

Grammar, Spelling and Punctuation Sample Lesson

Our spelling, punctuation and grammar sample lesson is designed to show how a synthetic and progressive approach using the Jolly Phonics & Grammar program will enable you to develop children's learning as they become confident readers and writers.

This sample lesson will give an example of punctuation, one grammar concept and one spelling pattern taught through the years.

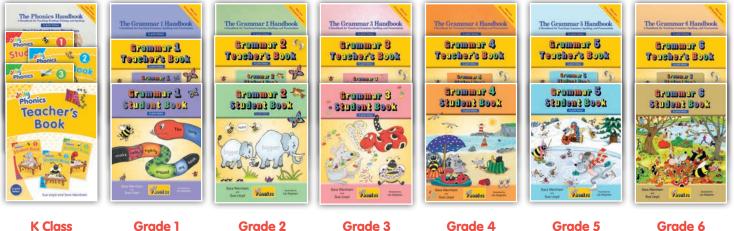
This sample lesson focuses on our core delivery resource, the Phonics & Grammar Teacher's and Student Books.

The Teacher's Books are comprehensive guides containing detailed notes and lesson plans. These are accompanied by the full-color Student Books, which are individual writein books for each child in your class. Each page in the Teacher's Book correlates to the matching page within the Student Books.

In the first year of Phonics, there is one Teacher's Book that covers three Student Books. (One for each term of their first year at school.) This contains daily lesson plans for the entire first year.

From the second year (Grammar 1) through to the seventh year (Grammar 6) there is one Teacher's Book that covers one Student Book for each year. There are two lessons per week; one spelling and one grammar or punctuation lesson. This enables you to cover the core content required to achieve fluency in the English language whilst retaining the flexibility and time to cover other topic work within the school's literacy scheme.

An integrated program that grows with your children in school





Grade 3

Grade 6



Children continue to refine and extend their earlier phonics knowledge with each year providing: - 36 spelling lessons (1 per week) - 36 grammar or punctuation lessons (1 per week)

- Extensive Teacher's guides containing detailed notes and lesson plans
- Full-color Student write-in books for each child
- Black & white photocopiable Handbook also available
- Daily lesson plans in the first year (Phonics)
- Two weekly lesson plans in the second to seventh years (Grammar 1 to Grammar 6) consisting of one spelling and one grammar or punctuation lesson

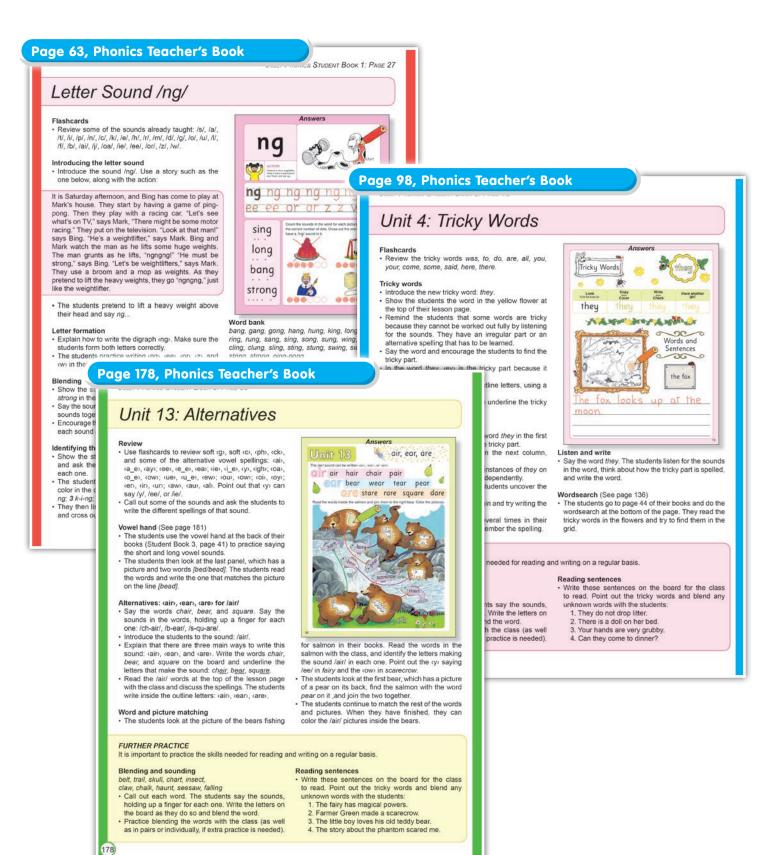
Grammer Sample Lesson

This sample lesson will guide you through an example of a grammar concept being taught through the years. It looks at how verbs are taught, and the progression through each year as children build on their previous learning systematically and are introduced to new concepts.



Jolly Phonics

The first year of teaching covers the five key skills; learning the letter sounds, letter formation, blending, segmenting and tricky words. As these skills progress with alternative spellings, it allows early independent reading and writing, setting the children up for new SPaG concepts in Grammar 1.



4

Children are introduced to the past, present and future tenses. They learn to add '-ed' to regular verbs in the past tense. For the future tense, children learn the auxiliary verbs 'shall' and 'will'.

Page 67, Grammar 1 Teacher's Book

GRAMMAR 1 STUDENT BOOK: PAGE 37

Grammar: The Future

Objective

•To develop the students' understanding of verbs, so they know that a verb can describe the past, the present, or the future.

Introduction

- · Review present and past tenses with the students.
- Call out some verbs in the present and past tenses and encourage the students to do the appropriate actions (see pages 9 and 10).
- Call out some verbs in the present tense. Make a point of choosing verbs that have a regular simple past tense: for example, *to cook*, *to hop*, or *to race*. Ask the students to put these verbs into the past tense.
- Then call out some verbs in the past tense and ask the students to put them into the present tense.

Main Point

- When a verb describes an action taking place in the future, the verb root does not take a suffix, as with the past tense. Instead, the verb root has an extra word put in front of it.
- The extra word is another verb, called an auxiliary verb. The auxiliary verbs *shall* and *will* are used to describe the future.
- Shall can be added to the verb root for both the first person singular, *I*, and the first person plural, *we. Will* can be added in all persons.
- The verb to have is conjugated below in the future: I shall have, you will have,

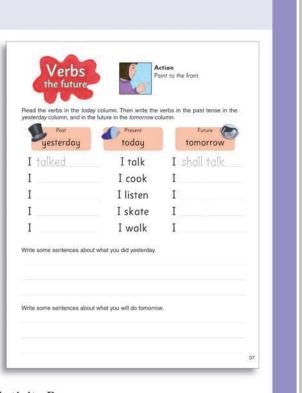
he will have, she will have, it will have,

we shall have, you will have, they will have. •Call out some verb roots and ask the students to put them into the future.

Actions: The action for a verb that describes the future is pointing to the front.



Color: The color for verbs is red.



Activity Page

- The students read the list of present tense verbs in the *Today* column.
- In the *Yesterday* column, the students write the verbs in the past tense, and in the *Tomorrow* column, they write the verbs in the future.
- For the next activity, the students write some sentences about what they did yesterday and what they will do tomorrow.

Extension Activity

•Ask the students to write some more sentences about what they did yesterday.

Finishing the Lesson

•With the students, choose a verb and conjugate it in the past, present, and future.

Children learn that some verbs are not regular. This means that they cannot just have '-ed' added to the end of the verb root to change them to past tense verbs. Instead, some need to simply be learnt as 'tricky verbs'.

Page 67, Grammar 2 Teacher's Book

GRAMMAR 2 STUDENT BOOK: PAGE 37

Grammar: Irregular Past Tense Verbs

Objective

• Develop the students' understanding that not all verbs are regular, and teach them that some verbs have irregular past tenses.

Introduction

- Review verbs. Remind the students how to form the past tense for regular verbs.
- •Do the action for the present or past tense, followed by the action for one of the pronouns. Then mime a verb. See if the students can guess what the actions mean.
- For example: for *I clap*, point to yourself; point towards the floor with the palm of your hand, and clap.
- For *I clapped*, point to yourself; point backwards over your shoulder with a thumb, and clap.

Main Point

- Explain that some verbs do not form the past tense by adding (-ed) to the root. The roots of these verbs change when they are put into the past. We call them "tricky pasts."
- The students will already know many "tricky pasts." Ask them to think of as many examples as they can give, and write some of their suggestions onto paper hexagons.
- ·Good examples include the following:

come / came	dig / dug
drink / drank	draw / drew
get / got	give / gave
have / had	hide / hid
lose / lost	make / made
ride / rode	run / ran
say / said	sing / sang
speak / spoke	swim / swam
take / took	throw / threw
win / won	write / wrote

• The hexagons can then be fitted together to make a honeycomb for a wall display. As more "tricky pasts" are discovered, these can be added to the honeycomb too.



Activity Page

- The students write inside the outlined word, Verbs, using a red pencil.
- They match each verb root to its "tricky past," and color the pictures.
- Next, they read the sentences at the bottom of the page, and rewrite them in the past tense.

Extension Activity

- •Write some more verb roots on the board for the students to write out in the past tense.
- Good examples include sit, fall, send, know, hold, grow, hear, fly, bite, stand, see, find, sleep, feel, steal.

Finishing the Lesson

• Look at the activity page with the class, checking the students' answers.

Up until now, children have learnt the simple past, present and future tenses. Now they are introduced to the continuous tenses using the verb 'to be' as the auxiliary and '-ing' as the verb root. For example, 'I was running', 'I am running' and 'I shall be running'.

Page 103, Grammar 3 Teacher's Book

GRAMMAR 3 STUDENT BOOK: PAGE 73

Grammar: Verb Tense Tents

Aim

· Review the simple and continuous verb tenses.

Introduction

- Write *to cook* on the board and ask what sort of word it is (a verb). Remind the students that when it is in this form (e.g. *to walk, to cry, to send*) it is called the infinitive. Remind the students that verbs describe what happens in the past, present, or future, and they can be written in both simple and continuous tenses.
- Draw a simple grid on the board with three boxes across the top and two boxes down, large enough to write a simple sentence in each box. Write in the tenses as you talk about them, starting with the simple past, present, and future in the top row, and then adding the past, present, and future continuous in the bottom row.
- Discuss with the students how each tense is formed, reminding them of the rules for adding the (-ed) and (-ing) suffixes (see page 25), and pointing out where the verb *to be* is used as an auxiliary verb.
- Remind them that the simple present describes an action that is repeated or usual (e.g. *He cooks every day*), while the present continuous describes something that has started and is still happening (e.g. *He is cooking dinner*). The simple past describes an action that started and finished within a specific time (e.g. *He cooked a meal yesterday*), while the continuous past describes an action that had started and was still happening in the past (e.g. *He was cooking dinner when I called*). Similarly, the simple future describes an action which will start and finish within a specific time (e.g. *He will cook tonight*), while the future continuous describes an action that will start and still be happening in the future (e.g. *He will be cooking dinner later*).

Main Point

- Say a sentence (e.g. *I hop up and down*) and identify the verb with the class. Ask which tense it is (the simple present) and write the sentence in the simple present box in the grid.
- Call out the sentence again, using a different tense this time, and ask the students which tense box you should write it in. Continue doing this, using all six tenses, and point out the doubling rule when the suffixes (-ed) and (-ing) are added.

I hopped up and down.

- I was hopping up and down.
- I hop up and down.
- I am hopping up and down.
- I shall hop up and down.
- I shall be hopping up and down.
- (simple past) (past continuous) (simple present) (present continuous) (simple future) (future continuous)



• Now say I played with my toys and identify the verb (played) and the tense (simple past) with the students. This time, call out each of the tenses in turn and ask the students how the sentence would be written in each one.

Activity Page

• The students read the sentences and decide which tense is being used in each one. They join each sentence to the correct part of the Tense Tent.

Extension Activity

- Write the following sentences on the board. We are jumping on the trampoline. We jumped on the trampoline. We shall be jumping on the trampoline.
- We jump on the trampoline.
- We were jumping on the trampoline.
- We shall jump on the trampoline.
- He will be looking at the portraits.
- He will look at the portraits.
- He was looking at the portraits.
- He looks at the portraits.
- *He looked at the portraits.*
- He is looking at the portraits.
- The students copy them out and write the appropriate verb tense next to each one.

With children learning to parse sentences, they will also learn to parse verbs. They will learn how to identify the first, second and third person in singular and plural forms, rewriting sentences to check that everything agrees grammatically.

Page 77, Grammar 4 Teacher's Book

GRAMMAR 4 STUDENT BOOK: PAGE 47

Grammar: Changing Grammatical Person

Aim

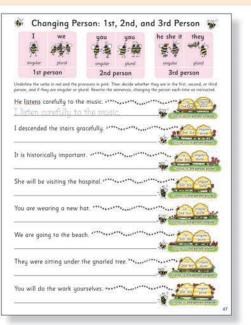
•Reinforce the students' ability to identify the first, second, and third person. Develop their understanding that when the person is changed, the verb and the rest of the sentence must agree.

Introduction

- Remind the students that a sentence can be written in the first, second, or third person and that the person can be singular or plural.
- If you are talking about yourself in the sentence, it is written in the first person and uses the pronoun *I* for the singular and *we* for the plural.
- If you are addressing someone else in the sentence, it is written in the second person and uses the pronoun *you* for both singular and plural.
- If you are talking about someone else in the sentence, it is written in the third person and uses the pronoun *he/she/it* for the singular and *they* for the plural.
- With the class, conjugate the verb to be in the simple present and past tenses, doing the pronoun actions.

Main Point

- Write *I went to the library* on the board. Ask the students which person it is written in (first person singular). Ask them which pronoun is used for second person singular. Write *You went to the library* on the board. Now ask them how they would write the sentence in the third person singular. Write *He/She/It went to the library*.
- Now write *I* am in the football team on the board. Ask what would happen if you changed it from the first person to the second person singular. Now write *You* are in the football team on the board and point out that as well as changing *I* to you, the verb to be has also changed from am to are. This is because *I* and you are the subject of the sentence and the verb and subject must always agree. Continue to change the person in this sentence, asking the students which pronoun/verb form each one should take. Remind the students that they may need to change more than the subject and verb for the rest of the sentence to agree.
- •Write *I am riding my new bike* on the board. Ask the students what would happen if the sentence was written from a different point of view: if it was describing a boy riding a bike, for example.
- •Write *He is riding my new bike* and ask the students whether this sounds right. While it is grammatically correct, the bike still belongs to me, the first person; *my* should be changed to *his: He is riding his new bike*. Continue to change the person, as before,



discussing which personal pronoun, verb form, and possessive adjective is needed each time.

Activity Page

•The students underline the verbs in red and the pronouns in pink. They then decide whether they are in the first, second, or third person singular or plural (He listens: 3rd, singular; I descended: 1st, singular; It is: 3rd, singular; She will be visiting: 3rd, singular; You are wearing: 2nd, singular; We are going: 1st, plural; They were sitting: 3rd, plural; You will do: 2nd, plural). · Finally, they rewrite the sentences, changing the person as instructed (1st person plural: We descended; 3rd person plural: They are; 2nd person plural: You will be visiting; 3rd person singular: He/ She is wearing; 3rd person plural: They are going; 3rd person singular: He/She/It was sitting; 2nd person singular: You will do ... yourself). In the last sentence, the students must remember to make the rest of the sentence agree, changing yourselves to yourself.

Extension Activity

• The students write a couple of sentences in the first person singular about something they have done recently. They then rewrite the sentences in the third person singular and in the third person plural, as if other people were doing it.

As well as learning the simple and continuous tenses, children move on to the perfect tense. Children will learn how to form this and when to use it: using the verb 'to have' and joined with the past participle. For example, 'I had jumped', 'I have jumped' and 'I will have jumped'.

Page 49, Grammar 5 Teacher's Book

GRAMMAR 5 STUDENT BOOK: PAGE 22

Grammar: Perfect Tenses

Aim

- •Develop the students' understanding of verbs and introduce the perfect tenses.
- Explain how the perfect tenses are formed by using an auxiliary verb, to have, followed by the past participle.

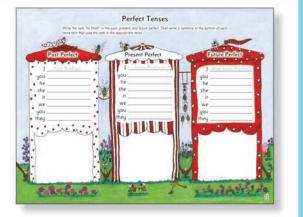
Introduction

•Briefly review the simple and continuous tenses. Discuss how they are formed and when they may be used (see page 43). Then conjugate the verb to have with the class in the simple present, past, and future, doing the pronoun actions (see page 45).

Main Point

- •The perfect tenses, like the simple and continuous tenses, can happen in the past, present, and future.
- Write these sentences on the board and ask the students to identify the verb in each one: I had walked to school, I have walked to school, and I will have walked to school.
- Explain that these are called the perfect tenses, which are formed by adding the past participle (in this case *walked*) to the simple past, present, or future of the auxiliary verb *to have*.
- Remind the class that the simple tenses describe actions that start and finish within a specific time (the simple present also tends to describe actions that are repeated or usual, as in *I walk to school every day*).
- The continuous tenses describe actions that have started and are still happening, either at that very moment or as a longer action in progress (as in *I am learning to play the flute*).
- •The perfect tenses are used to describe actions that have already been completed. They usually describe general experiences or unspecified points in the past (as in *I have stayed at that hotel several times*), or actions that, although complete, still have some connection to the present (as in *I have just finished my homework*).
- Starting with the present perfect, conjugate the verb *to look* with the class:

past perfect	present perfect	future perfect
I had looked	I have looked	I shall/will have looked
you had looked	you have looked	you will have looked
he/she/it had	he/she/it has	he/she/it will
looked	looked	have looked
we had looked	we have looked	we will have
		looked
you had looked	you have looked	you will have
		looked
they had	they have	they will have
looked	looked	looked



Activity Page

- The students conjugate the verb *to finish* in the past perfect, present perfect, and future perfect, writing the verbs in the correct tense tents.
- The students need to remember to use the correct form of the verb *to have* in the third person singular of the present perfect (*has*) and to only use *shall* in the first person singular and plural for the future perfect.
- They then write a sentence at the bottom of each tent, using the verb in its correct tense.

Extension Activity

- •Make flashcards with the following infinitives on: to accept, to destroy, to marry, to unlock, to identify, to behave, to scrub, to compare, to weigh, to slip, to confess, to copy, to empty, to applaud, to decorate, to compete, to fix, to beg, to ban, to annoy, to judge, to introduce, to juggle, to laugh, to stay, to amuse, to chop, to permit, to provide, to multiply.
- •Ask each student to pick a card. They then use the verb they have chosen to write a sentence in each of the perfect tenses.
- •They can do this on a separate sheet of paper, using a different pronoun each time.
- The verbs selected allow plenty of practice in using the spelling rules for adding -ed to form the past participle.

Finishing the Lesson

- Go over the activity page with the students, checking their answers.
- If they have done the extension activity, ask some of the students to read out their sentences.

Children will learn that when the subject of a sentence is actively doing the verb it is written in the active voice, but when the subject receives the verb action it is written in the passive voice. For example, 'The man drove the car' and 'The car was driven by the man'.

Page 77, Grammar 6 Teacher's Book

GRAMMAR 6 STUDENT BOOK: PAGE 64

Grammar: The Active and Passive Voice

Objective

• Introduce the idea that a sentence can be written in either an active or a passive voice. When the subject of the sentence **does** the verb action, we are writing in the active voice, but if the subject **receives** the verb action, we are writing in the passive voice.

Introduction

- Remind the class that a sentence always has a verb and subject and, if the verb is transitive, it will also have an object.
- Discuss how the subject and object are identified by deciding who or what is **doing** the verb action (*the subject*) and who or what is **receiving** it (*the object*).
- Point out that sometimes the subject or object is compound, and that most simple subjects and objects are part of a longer noun phrase.
- Also remind the class that the verb action has either a direct or an indirect effect on an object: the person or thing receiving the verb action is called the **direct object** and the person or thing <u>for whom</u> or <u>to whom</u> the verb action is done is called the **indirect object**.
- •Write on the board *Granny and Grandpa sent their* eldest grandchildren cards and presents and discuss it with the class. Point out:
- the transitive verb sent,
- the compound subjects (Granny/Grandpa),
- the compound direct objects (cards/presents), and
 the indirect object (grandchildren), which is part of a longer noun phrase (their eldest grandchildren).

Main Point

- Not all sentences have a subject that performs the verb action. Sometimes the *doer* of the verb is not known, or is considered less important, so the focus is put on the person or thing that receives the verb action instead.
- Write on the board *The cars were stolen by the thieves last night* and ask the students to find the subject of the sentence. They will probably identify it correctly, because *cars* appears before the verb and is the main focus of the sentence.
- However, they may also recognize that this subject is unusual, because it is not doing the stealing. Instead, the *doer* or *agent* of the verb action appears in the prepositional phrase by the thieves, which comes after the verb. In fact, this phrase could be removed and the sentence would still make sense.
- Explain that when the subject of a sentence is actively doing the verb, we say it is written in the **active voice**, but when the subject is passive and receives the verb action, it is written in the **passive voice**.
- Write some more examples on the board, such as *The* thieves have been arrested; Our bikes are kept in the garage; The cake was baked by Sue yesterday; and *The* fence will be painted today, and identify the verb and subject each time, along with the agent, if there is one.
- · Look at the verb in each sentence and point out that it



is formed in a special way in the passive voice, using the verb *to be* as an auxiliary with the past participle of the main verb.

Activity Page

- The students look at each pair of sentences, deciding which is written in the active voice and which is written in the passive (yacht <u>was sailed</u> PASSIVE/crew <u>sailed</u> ACTIVE; Bees <u>store</u> ACTIVE/Honey <u>is stored</u> PASSIVE; We welcomed ACTIVE/guests <u>were welcomed</u> PASSIVE; seeds will be planted PASSIVE/gardener will plant ACTIVE).
- They then look at each sentence below, identify the verb and subject, and decide whether it is written in the active or passive voice (hymn was sung PASSIVE; Sam bruised ACTIVE; Rhinos come ACTIVE; chicken was basted PASSIVE; leaves fell ACTIVE; rosette was awarded PASSIVE; toothpaste is kept PASSIVE; Lucy went ACTIVE; baguettes are made PASSIVE; Granny gave ACTIVE).

Extension Activity

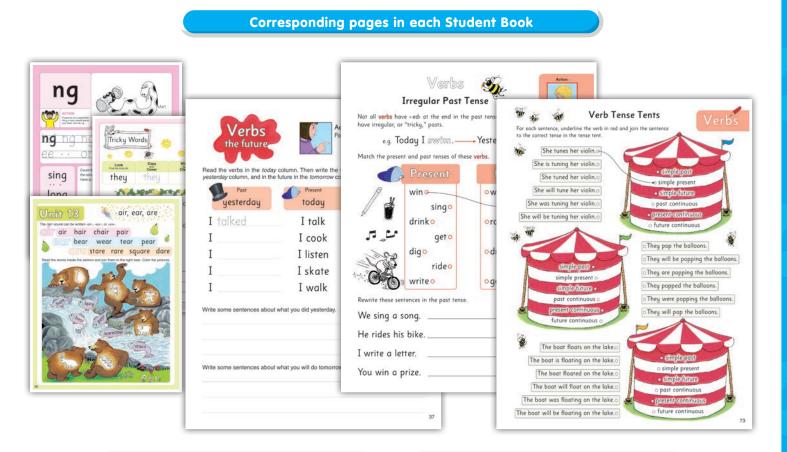
• On a separate sheet of paper, the students put some passive sentences from the activity page into six sentence wall boxes: for example, The yacht was sailed (by the crew). (Top: yacht - was sailed - [blank] / Bottom: The - by the crew - [blank].)

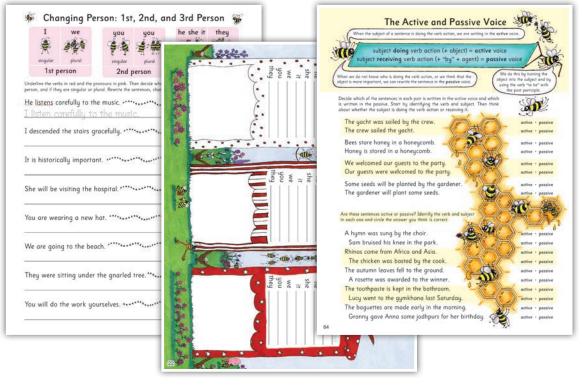
Finishing the Lesson

- Go over the activity page with the students, discussing their answers.
- If they have done the extension activity, make sure the students have filled in the six boxes correctly.

Seven years of progressive, systematic grammar teaching

After being taught the essential phonics skills during the first year, children are introduced to the various forms a verb may take within different tenses. Starting with the simple tenses, teaching is systematic and progressive as new tenses are explored. They will also learn to parse and re-write sentences to ensure they are grammatically correct, identifying the person speaking and the voice used.





Spelling Sample Lesson

This sample lesson will guide you through an example of a spelling concept being taught through the years. It looks at how the /ai/ letter sound is introduced, and the progression through each year as children build on their previous learning systematically and are introduced to alternative spellings.

Sonde lesson plan

ai

Jolly Phonics

Children learn the /ai/ sound and practice blending and segmenting <ai> words. (i.e. 'Rain'.) Once the 42 letter sounds are secure, the alternatives can be introduced for reading. With regular blending practice, the children become familiar with the alternatives and the correct spellings.



Answers

🛛 ai, a_e, ay 🕳

cake

tail

may

snail hay

· Read the first word: whale. Point out the silent letter (h) and remind the students of the tricky words what, when, why, where, and which. These words also use (wh) to spell the sound /w/.

Ask the class which spelling of the sound /ai/ is used in the word whale [(a_e)]. The students write over the dotted word whale on the first line in the large (a_e)

The students read the remaining /ai/ words and write them in the corresponding spelling: (ai), (a_e), or (ay).

It is important to practice the skills needed for reading and writing on a regular basis.

Blending and sounding

FURTHER PRACTICE

tail, rack, croak, blob, popcorn,

- page, huge, gently, lounge, fringe · Call out each word. The students say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- · Practice blending the words with the class (as well as in pairs or individually, if extra practice is needed).

Reading sentences

· Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the students:

- 1. Do they travel by train or plane?
- 2. The snakes were black and orange.
- 3. We found a stray kitten in the lane
- 4. You can play some more games now.

Revises the main alternatives of /ai/ for spelling: <a_e> and <ay>. Children are taught one spelling per lesson; first introduced to <a_e> and later <ay>. Each lesson has a spelling list of 10 words, including 5 /ai/ words.

Page 58, Grammar 1 Teacher's Book

GRAMMAR 1 STUDENT BOOK: PAGE 28

Spelling: The (a_e) Spelling of the /ai/ Sound

Spelling Test

- The students turn to page 76 of their *Student Books* and find the column labeled *Spelling Test 13*.
- In no particular order, call out the spelling words the students learned last week: *sad*, *let*, *trip*, *blue*, *orange*, *gray*, *black*, *one*, *by*, *color*.
- The students write these words on the lines.

Review

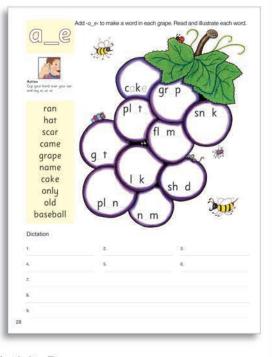
- •Use flash cards to review the spelling patterns taught so far, including the short vowels, (a), (e), (i), (o), (u), and the long vowels (ai), (ee), (ie), (oa), (ue).
- Review the third set of tricky words.

Letter Sound

- Remind the students that the main ways of writing the /ai/ sound are (ai), (a_e), and (ay).
- Review the (a_e) spelling of the /ai/ sound, which can be referred to as "(a) hop-over (e)." It is important for the students to understand that the (e) in hop-over (e) digraphs is "magic." Although it makes no sound in the word, the (e) sends its magic over the preceding consonant, and changes the short vowel sound into a long vowel sound.
- •With the students, make a list of words that use the (a_e) spelling and write them on the board. Ask the students to make up sentences using some of the words. The (a_e) words could also be written onto a bunch-of-grapes shape for display.
- •To illustrate the effect that a "magic «»" has in a word, try covering it up and then reading the word again. For example, *cape* becomes *cap* without the magic «».

Spelling List

- •Read the spelling words with the students. As a class, say the sounds in the regular words and say the letter names in the tricky words *only* and *old*.
- The last word in the list, *baseball*, is longer than the rest. The students will find this word easier to spell if they split the word up into its two syllables: *base* and *ball*.



Activity Page

• The students write inside the outline (a_e) on their page using the correct formation.

• In each grape, the students write (a_e) in the gaps. They read the completed words and illustrate each one. Encourage the students to write and color neatly. Coloring helps the students to develop their pencil control.

Dictation

ran

hat

scar

came

grape

name

cake

only

old

baseball

•Read the words one at a time. The students listen for the sounds in each word, and write the words on the lines. 1. mad2. made3. at4. ate5. scrap6. scrape7. Dad made a cake.8. The gate is open.9. She was late.

- ·Read the sentences
- one at a time for the students to write down.
- Remind the students that sentences start with a capital letter and end with a period. Point out the tricky words in the sentences.

58

Revises the main ways to write /ai/: <ai>, <a_e> and <ay>. Children have to choose the right alternative to spell words correctly. Later in Grammar 2, children learn that /ai/ can also be written as <ei> and <eigh>. Each lesson has a spelling list of 10 words, including 6 /ai/ words.

Page 56, Grammar 2 Teacher's Book

GRAMMAR 2 STUDENT BOOK: PAGE 26

Spelling: the /ai/ sound

Spelling Test

- The students turn to the backs of their books and find the column labeled *Spelling Test 12*.
- •In no particular order, call out the spelling words the students learned last week:
- buzz, fizz, echo, choir, chemist, stomach,
- Christmas, character, November, December.
- The students write the words on the lines.

Review

- Review the sounds with alternative spellings.
- •As the students give the alternative spellings for each sound, write them on the board.
- Review the new spelling patterns covered so far.

Spelling Pattern

- •Review the main ways of writing the /ai/ sound, which are (ai), (ay), and (a_e).
- •Now that these spellings are familiar, the students need to start memorizing which words use which spelling pattern. Remind them that the (ay) spelling is usually used when the /ai/ sound is found at the end of a word, where "toughy (y)" takes the place of "shy $\dot{\phi}$."
- •With the students, make a list of words for each spelling of the /ai/ sound. To help them remember the words, the students could try making up silly sentences for each spelling, using as many of the words as possible: for example, *The vain painter complained about the rain*.

Spelling List

- The students complete the words in the spelling list by writing in the missing letter pattern.
- •Read the spelling words with the students. Remind them that they need to remember how the /ai/ sound is spelled in each of the words. The longer word, *rainstorm*, is a compound word. It has two syllables and can be remembered as *rain* and *storm* for spelling.
- For both number words the students could use the "say as it sounds" method, pronouncing *half* to rhyme with *Alf*, and the first two sounds of *quarter* like those of *qualm*.

next
quit
make
pay
main
clay
waist
rainstorm
half
quarter



Activity Page

- Review the homophones *there* and *their*, and *are* and *our*.
- •The students underline the correct /ai/ word spellings in the snails.
- They complete the sentences by choosing one of the words from the spelling list to fit each gap.
- The students practice spelling half and quarter.
- Then they complete each of the sentences at the bottom of the page by writing in the correct word.

Dictation

Dictate the following words and sentences.

1. na	me	2.1	play	3.	day	
10	60 XX	1.44	÷	1.1		

- 4. paint 5. rain 6. mistake
- 7. Stay and wait for the train.
 8. The circus came on Monday.
- 9. The choirboys ate slices of cake.

Revises the main ways to write /ai/: <ai>, <a_e> and <ay>. Later in Grammar 3, children will also learn that /ai/ can also be written as the vowel <a>. Each lesson has a spelling list of 18 words that contain the /ai/ sound.

Page 34, Grammar 3 Teacher's Book

GRAMMAR 3 STUDENT BOOK: PAGE 4

Spelling: (ai), (ay), and (a_e)

Spelling Test

- The students turn to the backs of their books and find the column labeled *Spelling Test 1*.
- In any order, call out the spelling words learned last week. The students write the words on the lines.

Review

- Use the "vowel hand" (see page 24) to review the five vowel letters and their short and long sounds (/a/, /e/, /i/, /o/, /u/ and /ai/, /ee/, /ie/, /oa/, /ue/).
- Next review the main alternative spellings for the long vowel sounds: (ai), (ay), (a_e); (ee), (ee), (ee); (ie), (y), (igh), (i_e); (oa), (ow), (o_e); (ue), (ew), (u_e). This can be done with flash cards or with the Alternative Spelling Poster.

Spelling Point

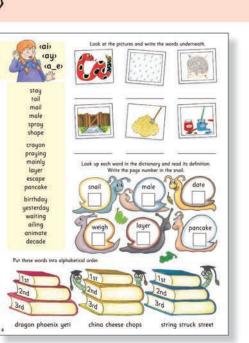
- Review the main ways of writing the /ai/ sound and write them on the board: (ai), (ay), (a e).
- Remind the students that the (ay) spelling is most often used at the end of words, although there are exceptions (e.g. *crayon*).
- Ask the students if they can think of any other ways to write /ai/. They might remember (ei) (as in vein, reindeer, veil, reins) and (eigh) (as in eighteen, sleigh, neigh, weight) from the Grammar 2 Student Book.
- Add (ei) and (eigh) to the board and ask the students to suggest words for each alternative spelling. If they suggest words with another spelling of the /ai/ sound (e.g. (a) as in *apron*), make another list on the board.

Spelling List

- Read the spelling words with the students, blending and sounding out each word in the list.
- •With the class, identify the letters making the /ai/ sound in each word. The students highlight the letters and put the long vowel mark over them.
- Explain the meanings of any unfamiliar words. Point out the different spellings of *mail* and *male* and discuss their different meanings.
- Explain that the (ay) spelling is used in *praying* and *layer*, because the /ai/ sound is on the end of the root words *pray* and *lay* before the suffixes (-ing) and (-er) are added.
- It may help the students to remember which alternative spelling

tail mail male spray shape crayon praying mainly laver escape pancake birthday yesterday waiting ailing animate decade

stav



to use if the words are put together in a silly sentence: for example,

I was mainly ailing while I was waiting, then I found a tail in my mail.

Activity Page

- The students look at the pictures and write the words underneath (*snake*, *rain*, *brain*, *gate*, *hay*, *paint*), deciding which alternative spelling to use.
- Next, the students use a dictionary to look up the words in the snails. They read each definition and write the page numbers in the boxes.
- Finally, the students look at each set of words at the bottom of the page, and copy them out in alphabetical order in the books.

Dictation

- Provide a sheet of paper for each student and dictate the following sentences:
 - 1. I was waiting for my mail.
 - 2. He makes a cake of clay.
 - 3. The boy was in the playpen.

Extension Activity

• Write the three main /ai/ spellings on the board: (ai), (ay), (a_e). In their Spelling Word Books, the students make a list of words for each particular spelling.

16

Children learn that the vowel sounds in unstressed syllables are often swallowed and become neutral (the schwa). This includes the /ai/ sound in words like 'priv<u>ate</u>' and 'abomin<u>a</u>ble'. Incudes a spelling list of 18 words with this sound.

Page 44, Grammar 4 Teacher's Book

GRAMMAR 4 STUDENT BOOK: PAGE 14

Spelling: Schwa (a)

Spelling Test

- The students turn to the backs of their books and find the column labeled Spelling Test 6.
- · Call out the spelling words learned last week.

Review

• Review syllables and how to identify them in words by clapping the syllables or doing "chin bumps" (see Syllables, pages 22 to 23). Remind the students that the number of vowel sounds in a word is the same as the number of syllables. Write these words on the board: *arch/way*, *bash/ful*, *rock/et*, *en/chant/ ment*. Underline the letters making the vowel sounds and separate the words into syllables.

Spelling Point

- •Write the word *doc/tor* on the board and ask the students how many syllables it has (two). Identify the vowel sounds and split the word into two syllables with a line. Explain that if a word has two or more syllables, we put a stress on one of them: that is, we say it slightly louder, to give it more emphasis.
- Ask the students which syllable is stressed in <u>doctor</u> (the first) and see if they can hear the stressed syllable in other words. Point out that in a stressed syllable, you will hear the vowel sound in its pure form, such as the first /o/ in *doctor*. However, sometimes the vowel in an unstressed syllable is swallowed and sounds more like an /uh/ sound. This swallowed vowel sound is called a schwa and is the most common vowel sound in English. It helps to remember the spelling by "saying it as it sounds," saying the schwa in its pure form, as in "doct-or" rather than "doct-uh."

Spelling List

44

- Ask the students to highlight any (a) saying the schwa in each word. For words with more than one (a), the schwa is shown here in bold: pasta, banana, panda, anagram, harass, or harass (depending on where the stress is), magazine, embarrass, exclamation, paragraph, guarantee, abominable.
- Point out the "hop-over (e)" digraph (i_e) saying /ee/ in magazine, the soft (c) in entrance and announcement, the suffixes in exclamation, abominable, and announcement, the qphy saying /f/ in paragraph, and the silent (u) in guarantee.

avoid banana panda comma hexagon anagram husband harass private magazine embarrass exclamation paragraph guarantee entrance abominable announcement

pasta



Activity Page

- The students identify the syllables in the words (hex/a/ gon, ba/na/na, com/ma, pan/da, pas/ta, a/void, har/ ass, pri/vate, hus/band, mag/a/zine, em/bar/rass, an/a/gram, a/bom/i/na/ble, en/trance, ex/cla/ma/ tion, par/a/graph, guar/an/tee, an/nounce/ment).
- They then unscramble the anagrams (pasta, anchovy, loaves, cheese, banana, steak, potato, cucumber).
- The students then write two lists, using a comma to separate each item (remembering to include the word *and* before the final item).
- Finally, they parse the sentence, identify the subject (*pirate*), and choose the correct tense (simple past). Successfully is an adverb made by adding (-ly) to the adjective successful.

The abominable pirate successfully avoided the hurricane.

Dictation

- · Dictate the following sentences:
- 1. A panda is a black and white animal.
- 2. I am writing a paragraph about the magazine.
- 3. A hexagon is a shape with six sides.

Extension Activity

•The students practice using commas by writing another sentence that includes a list.

Children learn that a swallowed vowel sound does not always become a neutral schwa, but sometimes says /i/ instead. For example, the spelling patterns <age> at the end of the words is usually unstressed and say /ij/ rather than /aij/ or /uhj/, as in 'vill<u>age</u>', 'cott<u>age</u>' and 'saus<u>age</u>'.

Page 36, Grammar 5 Teacher's Book

GRAMMAR 5 STUDENT BOOK: PAGES 2 & 3

Spelling: (age), (ege)

Spelling Test

•As the students have not been given any spelling words to learn yet, there is no spelling test in this lesson.

Review

- Review these spellings of the long vowel sounds and ask the students to suggest words for each one: /ai/ (ai), (ay), (a_e), (ei), (eigh), (a); /ee/ (ee), (ea), (e_e), (y), (ey), (ie), (e); /ie/ (ie), (y), (igh), (i_e), (i); /oa/ (oa), (ow), (o_e), (o); /ue/ (ue), (ew), (u_e), (u). Flash cards can be used for reading and sound dictation for spelling.
- •Time should be set aside during the week for anyone who is unsure of these spellings or needs blending and segmenting practice.

Spelling Point

- An understanding of syllables and stress in words can help with spelling (see Introduction, pages 25–26).
- Review how to identify the vowel sound(s) and how to split a written word into syllables with a line, especially words with double consonants, www.words.com
- •Write the words *college* and *wreckage* on the board and split them into syllables. Ask which syllable has the stress (the first one, as it is said slightly louder to give it more emphasis). Often the vowel in an unstressed syllable loses its pure sound and becomes a neutral schwa (sounding something like /uh/).
- However, sometimes something else happens. Ask the students what sound (a) and (e) are making in (age) and (ege), and explain that in some instances the vowel does not become neutral, but changes to an /i/ sound.

Spelling List

36

- Read the words with the class and discuss the meaning of any unfamiliar words. Ask the students to find and highlight each (age) or (ege) saying /ij/.
- Point out that *allege* is different because (ege) is stressed and the ending is /ej/. Three of the most common (ege) words are in the spelling list (a fourth is *sacrilege*) and the more common spelling pattern is (age).
- If the students know the ege words, they can be reasonably sure any other words will be spelled eage. Making up a sentence like *It is alleged that you get privileges at college* will help them remember, especially if you "say it as it sounds" and stress the /e/ in the words.
- including schwas (privilege and allege, for example), the 'ow in courage, 'ck' after

the short /e/ in wreckage, the (aw in sausage, the oph)

college privilege allege manage cottage village message advantage damage heritage average savage courage wreckage sausage language orphanage marriage



saying ff' in *orphanage*, and the silent letters in *marriage* and *wreckage*. It is a good idea to blend and sound out the spelling words quickly every day with the class.

Activity Page 1

- The students copy out the syllables of each spelling word to help them remember the spelling.
- •They then read the phrases and decide which spelling words they describe (village, college, manage, cottage, allege, privilege, savage, heritage, average, damage, advantage, message, marriage, orphanage, language, sausage, wreckage, courage). Encourage the students to use a dictionary if they are unsure of any words.

Activity Page 2

• The students write in the missing letters to complete the words (*cake*, *seal*, *night*, *hippo*, *music*, *baby*, *keys*, *island*, *tomatoes*, *fairy*, *loaves*, *castle*, *pearls*, *worms*, *horse*, *watches*). They then parse the sentence, underlining each part of speech in the correct color, identify the subject (*hurricane*), and parse the verb (3rd person singular, simple past). Severely is an adverb made by adding (-ly) to the adjective severe.

The terrible hurricane severely damaged the cottages and houses in the village.

Dictation

• The students turn to the lines at the top of Activity Page 2. Dictate the following sentences for the students to write down on the lines:

"Did you manage to cook the sausages?" asked Tom.
 The princess arrived in a carriage for her marriage.
 It is an advantage to speak many languages.

•In sentence 1, remind them to use speech marks with the correct punctuation (see pages 16–17). *Tom* is a proper noun and needs a capital letter.

18

Revises the <ei> and <eigh> spellings for /ai/, using longer words and more sophisticated vocabulary: for example, 'freight' and 'surveillance'. Children also learn that these spellings can be used for other sounds, such as /ee/, /ie/, /i/ and /e/, as in 'ceiling', 'height', 'feisty' and 'counterfeit'.

Page 48, Grammar 6 Teacher's Book

GRAMMAR 6 STUDENT BOOK: PAGES 20 & 21

Spelling: (ei) and (eigh) for the /ai/ Sound

Spelling Test

- . The students turn to the backs of their books and find the column labeled Spelling Test 6.
- In any order, call out the spelling words learned last week. The students write the words on the lines.

Review

- · Write these words on the board and identify the number prefix in each one: uniform, bicycle, triangle, quarter, pentathlon, hexagon. Remind the class that these prefixes are related to Latin and Greek numbers.
- ·Ask the class to suggest more words with these prefixes or to call out other prefixes for the numbers one to

Spelling Point

- · Review some of the ways the /ai/ sound can be written, and write them on the board; the most common spellings are (a), (ay), and (a_e), but the students will also know that the vowel (a) sometimes says its long vowel sound (as in apron and pastry) and that some words, like reindeer and eight, take the (ei) or (eigh) spellings.
- · Other spelling patterns exist too, such as those found in words like great, they, ballet, fete, and straight (see page 68), so if they are called out, add them to the list.
- ·Ask the students to suggest some words for (e) and eigh); write them on the board and then put them in alphabetical order with the class. Then ask five students to stand at the front, each holding a sheet of paper with an (ei) or (eigh) word printed on it. Ask them to put themselves into alphabetical order: beige, neigh, veil, vein, weight.

Spelling List

- · Go through the list, and ask the class to find and highlight the «ei» or «eigh» spelling each time. Also discuss the meaning of any unfamiliar words.
- · Point out other spelling features, such as the silent (g) digraph in reign, feign, and deign, the ges saying /zh/ in beige, the way the to in the also says its own sound in *eighth*, the de saying /ool/ at the end of inveigle, and the <ur> spelling and soft co in surveillance.
- · Also point out the homophones rein and reign, the antonyms veil and unveil, and the fact that feign and feint belong to the same word family (to feign means to pretend and a feint in boxing or fencing is a pretended attack).
- · It is a good idea to blend and sound out the spelling words quickly every
- day with the class. Where appropriate, use the say it as it sounds strategy, stressing, for example, the pure sound of any schwas (as in surveillance and neighborhood).

vein
veil
rein
reign
feint
weigh
weight
beige
feign
eighth
neigh
unveil
freight
inveigle
deign
weightlifter
surveillance
neighborhood



Activity Page 1

- · The students split each word into syllables to help remember the spelling (vein, veil, rein, reign, feint, weigh, weight, beige, feign, eighth, neigh, un/veil, freight, in/vei/gle, deign, weight/lift/er, sur/veil/ lance, neigh/bor/hood).
- They then put the spelling words into alphabetical order (1. beige, 2. deign, 3. eighth, 4. feign, 5. feint, 6. freight, 7. inveigle, 8. neigh, 9. neighborhood, 10. reign, 11. rein, 12. surveillance, 13. unveil, 14. veil, 15. vein, 16. weigh, 17. weight, 18. weightlifter).

Activity Page 2

- · The students write the meanings for each pair of homophones, using a dictionary to help them if needed.
- Then they parse the sentence and complete the wall: The baker has weighed the cake's ingredients precisely.

Top: baker - has weighed - ingredients

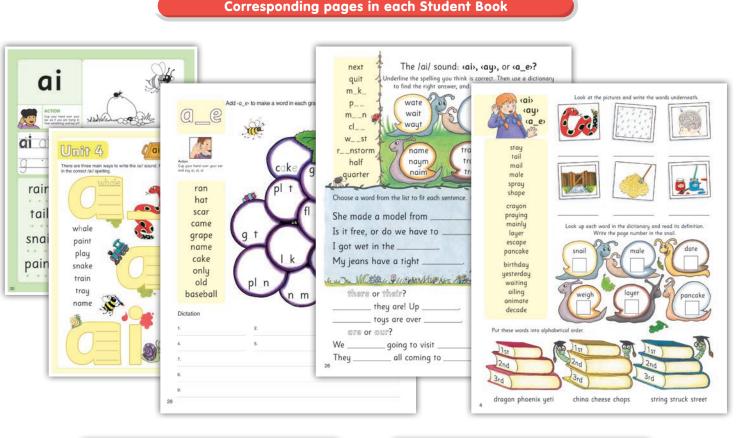
- Bottom: The precisely the cake's
- Verb: transitive
- Possessive nouns always act as adjectives, so cake's should be underlined in blue.
- The adverb precisely is made by adding (-ly) to the adjective precise.

Dictation

- · Dictate the following sentences:
 - 1. The bride wore her grandmother's veil.
 - 2. The horses neighed and shook their reins.
 - 3. "How much weight can they lift?" we wondered.
- · Remind the class to use the right spelling (reins, not reigns) in Sentence 2 and speech marks with the correct punctuation in Sentence 3.

Seven years of progressive, systematic spelling teaching

Children are initially taught one way of spelling a sound, before gradually being introduced to alternative spellings of such sounds. This will start with common variations, before progressing to other, more unusual spelling patterns that may appear as the children widen their vocabulary for reading and writing. They will also identify the opposite; where similar spellings can result in different sounds.



	anana 🔐 (comma 🏭	<u>k</u>	<ei> <eigh></eigh></ei>	Put the words in the Spelling List into alphabetical order.	N. 200
pasta avoid	Alexander Alexander		vein 👸	aiphobeticai orber.	in a l
banana e panda	(age) (ege)	A Match the words in the spe	veil		~ O ((
panda 🦉	-je eje	👔 a very small town			^ C 💈
comma hexagon	col lege 🥤	a place where olde	reign 7		e _
anagram (Fmagazine) (Fer	priv i lege	to succeed in doing	reign 🖉		- F
husband	al lege	a small house in th	feint 🔗		a h
harass abominable entr	 		weigh		
private magazine paragraph guaran	man age	to say something is	weight a solution	****	🦔 🤧 j l j
embarrass	cot tage 🛛 🥻	a special advantag	₩ ₩ 7		
Unscramble these anagrams. What	vil lage	and a second second	beige 🚑 🖨		at 1 2
paragraph stapa 🚺 chanov	mes sage	very violent or crue	feign 👻 👳		m
guarantee p av			eighth		*0
abominable	ad van tage	traditional things v	neigh 10		P
announcement aaabnn which keats	dam age 🗸	being usual or ordi			%
ba sk	her i tage	to cause harm to s	unveil 12	N	
Complete these sentences by making lists. Remember to use a comm	av er age	something that ma	freight Children		* 🐣 S f
except for the last two items, which should be separated by "and" in		information sent fre	inveigle 🌇		🔶 🖌 💈
1y favorite foods are	sav age	<u> </u>	deign II.		45 C
	cour age	an and a second	weightlifter		p las
t the zoo I saw	wreck age	a wedding ceremor	surveillance		X
	saus age	a place where child	17		U 7
Parse this sentence, identify the subject, and choose the correct tenso	lan guage	the use of words to	neighborhood	<u>.</u>	*3
The abominable pirate successfully avoided the		a small tube of skin	20		
hurricane.	or phan age	P	a aestroyed in an accident		
	mar riage 🎽	another word for brave			

punctuation Sample Lesson

This sample lesson will guide you through an example of different punctuation being taught through the years. It looks at how a selection of different concepts are introduced, and the progression through each year as children build on their previous learning systematically and are introduced to new punctuation.

Jolly Phonics

Children are not explicitly taught punctuation during the first year, yet will be encouraged to identify capital letters and full stops and use these within their writing; lots of opportunities to practice are provided throughout the year.

Page 168, Phonics Teacher's Book

JOLLY PHONICS STUDENT BOOK 3: PAGE 28

Unit 9: Words and Sentences

Review

- Use flashcards to review soft (g), soft (c), (ph), (ck), and some of the alternative vowel spellings: (ai), (a_e), (ay); (ee), (e_e), (ea); (ie), (j_e), (y), (igh); (oa), (o_e), (ow); (ue), (u_e), (ew); (ou), (ow); (oi), (oy); (en, (in, (un); (aw), (au), (ab). Point out that (y) can say /y/, /ee/, or /ie/.
- Call out some of the sounds and ask the students to write the different spellings of that sound.

Read, write, and review (See page 181)

- Recite the alphabet with the class. Any students who need some support can look at page 42 in their books.
- · Review how to write the digraphs (ie), (ee), and (ue).
- The students then go to page 44 of their books and practice writing (ie), (ee), and (ue).
- Model the sentence(s) from page 181. Encourage the class to call out the sounds of each word before you write it and to blend the word afterward. The students then copy the sentence(s) into their books.

Having a party

- Ask the students if they have been to a party or a celebration recently. Discuss different forms of celebration, such as a carnival, a festival, a family celebration, or a birthday party. Talk about the reasons for celebrating, who might be there, what food (if any) would be eaten, and what would be likely to happen.
- Show the students the four story sections on their lesson page and read the unfinished sentence in the first section: We had a party for _____. Go around the class and ask for ideas on how to finish the sentence: for example, a student might say my new sister or my birthday. Do the same with the unfinished sentence in the second section: We ate some ____.



- The students finish the sentences in their books and add their own ideas to sections three and four. The spelling will not always be accurate but it can be read.
- The students draw a picture for each part of the story.

Extension activity

 The students could write a short letter saying thank you for being invited to a party or celebration. Show them how to begin and end the letter and discuss what they might say in the main part.

FURTHER PRACTICE

It is important to practice the skills needed for reading and writing on a regular basis.

Blending and sounding

168

pond, dark, plug, shark, chimp,

flew, flute, chewing, screw, include

- Call out each word. The students say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practice blending the words with the class (as well as in pairs or individually, if extra practice is needed).

Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the students:
 - 1. Their dogs are growling outside.
 - 2. The farmer has a little brown cow.
 - 3. We found some pretty blue flowers.
 - 4. Dad made us clean our muddy boots.

In this lesson, children are introduced to speech marks. Children will start by thinking about the text within speech bubbles, and then looking at how this speech is put in between speech marks when written in a sentence.

Page 95, Grammar 1 Teacher's Book

GRAMMAR 1 STUDENT BOOK: PAGE 65

Grammar: Speech Marks

Objective

• To develop the students' knowledge of punctuation and to introduce speech marks.

Introduction

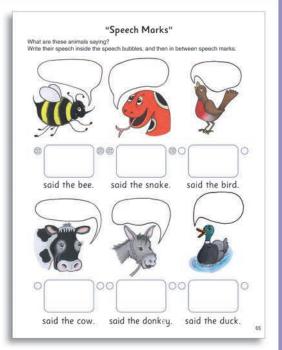
- Find a comic or book that uses speech bubbles. Ask the students what the speech bubbles are for. Read some of the text in the bubbles.
- Draw a speech bubble on the board. Next to the speech bubble, draw an animal or write its name. Ask the students what noise the animal makes. Write this sound in the speech bubble.
- •Ask the students to think of some more animals and the sounds that they make. Write some of these sounds in speech bubbles on the board.

Main Point

- •Show the students a page of text that has speech marks in it. Point out the speech marks, and see if the students can say why they are there.
- Point out that the first word after the opening speech marks usually has a capital letter.
- Explain that the speech marks are used before and after any words that are spoken. The words that come out of our mouths are called speech, and it is only these words that go between the speech marks.
- It may be helpful to liken the speech marks to a "66" before the speech, and a "99" after it. This can help the students to remember how to write the speech marks correctly.
- Read aloud from the book; encourage the students to look out for the speech marks and read the spoken words themselves.
- •There is a page in the *Grammar 1 Big Book* that will help you introduce speech marks.

Activity Page

- The students write the noise each animal makes in the speech bubbles. For example, the snake would say *hiss*.
- They write the noise again in the box underneath the animal. Remind the students to begin each animal noise with a capital letter.



• In the first two examples, the speech marks are provided in outline, and the students have to trace inside them. For the remaining animals the students should write the speech marks themselves in the circles provided.

Extension Activity

•Write some sentences on the board. The students copy the sentences and add in the speech marks. •Good example sentences include:

Woof, woof said the dog. Meow said the cat. Roar said the lion.

Finishing the Lesson

- •Look at the activity page with the students. Ask them what sounds each animal might make.
- •Read through any sentences on the board and identify where the speech marks should go.

In this lesson, children are introduced to exclamation marks. Children will learn to use them when strong feelings may influence speech or writing, and how they should fit within speech marks.

Page 43, Grammar 2 Teacher's Book

GRAMMAR 2 STUDENT BOOK: PAGE 13

Grammar: Exclamation Marks

Objective

•Develop the students' knowledge of exclamations and explain when to use exclamation marks (!).

Introduction

- Review punctuation.
- •Remind the students that punctuation is important because it helps us make sense of the words we read.
- •Review the punctuation covered so far: periods, question marks, speech marks, and commas in lists.
- •On the board, write a sentence without any punctuation, and punctuate it with the students. For example:

do you need red blue or green paint asked dad

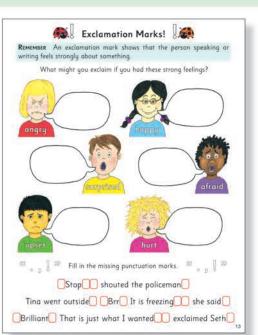
Main Point

- •An exclamation mark is used at the end of a sentence instead of a period to show that the speaker or writer feels strongly about something.
- Explain that to exclaim means to cry out suddenly, especially in anger, surprise, or pain.
- •Show the students some examples of exclamations with exclamation marks in books. Ask what feelings these exclamations might express.
- •With the students, think up other examples of feelings and situations; think what these might make someone exclaim. For example:
- Help! How lovely! Oh dear! Ooh! Ouch! That hurt! Oh no! Stop! Go away! Wow! Gosh! Hello! Police! Great! I can't believe it!
- •Show the students how to write an exclamation mark. Tell them only to use one exclamation mark at a time, not two or three together, so *Oh*, *no!* is correct, whereas *Oh*, *no!!!* is wrong.

Activity Page

24

- Look at the *Student Book* page with the students. As a class, discuss what each character is feeling and what they might exclaim.
- •The students write inside the outlined exclamation marks.
- •Then they decide what each character is exclaiming. They write this in the appropriate speech bubble, with an exclamation mark.



- Remind the students that the closing speech marks are written after any punctuation that directly follows the speech. For example: *"How nice!" exclaimed Grandma.*
- The students read the sentences at the bottom of the page, and insert the missing punctuation marks in the boxes provided.

Extension Activity

- The students think of other words or phrases that someone might exclaim.
- •They draw a face with a speech bubble for each idea, and write each exclamation in a speech bubble with an exclamation mark after it.

Finishing the Lesson

- ·Look at the activity page with the class.
- •Ask some of the students to read their exclamations.
- •Look at the sentences at the bottom of the page, and make sure that the students understand which punctuation mark belongs in each box.

In this lesson, children will further develop their ability to use both question and exclamation marks. They will write sentences of characters, using either question or exclamation marks dependent on context, whilst considering where to position them within speech marks.

Page 93, Grammar 3 Teacher's Book

GRAMMAR 3 STUDENT BOOK: PAGE 63

Grammar: Questions and Exclamations in Speech

Aim

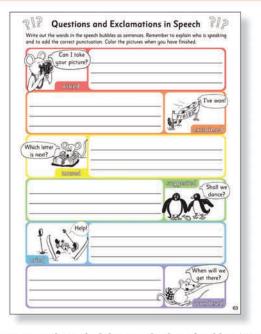
- Refine the students' understanding of questions and exclamations.
- Develop the students' ability to use question marks and exclamation marks in written speech.

Introduction

- · Review speech marks and how to use them.
- On the board, draw a head with a speech bubble coming out of its mouth (or find a similar picture in a comic or story book). Show it to the students and ask them what they think the person is saying. (e.g. "I saw you," said Bill.)
- Now ask the students how they would write this in a sentence.
- Remind them to start with opening speech marks ("66"), write what is being said (starting with a capital letter), then finish the speech with a comma and closing speech marks ("99"). They must also remember to say who is speaking and finish with a period.
- Point out that the sentence could begin the other way around, starting with the person speaking (e.g. *Bill said*, "I saw you.").
- Remind the class that in sentences like this one they must remember to put the comma outside the speech marks and put a period at the end of the speech. Say the sentence with the students and encourage them to act it out with you (see page 61).

Main Point

- Write *What is your name?* on the board and ask the students what is different about this sentence.
- They should be able to say that it is a question and it has a question mark at the end and not a period. They may also notice that it has one of the why question words, *what*, which is being asked to get some information.
- Ask the students to suggest some more questions, using the other question words (*why*, *when*, *where*, *who*, *which*, *whose*, and *what*).
- Now write Go away! on the board and remind the students that this is called an exclamation. It has an exclamation mark at the end instead of a period. The exclamation mark is used to show that the speaker feels strongly about something.
- Ask the students whether they can think of any other exclamations (e.g. *Help! Wow! That hurt! I don't believe it!*) and write them on the board.
- Tell the students that you are going to write the question in a sentence. Start with opening speech marks ("66") and discuss what to do as you write it on the board. Explain that instead of putting a



comma at the end of the speech, they should write a question mark to show it is a question.

- They could also use the word *asked* instead of *said*. Encourage the students to think of other *asking* verbs they might use (e.g. *wondered*, *enquired*, *questioned*).
- Repeat the activity, this time with the exclamation.
 Point out that instead of putting a comma at the end of the speech, they should use an exclamation mark to show that the person speaking feels strongly.
- Encourage them to use an alternative word for said (e.g. exclaimed, shouted, called, shrieked).

Activity Page

- The students write inside the outlined question marks and exclamation marks at the top of the page.
- Then they look at each speech bubble and write what is being said in a sentence. They must remember to explain who is speaking, using the verb suggested, and to write in the correct punctuation. If it is a question, they write a question mark at the end of the speech, followed by closing speech marks ("99"). If it is an exclamation, they should write an exclamation mark.

Extension Activity

• Provide some comic books for the students. They look for questions or exclamations in speech bubbles, and write out the speech as sentences.

In this lesson, children will develop their ability to use a hyphen. They will see how they link prefixes with root words and whole words together to make compound words. A selection of activities give them an opportunity to practice using hyphens.

Page 97, Grammar 4 Teacher's Book

Grammar: Hyphens

Aim

•Refine the students' knowledge of punctuation and develop their ability to use a hyphen.

Introduction

- Remind the class that punctuation is important because it helps us make sense of the words we use.
- •Ask the students what punctuation they know (periods, question marks, exclamation marks, speech marks, commas, and apostrophes) and discuss when they might use them.
- Point out that speech marks and apostrophes appear above the line and write them on the board.
- Now remind the students that they have also come across another type of punctuation in their recent spelling lessons. Write *sub-zero*, *anti-dandruff*, and *anti-hero* on the board and tell them that the small line separating the prefix and root word is called a hyphen. Point out that the hyphen also sits above the line, but not as far up as the apostrophe or speech marks.

Main Point

26

- Explain that as well as linking a prefix and root word, a hyphen is often used to link whole words together to make compound words. The hyphen shows that each word is related to the other and also makes some compound words easier to read, as in *sister-in-law*.
- However, whether or not a compound word or a word with a prefix needs a hyphen can change over time or depend on which dictionary you refer to. For example, as *e-mail* (short for *electronic mail*) grew in popularity it became *email*. Similarly, *co-operate* can be written with or without the hyphen (using the hyphen makes the prefix *co->* more obvious). A good rule of thumb is to use a hyphen when it makes things clearer.
- •To demonstrate how hyphens' usage can affect meaning, write two sentences on the board: *The 12-year-old snakes* and *The 12 year-old snakes*. Ask the students how the different uses of the hyphen change the meaning: the first describes an unspecified number of snakes that are twelve years old and the second describes twelve snakes that are a year old. Until the students know how to use hyphenated words, it is best to look them up in a dictionary.
- •There are, however, some circumstances in which a hyphen is nearly always used.
- Call out some numbers between 21 and 99 and write them on the board as words, reviewing the spelling of any the students are not sure of. When writing a compound number, such as *twenty-one*, add the

Hyphens desting lizard X-rau U-turn T-Shirt life-size break-in Jeft-handed check-in brother-In-law self-partralt is married to my sister t Mu 2 The artist sketched a small 1 Have you got some_ scissors? . We arrived at the desk just in time 5. The exhibition had a model of an alier E Dad installed new locks at home after the

GRAMMAR 4 STUDENT BOOK: PAGE 67

hyphen and explain that it is used to show that the number is 21 and not the numbers twenty and one. •The hyphen is also used when the first word in a compound word is a capital letter, as in X-ray and T-shirt. Other common uses of the hyphen include joining fractions (three-quarters, two-thirds) and compound adjectives that come before the nouns they are describing, as in the friendly-looking boy, but the students can learn about these later. For now it is enough that they understand what a hyphen is and how it can be used to make meaning clearer.

Activity Page

- The students trace over the dotted words. They then write the numbers as words, separated with a hyphen (forty-two, fifty-eight, twenty-one, seventy-five, thirtysix, ninety-three). Next they use X-ray, U-turn, and T-shirt in a sentence.
- Finally, they write the correct hyphenated word to complete each sentence (*brother-in-law*, *self-portrait*, *left-handed*, *check-in*, *life-size*, *break-in*).

Extension Activity

• The students turn the dotted noun phrases (*a farflung destination, an emerald-green lizard, a long-tailed kite, a one-eyed ogre*) into sentences, perhaps trying to use all four in a short story.

In this lesson, children are introduced to parentheses. Having previously looked at bullet points in vertical lists which can provide essential information, parentheses can give the reader an extra piece of interesting information.

Page 99, Grammar 5 Teacher's Book

Grammar: Parentheses

Aim

 Introduce parentheses, which are round brackets that are used to enclose information that is interesting or helpful but not essential to the meaning of a sentence.

Introduction

- •Review how to write vertical lists, which are used in presentations, reports, and notes.
- •A vertical list always has an introduction followed by a colon, to indicate a pause.
- •The list items go below, each one starting on a new, slightly indented, line with a bullet symbol in front.
- •Write the following list on the board and correct it with the students:

In the winter we: 🗶

- go skiing.
- wrap up warm
- Feeding the birds
- I do not walk to school.

In the winter we: 🗸

- Go skiing.
- go skiing
- Wrap up warm.
 Feed the birds.
- Do not walk to school.
- wrap up warm - feed the birds - do not walk to school

In the winter we:

- Remind the students that each item can start with a capital and end in a period, or it can be lower-case, without any punctuation, but it cannot be both.
- The wording also has to be consistent, so that you can read it aloud as a list. The example on the board does not make sense because the last two items do not follow the same pattern as the first two.

Main Point

- •These lists provide essential information that can be read quickly and easily.
- •Sometimes, however, we want to give the reader an extra piece of information, which is interesting but not essential.
- •The main way to do this is to put the information in parentheses, which are round brackets that come in pairs, rather like speech marks; an opening bracket goes at the beginning and a closing bracket goes at the end.
- •Then, when we see something is in parentheses, we know the sentence would still be complete, even without that information.
- •The extra information provided can be quite varied, but often includes such things as dates, prices, page numbers, explanations, and alternative names; it can even be a whole sentence, starting with a capital letter and ending in a period, and when this happens, the period goes inside the parentheses.

GRAMMAR 5 STUDENT BOOK: PAGE 97



• Parentheses can also be used in a list of options: for example, *The desserts available are (a) carrot cake, (b) strawberry ice cream, and (c) fruit salad.*

•Write some examples on the board and discuss them with the class, showing the students where to put the parentheses. Then remove the extra information and check that what is left is still a proper sentence.

Activity Page

- •The students read the information inside the parentheses (options a, b, c, and d) and decide which one goes with which sentence (a, c, d, b).
- Then they turn each long sentence into two shorter sentences (He is the author of many books on zoology. Zoology is the scientific study of animals and how they behave; They are going on an African safari to see the lions, giraffes, and hippopotamuses. Safari means "journey"; This biography is about Samuel Morse, who helped invent the telegraph and Morse code. He was born in April 1791).
 Finally, the students put parentheses around the extra information in the paragraph ([Young Ornithologists Club], [that's the traditional Japanese art of paper folding], [she's my younger sister], [my favorite!], [a], [b], [c]).

Extension Activity

•The students rewrite the bottom paragraph on a separate sheet of paper, removing the extra information in parentheses. They then read it again, checking that it still makes sense.

Finishing the Lesson

•Go over the students' work, discussing their answers. 🥖



In this lesson, children will extend their understanding of colons. They will look at how a sentence can be expanded by adding a colon, providing additional information and emphasising its importance.

Page 65, Grammar 6 Teacher's Book

GRAMMAR 6 STUDENT BOOK: PAGE 46

Grammar: Colons in Sentences

Objective

• Extend the students' understanding of colons. Demonstrate that, as well as introducing a list of bullet points, a colon can be used in sentences to introduce things like a list of examples, a single idea, or an explanation.

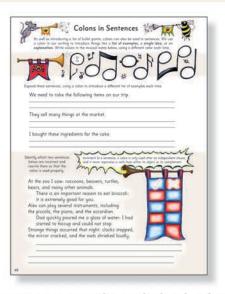
Introduction

- Remind the class that punctuation helps us make sense of the words we use. A comma in the wrong place or a missing apostrophe can make our writing confusing or significantly change the meaning.
- Briefly review the punctuation marks that the students know and discuss when they might be used. These include periods, question marks, exclamation marks, commas, apostrophes, speech marks, hyphens, parentheses, and semicolons (see pages 18 to 21).
- On the board, write On the farm there were cows, sheep, goats, and chickens and discuss how commas can be used to separate the items in a list.
- Then show how the same list could be presented as bullet points for a presentation or report. Point out the differences, reminding the students that a vertical list always has an introduction that ends in a colon and does not have *and* or *or* before the final item.

Main Point

28

- Lists like the one above are very straightforward and only need commas to punctuate them in a sentence. Other lists, however, need more of an introduction, usually because they are very long or require more emphasis.
- On the board, write *In our kitchen there are many things*, without any punctuation. Ask the class what goes next and discuss how a period can be added, as the words form an independent clause or simple sentence.
- Another option is to expand the sentence by adding a list of what is in the kitchen. Explain that one way to do this is to add a colon, so the words become an introduction for the list. Add the colon, discuss what might be in the kitchen, and ask some students to come and make a long list to complete the sentence.
- Write *In our kitchen there are five pans: a large frying pan, a small frying pan, and three saucepans.* This list is not particularly long, but the introduction and colon tell us to expect two things: that there will be more information about the pans and that this information is important.
- Now write *There is only one thing wrong with our kitchen: it is too small.* Here there is no list at all, only a single idea, but the words and colon in the first clause are acting in the same way as before, introducing some more information and emphasizing its importance.
- In the example above, the information clarifies or identifies what *the one thing* is, but it could also be an explanation or a set of examples. Tell the students that a colon can be thought of as a little fanfare, announcing the arrival of some important information.



• Write some more examples on the board and point out that the words before a colon always form an independent clause. This means a colon should never separate a verb from its object or complement (so we would never write *I bought: eggs, milk, and bread*).

Activity Page

- The students write inside the outlined colon in the first musical note and then write one in each of the others, using a different color every time.
- They then expand the sentences, adding a list of appropriate items each time, introduced by a colon. Remind the students to punctuate each list properly with commas and to move the period to the end.
- Then they decide whether the next set of sentences are using the colon correctly, putting \checkmark in the banner for yes or X for no (see below).
- Then the students rewrite the two incorrect sentences, making sure that the words in front of the colon can stand alone as a simple sentence (starting, for example, with At the zoo I saw these creatures: and Alex can play several instruments, including these:).

Extension Activity

• The students write some introductory sentences on a separate sheet of paper and swap them with a partner. They then expand each sentence by adding a list of items introduced by a colon.

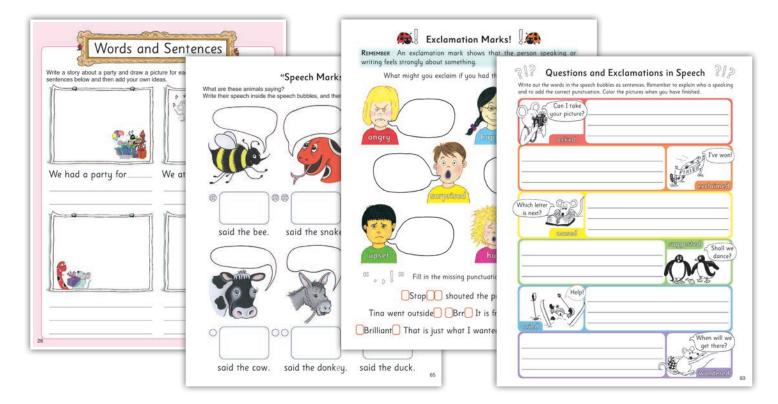
Finishing the Lesson

 Go over the activity page with the students, discussing their answers, and ask some of them to read their lists if they have done the extension activity.

Seven years of progressive, systematic punctuation teaching

Children are introduced to punctuation and continue to revise these year-on-year as new concepts are introduced and added to their writing. Starting with common punctuation
 such as full stops and speech marks - children will progress to diversifying their writing by using appropriate punctuation where necessary. This will include exclamation and question marks, colons and semi-colons, hyphens, bullet points and much more.

Corresponding pages in each Student Book



destinationmax were regener. yophers are used to join the compound numbers between 21 and 9 here numbers as words. 42 58	() () Parentheses (Round B Decide which piece of extra information (see e, b, c, or a below) gas. I am still reading the anthology	espleasition. Write colors in the musical notes below, using a different color each time.
a long-tailed kite	Please remember to use paragraphs in your s Please remember to use paragraphs in your s Some people believe the yeti	Expand these kentences, using a colon to introduce a different list of examples each time. We need to take the following items on our trip.
typhens are also used to join compound words when the first word i entence for each word below. K-ray	Koi carp are cold-water fish that prefer temp 25°C	They sell many things at the market.
J-turn	 a. (there are over 500 poems!) c. (It makes it so much easier to read!) d. (I bought these ingredients for the cake.
	rewrite the extra information as a second sentence, without the parer He is the author of many books on zoolo animals and how they behave).	Identify which two sentences below are incorrect and reactive time to that the calor is used properly.
Decide where these hyphenated words should go and complete each Ille-size break-in left-handed	They are going on an African safari (meaning giraffes, and hippopotamuses.	At the zoo I saw: raccoons, beavers, turtles, bears, and many other animals. There is an important reason to eat broccoli: it is extremely good for you.
brother-In-law self-port My is married to my sister. The artist sketched a small	This biography is about Samuel Morse (born invent the telegraph and Morse code.	Alex can play several instruments, including: the piccolo, the piano, and the accordian. Dad quickly poured me a glass of water: I had started to hiccup and could not stop.
. Have you got some scissors	Read the paragraph below and put parentheses around the extra piec	Strange things occurred that night: clocks stopped, the mirror cracked, and the owls shrieked loudly.
We arrived at the desk just 5. The exhibition had a model 6. Dad installed new locks at home after the	This year, I joined the YOC Young On Club to learn more about birds. I'm also lea to make animals in origami that's the t Japanese art of paper folding. Vicky younger sister is doing it too. Here's a p	

Topics Covered

Grammar 1

For teaching children in Grade 1

- Revision and extension of earlier phonics teaching
- Vowel digraphs
- Alternative spellings of vowel sounds
- **Plural endings**
- Short vowels and consonant doublina
- Tricky words
- Consonant blends
- Nouns proper/common/ plurals

Grammar 2

- Continues to introduce new grammar elements
- Revision of elements covered in Grammar 1
- New spelling patterns ei, eigh, ture
- Silent letters b, c, h, k, w
- **Syllables**
- Identifying the short vowels •
- Spelling rules consonant doubling and adding suffixes
- Tricky word families
- Further adjectives -

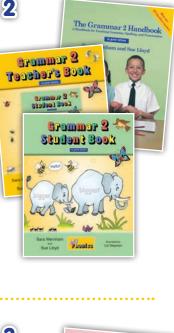
Grammar 3

- Continues to introduce new arammar elements
- Revision of elements covered in Grammar 1 & 2
- New spelling patterns tch, dge, ure, gn, gh, ex, n for / ng/, s, se and ze for /z/, a for /ar/, y for /i/, a for /o/, ere for /air/, and eer and ere for /ear/
- Suffixes 'less', 'able' and 'ful'
- **Proper adjectives**

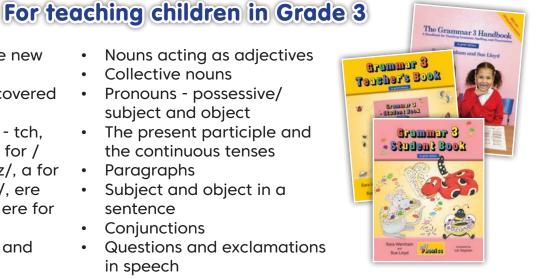
- Personal pronouns
- Verbs
- Conjugating verbs past/ present/future
- Adjectives and adverbs
- When to use a/an/the
- Sentences capital letters, full stops and speech marks
- Parsing identifying the parts of speech in sentences
- Alphabetical order •

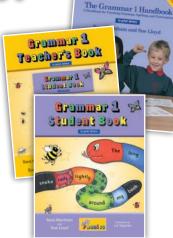
For teaching children in Grade 2

- possessive
- Comparatives and superlatives
- Prepositions
- Conjunctions
- Dictionary/thesaurus skills work
- Punctuation
- **Exclamation marks**
- **Apostrophes**
- Further sentence development



- Nouns acting as adjectives
 - Collective nouns
 - Pronouns possessive/ subject and object
 - The present participle and the continuous tenses
 - Paragraphs
 - Subject and object in a sentence
 - Conjunctions
 - Questions and exclamations in speech





Topics Covered

For teaching children in Grade 4

- Revision of elements covered in Grammar 1, 2 & 3
- Nouns acting as concrete/ abstract/possessives
- The present participle as an adjective
- Onomatopoeia

Grammar 4

- Clauses/independent clauses
- Agreements
- Hyphens

- Sentence writing statements and questions, compound sentences
- Parsing verbs
- Infinitives
- Antonyms and Synonyms
- Homophones

Grammar 5

- For teaching children in Grade 5
- Revision of elements covered in Grammar 1, 2, 3 & 4
- Sentence Walls
- Simple and continuous tenses
- Contractions and the verb 'to have'
- Adverb placement in sentences
- Proofreading
- Prepositional phrases
- Compound subjects and

objects

- Transitive and Intransitive verbs
- The order of adjectives
- Adverbs of manner, degree & place, time & frequency
- Irregular plurals
- Parenthesis
- Homophones
- Antonyms and synonyms

Grammar 6

- For teaching children in Grade 6
- Revision of elements covered in Grammar 1, 2, 3, 4 & 5
- Prefixes & suffixes and in particular numerical
- More alternatives: they, great, ballet, fete, straight for /ai/
- New spelling patterns/rules: ough
- Silent letters: bt, te, th
- Schwas -ity & -ety
- Definite and indefinite
 articles

- New parts of speech: countable and uncountable nouns, gerunds and modal verbs, and imperatives
- Using semi colons and colons, using a comma after a fronted adverbial
- Sentence structure, indirect objects, subject complements and passive agents
- Alliteration, idioms, formal/informal writing



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