

KS3, KS4

Mastering Spelling, Punctuation and Grammar

TEACHING PACK

- Comprehensive SPaG study and practice tasks
- Formative and summative assessment opportunities
- Master and learn to apply the rules

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Introduction

We commissioned this pack in the spring of 2021, as teachers and students continued to grapple with the impact of the Covid-19 pandemic. It is intended to support schools' recovery curriculums and teachers' own programmes of study, as well as supporting with transition between the key stages.

Mastering spelling, punctuation and grammar can be used in a variety of ways and although some activities need an English teacher to bring them to life, others work as stand-alone lessons or homework tasks and will support you with benchmarking and/or end of term/year assessments.

Aware of the need to offset the rules and theory with lively and interesting tasks to sustain student interest, we have tried to balance 'what you should know' with 'now practise it'. Games, crosswords, discussions, quizzes and visual prompts in the form of A4 posters and graphic organisers are included, along with formative and summative assessments.

The three main sections have been written by different English teaching specialists - Kate Lee, Lucy Cripps and Julie Hopkins - all of whom have considerable classroom experience and curriculum knowledge, as well as expertise in education consultancy and publishing. Our thanks go to them.

Each section contains an introduction for teachers, aimed at anchoring the content in the curriculum and providing supporting links and additional reading, should you have the time or inclination to dig deeper. Support sheets and answers are also included so you have all you need to get going with your teaching.

If you have any questions about the pack, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to review the pack on Teachit English.

Part 2

Activity 1: Visualising spellings and connecting meaning

Graphic organiser

As we collect new words, we need to learn how to spell them. Use this template to collect key information about the word that will help you to remember it.

New word:

Image of the word:

Definition in my own words:

Word in a sentence:

Prefix **Suffix** **Root word**

Where does this word come from?

Words with similar spellings:

Synonyms for this word:

Next steps

Personal word walls are a really useful way to focus on the spellings you need to remember. Create your own design for a word wall poster to help you to visualise your target spellings.

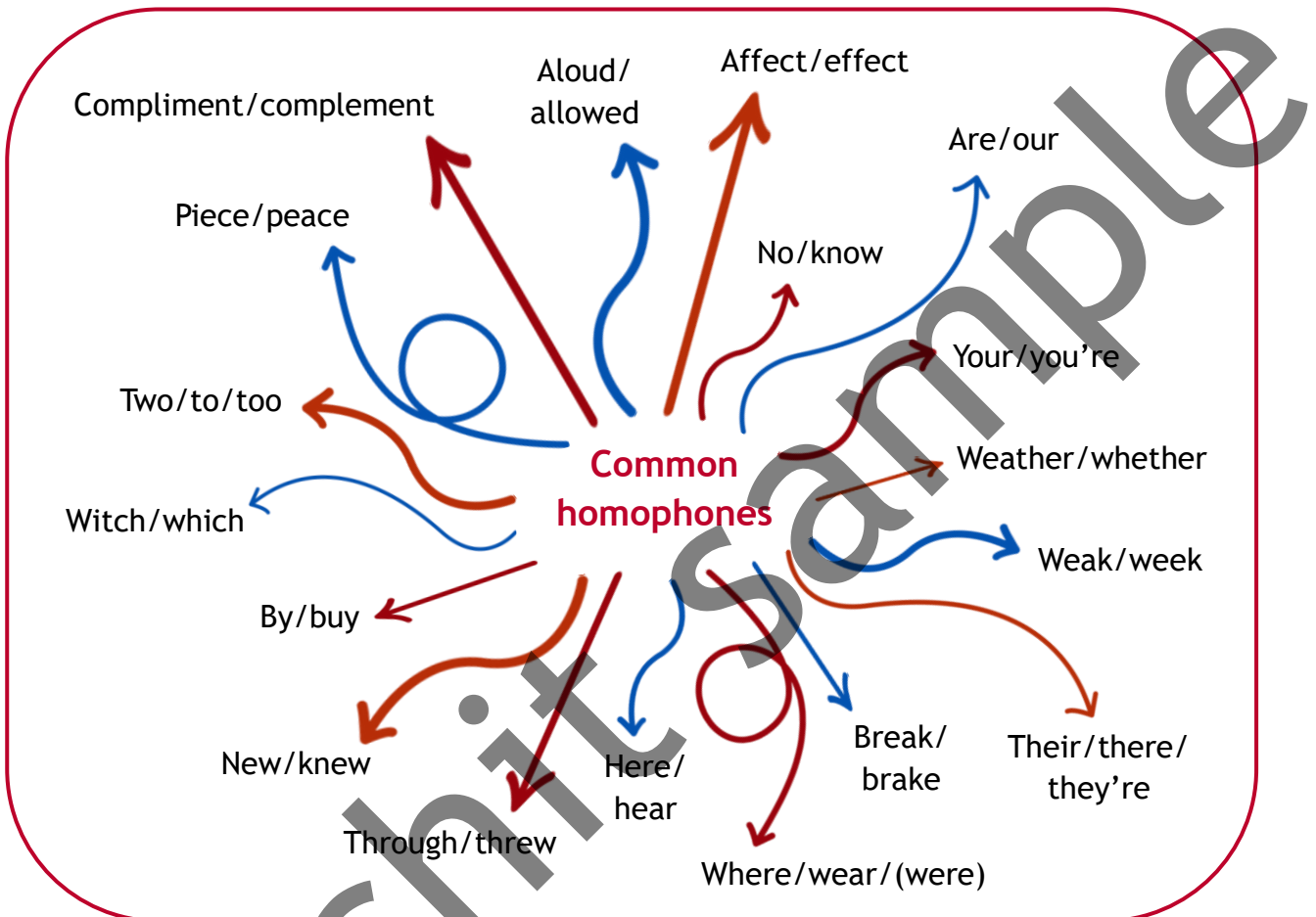
Homework or extension

Look online for a spelling rule that will help you with one of your target words.

Activity 2: Recalling spellings I know

Homophone challenge track

Here is a list of common homophones (words that sound the same but have different meanings). It might help you to know that *homo* means same and *phone* means sound.



You will be making a homophone game in groups to test another group on their knowledge of common homophones. You'll need a dice to play and a counter for each player.

For the **red squares**, write a forfeit OR a rule to help to remember different homophones.

For the **blue squares**, add a sentence with missing homophones to fill in.

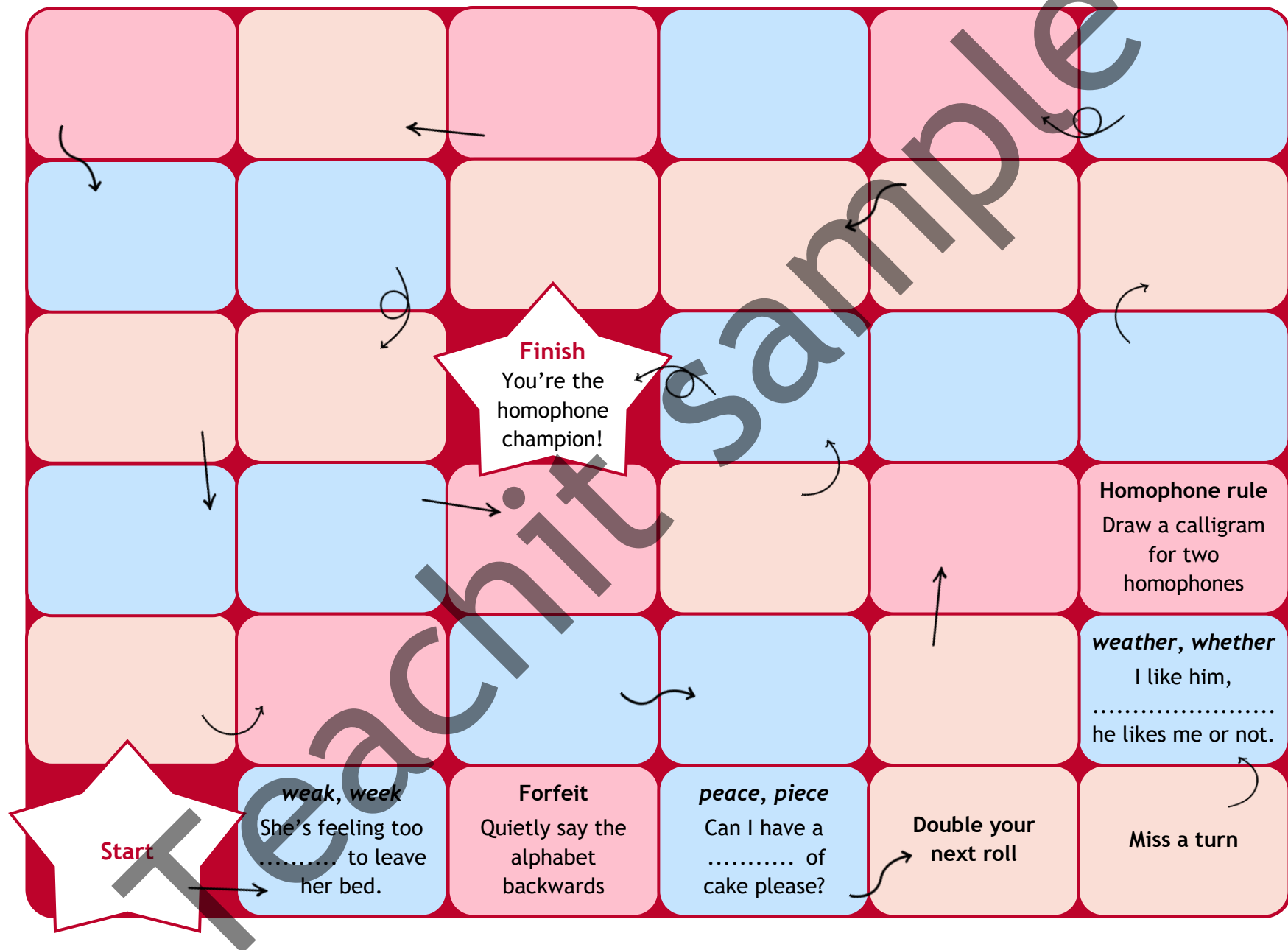
For the **orange squares**, add a rule for playing the game.

When you have completed your challenge track, swap with another group and play!

How to play

1. All players put their counters on the starting square and player 1 rolls the dice to start, landing on a forfeit/rule, homophone sentence or game square.
2. Each player must perform the action on the square they land on or miss their next go.
3. Play passes clockwise around the players. The winner is the first to reach the finish.

Some example squares have been completed to get you started:



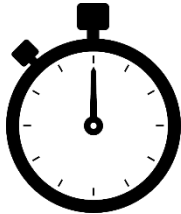
Activity 3: Practising spelling strategies

Spelling HIIT workout

Look at the list of spellings on page 15 and on pages 18-20 or your own list of commonly misspelled words.

Identify four spellings you are going to master today. You will be completing a short, high-intensity spelling ‘workout’ to strengthen your spelling skills. Use four spelling strategies from the options below to help you to learn four of the words you have identified as tricky for you.

You have just 40 seconds per activity, with 20 seconds’ brain rest between each activity.

| | |
|---|---|
| 40 seconds: | Write a word out three times using the ‘ <i>Look, Say, Cover, Write and Check</i> ’ method to help you remember it. |
| 20-second rest | |
| 40 seconds: | Write your second word in a sentence which explains its meaning. |
| 20-second rest | |
| 40 seconds: | Create a mnemonic or an acrostic to remember the letters of your third word. |
| 20-second rest | |
| 40 seconds: | Create a beat, song or rhythm to remember how to spell your fourth word. |
|  | |

Next steps

Create your own three-minute spelling workout for yourself or for a partner.

Homework or extension

Research the history (the etymology) of three of your challenging spellings.

Activity 4

Playing spelling games

Sink and destroy!

Playing in pairs, add five of your tricky spellings to the spelling battleship game grid below. Try to choose words of different lengths if possible.

Take it in turns to guess a coordinate to sink your partner's 'ship' (their spelling words). For example, you would say A-1 or F-10, and they would say 'hit' or 'miss'.



Next steps

Hide your battleship game cards. Can you remember the spellings of your five words *and* your partner's five words?

Homework or extension

Create your own spelling board game or research, download and play a spelling app. Come prepared to briefly review the app for the class or to share your game idea.

My words: Add your five spelling words to the grid, with one letter in each space. Words can go up, down and across (but not diagonally).

| | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |

Enemy words: Add an X if you 'miss' or the letter from a word if you 'hit' (your partner will tell you the letters).

| | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |

Activity 5

Summative assessment: Check how much you know about spelling

1. Spot the silly mistakes in the following passage and replace all the incorrect homophones (18):

Score: /18

Won knight, I maid my weigh down the rode towards the beach. Eye sore a man I new buy the see, happily eating a peace of pi. He had no idea that the tied was coming in! I called, shouting myself horse, but couldn't tell weather he herd or not. He took a long thyme to here.

2. Fill in the blanks in the following sentences:

Score: /8

- I have much food to eat! (to, two, too)
- She couldn't with a broken arm. (write/right)
- He wished he could see walls. (through, threw)
- are you going tonight and what are you going to? (where, were, wear)
- Can't you see them? standing over ! (their, there, they're)
- What is the of using a metaphor in a poem? (affect/effect)

- | | |
|------------|---------------|
| a. Cherrys | g. Wonderfull |
| b. Knifs | h. Writeing |
| c. Donkies | i. Beleif |
| d. Churchs | j. Careing |
| e. Womens | k. Cheerfully |
| f. Fairys | l. Happyness |

3. Correct these spellings and, for a bonus mark, say which spelling rule has been forgotten in these mistakes:

Score: /24

4. Circle the correct spelling:

Score: /20

- | | | |
|----------------|--------------|--------------|
| a. beginning | begining | begginninng |
| b. chracter | character | caracter |
| c. definitely | definately | definitly |
| d. impilies | implies | implyes |
| e. writing | writeing | writting |
| f. intresting | interesting | intresing |
| g. opportunity | oportunity | opportunitty |
| h. quotattion | quotation | qotation |
| i. repetition | repeatition | repitition |
| j. smilie | simille | simile |
| k. describe | discribe | descibe |
| l. sentence | sentance | centance |
| m. beleive | beliefe | believe |
| n. metaphore | metafore | metaphor |
| o. argeument | argument | arguement |
| p. sincerely | sincerly | sinsirely |
| q. therefor | there fore | therefore |
| r. where as | whereas | whereas |
| s. disgusted | desgusted | discusted |
| t. aliteration | alliteration | alitiration |

Answers

1. Spot the silly mistakes in the following passage and replace all the incorrect homophones (18):

(18 marks)

One night, I made my way down the road towards the beach. I saw a man I knew by the sea, happily eating a piece of pie. He had no idea that the tide was coming in! I called, shouting myself hoarse, but couldn't tell whether he heard or not. He took a long time to hear.

2. Fill in the blanks in the following sentences:

(8 marks)

- I have too much food to eat! (to, two, too)
- She couldn't write with a broken arm. (write/right)
- He wished he could see through walls. (through, threw)
- Where are you going tonight and what are your going to wear? (where, were, wear)
- Can't you see them? They're standing over there! (their, there, they're)
- What is the effect of using a metaphor in a poem? (affect/effect)

- | | |
|---|--|
| a. Cherries - word ending in consonant followed by 'y' so add -ies | g. Wonderful - -ful suffix, not full |
| b. Knives - word ending in 'fe' so add -ves | h. Writing - silent 'e' in write so replace 'e' with -ing |
| c. Donkeys - word ending in a vowel followed by -y so add an -s | i. Belief - 'i' before 'e' |
| d. Churches - word ending in 'ch' so add -es | j. Caring - silent 'e' in care so replace 'e' with -ing |
| e. Women - plural noun so doesn't need to add an s | k. Cheerfully - -fully suffix |
| f. Fairies - word ending in consonant followed by 'y' so add -ies | l. Happiness - 'y' changes to 'i' after consonant |

3. Correct these spellings and for a bonus mark, say spelling rule has been forgotten in these mistakes:

(24 marks)

5. Circle the correct spelling:

(20 marks)

- | | | |
|-----------------------|---------------------|------------------|
| a. <u>beginning</u> | begining | begginning |
| b. chracter | <u>character</u> | caracter |
| c. <u>definitely</u> | definately | definitly |
| d. impilies | <u>implies</u> | implyes |
| e. <u>writing</u> | writeing | writting |
| f. intresting | <u>interesting</u> | intresing |
| g. <u>opportunity</u> | oportunity | opportunitty |
| h. quotattion | <u>quotation</u> | qotation |
| i. <u>repetition</u> | repeatition | repitition |
| j. smilie | simille | <u>simile</u> |
| k. <u>describe</u> | discribe | descibe |
| l. <u>sentence</u> | sentance | centance |
| m. beleive | beliefe | <u>believe</u> |
| n. metaphore | metafore | <u>metaphor</u> |
| o. argeument | <u>argument</u> | arguement |
| p. <u>sincerely</u> | sincerly | sinsirely |
| q. therefor | there fore | <u>therefore</u> |
| r. where as | <u>whereas</u> | whereas |
| s. <u>disgusted</u> | desgusted | discusted |
| t. aliteration | <u>alliteration</u> | alitiration |

What are speech and quotation marks?

“ ” ‘ ’

To make direct speech stand out, use speech marks (“ ” or ‘ ’). To make an impressive quotation stand out, use quotation marks. They are the same thing; they just have different names depending on whether they go around speech or a quotation.

You can use single ‘ ’ or double “ ” speech marks; it’s entirely your choice, but stay consistent in each piece of writing. **Enjoy the freedom!**

For example



He said, “To make direct speech stand out, use speech marks.”

He might also have said, ‘To make direct speech stand out, use speech marks.’

The exact same marks sit around a quotation too:

Said Oscar Wilde, “I can resist everything but temptation.”

Said Oscar Wilde, ‘I can resist everything but temptation.’



When you’re reporting a quotation or other speech in direct speech:

She asked, “What did she mean by ‘get it to me by the end of the week’? Does that mean by Friday morning or Sunday evening?”

She asked, ‘What did she mean by “get it to me by the end of the week”? Does that mean by Friday morning or Sunday evening?’

HACK: if you open a speech/quotation mark, make sure you close it at the other end.