



Supporting Your Child at Home

Punctuation and Grammar Toolbox

Years 1 and 2

By the end of Year 1 most children should know...

- ❖ **How words can combine to make sentences;**
- ❖ **How to join words and clauses using and ;**
- ❖ **How to sequence sentences to form short narratives;**
- ❖ **How to separate words with spaces;**
- ❖ **How to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.**
- ❖ **How to use capital letters for names and for the personal pronoun I**
- ❖ **What nouns, verbs and adjectives are.**

Important words for children to know: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

HELPFUL TIP: Reconstruct...

Write a sentence together. Print your writing out in big lettering including the full stop. Cut into individual words, including the full stop. Help the children to reproduce the sentence, by holding the cards in front of them. As you do more of these, collect them together and save for future use.

HELPFUL TIP: Expand...

You can build up and develop sentences by asking questions.

Child: "It's my birthday today."

Adult: "How old are you?"

Child: "I am five."

Adult: "It is your fifth birthday today." ... and so on...

HELPFUL TIP: Sentence Frames

Can be used to develop understanding of simple sentence structures

Elephants	like	carrots.
Giraffes	like	biscuits.
Zebras	like	
Monkeys	like	

Make sure that children have plenty of regular practise and that they use capital letters and full stops.

HELPFUL TIP: Transforming sentences:

Oral, then written changing of the words in well-known sentences...

Jack and Jill went up the hill. ... can become...

Fred and Kath went down the path!

Or...

Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall... can become...

Humpty Dumpty ran on the road; Humpty Dumpty trod on a toad!

Try some of these online activities to support your child's learning...

Capital letters-

<https://roythezebra.com/reading-games/newwindow/capital-letter-beginner-1.html>

A range of relevant skills – capital letter, sentences, question marks etc. -

<http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

Capital letters and full stops

https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/cap_letters_stops/eng/Introduction/default.htm

By the end of Year 2 most children should understand...

- ❖ What nouns, verbs, adjectives and adverbs are.
- ❖ Subordination – using...when, if, that, because,.
- ❖ Coordination – using...or, and , but;
- ❖ How to expand noun phrases for description and specification; (e.g. the blue butterfly, plain flour, the man in The Moon.)
- ❖ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- ❖ How to make the correct choice of present tense and past tense.
- ❖ The use of the progressive form of verbs in the present and past tense to mark actions in progress; (e.g. she is drumming; he was shouting.)
- ❖ The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list;
- ❖ The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. the girl's name.)

Words for pupils: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.

Perfect punctuation

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

Punctuation spotter

Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, "When do we use capital letters?" Do the same with question marks, exclamation marks or verbs and adjectives.

Sentence frames – nouns, verbs, adjectives, adverbs

Use this to help develop your understanding of more complex sentences.

article	adjective	noun	verb	adverb
The	black	rat	looked	soggy.
An	old	duck	swam	slowly.
Some	smart	rings	shone	brightly.
A	delicious	toffee		

Finish the sentence:

Give your child some sentence stems and conjunctions – e.g. *The dog ran over the road... when, because, next, etc.*

Children compose appropriate endings. Discuss. Are the endings interchangeable? Does the meaning change according to the conjunction being used?

Stretchy sentences: Can you stretch these sentences?

To make them longer you need to add more information.

e.g. The boy went to the park.

The **happy, young** boy went to **play with his friends at** the **huge, exciting** park.

or...

The **tall, brown haired** boy **was fed up so he** went to the park **to play with his friends on the fantastic, big climbing frame.**

1.	The fox had a tail.
2.	The sea was calm.
3.	The bat was squeaking.
4.	We went on the slide.
5.	The hedgehog has spikes.

because	as	when	so	in order to	which
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Why?

The driver crashed into the house.

The driver crashed into the house because of the thick fog.

Time?

The driver crashed into the house, as he was on his way to work.

Try Some...

Why? The cat fell asleep.

When? The cat fell asleep.

Why?

The mice needed a torch

When?

The mice needed a torch

Try some of these online activities to support your child's learning...

Punctuating sentences:

http://www.bbc.co.uk/bitesize/ks1/literacy/using_punctuation/play/

Joining words

http://www.bbc.co.uk/bitesize/firstlevel/literacy_and_english/joining_words/play/popup.shtml

Making sentences:

http://www.bbc.co.uk/bitesize/ks1/literacy/making_sentences/play/popup.shtml