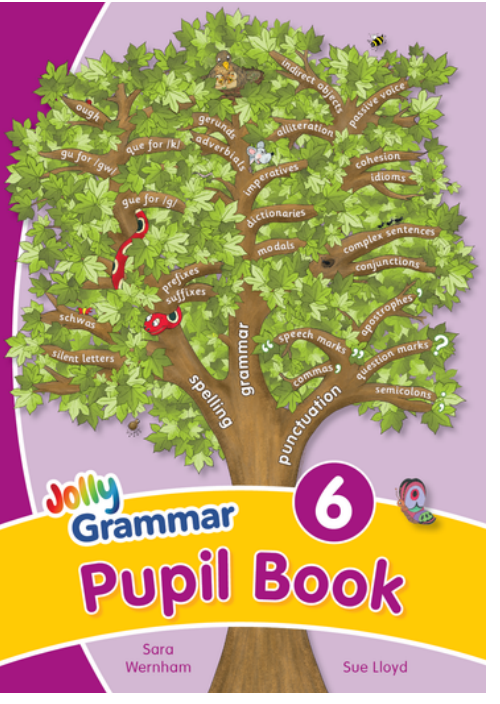
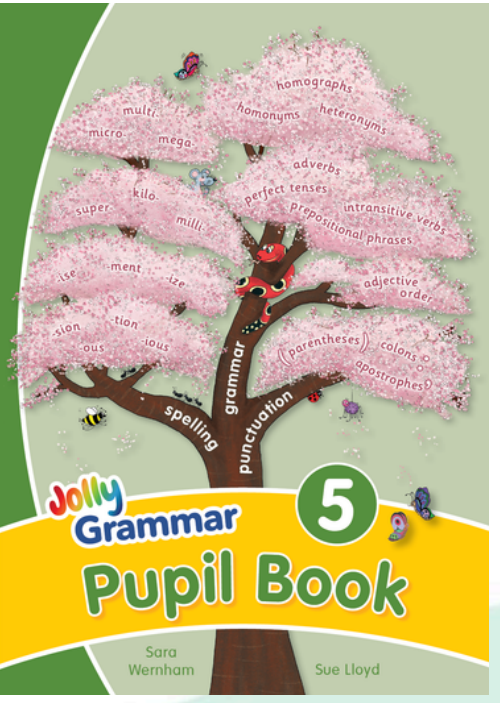
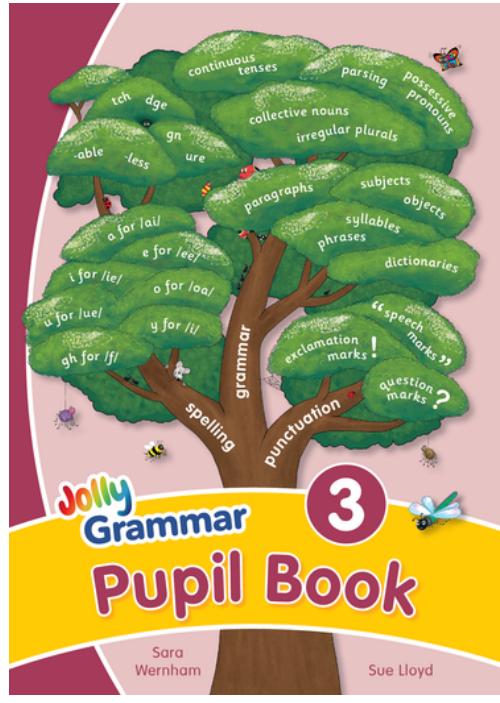
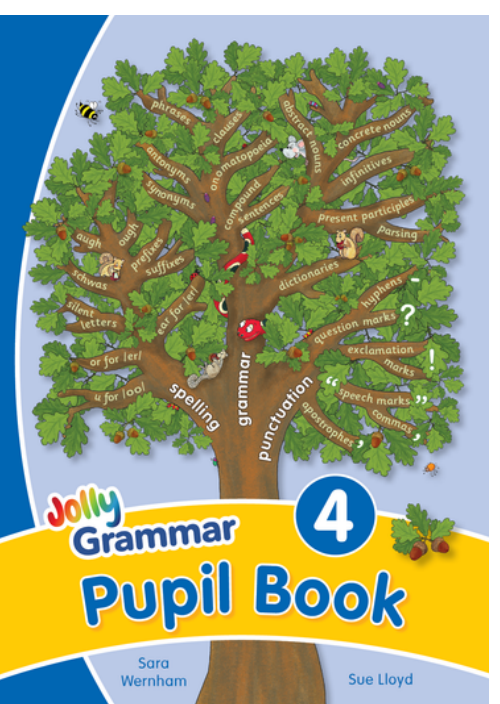
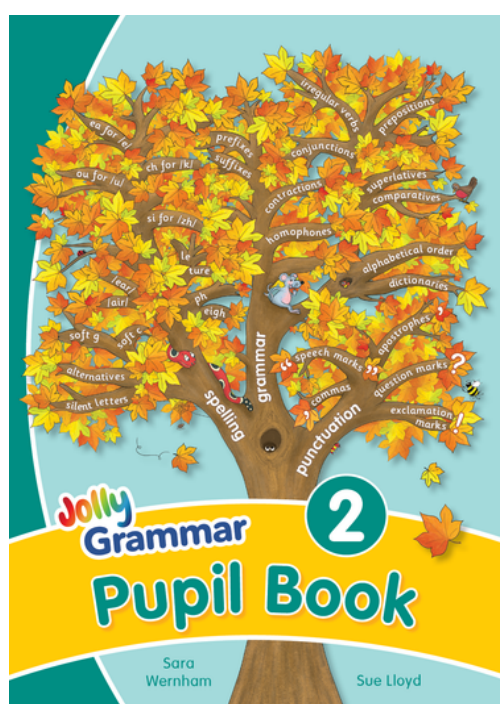
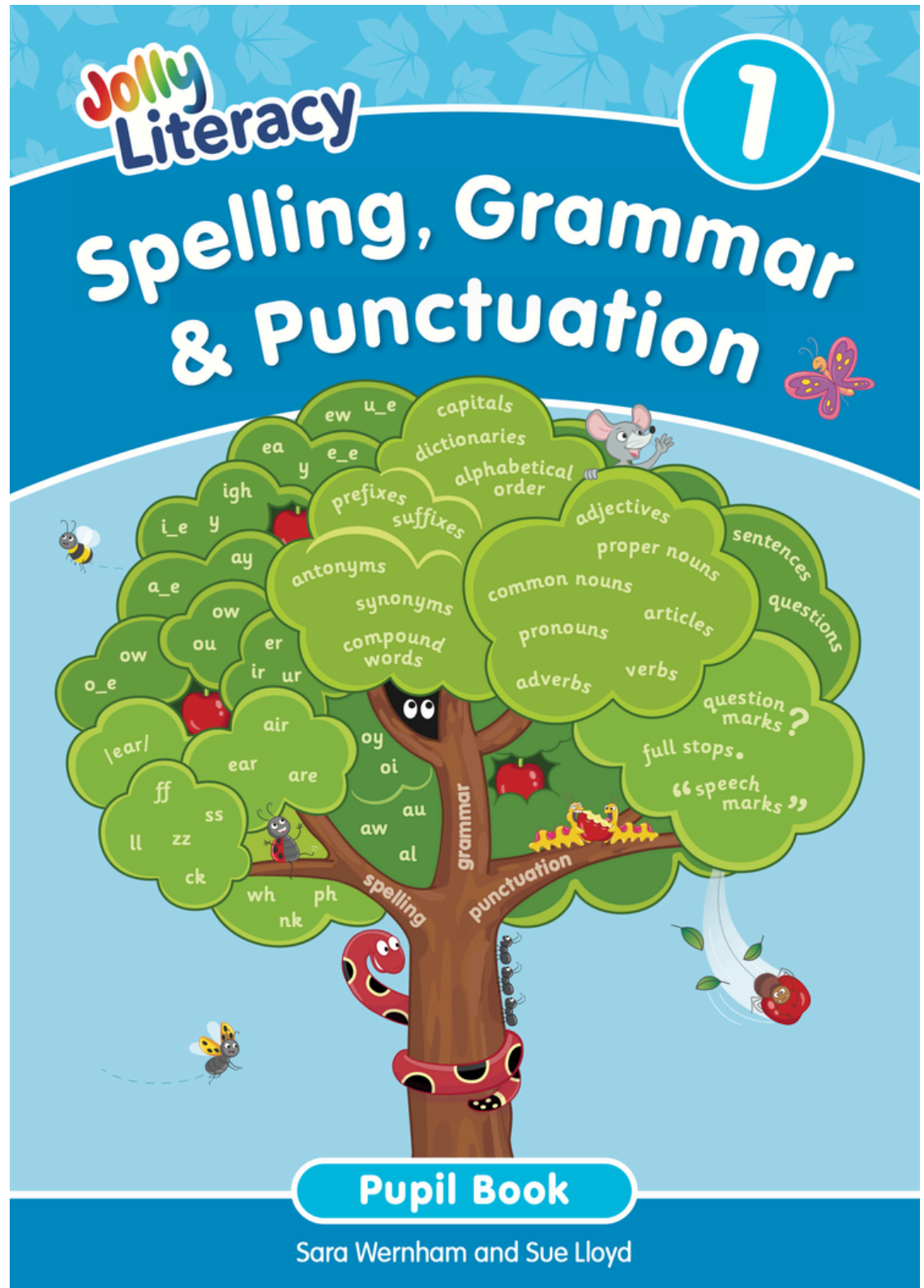




Welcome to the session

Developing writing from
learning grammar.

Sara
Wernham

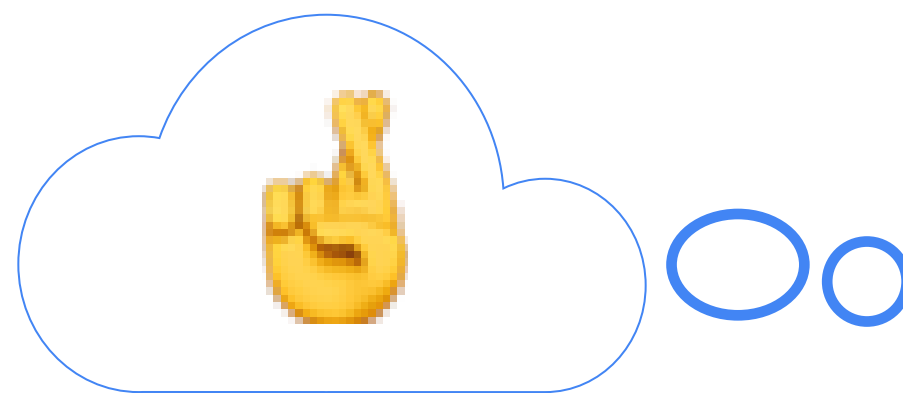


Jolly Literacy

Spelling, Grammar and Punctuation

Teach together as there are many overlaps

hop e d



Jolly Literacy

Reading Comprehension & Writing Skills

1

Teacher's Book



Developing confident listeners, speakers, readers and writers

Sara Wernham

1

Grammar



Jolly Literacy

Reading Comprehension

1



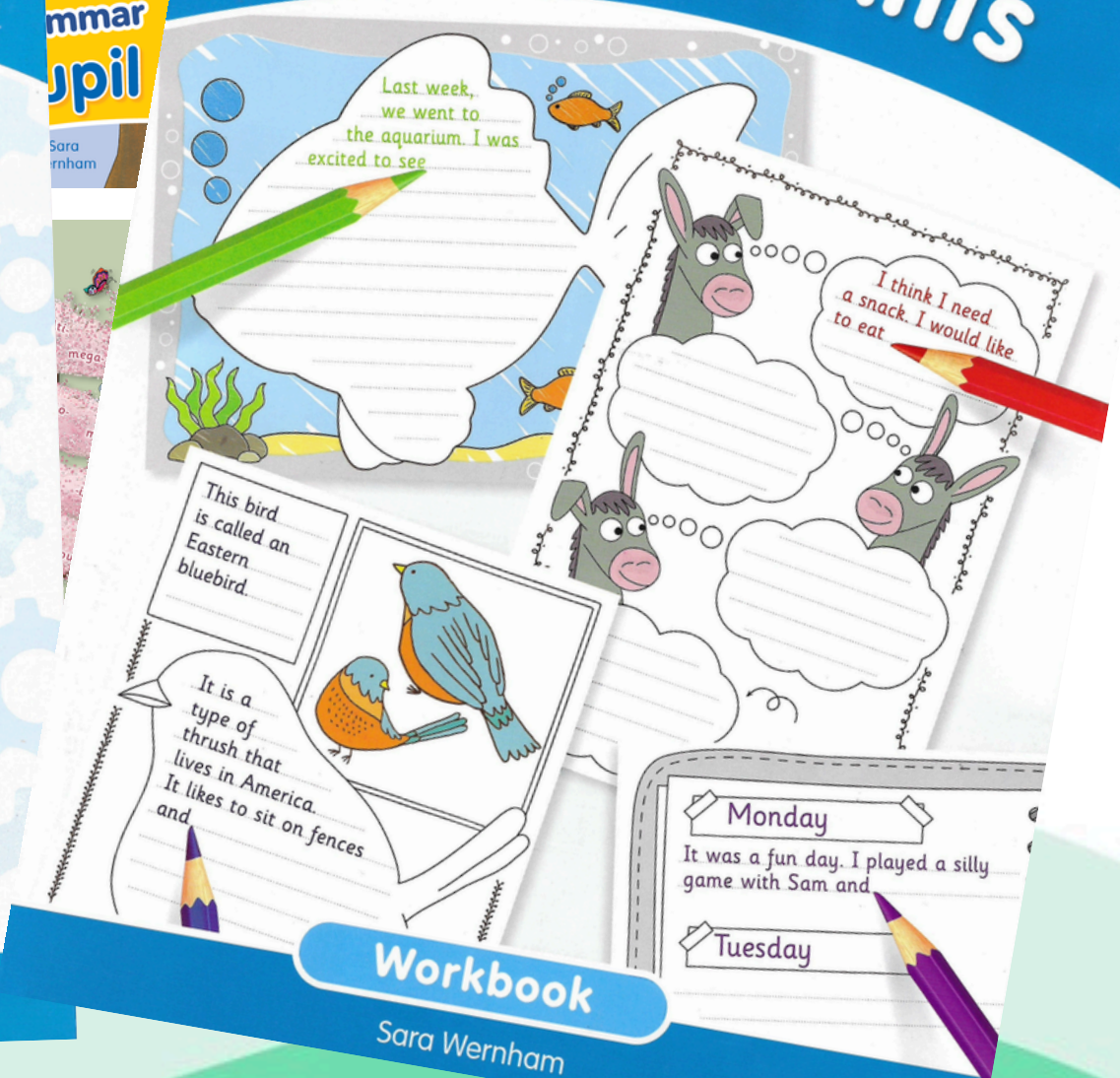
Pupil Book

Sara Wernham

Jolly Literacy

Writing Skills

1



Workbook

Sara Wernham

Jolly Literacy

Spelling, Grammar and Punctuation

Pupil Book

Range of activities




 UNIT 1: Spelling

sh

Write an <sh> word in each fish and draw a picture to match.

Action
Place your finger over your lips and say sh, sh, sh.



am
get
clap
shop
fish
shut
wish
I
the
shampoo

Dictation

1..... 2..... 3.....

4..... 5..... 6.....

7.....

8.....

9.....

A visit to the aquarium

Sasha and Josh are visiting an aquarium. "I want to see all the fish!" Josh shouts excitedly as he rushes in.

"Wow!" exclaims Sasha. "Look at that enormous fish tank!"

"Look at all the different fish," Josh whispers.

"I can see a shoal of red fish," says Sasha.

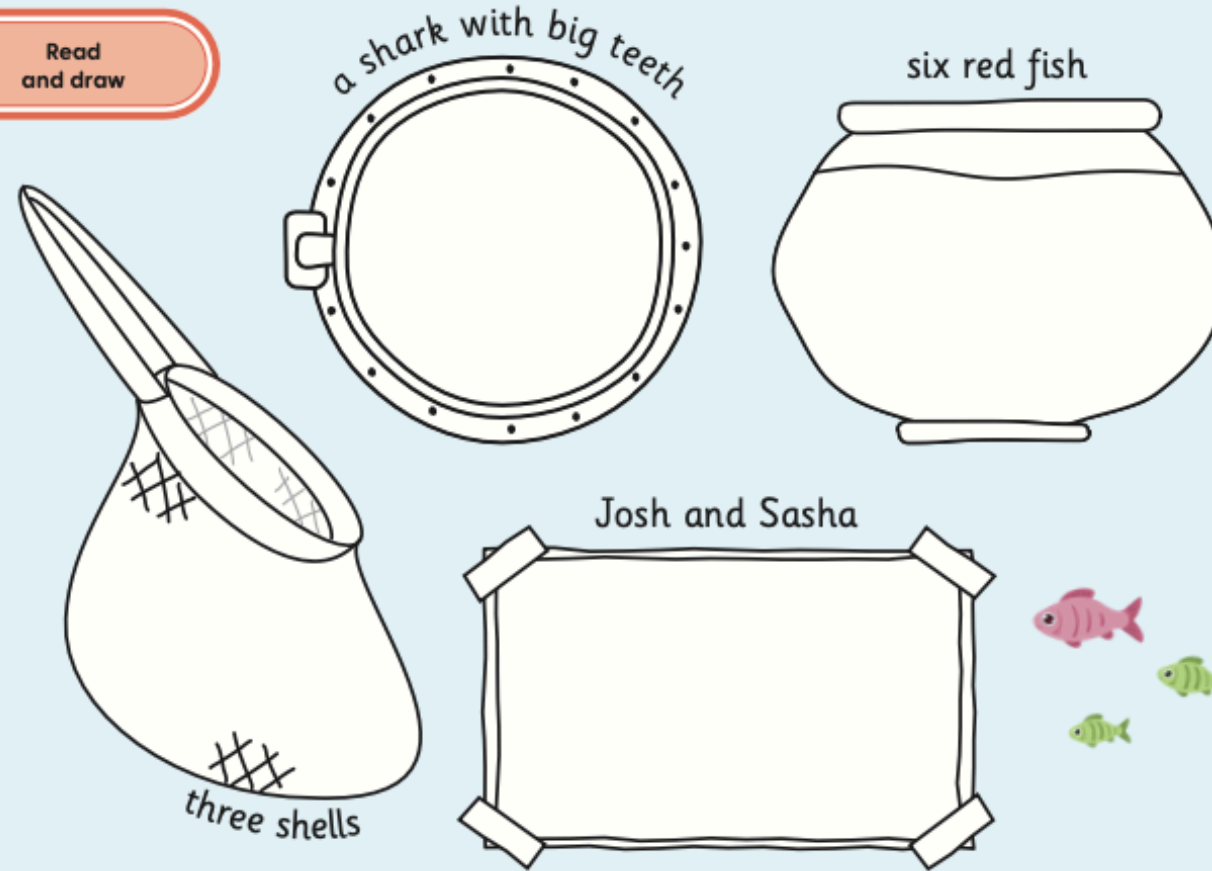
"I wish we could swim in there," says Josh.

Just then a big shark swims out of the shadows and across the tank. "Perhaps not," mutters Josh with a shiver.

Finally, they do some shopping. Sasha chooses a bag of shells and Josh gets a toy shark. "He's fin-tastic," says Josh, cuddling his shark and smiling happily.



Read and draw



circle the correct answer

Do the children visit a zoo?	Do they go swimming?
Yes or No	Yes or No
Do they see a shark?	Does Josh get a toy starfish?
Yes or No	Yes or No

What does Josh buy?
.....
.....

A visit to the aquarium

1. Read the story

Read the story to the class. Ensure the children can see the text, pointing to the words as you read. Read the story again, sounding out any difficult or unusual words, such as *aquarium* and *shoal*. Check that the children know the meaning of these words. Briefly look at the punctuation: mention the speech marks and explain that the words inside them are the words that are actually said, and point out the exclamation mark following *Wow!*

A visit to the aquarium

Sasha and Josh are visiting an aquarium. "I want to see all the fish!" Josh shouts excitedly as he rushes in.

"Wow!" exclaims Sasha. "Look at that enormous fish tank!"

"Look at all the different fish," Josh whispers.

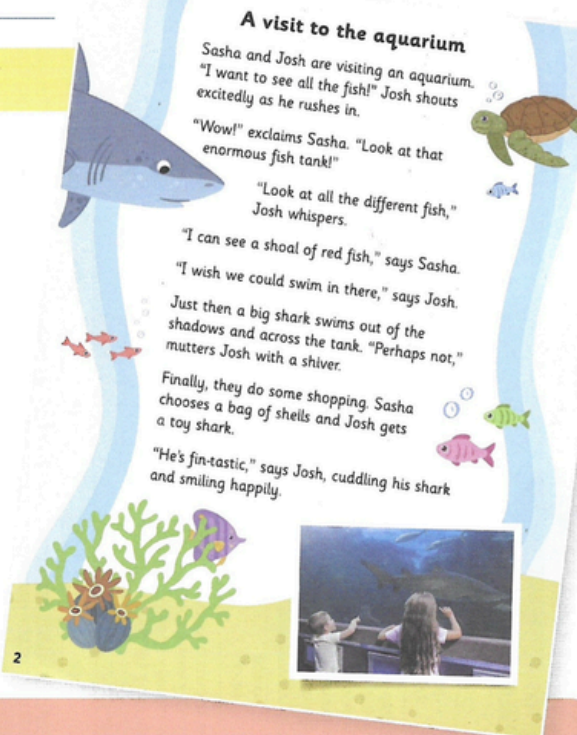
"I can see a shoal of red fish," says Sasha.

"I wish we could swim in there," says Josh.

Just then a big shark swims out of the shadows and across the tank. "Perhaps not," mutters Josh with a shiver.

Finally, they do some shopping. Sasha chooses a bag of shells and Josh gets a toy shark.

"He's fin-tastic," says Josh, cuddling his shark and smiling happily.



2. Talk about the story

- What is an aquarium?
- What are the names of the children?
- Why don't they see the shark to begin with?
- Why do you think Josh does not want to swim in the tank after all?
- What do they buy?
- Why does Josh say *fin-tastic*?
- How do you know Josh is having a good time?
- Why do you think they are visiting the aquarium? (*They like fish or they are on an outing.*)

Point out that...

The plural (meaning there is more than one of them) of fish can be *fish* or *fishes*, as in the title of one of the books suggested below. *Fishes* often refers to lots of different types or species of fish.



Story time

Further reading

Read some stories about fish, for example:

The Rainbow Fish Marcus Pfister

Kate and the Fishes Kayley Turner (author) and MBE Studioz (illustrator)

Hooray for Fish! Lucy Cousins

Rhyme time

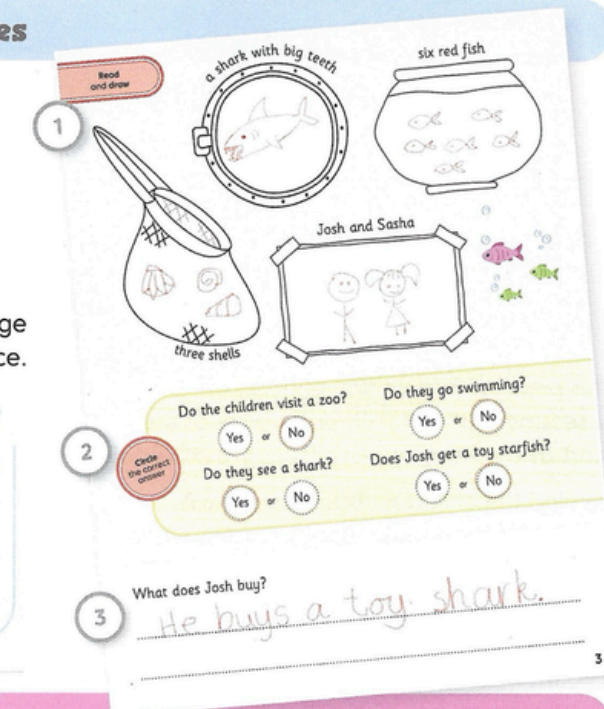
Encourage the children to sing this song with you to the tune of **The wheels on the bus:**

“The teeth on a shark are sharp, sharp, sharp,
Sharp, sharp, sharp,
Sharp, sharp, sharp.
The teeth on a shark are sharp, sharp, sharp.
Snap! Snap! Snap!”

3. Comprehension activities

Look at Pupil Book page 3 with the class. Tell the children to:

1. Read the phrases and draw a picture for each one.
2. Complete the yes / no questions by circling the correct answer.
3. Read and answer the question. Encourage the children to write a complete sentence.



1 Read and draw

a shark with big teeth

six red fish

three shells

Josh and Sasha

2 Circle the correct answer

Do the children visit a zoo? Yes No

Do they go swimming? Yes No

Do they see a shark? Yes No

Does Josh get a toy starfish? Yes No

3 What does Josh buy?
He buys a toy shark.

The children can also...

- Find all the words in the story with a <sh> spelling.
- Read the story with a partner.
- Write a sentence from the story and draw a picture to illustrate their words.

4. Plenary

Read the story again as a class. Encourage the children to use the punctuation to help them read with expression and fluency.

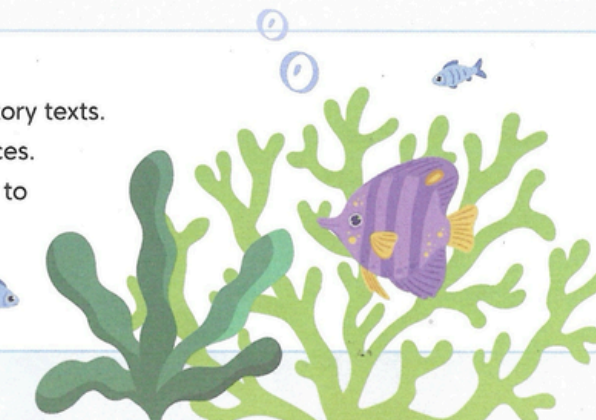
Further activities

- Create wax-resist aquarium pictures. Draw an aquarium scene on a rectangular sheet of white paper using wax crayons. Mix blue paint and water to get a very watery paint and brush this lightly over the wax-crayon picture.
- Draw, paint or make some collaged fish, which can be real or imaginary. An aquarium display could then be made by the whole class.
- The children can make a display of books about fish that they find in the library.

Learning objectives

The children are learning to:

- Listen to, discuss and recall details from story texts.
- Link what they hear to their own experiences.
- Discuss word meanings, linking new words to those they already know.
- Use inference and prediction.
- Recite rhymes by heart.



Fishy tales

1. Introductory activity



This piece of free writing enables an assessment of the children's ability at the start of the year.

Remind the children about the story **A visit to the aquarium**. Briefly discuss what the class knows about fish. Ask if any of the children have been to an aquarium or a sealife centre and what they saw and did there.

Remind the children to listen to others when they are speaking and to wait their turn to speak.

2. Talk about the writing

Retell the story of **A visit to the aquarium**. Ask the children what happened at the beginning, middle and end of the story. Encourage them to answer in sentences. Ask the children some open questions about their own experiences to encourage them to add more detail to their own writing.

Example questions

- Why were the children visiting the aquarium?
- How did the children feel?
- What other fish or creatures might they have seen?

3. Writing activity

1. Ask some of the children to say one sentence from the story. Make sure they stop at the end of the sentence rather than adding, "and this... and that...".

Show the children how to put a finger on their pursed lips to mark the end of a sentence, and remind the children that this is where the full stop goes.

2. Sound out any difficult words, explain any unusual spellings and talk about any tricky words as necessary. Some of these words can be written on the board.
3. Ask for some suggestions for a sentence to begin the story. Choose one of the sentences and model it by writing it on the board.

Remind the children that a sentence starts with a capital letter and ends with a full stop (or another punctuation mark such as an exclamation mark). Remind them to leave spaces between words, sound out any difficult words and talk about any tricky words.

4. The children copy the starting sentence from the board and continue writing the story. Encourage them to add in some of their own details and ideas.

The children can also...

- Re-read their work, ensuring it makes sense.
- Draw a picture to illustrate their story.
- Share their work with a partner.

4. Plenary

Share some of the children's work, either by showing it to the other children or by asking some of them to read out what they have written.

Further activities

- Draw and annotate a fish. Label the eyes, mouth, gills, fin, tail and scales.
- Watch, and draw, the fish in the school aquarium or from videos on the internet.
- Make a class book or display of the children's pictures and writing.
- Visit the library to find some books on fish.

Assessment

The child writes some words, most of which are plausibly spelt, but uses little or no punctuation. ★ 1

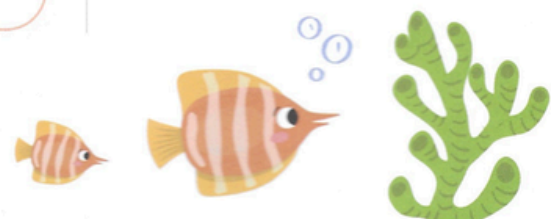
The child retells the basic story, writing at least half a page independently, and uses some full stops and plausible spellings. ★ 2

The child retells the story in sentences, using information from the text and adding further detail; writes at least one page independently, using full stops and correct spelling for most known and regular words; makes plausible attempts at spelling unknown and irregular words. ★ 3

Also assess handwriting: size, neatness, formation and joining.

Learning objectives

- The children are learning to:
- Listen to, discuss and recall details from story texts.
 - Discuss what they are going to write about.
 - Say a sentence.
 - Write simple sentences to retell a story.
 - Write words using phonically plausible spellings.
 - Re-read their writing to check that it makes sense.

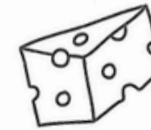
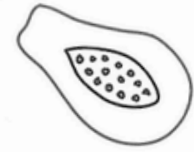


The illustration shows a large, irregularly shaped white area representing a writing space, set against a background of an aquarium. The aquarium contains two fish, one at the top and one at the bottom, both with bubbles above them. There are also coral and seaweed plants. The writing area is filled with horizontal dashed lines. On the left side of the writing area, there are three empty circles for drawing.

Writing Skills

Pupils Book





Aa

Bb

Cc

Dd

Nn

Oo

Pp

ters

UNIT 4: Writing Skills
Alphabet soup

e

j

o

t

z



Alphabet Soup



A a

apples

N n

B b

bananas

O o

C c

crunchy carrots

P p

D d

delicious dates

Q q

E e

R r

F f

S s

G g

T t

H h

U u

I i

V v

J j

W w

K k

X x

L l

Y y

M m

Z z



Alphabet Names

A a

amazing Anna

B b

bouncy Bill

C c

curious Camron

D d

delightful Dave

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

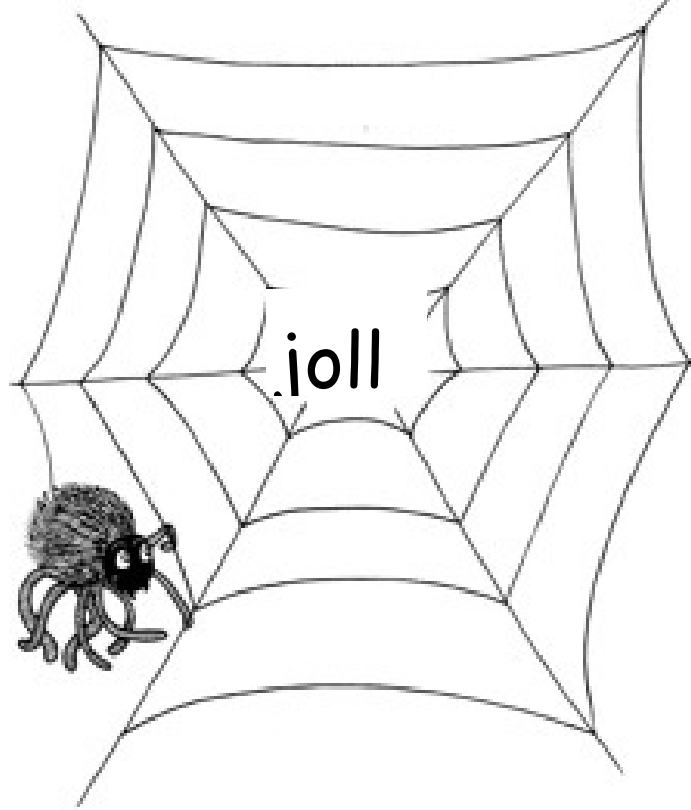
Better



Balthasar Gracian
b.1602 d. 1658

A synonym is a word you use when you can't spell the other one!

jolly happy merry cheerful, cheery, good-humoured, jovial, merry, sunny, bright, joyful, light-hearted, in high spirits, in good spirits, sparkling, bubbly, exuberant, effervescent, ebullient, breezy, airy, lively, vivacious, full of life, sprightly, jaunty; glad, cock-a-hoop, gleeful; smiling, grinning, laughing, mirthful, radiant; happy-go-lucky, genial, carefree, unworried, untroubled, without a care in the world, full of the joys of spring, fun-loving, buoyant, optimistic, hopeful, positive; informal chipper, chirpy, perky, smiley, upbeat, peppy, sparky, zippy, zingy, bright-eyed and bushy-tailed, full of beans, full of vim and vigour;



merry

cheerful

happy

upbeat

jolly

Laughing

joyful

cheery

jovial

smiling

whispered

shouted

hopped

jumps

yelled

blue

London

flies

screams

hisses

dog

explained



whispered

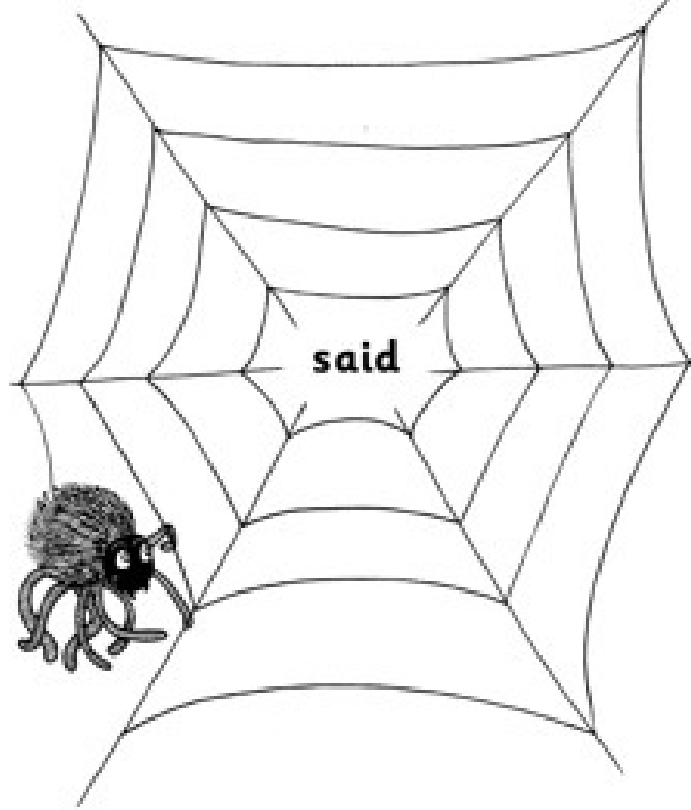
yelled

screams

shouted

explained

hisses



Empty rectangular box for writing.



Empty rectangular box for writing.

Empty rectangular box for writing.



Empty rectangular box for writing.

said

Empty rectangular box for writing.

Empty rectangular box for writing.

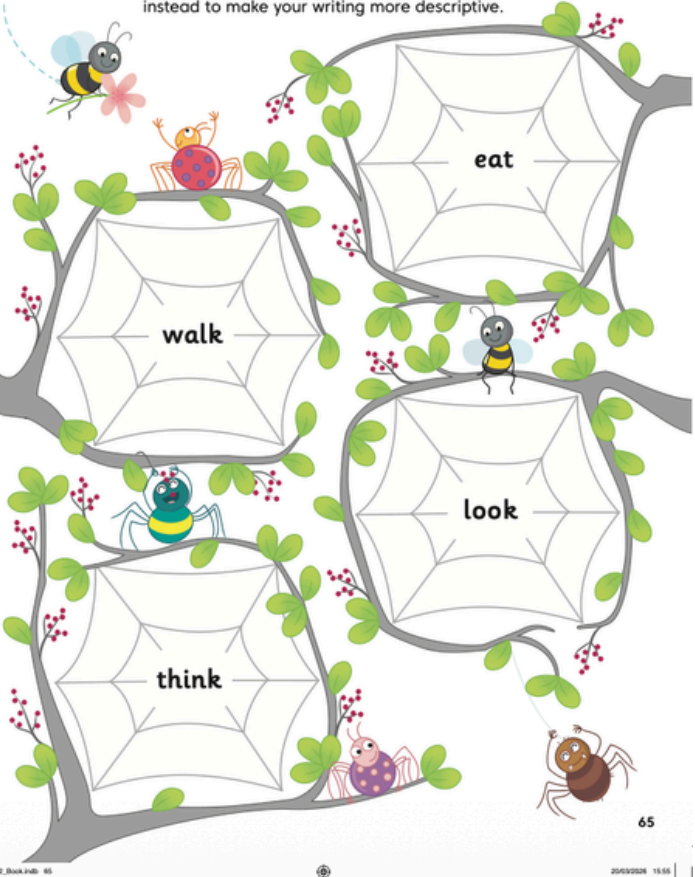
Empty rectangular box for writing.

Empty rectangular box for writing.



Word webs

We use these words a lot. Add some others that you could use instead to make your writing more descriptive.

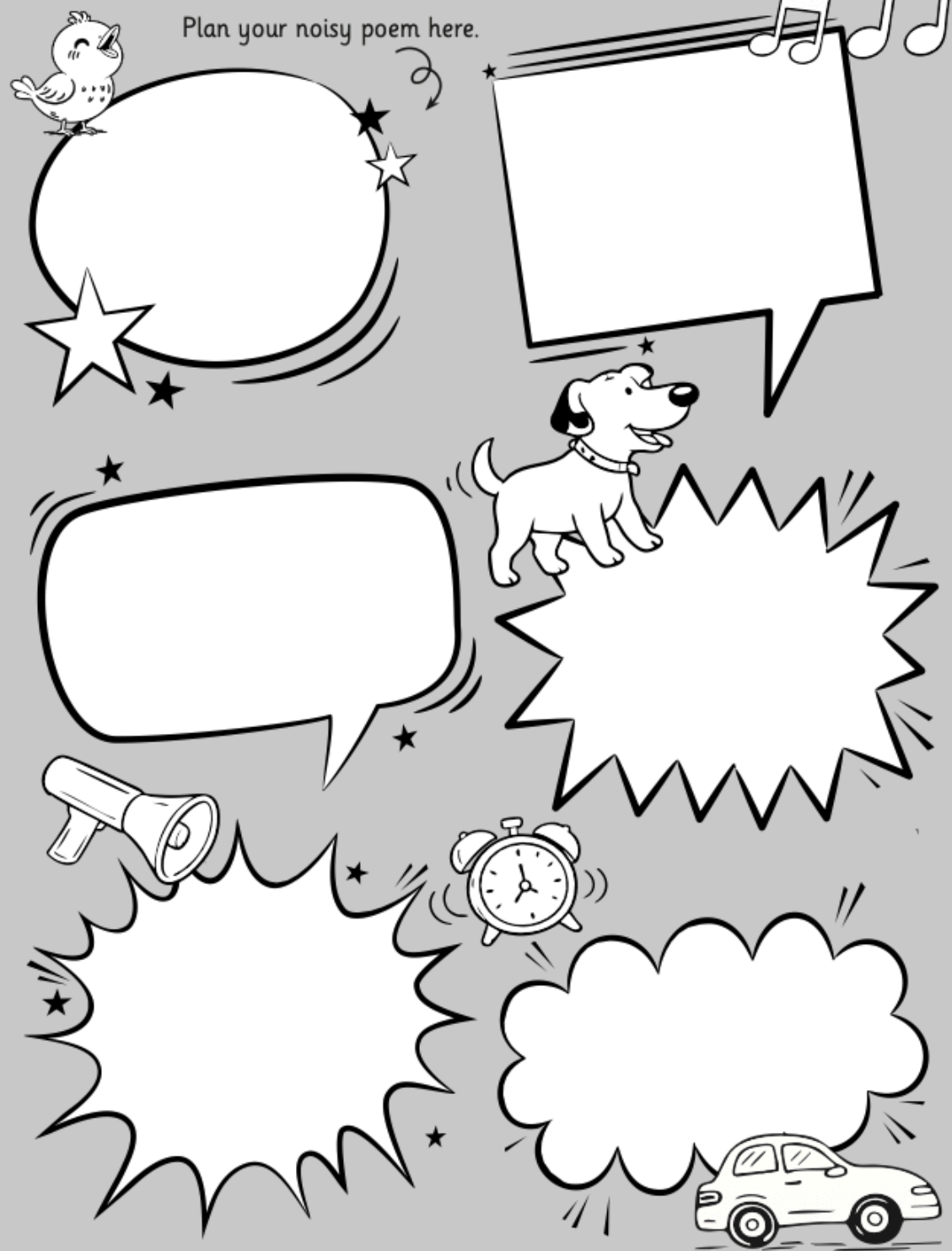


Word Web

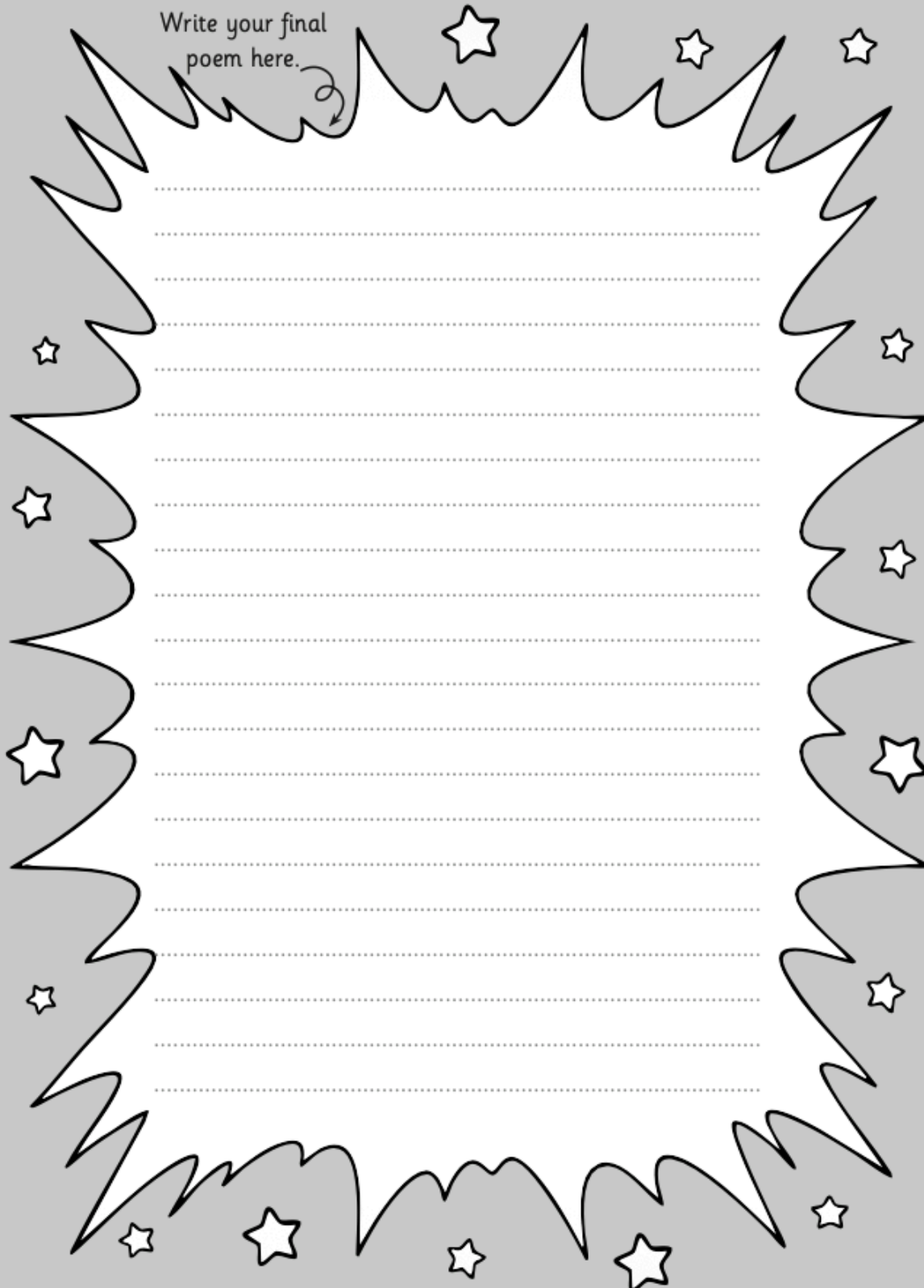
How many words can you think of that you could use instead of 'said'?
Write the words in the spaces of the word web.



Plan your noisy poem here.



Write your final poem here.



Plan your noisy poem here.

whoosh

thump

roar

rumble

pop

vroom

Write your final poem here.

I hear whoosh, whoosh, whoosh
As the arms on the wind turbines turn!

I hear rumble, grumble, rumble,
As the lorries drive along.

I hear grrrr, rumble, growl!
As the lion starts to roar.

What a difference a word makes!



"I can see Bee"

replied

Jolly
Literacy

Expand a sentence.

The

cat

jumped

.

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Literacy

Choose an Adjective for the cat?

black

old

ginger

stripy

curious

fluffy

stray

tiny

hungry

skinny

tortoiseshell

black and white

tabby

frightened

Jolly
Literacy

Expand a sentence.

The

cat

tortoiseshell

jumped

.



Expand a sentence.

The tortoiseshell cat jumped .



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Literacy

tortoiseshell



Jolly Literacy

...y eats...
...e buzzes...

The band plays...
Snake slithers...

The dog barks...
The man walks...

The boy plays...
The plane flies...

The ants crawl...
The girl runs...

The birds sing...
The duck quack

Adverbs



Action: Bang one fist on top of another.



...visibly
...happily

...naughtily
...excitedly

...busily
...gently

...messily
...angrily

...sadly
...painfully

...tunefully
...dangerously

...neatly
...quickly

...quietly
...hungrily

...slowly
...loudly

...carefully
...lovingly

Choose an Adverb?

easily

elegantly

neatly

quietly

jumped

cautiously

quickly

slowly

clumsily

lightly

gracefully

amazingly

hesitantly

dangerously

carefully

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Expand a sentence.

The tortoiseshell cat

jumped elegantly .



More details make a sentence more interesting.

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Where did she jump?

onto the chair

up the tree

down from the table

onto the roof

through the fence

between the flowers

under the shower

Where did she jump?

The

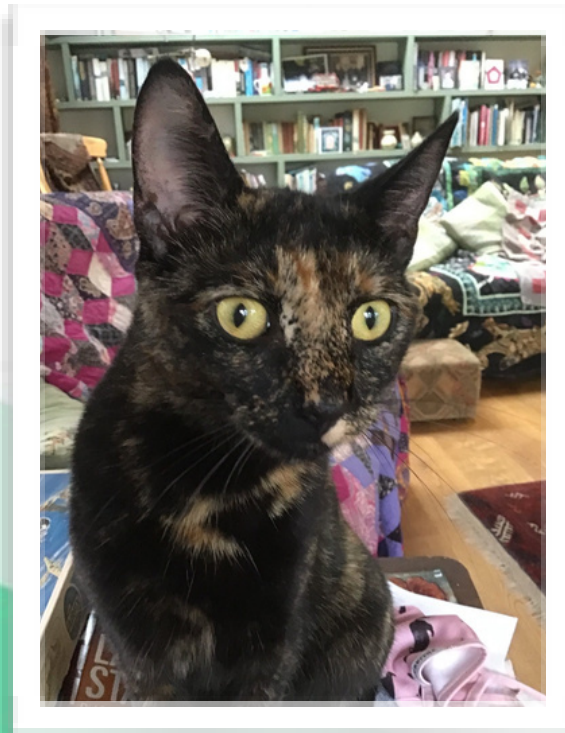
tortoiseshell

cat

jumped

elegantly

onto the roof .

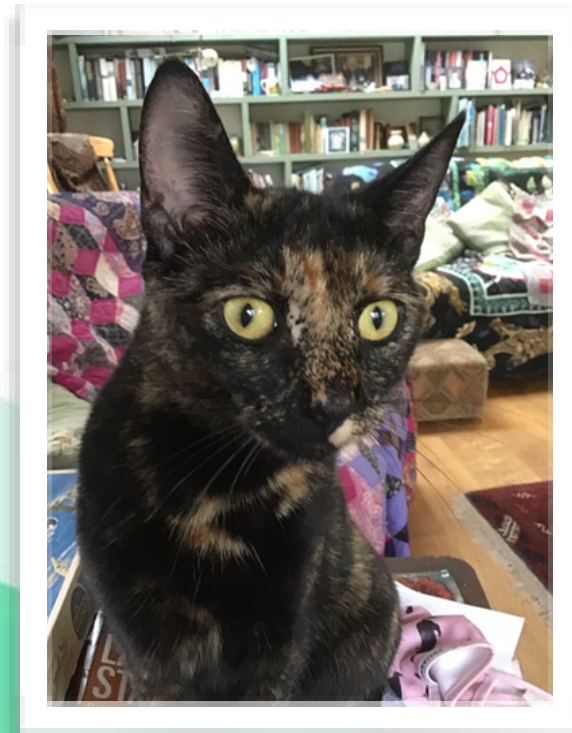


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Literacy

Where did she jump?


(The tortoiseshell cat)

jumped elegantly (onto the roof .)




Jolly
Literacy

Where did it jump?

 *Blue*
Adjectives

The Order of Adjectives

When we use more than one adjective in front of a noun, we tend to write them in a certain order. Make a list for each type of adjective in the table below.




1st Determiners	2nd Opinion	3rd Size and Shape	4th Condition and Age	5th Colour and Pattern	6th Origin (such as nationality and religion)	7th Material
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Grammar Cheat 99 1/21/15

big wet metal roof .

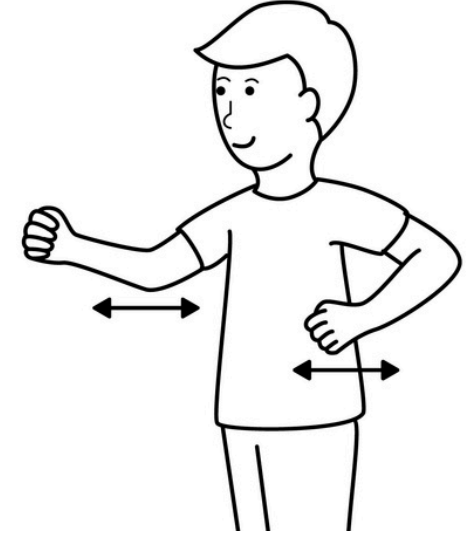
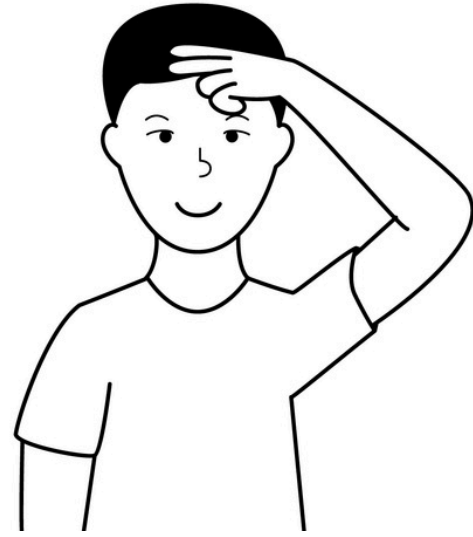


What happened next?



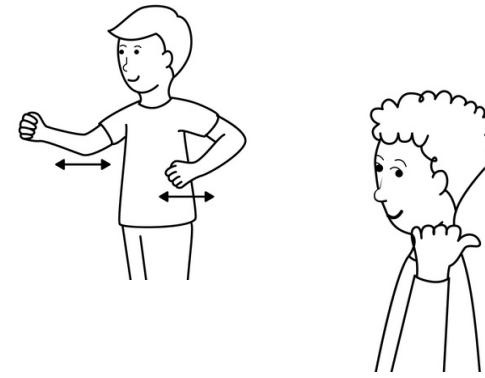
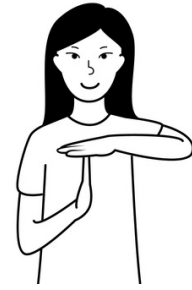
The cat jumped.

The tortoiseshell cat jumped elegantly onto the big wet metal roof but slid straight down it in a whirl of paws and shot off the edge, just managing to twist around before landing gracefully on the ground and trotting off as if nothing had happened!



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Literacy

Grammar Action Sentences

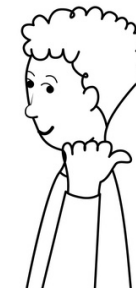
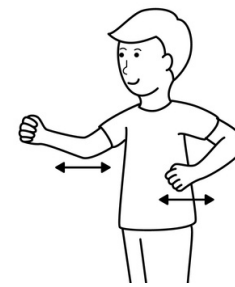
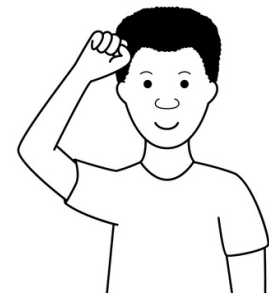
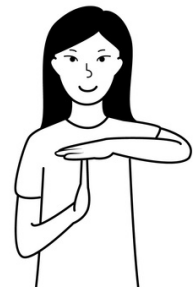


The dog barked.

The acrobat tumbled.

The ants ambled.

Grammar Action Sentences



The big dog barked loudly.

The amazing acrobat tumbled quickly.

The attractive ants ambled aimlessly.

Any questions?



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