Welcome to...

GPS & Writing Workshop
Thursday 5th October

Katie Stevens
Aims:

- How do we teach children to write?
- What is GPS, the GPS test and example questions?
- What are the expectations for writers at KS1?
- How can you support your child at home?
What is GPS?!

- Grammar, Punctuation and Spelling
- Also known as ‘SPAG’
- The ‘building blocks’ of successful writing
- Raised profile in National Curriculum – ‘The End of KS1 GPS Test’
National Curriculum: Year One

- Name the letters of the alphabet in order.
- Spell all the Year One spellings*
- Spell the Days of the Week
- Use neatly joined handwriting. Letters have to start and finish in the right place and be the correct way round.
- Write full sentences that make sense, can be read by others and use the conjunctions: and, because.
- Write multiple sentences to make a story.
• Read and edit their work to ensure it makes sense.
• Use capital letters at the beginning of sentences and for names, places, the days of the week and the word ‘I’.
• Correctly add these suffixes to words: s, es, ing, ed, er, est.
• Use the prefix: un
• Read their work out loud so others can hear them.
• Key Vocab: Noun, Adjective, Suffix, Plural, Prefix, Question Mark, Exclamation Mark
National Curriculum: Year Two

- Spell most of the Year One and Two spellings*
- Use the correct phonics sounds to spell words
- Demonstrate joined handwriting in most of their work
- Write for different purposes, both long and short pieces including poetry, stories and about real events
- Plan for writing by discussing and recording ideas
- Proof read their own work and check for spelling, punctuation and grammar mistakes
- Use apostrophes to contract words and to show possession
- Use the suffixes –er, -est, -ly, -ment, -less, -ness, -ful
- Use conjunctions correctly e.g. because, but, when, if, that, or, and
• Use past and present tense correctly
• Use capital letters, full stops, question marks and spacing. Begin to use exclamation marks
• Use commas in a list
• Use sentences of different forms in their writing (statements, questions, exclamations, commands)
• Use expanded noun phrases e.g. the small fluffy cat
• Understand and use homophones
• Key Vocab: Noun, Adjective, Adverb, Verb, Conjunction, Past/Past Progressive Tense, Statement, Question, Exclamatory, Command, Commas, Apostrophe, Homophone
English lessons at Chalkwell

- Funky Fingers
- Handwriting (10 minutes daily)
- Spelling (5-10 minutes daily)
- GPS (5 minutes daily)
- English lesson (4 days a week - cross curricular)
- Friday Big Write

- Phonics (spelling rules)
- Inviting people in - authors, poets, illustrators
Funky Fingers

- Fine and gross motor development – to develop the muscles behind writing
- Peg board patterns, tracing, threading, playdough, using tweezers, fixing nuts and bolts together

At Home you can...
- Look on Pinterest! Hundreds of simple activities to try at home
- Use lego, playdough, craft activities e.g. sewing, threading
- Use climbing frames, climb trees, ride bikes
Handwriting

- Cursive from reception
- Ensure pencil grips are correct

https://www.youtube.com/watch?v=4LVqaybF3UQ

At Home you can...
- Correct pencil grips! - ‘Frog on a log’
- Trace letters
- Write letters in sand/salt/mud (anything!) so children understand the formation
- Twinkl.com has lots of free handwriting resources
Spelling

- Look, write, check activities (5-10 minutes daily)
- Phonics lessons – Year 2 spelling rules, Y1 spelling phonetically (correct grapheme, phoneme in words)

At Home you can...
- Play matching games
- Practise in sentences
- Use mini whiteboards in communication books
- Look, Cover, Write, Check
- Write letters in sand/salt/mud (anything!) so children understand the shape of the words
- Apps - Teach Monsters, Spelling Games (there are lots be careful of American ones!)
- Play scrabble, wordsearches
GPS lessons

- 5 minute lesson starters daily
- Games and Songs
- Sorting Activities
- Editing work
GPS end of KS1 test

• Every child nationally will sit a test at the end of KS1 as part of their SATs focusing on Grammar and Punctuation
• Every child will also sit an end of KS1 Spelling test
• Those who find reading difficult, the test can be read to them. This is at the teachers discretion and with strict guidelines
• This test WILL NOT define our end of year assessment of the child, we take into accounts all other elements of their writing
Vocabulary Check and More tips for helping at home!
**Word classes**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Pronouns</th>
<th>Verbs</th>
<th>Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>I</td>
<td>dancing</td>
<td>but</td>
</tr>
<tr>
<td>dog</td>
<td>it</td>
<td>jump</td>
<td>so</td>
</tr>
<tr>
<td>moon</td>
<td>me</td>
<td>frown</td>
<td>because</td>
</tr>
<tr>
<td>hair</td>
<td>they</td>
<td>skipped</td>
<td>and</td>
</tr>
</tbody>
</table>

**Adverbs**
- bravely
- carefully
- silently
- elegantly
- proudly

**Adjectives**
- loud
- monstrous
- peaceful
- quaint

**Verbs**
- dancing
- jump
- frown
- skipped
Word classes - activities at home

• Alphabetical - e.g. name nouns whilst walking around, begin with a, then b, c all through the alphabet. Works for most word classes
• Act it out - act out a verb, can child guess what it is
• Spot the… - spot nouns, verbs, adverbs etc in books. What type of word is….  
• Change the verb/adverb - whilst walking to school change the verb e.g. run, hop, skip. Change the adverb - e.g. slowly, quickly

• Try and use language of word classes in everyday life
What type of word is underlined in the sentence below?

*Poppy held the baby rabbit* **gently** *in her arms.*

Tick *one*.

- an adjective
- an adverb
- a noun
- a verb
Punctuation

Question marks- when a question is asked.
- Can you help please?
- Do you have a spare pen?

Exclamation marks
- How beautiful the sky is!
- What an exciting journey that was!
- How beautiful the sky is!
- What an exciting journey that was!

Full stops- to show the end of a sentence/statement.
- I enjoy reading, singing and cycling.
- The tiny, fluffy dog sniffed the flowers.

Capital Letter - beginning of sentences, names, place
- My name is Sarah and I live in London.
- Tim rode across the grass.

Commas- to separate items in a list.
- I enjoy reading, singing and cycling.
- The tiny, fluffy dog sniffed the flowers.

Apostrophes for possession and contractions
- Dad’s socks are smelly.
- I sat on my sister’s chair.
- I’ll
- Wouldn’t
Punctuation - activities at home

• Spot the... - !, ? - ask what is this symbol, what is its purpose
• Fix your writing - write a letter/text and get your child to add in the missing punctuation
• Use 'memes'. Child can spot the missing punctuation and grammar and fix them
• Use celebrity tweets (great examples of poor punctuation, spelling and grammar!)

• Try and use language of punctuation in everyday life and reading
3

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

**Aisha found some red blue and purple beads in the box.**
## Tenses

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past progressive</th>
<th>Present progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He jumps.</td>
<td>We jumped.</td>
<td>They were jumping.</td>
<td>He is jumping.</td>
</tr>
<tr>
<td>I sleep.</td>
<td>They slept.</td>
<td>She was sleeping.</td>
<td>He is sleeping.</td>
</tr>
<tr>
<td>She paints.</td>
<td>You painted.</td>
<td>I was painting.</td>
<td>They are painting.</td>
</tr>
</tbody>
</table>
Tick to show whether each sentence is in the **past tense** or the **present tense**.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Past tense</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becky was thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am reading my book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jo is going for a walk.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Suffixes

<table>
<thead>
<tr>
<th>Verb root word</th>
<th>-ing</th>
<th>-ed</th>
<th>-er</th>
<th>-s/-es</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunt</td>
<td>hunting</td>
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<td>hunter</td>
<td>hunts</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjective root word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>louder</td>
<td>loudest</td>
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</table>

<table>
<thead>
<tr>
<th>-ment</th>
<th>-less</th>
<th>-ful</th>
<th>-ness</th>
<th>-ly</th>
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</table>
# Prefixes

<table>
<thead>
<tr>
<th>root word</th>
<th>Un-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>unhappy</td>
</tr>
</tbody>
</table>

# Plurals

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>bats</td>
</tr>
<tr>
<td>catch</td>
<td>catches</td>
</tr>
<tr>
<td>fairy</td>
<td>fairies</td>
</tr>
</tbody>
</table>
Sentence Types

Exclamatory - begins with a what or a how, contains a verb and a noun, end with !
What an exciting adventure that was!
How handsome the prince looks!

Commands - bossy sentences, imperative verbs
Don't eat the sweets!
Cut the shape out.

Questions - Asks something, ends in a question mark
Can I come too?
What colour is the sky?

Statement - gives information, ends in a full stop
The bird has grey feathers.
Jack and Jill fell down the hill.
Sentence types - activities at home

• Ask me anything - allow child to ask you any question, write the question down and only answer if they have used a question word and punctuated it correctly.

• Write command sentence - write instructions on how to build their favourite lego model, instructions on how to cook their favourite dinner

• Try and use language of sentence types in everyday life
Read the sentences below.

**Growing Beans**

Place some damp cotton wool in a jar.
Push a bean seed down against the side of the jar.
Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

- statements
- questions
- commands
- exclamations
Expanded Noun Phrase

• An adjective and a noun together
• E.g. the fluffy kitten
• The soft, fluffy kitten

Homophones

• Words which sound the same but have different meanings
• E.g. two, to, too
• Bear, bare
So, how can I help with writing at home?

- Post it notes
- Write a shopping list
- Write texts, cards, letters to relatives
- Special pens/pencils
- Sing the alphabet song
- Write things they are interested about e.g. instructions to go with their lego toys; write stories about their favourite super hero
- Ask your child to correct your writing for you (made up writing).
- Write a diary each day/make a journal
- Write emails to relatives
- Write through play activities - school, doctors
Useful links

National Curriculum Links:

GPS Test Examples:
Any questions??