

**Jolly
Grammar**



**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 programme 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 Pupil Books.

The Teacher's Books are comprehensive guides containing detailed notes and lesson plans. These are accompanied by the full-colour Pupil 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 Pupil Books.

In the first year of Phonics, there is one Teacher's Book that covers three Pupil 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 Pupil 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 programme that grows with your children in school



1st year of school
ages 4-5

2nd year of school
ages 5-6

3rd year of school
ages 6-7

4th year of school
ages 7-8

5th year of school
ages 8-9

6th year of school
ages 9-10

7th year of school
ages 10-11

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-colour Pupil write-in books for each child
- Black & white photocopyable 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

- Revise 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/, /or/, /z/, /w/.

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 children pretend to lift a heavy weight above their head and say ng...

Letter formation

- Explain how to write the digraph <ng>. To join the <n> and <g> back (<ee>),

Answers

Word bank
bang, gang, gong, hang, hung, king, ring, rung, sang, sing, song, sung.

Page 178, Phonics Teacher's Book

Blending

- Show the strong in t
- Say the s
- the sound
- Encourag
- neath eac

Identifying

- Show the books an
- word for e
- The child
- colour in
- 4 s-w-i-ng
- They ther
- and cross

Unit 13: Alternatives

Revision

- Use flashcards to revise 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>, <ir>, <ur>, <aw>, <au>, <ab>. Point out that <y> can say /y/, /ee/ or /ie/.

- Call out some of the sounds and ask the children to write the different spellings of that sound.

Vowel hand (See page 181)

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

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 children 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 children write inside the outline letters: <air>, <ear>, <are>.

Word and picture matching

- The children look at the picture of the bears fishing

FURTHER PRACTICE

It is important to practise 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 children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
 - Practise blending the words with the class (as well as in pairs or individually, if extra practice is needed).

Answers

Unit 13 air, ear, are

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

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

- 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 children 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 children continue to match the rest of the words and pictures. When they have finished, they can colour the /air/ pictures inside the bears.

Page 98, Phonics Teacher's Book

Unit 4: Tricky Words

Flashcards

- Revise 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 children the word in the yellow flower at the top of their lesson page.
- Remind the children 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 learnt.
- Say the word and encourage the children to find the tricky part.

Answers

Tricky Words

Look Find the words. Copy them. Write them. Check them. Have another go!

they they they they

Listen and write

- Say the word they. The children listen for the sounds in the word, think about how the tricky part is spelt, and write the word.

Wordsearch (See page 136)

- The children go to page 44 of their books and do the wordsearch at the bottom of the page. They read the tricky words in the flowers and try to find them in the grid.

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 children:
 - 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: Verbs in the Future

Aim

- Develop the children’s understanding of verbs, so they know that a verb can describe the past, the present or the future.

Introduction

- Revise present and past tenses with the children.
- Call out some verbs in the present and past tenses and encourage the children 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 children to put these verbs into the past tense.
- Then call out some verbs in the past tense and ask the children 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 it does in 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 verbs *to have* and *to jump* are conjugated below as examples of verbs 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.
I shall jump; You will jump;
He will jump; She will jump; It will jump;
We shall jump; You will jump; They will jump.
- Call out some verb roots and ask the children to put them into the future.


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



Colour: The colour 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 <i>yesterday</i>	 Present <i>today</i>	 Future <i>tomorrow</i>
I <u>talked</u>	I talk	I <u>shall talk</u>
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.

37

Activity Page

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

Extension Activity

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

Rounding Off

- With the children, 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

Aim

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

Introduction

- Revise verbs. Remind the children 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 children 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 children 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’.

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

Rewrite these sentences in the past tense.

We sing a song. _____

He rides his bike. _____

I write a letter. _____

You win a prize. _____

37

Activity Page

- The children write inside the outlined word, *Verbs*, using a red pencil.
- They match each verb root to its ‘tricky past’, and colour 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 children to write out in the past tense.
- Good examples include the following: *sit, fall, send, know, hold, grow, hear, fly, bite, stand, see, find, sleep, feel, steal*.

Rounding Off

- Look at the activity page with the class, checking the children’s 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

- Revise 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 children that when it is in this form (e.g. *to walk, to cry, to send*) it is called the infinitive.
- Remind the children 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 children 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 children 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 Verbs

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

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.

 Tense options: simple past, simple present, simple future, past continuous, present continuous, future continuous.

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.

 Tense options: simple past, simple present, simple future, past continuous, present continuous, future continuous.

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.

 Tense options: simple past, simple present, simple future, past continuous, present continuous, future continuous.

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

Activity Page

- The children 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 children 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 children's 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 children 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 and ask the children which person it is written in (first person singular). Ask them which pronoun is used for second person singular and write *You went to the library* on the board. Now ask them how they would write the sentence in the third person singular and 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 children which pronoun/verb form each one should take. Remind the children 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 children 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 children 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, discussing which personal pronoun, verb form and possessive adjective is needed each time.

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. → I listen 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. → _____

47

Activity Page

- In each sentence, the children underline the verb in red and the pronoun 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 children must remember to make the rest of the sentence agree, changing *yourselves* to *yourself*.

Extension Activity

- The children 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.

Rounding Off

- Go over the children's work, checking their answers.

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 children's 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 revise 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 children 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 children conjugate the verb *to finish* in the past perfect, present perfect and future perfect, writing the verbs in the correct tense tents.
- The children 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 child 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.

Rounding Off

- Go over the activity page with the children, checking their answers.
- If they have done the extension activity, ask some of the children 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

Aim

- 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 children 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 recognise 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.

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 object is more important, we can write 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.	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

- Look at the verb in each sentence and point out that it 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 children 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 children 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]*).

Rounding Off

- Go over the activity page with the children, discussing their answers.
- If they have done the extension activity, make sure the children 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 Pupil Book

ng

Tricky Words

ng ng ng
ee ee ee

sing
lona

Unit 13 air, ear, are

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

Verbs the future

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

Past yesterday	Present today
I <u>talked</u>	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 tense in the tense tent.

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

She tuned her violin. (simple past)

She will tune her violin. (simple future)

She was tuning her violin. (past continuous)

She will be tuning her violin. (future continuous)

They pop the balloons. (simple present)

They will be popping the balloons. (future continuous)

They are popping the balloons. (present continuous)

They popped the balloons. (simple past)

They were popping the balloons. (past continuous)

They will pop the balloons. (simple future)

The boat floats on the lake. (simple present)

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

The boat floated on the lake. (simple past)

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

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

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 person, and if they are singular or plural. Rewrite the sentences.

He listens carefully to the music. → I listen 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.

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 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. (active)

We welcomed our guests to the party. / Our guests were welcomed to the party. (active)

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

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. (passive)

Sam bruised his knee in the park. (active)

Rhinos come from Africa and Asia. (active)

The chicken was basted by the cook. (passive)

The autumn leaves fell to the ground. (active)

A rosette was awarded to the winner. (passive)

The toothpaste is kept in the bathroom. (passive)

Lucy went to the gymkhana last Saturday. (active)

The baguettes are made early in the morning. (passive)

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

Letter Sound /ai/

Flashcards

- Revise some of the sounds already taught: /s/, /a/, /u/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /l/, /f/, /l/, /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, the doctor comes out and calls his name. Dr Ail looks at Ainsley's ears. "You have a lot of wax in your ears," says the doctor. That's why you're having trouble with your hearing," says Dr Ail. Dr Ail gives him some eardrops. "Not another word, Ainsley," says his mother.

- The children 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>, joining the letters.
- The children practise writing <ai>, <g>, <o>, <r> and in their books.

Blending

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

Identifying the sounds

- Ask the children to look at the three picture books. Say the word for each one.
- The children listen and say the sounds in each word. They then write <ai> in the correct 'space' in the words: [ch-ai-n; n-ai-l; t-r-ai-n].



Page 151, Phonics Teacher's Book

JOLLY PHONICS PUPIL BOOK 3: PAGE 11

Unit 4: Alternatives

Revision

- Use flashcards to revise 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>, <ir>, <ur>, <aw>, <au>, <ab>. Point out that <y> can say /y/, /ee/ or /ie/.
- Call out some of the sounds and ask the children to write the different spellings of that sound.

Vowel hand (See page 181)

- The children use the vowel hand at the back of their books (Pupil Book 3, page 41) to practise 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 children that there are three main ways to write the sound /ai/: <ai>, <a_e> and <ay>.
- Ask some children 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 children the /ai/ words and the three large spellings of the sound /ai/ on their lesson page.



- Read the first word: *whale*. Point out the silent letter <h> and remind the children 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 children write over the dotted word *whale* on the first line in the large <a_e> spelling.
- The children read the remaining /ai/ words and write them in the corresponding spelling: <ai>, <a_e> or <ay>.

FURTHER PRACTICE

It is important to practise 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 children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practise 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 children:
 - Do they travel by train or plane?
 - The snakes were black and orange.
 - We found a stray kitten in the lane.
 - You can play some more games now.

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.

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

Spelling Test

- The children turn to page 76 of their *Pupil Books* and find the column labelled *Spelling Test 13*.
- In no particular order, call out the spelling words the children learnt last week:
sad, let, trip, blue, orange, grey, black, one, by, colour.
- The children write these words on the lines for *Spelling Test 13*.

Revision

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

Letter Sound

- Remind the children that the main ways of writing the /ai/ sound are <ai>, <a_e> and <ay>.
- Revise the <a_e> spelling of the /ai/ sound, which can be referred to as 'a hop-over e'. It is important for the children 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 children, make a list of words that use the <a_e> spelling and write them on the board. Ask the children to make up sentences using some of the words. The <a_e> words could also be written onto a bunch-of-grapes shape, which can then be used as a word bank 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 children. As a class, say the sounds in the regular words; then say the letter names in the tricky words *only* and *old*.
- The last word in the list, *baseball*, is longer than the rest. The children 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 word in each grape. Read and illustrate each word.

Activity: Cup your hand over your ear and say ai, ai, ai.

ran
hat
scar
came
grape
name
cake
only
old
baseball

Dictation

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

Activity Page

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

Dictation

- Read the words one at a time. The children listen for the sounds in each word and write the words on the lines.
 - Read the sentences one at a time for the children to write down.
 - Remind the children that sentences start with a capital letter and end with a full stop. 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 children turn to the backs of their books and find the column labelled *Spelling Test 12*.
- In no particular order, call out the spelling words the children learnt last week:
buzz, fizz, echo, choir, ache, stomach, Christmas, character, November, December.
- The children write the words on the lines.

Revision

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

Spelling Pattern

- Revise the main ways of writing the /ai/ sound, which are <ai>, <ay> and <a_e>.
- Now that these spellings are familiar, the children need to start memorising 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 'toughy' takes the place of 'shy'.
- With the children, make a list of words for each spelling of the /ai/ sound. To help them remember the words, the children 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 children complete the words in the spelling list by writing in the missing letter pattern.
- Read the spelling words with the children. Remind them that they need to remember how the /ai/ sound is spelt 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 children could use

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 check your answer and tick the right spelling.

next
quit
m_k
p__
m__n
cl__
w__st
r__nstorm
half
quarter

wate
wait
wayt

ayt
ate
ait

day
dai
daye

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 ____.

are or our?
We ____ going to visit ____ grandma.
They ____ all coming to ____ school.

the 'say as it sounds' method, pronouncing *half* to rhyme with *Alf*, and the first two sounds of *quarter* like those of *qualm*.

Activity Page

- Revise the homophones *there* and *their*, and *are* and *our*.
- The children 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 children practise 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.

- name
- play
- day
- paint
- rain
- mistake
- Stay and wait for the train.
- The circus came on Monday.
- 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 PUPIL BOOK: PAGE 4

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

Spelling Test

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

Revision

- Use the 'vowel hand' (see page 24) to revise the five vowel letters and their short and long sounds (/a/, /e/, /i/, /o/, /u/ and /ai/, /ee/, /ie/, /oa/, /ue/).
- Next revise 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

- Revise the main ways of writing the /ai/ sound and write them on the board: <ai>, <ay>, <a_e>.
- Remind the children that the <ay> spelling is most often used at the end of words, although there are exceptions (e.g. *crayon*).
- Ask the children 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 Pupil Book*.
- Add <ei> and <eigh> to the board and ask the children to suggest words for each alternative spelling. If they suggest words with another spelling of the /ai/ sound (e.g. <a_e> as in *apron*), make another list on the board.

Spelling List

- Read the spelling words with the children, blending and sounding out each word in the list.
- With the class, identify the letters making the /ai/ sound in each word. The children 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 children to remember which alternative spelling to use if the words are put together in a silly sentence: for example,

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.

stay
tail
mail
male
spray
shape

crayon
praying
mainly
layer
escape
pancake

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

snail male date
weigh layer pancake

Put these words into alphabetical order.

dragon phoenix yeti china cheese chops string struck street

I was mainly ailing while I was waiting, then I found a tail in my mail.

Activity Page

- The children look at the pictures and write the words underneath (*snake*, *rain*, *brain*, *gate*, *hay*, *paint*), deciding which alternative spelling to use.
- Next, the children 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 children 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 child 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 children 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 /ə/ sound in words like 'private' and 'abominable'. Includes a spelling list of 18 words with this sound.

Spelling: Schwa (ə)

Spelling Test

- The children turn to the backs of their books and find the column labelled *Spelling Test 6*.
- Call out the spelling words learnt last week.

Revision

- Revise syllables and how to identify them in words by clapping the syllables or doing 'chin bumps' (see Syllables, pages 22 to 23). Remind the children 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 children 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 children which syllable is stressed in *doctor* (the first syllable) and then see if they can hear the stressed syllable in other words. Point out that in a stressed syllable, you will hear the vowel sound clearly in its pure form, such as the /o/ in *doctor*.
- However, sometimes the vowel in an unstressed syllable gets 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. This is why 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

- Read the spelling words with the children and ask them to find and 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 put), *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 ⟨u⟩ in *guarantee*.

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

Schwa (ə)

Split these words into syllables.

Unscramble these anagrams. What is the connection between all these words?

stapa	chanovy	sovale	eesech
p _ _ _	a _ v _ _	l _ e _ _	c _ _ e _

aaabnn	keats	attoop	ercumcub
b _ a _ _ _	s _ k _ _	p _ t _ _	c _ _ b _

Complete these sentences by making lists. Remember to use a comma to separate each item, except for the last two items, which should be separated by 'and' instead.

My favourite foods are _____

At the zoo I saw _____

Parse this sentence, identify the subject and choose the correct tense.

The abominable pirate successfully avoided the hurricane.

Activity Page

- The children 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/cle/ma/ion, par/a/graph, guar/an/tee, an/nounce/ment*).
- They then unscramble the anagrams (*pasta, anchovy, loaves, cheese, banana, steak, potato, cucumber*).
- The children then write two lists, using a comma to separate each item (except for the last two items, which should be separated by *and*). 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* and should be underlined in orange. The abominable pirate successfully avoided the hurricane.

Dictation

- Dictate the following sentences:

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

Extension Activity

- The children practise 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 children have not been given any spelling words to learn yet, there is no spelling test in this lesson.

Revision

- Revise these spellings of the long vowel sounds and ask the children to suggest words for each one: /ai/ (ai), (ay), (a_e), (ei), (eigh), (a); /ee/ (ee), (ea), (e_e), (y), (ey), (ie), (e); /ie/ (ie), (y), (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).
- Revise 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 <de>.
- 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 children 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 children 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 children know the <ege> words, they can be reasonably sure any other words will be spelt <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*,

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

age-ege

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

Dictation: age-ege

Complete these words by writing in the missing letters.

..._..._...	..._..._...	..._..._...	..._..._...
..._..._...	..._..._...	..._..._...	..._..._...
..._..._...	..._..._...	..._..._...	..._..._...
..._..._...	..._..._...	..._..._...	..._..._...

Write the subject that goes in the missing letters.

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

- the <ph> saying /f/ 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 children 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 children to use a dictionary if they are unsure of any words.

Activity Page 2

- The children 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 colour, 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 children turn to the lines at the top of Activity Page 2. Dictate the following sentences for the children 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 children turn to the backs of their books and find the column labelled *Spelling Test 6*.
- In any order, call out the spelling words learnt last week. The children write the words on the lines.

Revision

- 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

- Revise 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 children 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 children 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 children 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 soft <g> or /zh/ sound in *beige*, the way the <th> also says its own sound in *eighth*, the <de> saying /ool/ at the end of *inveigle*, and the <ur> spelling and soft <v> 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*

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



strategy, stressing, for example, the pure sound of any schwas (as in *surveillance* and *neighbourhood*).

Activity Page 1

- The children 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/vei/gle*, *deign*, *weight/lift/er*, *sur/veil/lance*, *neigh/bour/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. *neighbourhood*, 10. *rein*, 11. *rein*, 12. *surveillance*, 13. *unveil*, 14. *veil*, 15. *vein*, 16. *weigh*, 17. *weight*, 18. *weightlifter*).

Activity Page 2

- The children 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 Pupil Book

The collage shows the following pages:

- Page 20:** 'ai' sound. Includes a list of words: whale, paint, play, snake, train, tray, name. A large 'ai' is written in a yellow box.
- Page 28:** 'a_e' sound. Includes a list of words: ran, hat, scar, came, grape, name, cake, only, old, baseball. A dictation section with numbered lines.
- Page 26:** 'The /ai/ sound: <ai>, <ay> or <a_e>?'. Includes a list of words: next, quit, m_k, m_n, cl_, w_st, r_nstorm, half, quarter. A dictation section with numbered lines.
- Page 4:** 'ai' sound. Includes a list of words: stay, tail, mail, male, spray, shape, crayon, praying, mainly, layer, escape, pancake, birthday, yesterday, waiting, ailing, animate, decade. A matching exercise with pictures and words.

The collage shows the following pages:

- Page 14:** 'Schwa <a>'. Includes a list of words: pasta, avoid, banana, comma, hexagon, anagram, husband, harass, private, magazine, embarrass, exclamation, paragraph, guarantee, entrance, abominable, announcement. Anagrams: stapa, chanov, p_a_a_v, aaabnn, keats, b_a_s_k.
- Page 2:** '<age> <ege>'. 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:** '<ei> <eigh>'. Includes a list of words: vein, veil, rein, reign, feint, weigh, weight, beige, feign, eighth, neigh, unveil, freight, inveigle, deign, weightlifter, surveillance, neighbourhood.

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 practise are provided throughout the year.

Unit 9: Words and Sentences

Revision

- Use flashcards to revise 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⟩, ⟨ir⟩, ⟨ur⟩; ⟨aw⟩, ⟨au⟩, ⟨al⟩. Point out that ⟨y⟩ can say /y/, /ee/ or /ie/.
- Call out some of the sounds and ask the children to write the different spellings of that sound.

Read, write and revise (See page 181)

- Recite the alphabet with the class. Any children who need some support can look at page 42 in their books.
- Revise how to write the digraphs ⟨ie⟩, ⟨ee⟩ and ⟨ue⟩ in joined writing. The children then go to page 44 of their books and practise 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 afterwards. The children then copy the sentence(s) into their books.

Having a party

- Ask the children 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 children 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 child 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 children 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 children draw a picture for each part of the story.

Extension activity

- The children 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 practise 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 children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practise 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 children:
 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

Aim

- Develop the children's knowledge of punctuation and introduce speech marks.

Introduction

- Find a comic or book that uses speech bubbles. Ask the children 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 children what noise the animal makes. Write this sound in the speech bubble.
- Ask the children 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 children a page of text that has speech marks in it. Point out the speech marks and see if the children 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 children to remember how to write the speech marks correctly.
- Read aloud from the comic or book. Encourage the children 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 children write inside the outlined speech marks at the top of the page.
- They write the noise each animal makes in the speech bubbles. For example, the snake would say, *hiss*. Then they write the noise in the box underneath the animal. Remind the children to begin each animal noise with a capital letter.



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

Extension Activity

- Write some sentences on the board. The children 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.

Rounding Off

- Look at the activity page with the children. 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

Aim

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

Introduction

- Revise punctuation.
- Remind the children that punctuation is important because it helps us make sense of the words we read.
- Revise the punctuation covered so far: full stops, question marks, speech marks and commas in lists.
- On the board, write a sentence without any punctuation; then punctuate it with the children. 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 full stop 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 children some examples of exclamations with exclamation marks in books. Ask what feelings these exclamations might express.
- With the children, think up other examples of feelings and situations; then think what these might make someone exclaim. For example:
Help! Amazing! Watch out! Ooh! Ouch! That hurt! Oh no! Stop! Go away! Wow! Look! Hi! Great! I can't believe it!
- Show the children 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 *Pupil Book* page with the children. As a class, discuss what each character is feeling and what they might exclaim.
- The children 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 children that the closing speech marks are written after any punctuation that directly follows the speech. For example:

"How nice!" exclaimed Grandma.

- The children read the sentences at the bottom of the page and insert the missing punctuation marks in the boxes provided.

Extension Activity

- The children 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.

Rounding Off

- Look at the activity page with the class.
- Ask some of the children to read their exclamations.
- Look at the sentences at the bottom of the page and make sure that the children 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 children's understanding of questions and exclamations.
- Develop the children's ability to use question marks and exclamation marks in written speech.

Introduction

- Revise 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 children and ask them what they think the person is saying. (e.g. "I saw you," said Bill.)
- Now ask the children 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 full stop.
- 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 full stop at the end of the speech. Say the sentence with the children 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 children 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 full stop. They may also notice that it has one of the 'wh' question words, *what*, which is being asked to get some information.
- Ask the children 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 children that this is called an exclamation. It has an exclamation mark at the end instead of a full stop. The exclamation mark is used to show that the speaker feels strongly about something.
- Ask the children 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 children 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.

?!? 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. Colour the pictures when you have finished.

- They could also use the word *asked* instead of *said*. Encourage the children 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 children 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 children. 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 practise using hyphens.

Grammar: Hyphens

Aim

- Refine the children's 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 children what punctuation they know (full stops, 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 children 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 children 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 children 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, revising the spelling of any the children are not sure of. When writing a compound number, such as *twenty-one*, add the hyphen and explain that it is used to show


Hyphens



a farflung 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
brother-in-law

left-handed check-in
self-portrait



a one-eyed ogre

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 _____.

67

that the number is 21 and not the two 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 children 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 children 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, looking up the words in a dictionary if necessary.
- 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 children 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

- Revise 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 children:

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 children that each item can start with a capital and end in a full stop, 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 full stop, and when this happens, the full stop goes inside the parentheses.

() Parentheses (Round Brackets) () ()

Circle which part of extra information (a, b, c, or d) belong 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's a mythological creature.

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

a. (there are over 500 poems!) b. (59-771)

c. (It makes it so much easier to read!) d. (or Abominable Snowman)

Put each of these long sentences into two shorter sentences. For the main information in the first one, then rewrites 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 YDC 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. Volodya's my younger sister is doing it too. Here's a photograph of the owl and penguin my favourite! that we made last week. Tonight we're having either a pepperoni, b salami or a 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 children where to put the parentheses.
- Then remove the extra information and check that what is left is still a proper sentence.

Activity Page

- The children 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 children 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 favourite!], [a], [b], [c]*).

Extension Activity

- The children 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.

Rounding Off

- Go over the children's 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

Aim

- Extend the children's 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 revise the punctuation marks that the children know and discuss when they might be used. These include full stops, question marks, exclamation marks, commas, apostrophes, speech marks, hyphens, parentheses and semicolons (see pages 18 to 20).
- 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 children 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 full stop 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 children 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 emphasising its importance.
- In the example above, the information clarifies or identifies what *the one thing* is, but it could also be

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 colour each time.

Expand these sentences, using a colon to introduce a different list 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 list sentence follows 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 owls shrieked loudly.

an explanation or a set of examples. Tell the children that a colon can be thought of as a little fanfare, announcing the arrival of some important information.

- 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 children write inside the outlined colon in the first musical note and then write one in each of the others, using a different colour every time.
- They then expand the sentences, adding a list of appropriate items each time, introduced by a colon. Remind the children to punctuate each list properly with commas and to move the full stop 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 children 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 children 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.

Rounding Off

- Go over the activity page with the children, 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 Pupil Book

Words and Sentences

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

We had a party for _____ We _____

We had a party for _____ We _____

“Speech Marks”

What are these animals saying? Write their speech inside the speech bubbles, and add a speech mark.

said the bee. said the snake.

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

Exclamation Marks!

REMEMBER An exclamation mark shows writing feels strongly about something.

What might you exclaim if you had these feelings?

angry surprised upset

Fill in the missing punctuation.

Stop shouted the boy.

Tina went outside Brrr! It is so cold.

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. Colour 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 as these numbers are words.

42 _____ 58 _____

75 _____ 36 _____

a long-tailed kite

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

X-ray _____

U-turn _____

T-Shirt _____

Decide where these hyphenated words should go and complete the sentences.

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 job.
- The exhibition had a _____ model.
- Dad installed new locks at home after the _____.

Colons in Sentences

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movement In a sentence, a colon is only used after an independent clause and it never separates a verb from either its object or its complement.

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() Parentheses (Round Brackets)

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

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c. (It makes it so much easier to read!)

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This biography is about Samuel Morse (because he invented the telegraph and Morse code).

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

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

Grammar 1

For teaching children aged 5-6 (Year 1 / P2)

- 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 aged 6-7 (Year 2 / P3)

- 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 aged 7-8 (Year 3 / P4)

- 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 aged 8-9 (Year 4 / P5)

- 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 aged 9-10 (Year 5 / P6)

- 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 aged 10-11 (Year 6 / P7)

- 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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