to succeed
- information sent from one person to another
- a wedding ceremony
- a place where children who have no parents live
- the use of words to communicate
- a small tube of skin stuffed with meat and herbs
- the remains of something destroyed in an accident
- another word for bravery

Dictation: age, ege

Students have words to write in the empty boxes.

Using an example that gives the context and the word.

The terrible hurricane severely damaged the cottages and houses in the village.

saying /i/ in *orphanage*, and the silent letters in *marriage* and *wreckage*. It is a good idea to blend and sound out the spelling words quickly every day with the class.

Activity Page 1

- The students copy out the syllables of each spelling word to help them remember the spelling.
- They then read the phrases and decide which spelling words they describe (*village, college, manage, cottage, allege, privilege, savage, heritage, average, damage, advantage, message, marriage, orphanage, language, sausage, wreckage, courage*). Encourage the students to use a dictionary if they are unsure of any words.

Activity Page 2

- The students write in the missing letters to complete the words (*cake, seal, night, hippo, music, baby, keys, island, tomatoes, fairy, loaves, castle, pearls, worms, horse, watches*). They then parse the sentence, underlining each part of speech in the correct color, identify the subject (*hurricane*), and parse the verb (3rd person singular, simple past). *Severely* is an adverb made by adding <-ly> to the adjective *severe*.
- The terrible hurricane severely damaged the cottages and houses in the village.

Dictation

- The students turn to the lines at the top of Activity Page 2. Dictate the following sentences for the students to write down on the lines:

- “Did you manage to cook the sausages?” asked Tom.
- The princess arrived in a carriage for her marriage.
- It is an advantage to speak many languages.

- In sentence 1, remind them to use speech marks with the correct punctuation (see pages 16–17). *Tom* is a proper noun and needs a capital letter.

Revises the <ei> and <eigh> spellings for /ai/, using longer words and more sophisticated vocabulary: for example, 'freight' and 'surveillance'. Children also learn that these spellings can be used for other sounds, such as /ee/, /ie/, /i/ and /e/, as in 'ceiling', 'height', 'feisty' and 'counterfeit'.

Spelling: <ei> and <eigh> for the /ai/ Sound

Spelling Test

- The students turn to the backs of their books and find the column labeled *Spelling Test 6*.
- In any order, call out the spelling words learned last week. The students write the words on the lines.

Review

- Write these words on the board and identify the number prefix in each one: **uniform**, **bicycle**, **triangle**, **quarter**, **pentathlon**, **hexagon**. Remind the class that these prefixes are related to Latin and Greek numbers.
- Ask the class to suggest more words with these prefixes or to call out other prefixes for the numbers one to six.

Spelling Point

- Review some of the ways the /ai/ sound can be written, and write them on the board; the most common spellings are <ai>, <ay>, and <a_e>, but the students will also know that the vowel <a> sometimes says its long vowel sound (as in *apron* and *pastry*) and that some words, like *reindeer* and *eight*, take the <ei> or <eigh> spellings.
- Other spelling patterns exist too, such as those found in words like *great*, *they*, *ballet*, *fete*, and *straight* (see page 68), so if they are called out, add them to the list.
- Ask the students to suggest some words for <ei> and <eigh>; write them on the board and then put them in alphabetical order with the class. Then ask five students to stand at the front, each holding a sheet of paper with an <ei> or <eigh> word printed on it. Ask them to put themselves into alphabetical order: *beige*, *neigh*, *veil*, *vein*, *weight*.

Spelling List

- Go through the list, and ask the class to find and highlight the <ei> or <eigh> spelling each time. Also discuss the meaning of any unfamiliar words.
- Point out other spelling features, such as the silent <g> digraph in *reign*, *feign*, and *deign*, the <ge> saying /zh/ in *beige*, the way the <th> in <th> also says its own sound in *eight*, the <de> saying /ool/ at the end of *inveigle*, and the <ur> spelling and soft <ce> in *surveillance*.
- Also point out the homophones *rein* and *reign*, the antonyms *veil* and *unveil*, and the fact that *feign* and *feint* belong to the same word family (to *feign* means to *pretend* and a *feint* in boxing or fencing is a pretended attack).
- It is a good idea to blend and sound out the spelling words quickly every day with the class. Where appropriate, use the *say it as it sounds* strategy, stressing, for example, the pure sound of any schwa (as in *surveillance* and *neighborhood*).

vein
veil
rein
reign
feint
weigh
weight
beige
feign
eighth
neigh
unveil
freight
inveigle
deign
weightlifter
surveillance
neighborhood



Activity Page 1

- The students split each word into syllables to help remember the spelling (*vein*, *veil*, *rein*, *reign*, *feint*, *weigh*, *weight*, *beige*, *feign*, *eighth*, *neigh*, *un/veil*, *freight*, *in/veigle*, *deign*, *weight/lift/er*, *sur/veil/lance*, *neigh/bor/hood*).
- They then put the spelling words into alphabetical order (1. *beige*, 2. *deign*, 3. *eighth*, 4. *feign*, 5. *feint*, 6. *freight*, 7. *inveigle*, 8. *neigh*, 9. *neighborhood*, 10. *rein*, 11. *rein*, 12. *surveillance*, 13. *unveil*, 14. *veil*, 15. *vein*, 16. *weigh*, 17. *weight*, 18. *weightlifter*).

Activity Page 2

- The students write the meanings for each pair of homophones, using a dictionary to help them if needed.
- Then they parse the sentence and complete the wall:
The baker **has weighed** the **cake's** ingredients **precisely**.
Top: baker - has weighed - ingredients
Bottom: The - precisely - the cake's
Verb: transitive
- Possessive nouns always act as adjectives, so *cake's* should be underlined in blue.
- The adverb *precisely* is made by adding <-ly> to the adjective *precise*.

Dictation

- Dictate the following sentences:
 - The bride wore her grandmother's veil.
 - The horses neighed and shook their reins.
 - "How much weight can they lift?" we wondered.
- Remind the class to use the right spelling (*reins*, not *reigns*) in Sentence 2 and speech marks with the correct punctuation in Sentence 3.

Seven years of progressive, systematic spelling teaching

Children are initially taught one way of spelling a sound, before gradually being introduced to alternative spellings of such sounds. This will start with common variations, before progressing to other, more unusual spelling patterns that may appear as the children widen their vocabulary for reading and writing. They will also identify the opposite; where similar spellings can result in different sounds.

Corresponding pages in each Student Book

The collage shows five pages from a student book:

- Page 28:** Focuses on the /ai/ sound. It includes a list of words: rain, tail, snail, pain. A large 'ai' is shown with a snake and a train. A dictation section follows.
- Page 26:** Titled 'Unit 4', it lists three main ways to write the /ai/ sound: 'a_i', 'ai_', and 'ai'. It includes a list of words: whale, paint, play, snake, train, tray, name. A large 'ai' is shown with a whale and a train.
- Page 27:** Titled 'The /ai/ sound: <ai>, <ay>, or <a_e>?'. It includes a list of words: next, quit, m_k, p__n, m__n, cl__st, w__st, r__nstorm, half, quarter. It includes a list of words: wait, wait, wayt, name, naym, naim. It includes a list of words: stay, tail, mail, male, spray, shape, crayon, praying, mainly, layer, escape, pancake, birthday, yesterday, waiting, ailing, animate, decode. It includes a list of words: there, their, they, toys, We, They.
- Page 29:** Titled 'Add <a_e> to make a word in each group'. It includes a list of words: ran, hat, scar, came, grape, name, cake, only, old, baseball. It includes a list of words: cake, g, pl, t, fl, g, t, l, k, pl, n, n, m.
- Page 30:** Titled 'Look at the pictures and write the words underneath'. It includes a list of words: snail, male, date, weigh, layer, pancake. It includes a list of words: dragon, phoenix, yeti, china, cheese, chops, string, struck, street.

The collage shows three pages from a student book:

- Page 14:** Focuses on the /ei/ sound. It includes a list of words: pasta, avoid, banana, panda, comma, hexagon, anagram, husband, harass, private, magazine, embarrass, exclamation, paragraph, guarantee, entrance, abominable, announcement. It includes a list of words: hexagon, banana, comma, panda, harass, magazine, abominable, paragraph, stapa, chanov, p__a__v, aaabnn, keats, b__a__s__k.
- Page 20:** Titled 'Schwa (ə)'. It includes a list of words: hexagon, banana, comma, panda, harass, magazine, abominable, paragraph, stapa, chanov, p__a__v, aaabnn, keats, b__a__s__k. It includes a list of words: col lege, priv i lege, al lege, man age, cot tage, vil lage, mes sage, ad van tage, dam age, her i tage, av er age, sav age, cour age, wreck age, saus age, lan guage, or phan age, mar riage.
- Page 20:** Titled '<ei> <eigh>'. It includes a list of words: vein, veil, rein, reign, feint, weigh, weight, beige, feign, eighth, neigh, unveil, freight, inveigh, deign, weightlifter, surveillance, neighborhood. It includes a list of words: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Punctuation Sample Lesson

This sample lesson will guide you through an example of different punctuation being taught through the years. It looks at how a selection of different concepts are introduced, and the progression through each year as children build on their previous learning systematically and are introduced to new punctuation.



Children are not explicitly taught punctuation during the first year, yet will be encouraged to identify capital letters and full stops and use these within their writing; lots of opportunities to practice are provided throughout the year.

Unit 9: Words and Sentences

Review

- Use flashcards to review soft <g>, soft <c>, <ph>, <ck>, and some of the alternative vowel spellings: <ai>, <a_e>, <ay>; <ee>, <e_e>, <ea>; <ie>, <i_e>, <y>, <igh>; <oa>, <o_e>, <ow>; <ue>, <u_e>, <ew>; <ou>, <ow>; <oi>, <oy>; <er>, <in>, <un>; <aw>, <au>, <al>. Point out that <y> can say /y/, /ee/, or /ie/.
- Call out some of the sounds and ask the students to write the different spellings of that sound.

Read, write, and review (See page 181)

- Recite the alphabet with the class. Any students who need some support can look at page 42 in their books.
- Review how to write the digraphs <ie>, <ee>, and <ue>.
- The students then go to page 44 of their books and practice writing <ie>, <ee>, and <ue>.
- Model the sentence(s) from page 181. Encourage the class to call out the sounds of each word before you write it and to blend the word afterward. The students then copy the sentence(s) into their books.

Having a party

- Ask the students if they have been to a party or a celebration recently. Discuss different forms of celebration, such as a carnival, a festival, a family celebration, or a birthday party. Talk about the reasons for celebrating, who might be there, what food (if any) would be eaten, and what would be likely to happen.
- Show the students the four story sections on their lesson page and read the unfinished sentence in the first section: *We had a party for _____*. Go around the class and ask for ideas on how to finish the sentence: for example, a student might say *my new sister* or *my birthday*. Do the same with the unfinished sentence in the second section: *We ate some _____*.

Answers

Words and Sentences

Write a story about a party and draw a picture for each part. Begin by completing the sentences below and then add your own ideas.

	
We had a party for <i>my</i> _____	We ate some _____
	
_____	_____

- The students finish the sentences in their books and add their own ideas to sections three and four. The spelling will not always be accurate but it can be read.
- The students draw a picture for each part of the story.

Extension activity

- The students could write a short letter saying thank you for being invited to a party or celebration. Show them how to begin and end the letter and discuss what they might say in the main part.

FURTHER PRACTICE

It is important to practice the skills needed for reading and writing on a regular basis.

Blending and sounding

pond, dark, plug, shark, chimp, flew, flute, chewing, screw, include

- Call out each word. The students say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practice blending the words with the class (as well as in pairs or individually, if extra practice is needed).

Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the students:
 1. Their dogs are growling outside.
 2. The farmer has a little brown cow.
 3. We found some pretty blue flowers.
 4. Dad made us clean our muddy boots.

In this lesson, children are introduced to speech marks. Children will start by thinking about the text within speech bubbles, and then looking at how this speech is put in between speech marks when written in a sentence.

Grammar: Speech Marks

Objective

- To develop the students' knowledge of punctuation and to introduce speech marks.

Introduction

- Find a comic or book that uses speech bubbles. Ask the students what the speech bubbles are for. Read some of the text in the bubbles.
- Draw a speech bubble on the board. Next to the speech bubble, draw an animal or write its name. Ask the students what noise the animal makes. Write this sound in the speech bubble.
- Ask the students to think of some more animals and the sounds that they make. Write some of these sounds in speech bubbles on the board.

Main Point

- Show the students a page of text that has speech marks in it. Point out the speech marks, and see if the students can say why they are there.
- Point out that the first word after the opening speech marks usually has a capital letter.
- Explain that the speech marks are used before and after any words that are spoken. The words that come out of our mouths are called speech, and it is only these words that go between the speech marks.
- It may be helpful to liken the speech marks to a "66" before the speech, and a "99" after it. This can help the students to remember how to write the speech marks correctly.
- Read aloud from the book; encourage the students to look out for the speech marks and read the spoken words themselves.
- There is a page in the *Grammar 1 Big Book* that will help you introduce speech marks.

Activity Page

- The students write the noise each animal makes in the speech bubbles. For example, the snake would say *hiss*.
- They write the noise again in the box underneath the animal. Remind the students to begin each animal noise with a capital letter.

"Speech Marks"

What are these animals saying?
Write their speech inside the speech bubbles, and then in between speech marks.

said the bee. said the snake. said the bird.

said the cow. said the donkey. said the duck.

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- In the first two examples, the speech marks are provided in outline, and the students have to trace inside them. For the remaining animals the students should write the speech marks themselves in the circles provided.

Extension Activity

- Write some sentences on the board. The students copy the sentences and add in the speech marks.
- Good example sentences include:
Woof, woof said the dog.
Meow said the cat.
Roar said the lion.

Finishing the Lesson

- Look at the activity page with the students. Ask them what sounds each animal might make.
- Read through any sentences on the board and identify where the speech marks should go.

In this lesson, children are introduced to exclamation marks. Children will learn to use them when strong feelings may influence speech or writing, and how they should fit within speech marks.

Grammar: Exclamation Marks

Objective

- Develop the students' knowledge of exclamations and explain when to use exclamation marks (!).

Introduction

- Review punctuation.
- Remind the students that punctuation is important because it helps us make sense of the words we read.
- Review the punctuation covered so far: periods, question marks, speech marks, and commas in lists.
- On the board, write a sentence without any punctuation, and punctuate it with the students. For example:
do you need red blue or green paint asked dad

Main Point

- An exclamation mark is used at the end of a sentence instead of a period to show that the speaker or writer feels strongly about something.
- Explain that to exclaim means to cry out suddenly, especially in anger, surprise, or pain.
- Show the students some examples of exclamations with exclamation marks in books. Ask what feelings these exclamations might express.
- With the students, think up other examples of feelings and situations; think what these might make someone exclaim. For example:
Help! How lovely! Oh dear! Ooh! Ouch! That hurt! Oh no! Stop! Go away! Wow! Gosh! Hello! Police! Great! I can't believe it!
- Show the students how to write an exclamation mark. Tell them only to use one exclamation mark at a time, not two or three together, so *Oh, no!* is correct, whereas *Oh, no!!!* is wrong.


Activity Page

- Look at the *Student Book* page with the students. As a class, discuss what each character is feeling and what they might exclaim.
- The students write inside the outlined exclamation marks.
- Then they decide what each character is exclaiming. They write this in the appropriate speech bubble, with an exclamation mark.


Exclamation Marks!

REMEMBER An exclamation mark shows that the person speaking or writing feels strongly about something.

What might you exclaim if you had these strong feelings?




angry




happy




surprised



afraid



upset



hurt

Fill in the missing punctuation marks.

Stop shouted the policeman
 Tina went outside Brr It is freezing she said
 Brilliant That is just what I wanted exclaimed Seth

- Remind the students that the closing speech marks are written after any punctuation that directly follows the speech. For example:
"How nice!" exclaimed Grandma.
- The students read the sentences at the bottom of the page, and insert the missing punctuation marks in the boxes provided.

Extension Activity

- The students think of other words or phrases that someone might exclaim.
- They draw a face with a speech bubble for each idea, and write each exclamation in a speech bubble with an exclamation mark after it.

Finishing the Lesson

- Look at the activity page with the class.
- Ask some of the students to read their exclamations.
- Look at the sentences at the bottom of the page, and make sure that the students understand which punctuation mark belongs in each box.

In this lesson, children will further develop their ability to use both question and exclamation marks. They will write sentences of characters, using either question or exclamation marks dependent on context, whilst considering where to position them within speech marks.

Grammar: Questions and Exclamations in Speech

Aim

- Refine the students' understanding of questions and exclamations.
- Develop the students' ability to use question marks and exclamation marks in written speech.

Introduction

- Review speech marks and how to use them.
- On the board, draw a head with a speech bubble coming out of its mouth (or find a similar picture in a comic or story book). Show it to the students and ask them what they think the person is saying. (e.g. "I saw you," said Bill.)
- Now ask the students how they would write this in a sentence.
- Remind them to start with opening speech marks ("66"), write what is being said (starting with a capital letter), then finish the speech with a comma and closing speech marks ("99"). They must also remember to say who is speaking and finish with a period.
- Point out that the sentence could begin the other way around, starting with the person speaking (e.g. *Bill said, "I saw you."*).
- Remind the class that in sentences like this one they must remember to put the comma outside the speech marks and put a period at the end of the speech. Say the sentence with the students and encourage them to act it out with you (see page 61).

Main Point

- Write *What is your name?* on the board and ask the students what is different about this sentence.
- They should be able to say that it is a question and it has a question mark at the end and not a period. They may also notice that it has one of the 'wh' question words, *what*, which is being asked to get some information.
- Ask the students to suggest some more questions, using the other question words (*why, when, where, who, which, whose, and what*).
- Now write *Go away!* on the board and remind the students that this is called an exclamation. It has an exclamation mark at the end instead of a period. The exclamation mark is used to show that the speaker feels strongly about something.
- Ask the students whether they can think of any other exclamations (e.g. *Help! Wow! That hurt! I don't believe it!*) and write them on the board.
- Tell the students that you are going to write the question in a sentence. Start with opening speech marks ("66") and discuss what to do as you write it on the board. Explain that instead of putting a

comma at the end of the speech, they should write a question mark to show it is a question.

- They could also use the word *asked* instead of *said*. Encourage the students to think of other *asking* verbs they might use (e.g. *wondered, enquired, questioned*).
- Repeat the activity, this time with the exclamation. Point out that instead of putting a comma at the end of the speech, they should use an exclamation mark to show that the person speaking feels strongly.
- Encourage them to use an alternative word for *said* (e.g. *exclaimed, shouted, called, shrieked*).

Activity Page

- The students write inside the outlined question marks and exclamation marks at the top of the page.
- Then they look at each speech bubble and write what is being said in a sentence. They must remember to explain who is speaking, using the verb suggested, and to write in the correct punctuation. If it is a question, they write a question mark at the end of the speech, followed by closing speech marks ("99"). If it is an exclamation, they should write an exclamation mark.

Extension Activity

- Provide some comic books for the students. They look for questions or exclamations in speech bubbles, and write out the speech as sentences.

In this lesson, children will develop their ability to use a hyphen. They will see how they link prefixes with root words and whole words together to make compound words. A selection of activities give them an opportunity to practice using hyphens.

Grammar: Hyphens

Aim

- Refine the students' knowledge of punctuation and develop their ability to use a hyphen.

Introduction

- Remind the class that punctuation is important because it helps us make sense of the words we use.
- Ask the students what punctuation they know (periods, question marks, exclamation marks, speech marks, commas, and apostrophes) and discuss when they might use them.
- Point out that speech marks and apostrophes appear above the line and write them on the board.
- Now remind the students that they have also come across another type of punctuation in their recent spelling lessons. Write *sub-zero*, *anti-dandruff*, and *anti-hero* on the board and tell them that the small line separating the prefix and root word is called a hyphen. Point out that the hyphen also sits above the line, but not as far up as the apostrophe or speech marks.

Main Point

- Explain that as well as linking a prefix and root word, a hyphen is often used to link whole words together to make compound words. The hyphen shows that each word is related to the other and also makes some compound words easier to read, as in *sister-in-law*.
- However, whether or not a compound word or a word with a prefix needs a hyphen can change over time or depend on which dictionary you refer to. For example, as *e-mail* (short for *electronic mail*) grew in popularity it became *email*. Similarly, *co-operate* can be written with or without the hyphen (using the hyphen makes the prefix <co-> more obvious). A good rule of thumb is to use a hyphen when it makes things clearer.
- To demonstrate how hyphens' usage can affect meaning, write two sentences on the board: *The 12-year-old snakes* and *The 12 year-old snakes*. Ask the students how the different uses of the hyphen change the meaning: the first describes an unspecified number of snakes that are twelve years old and the second describes twelve snakes that are a year old. Until the students know how to use hyphenated words, it is best to look them up in a dictionary.
- There are, however, some circumstances in which a hyphen is nearly always used.
- Call out some numbers between 21 and 99 and write them on the board as words, reviewing the spelling of any the students are not sure of. When writing a compound number, such as *twenty-one*, add the

Hyphens

a *far-flung* destination

Remember
A hyphen is a small line that links words together.

an *emerald-green* lizard

Hyphens are used to join the compound numbers between 21 and 99 when they are written as words. Write these numbers as words.

42 _____ 58 _____ 21 _____
75 _____ 36 _____ 93 _____

a *long-tailed* kite

Hyphens are also used to join compound words when the first word is a letter. Write a sentence for each word below.

X-ray _____
U-turn _____
T-shirt _____

Decide where these hyphenated words should go and complete each sentence.

life-size break-in left-handed check-in
brother-in-law self-portrait

1. My _____ is married to my sister.
2. The artist sketched a small _____.
3. Have you got some _____ scissors?
4. We arrived at the _____ desk just in time.
5. The exhibition had a _____ model of an alien.
6. Dad installed new locks at home after the _____.

a *one-eyed* ogre

67

hyphen and explain that it is used to show that the number is 21 and not the numbers twenty and one.

- The hyphen is also used when the first word in a compound word is a capital letter, as in *X-ray* and *T-shirt*. Other common uses of the hyphen include joining fractions (*three-quarters*, *two-thirds*) and compound adjectives that come before the nouns they are describing, as in *the friendly-looking boy*, but the students can learn about these later. For now it is enough that they understand what a hyphen is and how it can be used to make meaning clearer.

Activity Page

- The students trace over the dotted words. They then write the numbers as words, separated with a hyphen (*forty-two*, *fifty-eight*, *twenty-one*, *seventy-five*, *thirty-six*, *ninety-three*). Next they use *X-ray*, *U-turn*, and *T-shirt* in a sentence.
- Finally, they write the correct hyphenated word to complete each sentence (*brother-in-law*, *self-portrait*, *left-handed*, *check-in*, *life-size*, *break-in*).

Extension Activity

- The students turn the dotted noun phrases (*a farflung destination*, *an emerald-green lizard*, *a long-tailed kite*, *a one-eyed ogre*) into sentences, perhaps trying to use all four in a short story.

In this lesson, children are introduced to parentheses. Having previously looked at bullet points in vertical lists which can provide essential information, parentheses can give the reader an extra piece of interesting information.

Grammar: Parentheses

Aim

- Introduce parentheses, which are round brackets that are used to enclose information that is interesting or helpful but not essential to the meaning of a sentence.

Introduction

- Review how to write vertical lists, which are used in presentations, reports, and notes.
- A vertical list always has an introduction followed by a colon, to indicate a pause.
- The list items go below, each one starting on a new, slightly indented, line with a bullet symbol in front.
- Write the following list on the board and correct it with the students:

In the winter we: ✗

- go skiing.
- wrap up warm
- Feeding the birds
- I do not walk to school.

In the winter we: ✓

- Go skiing.
- Wrap up warm.
- Feed the birds.
- Do not walk to school.

In the winter we: ✓

- go skiing
- wrap up warm
- feed the birds
- do not walk to school

- Remind the students that each item can start with a capital and end in a period, or it can be lower-case, without any punctuation, but it cannot be both.
- The wording also has to be consistent, so that you can read it aloud as a list. The example on the board does not make sense because the last two items do not follow the same pattern as the first two.

Main Point

- These lists provide essential information that can be read quickly and easily.
- Sometimes, however, we want to give the reader an extra piece of information, which is interesting but not essential.
- The main way to do this is to put the information in parentheses, which are round brackets that come in pairs, rather like speech marks; an opening bracket goes at the beginning and a closing bracket goes at the end.
- Then, when we see something is in parentheses, we know the sentence would still be complete, even without that information.
- The extra information provided can be quite varied, but often includes such things as dates, prices, page numbers, explanations, and alternative names; it can even be a whole sentence, starting with a capital letter and ending in a period, and when this happens, the period goes inside the parentheses.

() Parentheses (Round Brackets) ()

Decide which piece of extra information (a, b, c, or d) best goes with each sentence and write it in.

I am still reading the anthology _____
that you gave me last year.

Please remember to use paragraphs in your writing _____

Some people believe the yeti _____
is real, but others think it is a mythical creature.

Koi carp are cold-water fish that prefer temperatures between 15 and 25°C _____

a. (there are over 500 poems!) b. (54-77°C)
c. (It makes it so much easier to read!) d. (or Abominable Snowman)

Turn each of these long sentences into two shorter sentences. Put the main information in the first one, then re-use the extra information as a second sentence, without the parentheses.


He is the author of many books on zoology (the scientific study of animals and how they behave).

They are going on an African safari (meaning "journey") to see the lions, giraffes, and hippopotamuses.

This biography is about Samuel Morse (born April 1791), who helped invent the telegraph and Morse code.

Read the paragraph below and put parentheses around the extra pieces of information.

This year, I joined the YOC Young Ornithologists Club to learn more about birds. I'm also learning how to make animals in origami that's the traditional Japanese art of paper folding. Vicky she's my younger sister is doing it too. Here's a photograph of the end and penguin my favorite that we made last week. Tonight we're having either a pepperoni, b salami, or c sausage pizza!



- Parentheses can also be used in a list of options: for example, *The desserts available are (a) carrot cake, (b) strawberry ice cream, and (c) fruit salad.*
- Write some examples on the board and discuss them with the class, showing the students where to put the parentheses. Then remove the extra information and check that what is left is still a proper sentence.

Activity Page

- The students read the information inside the parentheses (options a, b, c, and d) and decide which one goes with which sentence (a, c, d, b).
- Then they turn each long sentence into two shorter sentences (*He is the author of many books on zoology. Zoology is the scientific study of animals and how they behave; They are going on an African safari to see the lions, giraffes, and hippopotamuses. Safari means "journey"; This biography is about Samuel Morse, who helped invent the telegraph and Morse code. He was born in April 1791.*)
- Finally, the students put parentheses around the extra information in the paragraph (*Young Ornithologists Club*), [*that's the traditional Japanese art of paper folding*], [*she's my younger sister*], [*my favorite!*], [*a*], [*b*], [*c*].

Extension Activity

- The students rewrite the bottom paragraph on a separate sheet of paper, removing the extra information in parentheses. They then read it again, checking that it still makes sense.

Finishing the Lesson

- Go over the students' work, discussing their answers.

In this lesson, children will extend their understanding of colons. They will look at how a sentence can be expanded by adding a colon, providing additional information and emphasising its importance.

Grammar: Colons in Sentences

Objective

- Extend the students' understanding of colons. Demonstrate that, as well as introducing a list of bullet points, a colon can be used in sentences to introduce things like a list of examples, a single idea, or an explanation.

Introduction

- Remind the class that punctuation helps us make sense of the words we use. A comma in the wrong place or a missing apostrophe can make our writing confusing or significantly change the meaning.
- Briefly review the punctuation marks that the students know and discuss when they might be used. These include periods, question marks, exclamation marks, commas, apostrophes, speech marks, hyphens, parentheses, and semicolons (see pages 18 to 21).
- On the board, write *On the farm there were cows, sheep, goats, and chickens* and discuss how commas can be used to separate the items in a list.
- Then show how the same list could be presented as bullet points for a presentation or report. Point out the differences, reminding the students that a vertical list always has an introduction that ends in a colon and does not have *and* or *or* before the final item.

Main Point

- Lists like the one above are very straightforward and only need commas to punctuate them in a sentence. Other lists, however, need more of an introduction, usually because they are very long or require more emphasis.
- On the board, write *In our kitchen there are many things*, without any punctuation. Ask the class what goes next and discuss how a period can be added, as the words form an independent clause or simple sentence.
- Another option is to expand the sentence by adding a list of what is in the kitchen. Explain that one way to do this is to add a colon, so the words become an introduction for the list. Add the colon, discuss what might be in the kitchen, and ask some students to come and make a long list to complete the sentence.
- Write *In our kitchen there are five pans: a large frying pan, a small frying pan, and three saucepans*. This list is not particularly long, but the introduction and colon tell us to expect two things: that there will be more information about the pans and that this information is important.
- Now write *There is only one thing wrong with our kitchen: it is too small*. Here there is no list at all, only a single idea, but the words and colon in the first clause are acting in the same way as before, introducing some more information and emphasizing its importance.
- In the example above, the information clarifies or identifies what *the one thing* is, but it could also be an explanation or a set of examples. Tell the students that a colon can be thought of as a little fanfare, announcing the arrival of some important information.

Colons in Sentences

As well as introducing a list of bullet points, colons can also be used in sentences. We use a colon in our writing to introduce things like a list of examples, a single idea, or an explanation. Write colons in the musical notes below, using a different color each time.

Expand these sentences, using a colon to introduce a different set of examples each time.

We need to take the following items on our trip.

They sell many things at the market.

I bought these ingredients for the cake.

Identify which two sentences below are incorrect and rewrite them so that the colon is used properly.

At the zoo I saw: raccoons, beavers, turtles, bears, and many other animals.

There is an important reason to eat broccoli: it is extremely good for you.

Alex can play several instruments, including the piccolo, the piano, and the accordion.

Dad quickly poured me a glass of water. I had started to hiccup and could not stop.

Strange things occurred that night: clocks stopped, the mirror cracked, and the cats shrieked loudly.

- Write some more examples on the board and point out that the words before a colon always form an independent clause. This means a colon should never separate a verb from its object or complement (so we would never write *I bought: eggs, milk, and bread*).

Activity Page

- The students write inside the outlined colon in the first musical note and then write one in each of the others, using a different color every time.
- They then expand the sentences, adding a list of appropriate items each time, introduced by a colon. Remind the students to punctuate each list properly with commas and to move the period to the end.
- Then they decide whether the next set of sentences are using the colon correctly, putting ✓ in the banner for *yes* or ✗ for *no* (see below).
- Then the students rewrite the two incorrect sentences, making sure that the words in front of the colon can stand alone as a simple sentence (starting, for example, with *At the zoo I saw these creatures:* and *Alex can play several instruments, including these:*).

Extension Activity

- The students write some introductory sentences on a separate sheet of paper and swap them with a partner. They then expand each sentence by adding a list of items introduced by a colon.

Finishing the Lesson

- Go over the activity page with the students, discussing their answers, and ask some of them to read their lists if they have done the extension activity.

Seven years of progressive, systematic punctuation teaching

Children are introduced to punctuation and continue to revise these year-on-year as new concepts are introduced and added to their writing. Starting with common punctuation - such as full stops and speech marks - children will progress to diversifying their writing by using appropriate punctuation where necessary. This will include exclamation and question marks, colons and semi-colons, hyphens, bullet points and much more.

Corresponding pages in each Student Book

Words and Sentences

Write a story about a party and draw a picture for each sentence below and then add your own ideas.

We had a party for _____ We ate _____

"Speech Marks"

What are these animals saying? Write their speech inside the speech bubbles, and then write a sentence using their words.

said the bee.

said the snake.

said the cow.

said the donkey.

said the duck.

Exclamation Marks!

REMEMBER An exclamation mark shows that the person speaking or writing feels strongly about something.

What might you exclaim if you had the following feelings?

angry _____

happy _____

surprised _____

upset _____

Fill in the missing punctuation.

Stop shouted the policeman.

Tina went outside Brrr It is freezing!

Brilliant That is just what I wanted!

Questions and Exclamations in Speech

Write out the words in the speech bubbles as sentences. Remember to explain who is speaking and to add the correct punctuation. Color the pictures when you have finished.

Can I take your picture?
asked _____

I've won!
exclaimed _____

Which letter is next?
wondered _____

Shall we dance?
suggested _____

Help!
cried _____

When will we get there?
wondered _____

Hyphens

REMEMBER A hyphen is a small line that links words together.

Hyphens are used to join the compound numbers between 21 and 99. Write the numbers as words.

42 _____ 58 _____

75 _____ 36 _____

a long-tailed kite _____

Hyphens are also used to join compound words when the first word starts with a capital letter. Write the words below.

X-ray _____

U-turn _____

T-Shirt _____

Decide where these hyphenated words should go and complete each sentence.

life-size break-in left-handed
brother-in-law self-portrait

- My _____ is married to my sister.
- The artist sketched a small _____.
- Have you got some _____ scissors?
- We arrived at the _____ desk just _____.
- The exhibition had a _____ model.
- Dad installed new locks at home after the _____.

() Parentheses (Round Brackets)

Decide which piece of extra information (see a, b, c, or d below) goes in the parentheses.

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Koi carp are cold-water fish that prefer temperatures _____ 25°C.

a. (there are over 500 poems!)
c. (It makes it so much easier to read!) d. (I love it!)

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Grammar 1

For teaching children in Grade 1

- Revision and extension of earlier phonics teaching
- Vowel digraphs
- Alternative spellings of vowel sounds
- Plural endings
- Short vowels and consonant doubling
- Tricky words
- Consonant blends
- Nouns - proper/common/plurals
- Personal pronouns
- Verbs
- Conjugating verbs - past/present/future
- Adjectives and adverbs
- When to use a/an/the
- Sentences - capital letters, full stops and speech marks
- Parsing - identifying the parts of speech in sentences
- Alphabetical order



Grammar 2

For teaching children in Grade 2

- Continues to introduce new grammar elements
- Revision of elements covered in Grammar 1
- New spelling patterns - ei, eigh, ture
- Silent letters - b, c, h, k, w
- Syllables
- Identifying the short vowels
- Spelling rules - consonant doubling and adding suffixes
- Tricky word families
- Further adjectives - possessive
- Comparatives and superlatives
- Prepositions
- Conjunctions
- Dictionary/thesaurus skills work
- Punctuation
- Exclamation marks
- Apostrophes
- Further sentence development



Grammar 3

For teaching children in Grade 3

- Continues to introduce new grammar elements
- Revision of elements covered in Grammar 1 & 2
- New spelling patterns - tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/
- Suffixes - 'less', 'able' and 'ful'
- Proper adjectives
- Nouns acting as adjectives
- Collective nouns
- Pronouns - possessive/subject and object
- The present participle and the continuous tenses
- Paragraphs
- Subject and object in a sentence
- Conjunctions
- Questions and exclamations in speech



Grammar 4

For teaching children in Grade 4

- Revision of elements covered in Grammar 1, 2 & 3
- Nouns acting as concrete/abstract/possessives
- The present participle as an adjective
- Onomatopoeia
- Clauses/independent clauses
- Agreements
- Hyphens
- Sentence writing - statements and questions, compound sentences
- Parsing verbs
- Infinitives
- Antonyms and Synonyms
- Homophones



Grammar 5

For teaching children in Grade 5

- Revision of elements covered in Grammar 1, 2, 3 & 4
- Sentence Walls
- Simple and continuous tenses
- Contractions and the verb 'to have'
- Adverb placement in sentences
- Proofreading
- Prepositional phrases
- Compound subjects and objects
- Transitive and Intransitive verbs
- The order of adjectives
- Adverbs of manner, degree & place, time & frequency
- Irregular plurals
- Parenthesis
- Homophones
- Antonyms and synonyms



Grammar 6

For teaching children in Grade 6

- Revision of elements covered in Grammar 1, 2, 3, 4 & 5
- Prefixes & suffixes and in particular numerical
- More alternatives: they, great, ballet, fete, straight for /ai/
- New spelling patterns/rules: ough
- Silent letters: bt, te, th
- Schwas -ity & -ety
- Definite and indefinite articles
- New parts of speech: countable and uncountable nouns, gerunds and modal verbs, and imperatives
- Using semi colons and colons, using a comma after a fronted adverbial
- Sentence structure, indirect objects, subject complements and passive agents
- Alliteration, idioms, formal/informal writing



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