

Grammar and Punctuation - Year 1

The following table presents the requirements for Grammar and Punctuation in Year 1. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice.

| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology for students to learn |
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| <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p> | <p>How words can combine to make sentences?</p> <p>Joining words and joining sentences using and.</p> | <p>Sequencing sentences to form short narratives.</p> | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun I.</p> | <p>Word</p> <p>Sentence</p> <p>Letter</p> <p>capital letter</p> <p>full stop</p> <p>punctuation</p> <p>singular</p> <p>plural</p> <p>question mark</p> <p>exclamation mark</p> |

The following glossary is to aid the teaching of grammar and punctuation in Year 1. The words and explanations below do not need to be learnt by pupils and is for the benefit of teachers and parents.

| Terminology | Definition | Example | Teaching Activities/Strategy |
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| Adjective | <p>The certain way to identify adjectives is by the ways they can be used:</p> <p>Before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or after the verb be, as its complement.</p> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be modified.</p> <p>Adjectives are sometimes called "describing words" because they pick out single characteristics such as size or colour.</p> | <p>The pupils did some really nice work. [adjective used before a noun, to modify it]</p> <p>Their work was good. [adjective used after the verb be, as its complement]</p> <p>Some of the adjectives are:</p> <p>Afraid Bright Fresh Quick Some Unfair Unhappy</p> | <ul style="list-style-type: none"> Teacher can display an image on the board and write a word below that image to describe it. For example, you could write "colourful" underneath a picture of a parrot. Display another image and ask the suggestions for describing words and use accurate suggestions in a simple sentence. Organise the class into equal groups and ask each group of students to think about words that describe their pictures and discuss their words with their group members. After 10 minutes captain of each group is supposed to show their picture and read the adjectives each group member wrote. Independent worksheet to circle the adjectives. |

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| <p>Adverb</p> | <p>The certain way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, or even another adverb.</p> <p>Put another way, adverbs can make the meanings of these other words more specific.</p> <p>Adverbs are sometimes said to describe manner or time.</p> <p>Adverbs usually tell where, when, or how.</p> | <p>Emma went downstairs to play on her computer. [adverb modifying the verb went]</p> <p>That game was really exciting! [adverb modifying the adjective exciting]</p> <p>We don't get to play football very often. [adverb modifying the other adverb, often]</p> | <ul style="list-style-type: none"> • Write simple sentence including verb and ask them to identify verb and ask the reason. • For example, write the following sentence on the board: "The school bus left early." Then ask the students when the bus left. • Do the "Train Ride" activity by forming the train of kids. As the train is moving around the classroom, shout out the following commands and have everyone follow what you do: <ul style="list-style-type: none"> • "Let's go quickly!" – speed up by chanting quickly". Do the same with slowly, quietly, loudly, high (hand up) and low (drooping gate). • Do the "Adverbs Match" worksheet and fill in the missing adverbs worksheet. |
| <p>Noun</p> | <p>The certain way to identify nouns is by the ways they can be used: they can go with a verb to act as its subject, and can usually be singular or plural.</p> <p>Nouns are sometimes called "naming words" because they name people, places and things.</p> | <p>Our dog bit the thief on his leg!</p> <p>My big brother did an amazing jump on his trampoline.</p> <p>Noun Word List Playground, School, Garden, House, Pair, Field, Alphabet, Bedroom, Church, Coach, Dolphin, Dream, Elephant, Family, Friend, Sketch, Skin, Theme, Thief, True, Wheel</p> | <ul style="list-style-type: none"> • Use simple noun images to display and ask them to name it. E.g. cat, dog etc. Then ask them name the nouns in the classroom. • Play noun games. Write 10 simple sentences on the board. Ask your students to identify each noun. Have each student say why the word is a noun, to which they should respond e.g. "because it is a place," • Give them noun identifying worksheets and ask them to circle the noun in sentences. • Ask them to draw some nouns on the paper. |
| <p>Plural</p> | <p>A plural noun normally has a suffix -s or -es and means "more than one".</p> <p>There are a few nouns With different morphology in the plural (e. g. mice, formulae)</p> | <p>dogs [more than one dog]</p> <p>boxes [more than one box]</p> <p>mice [more than one mouse]</p> | <ul style="list-style-type: none"> • Playing the "Does it fit?" game. Provide the children with the two sentences and check if they can spot/correct words that do not fit. E.g. "The car is excellent" and "The car are excellent". • Provide pictures with one or more of the same objects e.g. dog/dogs. • Model how you add an s to a noun to make it more than one. Children to repeat with other objects and change the nouns to show there are more than one. • Show your students list of five nouns with sentences and ask them what if "more than one" scenario. |

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| | | | <ul style="list-style-type: none"> Give them worksheet of sentences and ask them to identify and noun and make their plurals using -s or -es. |
| Pronoun | <p>Pronouns are normally used like nouns, except that:</p> <p>They are grammatically more specialised ° it is harder to modify them. (i.e. it is harder to make their meaning more specific).</p> <p>In the examples, each sentence is written twice: once with pronouns (underlined), and once With nouns. The colours show Where the same thing is being talked about.</p> | <p><u>He</u> waved to <u>her</u>. Sam waved to Jane.</p> <p><u>His</u> father is over there. Sam's father is over here.</p> <p>He She They It We Who Us</p> | <ul style="list-style-type: none"> Give the children the missing pronouns from the simple sentences. Ask them to complete the sentences by making the missing words. Cut out the list of pronouns. Give children a random pronoun and ask them to use it within a sentence. Display the examples of pronouns so that children can refer to them. Fill in the blanks pronoun worksheets. |
| Verb | <p>The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present tense] or past. See also future.</p> <p>Verbs are sometimes called "doing words" because many verbs name an action that someone does.</p> | <p>He looked out of the school bus Window. [present</p> <p>The teacher wrote a song for the class. [past tense]</p> <p>We Will gg to the zoo soon! [present tense + infinitive]</p> <p>He likes chocolate. [present tense]</p> <p>Verb Word List Annoy, Burst, Buzzing, Complete Enjoy, Flew, Grew, Hunting, Jumping, Meant, Rescue, Share, Threw, Turn</p> | <ul style="list-style-type: none"> Teach verbs through a story. E.g. gingerbread man story. Ask your student secretly to act out an action and ask other students to guess it. Ask them to use those action words (verbs) in their sentence. Have your students draw actions or write verbs on a worksheet. |
| Punctuation | <p>Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! — () "" "), and also word-spaces, capital letters Apostrophes, paragraph breaks and bullet points.</p> <p>One important role of punctuation is to indicate sentence boundaries.</p> | <p>"What did you say?" replied Ted.</p> | <ul style="list-style-type: none"> Write a sentence without the finger spaces and read it aloud to the children. Does it make sense? Why not? Can they say where the words should be separated? Ask them to re-write correctly. As a class, decide on the symbol to indicate the capital letter. E.g. you can put a cap on the capital letter. "I want a banana" game. Give the children the sentence (I want a banana) to read and a pile of cards with punctuation marks to choose from. Each |

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| | | | <p>child pulls a card and has to read the sentence “I want a banana” including the punctuation.</p> <ul style="list-style-type: none"> • Agree a mime for full stop, e.g. a stomp. Read to the children and every time a full stop happens in the sentence, stomp. Extension: draw a line in the air above the stomp to indicate the exclamation mark. Encourage the children to join in. • Show to the children how the voice changes to indicate that what they say is a question/statement/exclamation. |
| Sentence | <p>A sentence is a group of words which are grammatically connected, and where nothing is grammatically missing. In other words, a sentence must be grammatically complete.</p> | <p>John went to his friend’s house.</p> | <ul style="list-style-type: none"> • Ask the children to write few sentences. Each sentence should be in different colour or should be separated by huge gap to highlight the beginning and the end. • Play a sentence repetition game. Start from two word sentences and move gradually to compound sentences. • Spot the real sentence. Provide a list of sentences, some of which don’t make sense. Ask the child to find the real sentence. Ask the reason. • Leave out the verbs. Show the children how the verb is a driving force in a sentence. • One sentence a day, it will eventually pay. Give them a word and ask the children to write a sentence. Remind and encourage correct punctuations. • Make a sentence rule checklist (Cap, full stops, makes sense, has a verb, can have an exclamation mark/question mark) to be displayed. |
| Suffix | <p>A suffix is an “ending”, something used at the end of one word to turn into another word. Suffixes can often change one word class into another.</p> | <p>Call -> called Teach -> teacher [turns verb into noun] Terror -> terrorise [turns a noun into verb]</p> | <ul style="list-style-type: none"> • Ask suggestions about the words that have -ing at the end. Which of them are verbs (doing words)? How do we know? • Provide the children with a set of words and ask them to add -ing. Put both words in to sentences e.g. I like to play. I am playing now. • Tell the children a famous fairy tale but replace all verbs from past tense in to the present tense. Did children notice something wrong about it? Show them one of the sentences and change the verb by adding -ed. Explain that verbs |

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| | | | <p>that tell us about something that has already happened. Ask them to write a sentence about any of their yesterday's action.</p> <ul style="list-style-type: none"> • Kennings: each child chooses from a list of verbs (that do not need root word change when -er is added). Verbs describe what they like to do e.g. play, build, sing, race, and jump. Read a few kennings to them to introduce the form. Each child adds -er to the verbs and creates a poem about themselves. Put together in to a class kenning and display. |
| Prefix | A prefix is added at the beginning of a word in order to turn it into another word. | <p>unacceptable</p> <p>unkind</p> <p>List of words unafraid, unclean, unlucky, unhelpful, unhurt, unfriendly</p> | <ul style="list-style-type: none"> • Make it explicit that the prefix un- makes the word mean the opposite. E.g. wrap something in front of them then unwrap it. • Mime it! Ask the children to mime the word that shows on the screen, e.g. tie, happy. Then model adding un- in front and ask the children to undo their action. Then, they play in pairs but cannot talk. They need to write the verb, the partner reads it and does the action. After that, the first person inserts un- at the front of their verb, and the partner and the partner performs the opposite action. |