KS2 Grammar, Punctuation & Spelling Test for the New Curriculum

September 2015

Please complete the selection of questions taken from the sample GPAS test

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We **was** / **were** planning to hold a cake sale at school.

I **was** / **were** chosen to design the posters.

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates **certainty**	Modal verb indicates **possibility**
It will be very cold tomorrow.	✓	
John might have missed the train.		✓
Ann can speak six languages.	✓	
You could finish your work by the end of the lesson.		✓

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play. ☐

Gemma was doing her science homework. ☑

Jamie learnt his spellings every night. ☐

Anna found her history homework difficult. ☐

Complete the sentence below so that it uses the **subjunctive form**.

If I were to have one wish, it would be for good health.

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

How do you feel about the new level of grammar for your 10-11 year olds?

The New Curriculum – A heads up!

- Some English examples

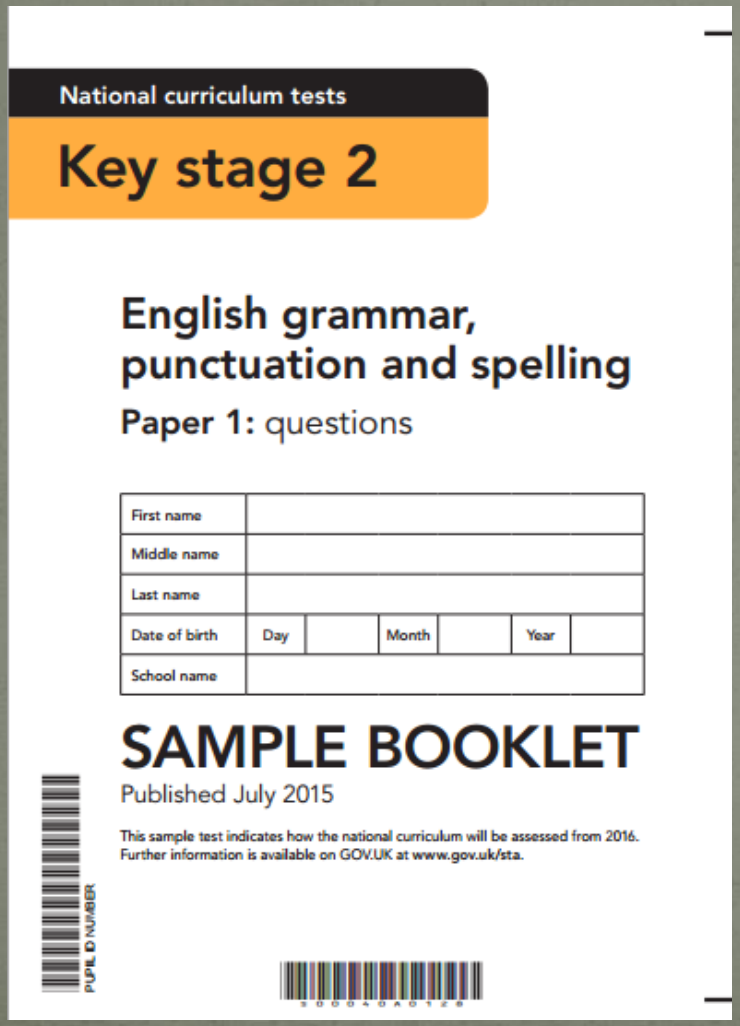
Old Curriculum	New Curriculum
English Level 4 Writing	Vocab, Grammar & Punctuation Y5/6
Questions marks, accurate use of speech punctuation. Commas in a list to occasionally mark clauses	Using brackets, dashes or commas to indicate parenthesis Using commas to clarify meaning and avoid ambiguity Using hyphens to avoid ambiguity Using semi-colons, colons or dashes to mark boundaries between independent clauses Using colon to introduce a list Punctuate bullet points consistently
We are used to teaching these skills for 12 – 14 year olds but now this is an expectation for Y5/6 pupils.	

The New Curriculum – A heads up!

- Some English examples

Old Curriculum	New Curriculum
Relate texts to their social cultural and historical contexts and literary traditions	Y3 – 4 Increasing their familiarity with a wide range of books including fairy stories, myths, legends and retelling some of these orally
	Y5 – 6 Increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage , and books from other cultures
Year 5 – Term 2 To recognise and spell the suffix – cian etc.. Children must recognise all 'shun' words and know how to choose the correct ending	Spelling banks for Year 3 – 4 Words ending with the suffix – tion Words ending with the suffix – sion Words ending with the suffix – ssion Words ending with the suffix – cian

The Y6 test….


National curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

PUPIL ID NUMBER

- 45 mins
- Some multiple choice
- Some short words, phrases or sentences
- Explain why….answers
- A separate spelling test
- Info for parents is available

What the children will be asked to do

Question type
Tick boxes
Underlining clauses / phrases / other text
Circling of the answer
Drawing lines to 'match' boxes
Labelling of parts of speech

The Starting Point…

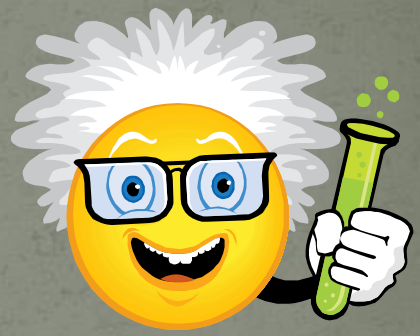
- Grammar is about making **meaning**.
- It is part of the curriculum from FS to KS2 and beyond.
- Words are the 'building blocks'
- The same word can perform different functions, depending on the sentence in which it is found…

Eg : use the word 'table' in as many different ways as you can

Renewing our subject knowledge

The children will need to know 8 main word types.

- **Nouns**
- **Verbs**
- **Adjectives**
- **Adverbs**
- **Determiners**
- **Prepositions**
- **Pronouns**
- **Conjunctions**



For EAL children this will be more of a challenge: some of these word types may not exist in home language and/or word order may vary.

Therefore establishing spoken language skills first is VITAL.

Adjectives

Describing words? How many adjectives can you find in this highly descriptive passage?

The storm had ripped violently through the village, uprooting houses and leaving possessions strewn across the valley. Pots, pans, tables, chairs, household items of all kinds had been abandoned in the mud. No children played in the playground, but a teddy –bear lay against the roundabout, staring blankly at the scene.

An adjective describes (or modifies) the noun.

- **It might nestle close to the noun- or be elsewhere in the sentence..**

The *silver* car stood in the driveway.

The car in the driveway was *silver*.

Nouns

Nouns are the biggest word class (everyone and everything needs a name!)

A noun is the name of a person, place, animal, thing or idea.

- **Nouns can be singular or plural**
- **They can be proper (Place names, Alsatian), common (dog), collective (team), or abstract (justice). Abstract nouns (Lv6) are those that you cannot see/touch and can be emotions.**
- **Noun phrases- a 'phrase' takes its name from the overall job that this group of words is doing…**

  So – 'the big, blue, shiny bicycle' – is a noun phrase

Verbs

Action words?

Find the action word in the following sentences

- We are all enthusiastic teachers
- Many animals are endangered
- The boys played football

A verb is a 'doing' or a 'being' word. It tells us what is happening in the sentence.

- The most common verb in the english language is the verb 'to be'
- A verb can be a single word or a group of words which together form the 'verb phrase'

The choir *will be singing* at the village hall.

The choir *has been singing* at the village hall.

The choir *might be singing* at the village hall.

The choir *would have been singing* at the village hall.

Pronouns

Pronouns stand in for a noun,

I, you, he, she, it, we, they,

My, your, his, her, our, their.

Pronouns are important for ‘cohesion’.

If children overuse them, the reader is not sure who is being discussed. If they underuse them, the writing can sound very repetitive and boring.

Adverbs

The lion was staring.

How?

The lion was staring *menacingly*.

Adverbs modify the verb.

They tell us how (adverb of manner), when (adverb of time), or where (adverb of place).

Last Thursday*, the lion was staring *menacingly.

***Last Thursday, at the Safari Park,* the lion was staring *menacingly* out towards the keepers.**

Adverbs can move about the sentence, affecting the emphasis, but not the meaning.

Determiners

- **Determiners … ‘home’ you in on the noun.**

The most common determiners are ‘the’ and ‘a’

Some more determiners:

- **this dog, that dog,**
- **all dogs, every dog, some dogs, no dogs, each dog**
- **one dog, two dogs**
- **his dog, her dog, my dog (what other category ?)**
- **an aeroplane (not a aeroplane)**

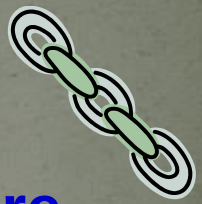
Prepositions

Prepositions express a relationship of meaning between two parts of a sentence, usually to do with space or time.

Simple prepositions may include:
about, across, after, at, before, behind, by, down, during, for, from, to, inside, into, of, off, on, onto, out, over, round, since, through, to, towards, under, up, with.

Conjunctions (Connectives)

Sentences can be made longer by joining 2 clauses or parts of clauses together.



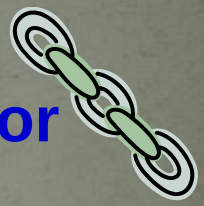
Words that link 2 parts of a sentence together are called conjunctions (the word 'connective' is used in the draft/sample test material).

For example …because, so, while, for, and, but, or, yet, even though, provided that….

Some of the Year 5 and 6 expectations

Subjunctive

The subjunctive is a very formal use of a verb.

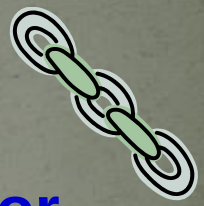


The Headmaster requests that you be present for interview at 9am.

The teacher insists that her students arrive on time.

Relative Clauses

A relative clause adds extra information about a noun or clause.

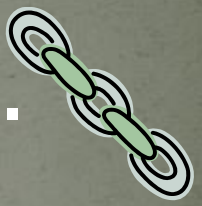


The Headmaster requests that you be present for interview at 9am.

Relative clauses often start with ‘which’,' who’, ‘that’

Modal Verbs

Modal verbs are always used with other verbs, They are used to show how possible something is, or how likely it is to happen.



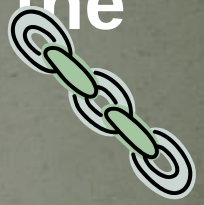
could **would** **should** **shall**

can **must** **may** **ought**

might

Past Progressive

The past progressive indicates an action that was happening in the past. It is used with the auxiliary verb 'was/were'



I was writing in my diary.

They were walking by the river.

Key aspects…

- **Get interested in words and word choices and notice how the experts do it**
- **Teach specific aspects using correct terminology.**
- **Practice- little and often**
- **Apply in context immediately and in a variety of contexts.**

- ***Speaking grammatically correct is really important.***
- ***When appropriate* use the correct grammatical terminology more with the children.**

Reading and Text types

- High quality texts are vital.
- Picking apart texts and identifying grammatical features.
- Regular reading and discussion.
- Reading for pleasure.
- Reading and Writing perspective.

Goodnight Mr Tom

‘The flames in the range flickered and danced before his eyes, crackling in sudden bursts though not in a venomous way’.

‘Willie pulled off the weighted shoes and stood in the dark hallway shivering helplessly, his teeth rattling inside his clamped jaw’.

‘It was a small, comfortable room with two windows. The front one looked out onto the graveyard, the other to a little garden at the side’.

Support

We have put together a set of handouts for you to use/read to support your child. These will be available on our website too.

Useful Books

- Help your kids with Spelling and Grammar

-Carol Vorderman (ISBN: 978-1-4093-3423-1)

- Grammar for grown ups

-Katherine Fry & Rowena Kirton (ISBN: 978-0-224-08701-8)

- Making sense of Grammar
- -David Crystal (ISBN: 0-582-84863-6)
- Rediscover Grammar

-David Crystal (ISBN: 0-582-84862-8)

Jumpstart Grammar

-Pie Corbett & Julia Strong (ISBN: 978-0-414-83110-9)

Oxford School Spelling, Punctuation and Grammar Dictionary (ISBN: 978-0-19-274537-8)