



EGPS guidance

Years 3-4

Exemplification of the Programmes of Study for
English grammar, punctuation and spelling

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National Curriculum 2014

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Message from the English team:

All maintained schools must use the national curriculum to support their planning and assessment, however, we have found that there are aspects of the curriculum which require further clarification. This series of booklets aims to provide teachers with a comprehensive overview of the EGPS aspect of the curriculum. In putting together this document, the English team hope to support you in your own grammatical knowledge and enable you to deliver the EGPS element of the curriculum with confidence to your class. There are four booklets in this series (Years 1, 2, 3-4, 5-6) and we advise that you and your class are well acquainted with the curriculum preceding your year group.

Please note that the curriculum page references come from **English programmes of study: key stages 1 and 2** which can be found on the DFE site:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

English Appendix 2: Vocabulary, grammar and punctuation

Page 66 in the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.

Year 3: detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter, vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 4: detail of content to be introduced (statutory requirement)	
Word	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Writing - transcription

(Page 27, English programmes of study: key stages 1 and 2): spelling

(See English Appendix 1: Spelling from the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Curriculum objective:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)

Prefixes are added to the start of a word and suffixes are added to the end of a word. They can change a word’s meaning or create a new word.

Prefixes:

- un, dis, mis*, have negative meanings
- in* means not or into
- il* means not
- im* means not
- ir* means not
- re* means again or back
- sub* means under
- inter* means between or among
- super* means above
- anti* means against
- auto* means self or own

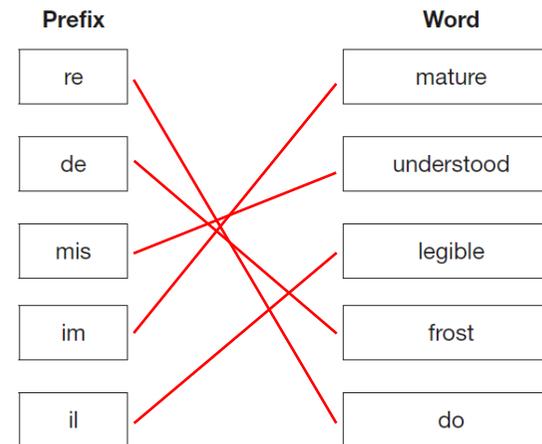
Suffixes:

- ation-* add to verbs to form nouns
- ly-* add to an adjective to form an adverb
- ally-* added to some root words to make an adverb
- ous-* can change a noun into an adjective e.g. poison, poisonous

How is it tested?

2016 Sample EGPS paper, KS2:

- 3 Draw a line to match each **prefix** to the correct word so that it makes a new word.



1 mark

Endings:

sure as in measure, enclosure etc

sion – means ‘state of being’ as in division, invasion etc

- *tion* – means ‘state of being’
- *sion, ssion* - means ‘state of being’
- *cian* – means ‘profession of’

1

Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word		Suffix
manage		ish
harm		able
self		ful

1 mark

31

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta was not cooked at all

The chef said the pasta was undercooked.

This means that the pasta was not cooked enough

1 mark

NB

Teaching of 'root' words is reinforced at this point, because prefixes and suffixes create new words based on the meaning of the root word e.g. help, helpful, unhelpful, helpless, helplessly etc – note the term 'word family' in the terminology for pupils section. Children need to be taught to look for the root word in the dictionary when seeking definitions.

Continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once the root words are learned in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

2016 Sample EGPS paper, KS2:

22

What does the root struct mean in the word family below?

destruction structure reconstruct

Tick **one**.

break

build

carry

touch

1 mark

39

Complete the table below by adding a **suffix** to each noun to make an **adjective**.

Noun	Adjective
care	careless
nature	natural
mess	messy
danger	dangerous
beauty	beautiful

(carefree / careworn etc)

(beauteous etc)

1 mark

NB Do not accept misspellings

21

What does the root graph mean in the word family below?

graphics **autograph** **photography** **paragraph**

Tick **one**.

moving pictures

writing or drawing

colourful or bright

in a group

1 mark

2016 Sample EGPS paper KS2: spelling paper

11 (55%) words out of 20 on the 2016 sample spelling paper focused on prefixes and suffixes.

Spelling words: discover, mission, edible, delicious, illusion, re-enter, abundance, unavoidably, dissolve, ominous, possession

2016 EGPS paper, KS2: spelling paper

14 (70%) words out of 20 on the 2016 spelling paper focused on prefixes and suffixes (and endings).

Spelling words: disorder, polishing, washable, offering, vision, misplaced, distance, brilliant, previous, passion, facial, nationality, variation, ferociously

Curriculum objective:

- spell further homophones

Examples from the curriculum:

accept/except
affect/effect
ball/bawl,
berry/bury
brake/break
fair/fare
grate/great
groan/grown
here/hear
heel/heal/he'll
knot/not
mail/male
main/mane
meat/meet
medal/meddle
missed/mist
peace/piece
plain/plane
rain/rein/reign
scene/seen
weather/whether
whose/who's

How is it tested?

2016 Sample EGPS paper KS2:

Two (10%) words out of 20 on the sample spelling paper focused on homophones or near homophones

Spelling words: loose, drawer

Although the mark scheme only identifies 'loose' as a homophone or a near homophone, it is clear that sleigh and scent could also pose homophone issues for children.

2016 EGPS paper, KS2:

One (5%) word out of 20 on the 2016 EGPS spelling paper focused on homophones or near homophones

Spelling word: *prey*

Although the mark scheme only identifies *prey* as a homophone or a near homophone, it is clear that the word *ceiling* could also pose homophone issues for children.

Curriculum objective:

- spell words that are often misspelt (English Appendix 1)

Year 3/4 curriculum links	Year 3/4 word list
Adding suffixes beginning with vowel letters to words of more than one syllable	<i>accident(ally), occasion(ally), possess(ion)</i>
The /ɪ/ sound spelt y elsewhere than at the end of words	<i>bicycle</i> <i>*busy/business, century, early, February, history, library, naughty, ordinary, probably</i>
The /ʌ/ sound spelt ou	<i>enough, famous</i> <i>*continue, group, material, purpose, suppose</i>
More prefixes (<i>un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-</i>)	<i>imagine, important, increase, interest</i>
The suffix <i>-ly</i>	<i>actually, probably</i>
Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure, -ture</i>)	<i>pressure</i> <i>*answer, calendar, century, certain, consider, early, earth, grammar, heard, learn, natural, particular, peculiar, popular, quarter, regular, remember</i>
Endings which sound like /ʒən/ (<i>-sion</i>)	<i>mention, occasion(ally), position, possession</i>
Suffix <i>-ous</i>	<i>famous, various</i>
Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>	<i>mention, occasion(ally), position, possession</i>
Words with the /ʃ/ sound spelt ch (mostly French in origin)	<i>*pressure</i>

Other spelling patterns	Words from year 3/4 word list
Revision of the split digraph	<i>arrive, believe, breathe, complete, increase, decide, describe, exercise, extreme, guide, notice, opposite, separate, suppose, surprise</i> <i>*favourite, imagine, medicine, minute, promise, purpose</i>
Words with double consonants	<i>accidentally, address, appear, arrive, different, difficult, disappear, occasionally, opposite, possession, possible, pressure</i>
Soft c/ Soft g	<i>bicycle, centre, century, certain, circle, decide, exercise, experience, imagine, medicine, notice, recent, sentence, strange</i> <i>*special</i>
Words with the /ure/ sound	<i>answer, calendar, centre, certain, circle, consider, early, earth, grammar, heard, learn, particular, peculiar, perhaps, popular, pressure, purpose, quarter, regular, remember</i>
Word endings <i>-ite, -ate, -ete and -ute</i>	<i>complete, favourite, minute, opposite</i>
Words ending in –y	<i>century, early, February, history, library, naughty, ordinary</i>
Ex- at the beginning of words	<i>exercise, experience, experiment, extreme</i>
Additional words (not yet addressed in any other section)	<i>breath, build, forward(s), fruit, guard, heart, often, perhaps, question, strength, therefore</i>

Curriculum objective:

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

There are two forms of possessive apostrophe.

- An apostrophe followed by 's' e.g. *Peter's shoes*, which shows possession of a singular noun (Peter).
- An apostrophe after the 's' e.g. *pupils' coats*, which shows possession of a plural noun ending in s.

If a plural word ends in any letter other than 's' an apostrophe is added followed by the 's' e.g. *women's hour*.

NB. The possessive of a proper noun ending in s is written according to its pronunciation, if it is pronounced with an extra 's' then an extra 's' is written, e.g. *Chris's football*, *James's car*.

How is it tested?

2016 Sample EGPS paper KS2

9

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

1 mark

2016 EGPS paper, KS2:

22

Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go to

Emma's house first.

1 mark

37

Which option correctly completes the sentence below?

The child _____ story won the competition had worked very hard.

Tick **one**.

whom

whose

who's

which

1 mark

Curriculum objective:

- use the first two or three letters of a word to check its spelling in a dictionary

Teach children how to use a dictionary, considering its use:

- to find the definition of words
- to check spelling
- to learn the pronunciation of words
- to break words into syllables
- to identify word class
- to learn the tense of a word
- to learn the plural of a noun
- to check a sentence or expression with a word used correctly
- to learn comparatives and superlatives
- to know the origin or history (etymology) of a word
- to learn
 - synonyms (words that mean the same)
 - antonyms (opposites of words)
 - homonyms (words that have the same pronunciation and spelling but mean different things, eg. *The bank where my money is / A grassy river bank*)
 - homophones (words that have the same pronunciation but are spelt differently, eg. *week/weak*)
 - homographs (words that have the same spelling but different pronunciation, eg. *The wind blew. I wind my clock up.*)

Curriculum objective:

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

As part of regular spelling practice it is essential to use dictated sentences. This can support with making assessments of spellings but also correct use of punctuation.

Dictations may be more than one or two sentences long.

e.g. **Although** it was an **accident**, he was not **surprised** that he was **caught**. They looked like **ordinary potatoes**, **imagine** his **interest** when he found out that they were **strange**, indeed **peculiar**.

Writing - Composition

Page 29, English programmes of study: key stages 1 and 2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

The process of writing; planning, drafting and writing, evaluating and editing, proof-reading for spelling and punctuation errors, performing compositions; give pupils the opportunity to develop their grammar, punctuation and spelling skills within a meaningful context. Children should be encouraged to take on responsibility for their own spellings during this process of extended writing and opportunities should be given to develop the skills of drafting, editing and redrafting as they become independent writers.

Curriculum objectives such as:

- **discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar**
- **organising paragraphs around a theme**
- **assessing the effectiveness of their own and others' writing and suggesting improvements**
- **proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns**
- **proof-read for spelling and punctuation errors**
- **read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear**

This makes it clear that the grammar, punctuation and spelling curriculum should be part of a wider writing curriculum and that teaching should incorporate context-based grammar.

Writing - vocabulary, grammar and punctuation

Page 30, English programmes of study: key stages 1 and 2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Curriculum objective:

- develop their understanding of the concepts set out in English Appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*

Note that in the curriculum the terms, single clause and multi clause sentences are used instead of simple, compound and complex sentences. This is because a simple sentence might be complicated (e.g. Jack-the-lad sang the club anthem quietly from behind the tree. This is a single clause sentence with added information. Note that it only has one verb.) and a complex sentence might be straightforward e.g. As he ate, he smiled.

Look at the clauses, identify the main clause and the subordinate clause. Identify that each clause has a verb and locate it. Note that the term **subordinate clause** appears in the terminology for pupils, yet the term main clause does not. This is, however, the correct time to teach the term '**main clause**'

When it snowed, we built a snowman. We built a snowman when it snowed.

If I use the subordinate clause first, then I must use a comma before the main clause. If I use a main clause first then I do not need to use a comma although there may be times when this is acceptable.

If it snows, we will build a snowman. We will build a snowman if it snows.

We built a snowman because it snowed. Because it snowed, we built a snowman.

Although it was snowing, I didn't wear my coat. I didn't wear my coat although it was snowing.

Curriculum objective:

- using the present perfect form of verbs in contrast to the past tense

The perfect tense is formed by:

- turning the verb into its **past participle inflection** e.g. **lived, escaped, played**
- adding a form of the verb 'have' before it. e.g. **Has lived, have lived, had lived; has escaped, have escaped, had escaped; has played, have played, had played.**

*He **has gone** to the football match.* This indicates that he may still be there –in contrast to- *He went to the football match.* This indicates that this happened in the past.

*I **have eaten** all the cheese.* This indicates that it has happened more recently –in contrast to- *I ate all the cheese.* This indicates that it has happened in the past.

How is it tested?

2016 Sample EGPS paper:

44

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.

1 mark

2016 EGPS paper, KS2:

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.

1 mark

Curriculum objective:

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. The word 'cohesion' appears in year 5 terminology for pupils.

Some examples of cohesion:

*Tom's dad bought **him** a bike. **It** was very expensive.*

'Him' refers back to Tom and avoids repeating the word Tom. 'It' in this sentence refers to the bike and avoids us repeating the words 'the bike'. It is clear how these sentences fit together.

*Tom's dad bought **him** a bike; **he** was happy.*

'Him' refers back to Tom and avoids repeating the word Tom. 'He' in this sentence is quite ambiguous as we don't know whether it is Tom's dad or Tom who is happy. This means the cohesion isn't effective as it doesn't clarify who is happy.

*Tom's dad bought **him** a bike. Tom was so happy that **he** hugged his dad.*

Here, we can see that it was Tom who was happy and that it was Tom that hugged his dad.

Curriculum objective:

- using conjunctions, adverbs and prepositions to express time and cause

Conjunctions join phrases and clauses. There are two types of conjunction:

Co-ordinating conjunctions: these link two words or phrases (or clauses) together as an equal pair, e.g. *She had fish **and** chips. You can use a sauce pan **or** a frying pan. I love chips **but** I hate ketchup.*

Subordinating conjunctions: These introduce a subordinate clause which is dependent on a main clause. e.g. ***While** I was eating my chips, the phone rang. My chips went cold **because** I was talking on the phone.*

How is it tested?

2016 Sample EGPS paper KS2:

24

Rewrite the sentence below, adding a **subordinate clause**. Remember to punctuate your answer correctly.

The children played on the swings.

1 mark

*E.g. The children, who went to my school, played on the swings.
Before going to school, the children played on the swings.
The children played on the swings because the roundabout was busy.*

18

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

1 mark

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		✓
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		✓
Jamie will go ice-skating <u>if</u> I go with him.	✓	

1 mark

2016 EGPS paper KS2:

2

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

or	but	and
----	-----	-----

You may bring sandwiches and juice or water for the trip, but glass bottles are not allowed.

1 mark

28

Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

1 mark

Adverbs

Adverbs modify verbs, e.g. *trudged **slowly** or **slowly** trudged.*

Adverbs modify adjectives, e.g. ***very** hungry, **not** happy, **really** red, **too** nosey.*

Adverbs modify other adverbs, e.g. *She was **really** very unhappy. He was **not** too sure.*

32

Circle the two **conjunctions** in the sentence below.

The passengers moved to get out, **but** the pilot held up his hand **and** they stood still.

1 mark

2016 Sample EGPS paper:

47

Circle the **adverb** in the sentence below.

“Soon” he thought, “I’ll be able to see my family.”

1 mark

2016 EGPS paper, KS2:

7

Complete the sentence with an appropriate **adverb**.

She completed her homework quickly.
(well, yesterday, there etc)

1 mark

42

Circle the two **adverbs** in the sentence below.

All of the passengers cheered **loudly** and we cheered **too**.

1 mark

Prepositions

A preposition links a following noun, pronoun or noun phrase to some other word in the sentence.

*He hid **beneath** the blanket. The watch **on** his wrist ticked loudly.*

Warning: words like *before* or *since* can act as either prepositions or conjunctions depending on the sentence. The rule to remember here is that if it introduces a clause (with a verb) then it is acting as a conjunction.

*I haven't seen Eliza **since** February. (preposition); I'm going **since** no-one wants me here! (conjunction)*

2016 Sample EGPS paper KS2:

20

Tick **all** the sentences that contain a **preposition**.

Ali locked the door before he left.

The shops are beyond the main road.

My brother is behind me in the race.

Barry is below Andrew in the register.

1 mark

2016 EGPS paper, KS2:

24

Circle all the **prepositions** in the sentence below.

He walked through the doorway and sat behind the desk.

1 mark

Curriculum objective:

- using fronted adverbials

(Year 4 terminology for pupils but in the Y3/4 programme of study)

A fronted adverbial tells you when, where and how. Fronted adverbials can also create cohesion in a text across sentences.

Later that day, Tom's dad arrived carrying something bike-shaped. He struggled to carry it up the steps to the door. **At that moment**, Tom realised what it was.

(Here, two fronted adverbials -year 4 terminology- create cohesion)

A fronted adverbial can be a word -**adverb**:

Unfortunately, my homework is missing. **Soon**, the weather will turn. **Later**, I saw him playing outside. **Quickly**, I scribbled a note.

An adverbial phrase:

Soon after the storm, the sun came out. **After dinner**, I walked on the beach. **Without looking**, he crossed the road.

Or an adverbial clause:

After he had eaten his dinner, he set off out for a walk.

Whenever he forgets his map, he becomes lost.

How is it tested?

2016 EGPS paper, KS2:

43

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase

1 mark

Curriculum objective:

- learning the grammar for years 3 and 4 in English Appendix 2

See page 3

Curriculum objective:

- using commas after fronted adverbials

Curriculum objective:

- indicating possession by using the possessive apostrophe with plural nouns

How is it tested?

2016 EGPS paper, KS2:

- 9 Insert **one** comma in the correct place in the sentence below.

Limping slightly, the old man walked to the end of the road.

1 mark

How is it tested?

2016 Sample EGPS paper KS2:

- 9 Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

1 mark

Curriculum objective:

- using and punctuating direct speech

Speech punctuation includes the use of **inverted commas** or speech marks. Inverted commas, which are sometimes called quotation marks or speech marks, are always used in pairs.

In direct speech, a comma is used to separate the text that indicates who is speaking from the spoken words.

He explained, "I only left the dog unattended for a few moments."

Only punctuation that is part of the direct speech should appear within the inverted commas.

A new speaker should start on a new line.

"I only left the dog unattended for a few moments," John explained.

"Well, that doesn't explain why three of my new cushions have been destroyed!" Sue shrieked. "It looks like you left him longer than 'a few moments.'"

In the final part of the speech (above), the quoted material 'a few moments' is placed within the inverted commas.

How is it tested?

2016 Sample EGPS paper:

32

Rewrite the sentence below as **direct speech**. Remember to punctuate your answer correctly.

She asked if he wanted a banana.

She asked him, "Do you want a banana?"

1 mark

2016 EGPS paper, KS2:

8

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



Roman life was unlike modern life, the archaeologist said.

1 mark

18

You are helping a friend to correct the punctuation in the box below. Which **two** pieces of advice should you give to correct the punctuation?

“Surprise” shouted the children!

Tick **two**.

There should be an exclamation mark after the word ‘surprise’.

There should be an exclamation mark after the inverted commas.

The sentence should end with a full stop instead of an exclamation mark.

There should be an exclamation mark after the word ‘shouted’.

More exclamation marks after the word ‘children’ would help to show they shouted loudly.

1 mark

Additional grammar content from English Appendix 2: vocabulary, grammar and punctuation

Page 66 in the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.

Curriculum objective:

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

See page 3

Additional grammar content from Appendix 2, for year 4 explained:

Word: Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Standard English is not limited to any particular accent nor is it related to class. It is the variety of English which is used as a major world language. Children should be able to understand their audience and use the appropriate register; they need to use standard English in writing and in relatively formal speaking.

There are times when it is quite acceptable to use regional dialect; we might see this in direct speech in narrative writing. We would not expect to see regional dialect in a child's letter to the council or a formal report.

How is it tested?

2016 EGPS paper:

15

Which sentence is written in Standard English?

Tick **one**.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

1 mark

2016 Sample EGPS paper:

6

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.

1 mark

Sentence: Noun phrases expanded by the addition of modifying **adjectives, nouns** and **preposition phrases** (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

A **noun phrase** is a phrase which refers to the noun, e.g. *the big guitar-shaped pool*. The *pool* is the noun and '*big guitar-shaped*' modifies or describes the pool.

Modifying adjectives should be placed as close as possible to the noun that they are describing.

Gavin found a guitarist's red plectrum. In this sentence the plectrum is red.

Gavin found a red guitarist's plectrum. In this sentence, the guitarist is red.

Preposition phrases are made up of a preposition and a noun phrase. They can be used like adjectives and adverbs to modify nouns or verbs. They can offer more detail about a thing so that the reader knows what or whom is being referred to, where something is or when something happened.

e.g. *Andrew saw a buzzard flying in the sky.* The prepositional phrase 'in the sky' is working as an adjective because it is describing a noun ('buzzard').

e.g. *They dashed down to the shops.* The prepositional phrase is working as an adverb because it describes where they dashed.

Terminology: **determiner** - a determiner specifies a noun as known or unknown

e.g. *Put the message in the bottle.* This specifies which message and which bottle.

Put a message in the bottle. We don't know which message, but we know which bottle.

Put some messages in my bottle. We don't know which messages, but we know which bottle.

Put these messages in your bottle. We know which messages and which bottle.

Terminology: **pronoun**: Pronouns are used like nouns; they often replace nouns and are useful in developing cohesion in writing. e.g. *Janet waved to Andrew. She waved to him.*

Simon is the person: Simon broke it. He is the one who broke it.

2016 Sample EGPS paper:

42

Circle all the **determiners** in the sentence below.

Two apple trees screened the open windows on one side.

1 mark

2016 EGPS paper:

4

Draw a line to match each sentence to the correct **determiner**. Use each determiner only **once**.

Sentence	Determiner
At the zoo we saw _____ owl.	a
There was also _____ cute baby penguin.	the
I thought it was _____ best day ever.	an

1 mark

2016 Sample EGPS paper:

11

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

1 mark

Terminology: **possessive pronoun**: A possessive pronoun shows ownership and replaces possessive noun phrases. They are: *mine, yours, his, hers, its, ours, yours, theirs*.

(Do not confuse these with possessive determiners such as *my* and *your* which come before but do not replace the noun.)

These books are mine.

These books are yours.

These books are theirs.

2016 EGPS paper:

11

Replace the underlined word or words in each sentence with the correct **pronoun**.

When Sara came to the end of the road, Sara turned right.

she

The pavement had a large hole and Sara fell into the hole.

it

1 mark

2016 sample EGPS paper:

46

Complete the sentence below with a **possessive pronoun**.

They are mine / yours / his / hers / ours / theirs

1 mark

Do not accept the use of a noun too, e.g. my toys X. his clothes X

2016 EGPS paper:

33

Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

That bike belongs to me. That bike is mine .

This house is owned by us. This house is ours .

These video games belong to my brother. These games are his .

1 mark