

# GPS Workshop 2017

Thursday 23<sup>rd</sup> November 2017

# What is GPS?

- GPS stands for Grammar, Punctuation and spelling.

“Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank.”

- Grammar, spelling and punctuation are key areas in the teaching of English.

# Spelling- Year 3 & 4

- **Spelling – National Curriculum**
- Pupils should be taught to:
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

# Spelling- Year 5 & 6

## ● **Spelling – National Curriculum**

- Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus





## New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

## New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	thought
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eight	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

# Word Classes

## NOUN

*Name of a person, place, thing or idea.*

Examples: Daniel, London, table, hope  
- *Mary* uses a blue *pen* for her *notes*.

## PRONOUN

*A pronoun is used in place of a noun or noun phrase to avoid repetition.*

Examples: I, you, it, we, us, them, those  
- I want *her* to dance with *me*.

## ADJECTIVE

*Describes, modifies or gives more information about a noun or pronoun.*

Examples: cold, happy, young, two, fun  
- The *little* girl has a *pink* hat.

## VERB

*Shows an action or a state of being.*

Examples: go, speak, eat, live, are, is  
- I *listen* to the word and then *repeat* it.

## ADVERB

*Modifies a verb, an adjective or another adverb. It tells how (often), where, when.*

Examples: slowly, very, always, well, too  
- *Yesterday*, I ate my lunch *quickly*.

## PREPOSITION

*Shows the relationship of a noun or pronoun to another word.*

Examples: at, on, in, from, with, about  
- I left my keys *on* the table *for* you.

## CONJUNCTION

*Joins two words, ideas, phrases together and shows how they are connected.*

Examples: and, or, but, because, yet, so  
- I was hot *and* tired *but* still finished it.

I went to the shop quickly  
because I wanted to get  
a delicious ice cream.

# Clauses



- A **main clause**= a clause that can be used on its own as a sentence.
- A **subordinate clause**= helps to give more meaning to the main clause. It often starts with a conjunction such as because, if, or when.
- The three teachers ran across the field because they could see a boy injured.
- Because they could see a boy injured, the three teachers ran across the field.



# Conjunctions



join phrases or sentences together.

## Coordinating

**F**or      **B**ut  
**A**nd      **O**r  
**N**or      **Y**et  
            **S**o

## Subordinating

After      Since  
Although      Until  
As soon as      Unless  
Because      If  
Before      While  
Even though      When

...and more!

When joining simple, complete sentences, place a **comma before** the conjunction.

I want to buy those shoes, but I don't have enough money.

Subordinate clause <sup>use a comma</sup> ↓ main clause

Since Mary didn't help make the bread, she doesn't get to eat it.

Main clause  $\emptyset$  subordinate cl.

Mary doesn't get any bread since she didn't help make it.

# Clauses



- ◉ Relative clauses
- ◉ It is a type of **subordinate clause** (extra information) using **relative pronouns**.
- ◉ that, which, who, whom, whose
- ◉ The boy went to the park, which was near the town.
- ◉ The boy, who was ten years old, walked slowly to the park.

# Fronted adverbials

**Fronted adverbials** are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Badly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



# Tenses

By looking at the verb, or verbs, in a sentence you can see when something happens, happened or will happen.

	Simple	Progressive	Perfect
Present	hide	am/is/are hiding	have/has hidden
Past	hid	was/were hiding	
Future	will/shall hide	will be hiding	

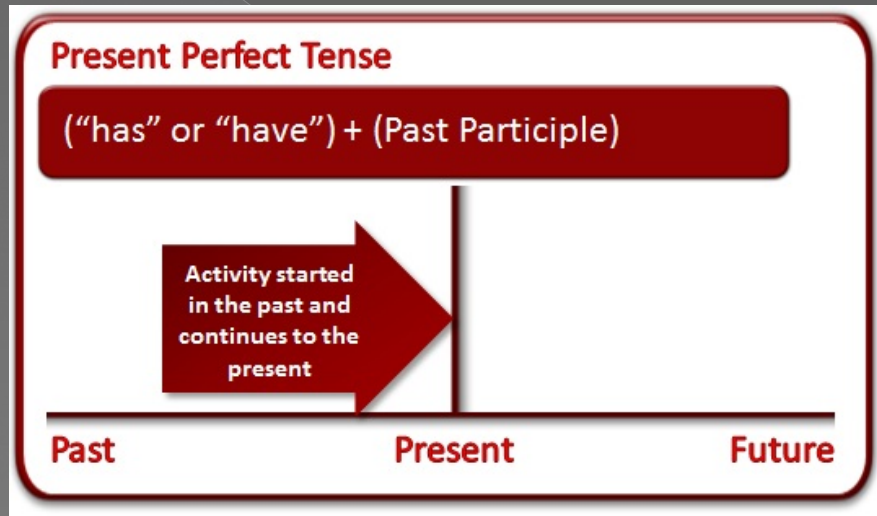
I hide.  
I am hiding  
I have hidden

I hid.  
I was hiding

I will hide.  
I will be hiding.



# Perfect Tenses



I have eaten  
too much  
cake.

We use the **present perfect** tense to talk about our experiences in a way that does not refer to when they happened:

*I have never been abroad.*

We also use this tense to talk about an action which started in the past and is continuous up until now:

*I have been a doctor for ten years.*

We also use this tense to talk about something that has happened in the past but has a result in the present:

*I have lost my passport.*



# Progressive Tenses

## Present Progressive Tense

("verb 'to be' in present tense") + (Present Participle)

On-going  
activity  
now

Future  
planned  
activity

Past

Present

Future

He is playing  
football.

The **present progressive** tense is used to describe **an action that is happening at the moment of speaking**:

*I am leaving work.*

## Present continuous / progressive

I *am*

You *are*

He / she / it *is*

We *are*

You *are*

They *are*

+ \_\_\_\_\_ing

Present  
tense of  
to be

Present participle  
of main verb

# Progressive Tenses

## Past continuous / progressive

I *was*  
You *were*  
He / she / it *was*  
We *were*  
You *were*  
They *were*

**+** \_\_\_\_\_ing

Present participle  
of main verb

Past  
tense of  
to be

The past progressive is used for a continuous action in the past, for example:

*I was working hard when the telephone interrupted me.*

*Everyone was shouting.*

*They were always arguing.*

He was  
playing  
football.

## Past Progressive Tense

(was or were) + (VERB + "ing")

On-going activity

Another activity

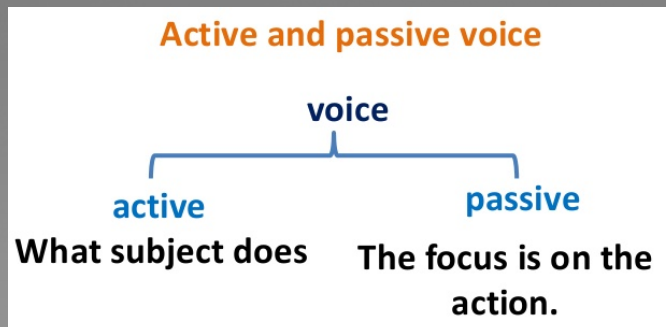
Past

Present

Future

# Active and Passive Voice

- Many verbs can be active or passive.
- I broke the window (active)
- The window was broken (by zombies) (passive)



A sentence is written in **active** voice **when the subject of the sentence is performing the action.**

A sentence is written in **passive** voice **when the subject of the sentence has something done to it by someone or something.**

# Active and Passive voice

Which is active? Which is passive?

- Someone has stolen my purse
- My purse has been stolen

# Commas

- ◉ A comma is used to separate items in a list.
  - I like to eat apples, seeds, grapes and nuts.
- ◉ Before a coordinating conjunctions (and,or,but.)
- ◉ After a subordinate clause (because, even though)
- ◉ For relative clauses
- ◉ After a fronted adverbial

# Punctuation- Direct Speech

## National Curriculum:

- Use of inverted commas and other punctuation to indicate direct speech.

*The conductor shouted, "Sit down!"*  
*"I went to the park yesterday," stated Jeremy.*

## Speech rules:

- Inverted commas around what is said
- Speech needs a capital letter and an end mark
- Don't always use said

# COLONS : Lists

- Use a colon to introduce a list, especially after a statement that uses such words as *these*, *the following*, or *as follows*.
- *Example*  
My grandparents' garden contains the following flowers: roses, sunflowers, tulips, and marigolds.

## Semi-colons 1

Semi-colons can be used to indicate a close relationship between main clauses.

The colon indicates specifically that the second sentence is a direct explanation or a result of the first.

They join two main clauses and show they are of equal importance. These clauses can stand alone or be joined by a conjunction.

### Example

1. The weather was dreadful; it rained every day.



The second clause explains why the weather was dreadful so a semi-colon is used to connect the two sentences.

2. It was freezing; he was grateful for his coat.



## Using a semi-colon 2

### **Before conjunctive adverbs**

A semi-colon precedes conjunctive adverbs (however, nevertheless, consequently and therefore) when they are used as conjunctions to connect clauses.

### Examples

June was hot; however, some cities were rainy.

Reports of the damage caused by the hurricane were greatly exaggerated; indeed, the storm was not a 'hurricane' at all.

I needed to go for a walk and get some fresh air; also, I needed to buy milk.

### Top Tip

Notice how the comma must always come after the conjunctive adverb.

6

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

☐

I bought several beach toys a: bucket, a spade, a ball and a kite.

☐

I bought several beach toys: a bucket, a spade, a ball and a kite.

☐

I bought several: beach toys, a bucket, a spade, a ball and a kite.

☐

8

Tick two boxes to show where the missing **inverted commas** should go.

☐☐☐☐

Roman life was unlike modern life, the archaeologist said.

1 mark

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

39

Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

46

Which sentence uses the **present perfect** form?

Tick **one**.

Jo went shopping on Saturday and she bought a whole new outfit.

☐

The girl entered at the last minute and won the race!

☐

My sister was a reserve, but she scored the winning goal.

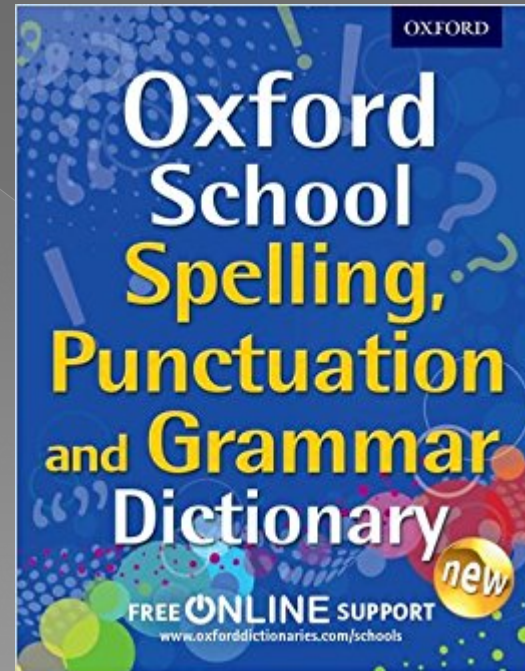
☐

My dog was very naughty, but since the classes he has been much better.

☐

# Resources

● [www.theschoolrun.com](http://www.theschoolrun.com)



Thank You!