

Grammar Sample Lesson

Now you can make learning grammar fast and fun with this **FREE** sample lesson. It's packed full of teaching ideas and contains everything you need to teach about **capital letters, full stops** and **question marks**. What's more, there are **FREE** resources on the CD too!

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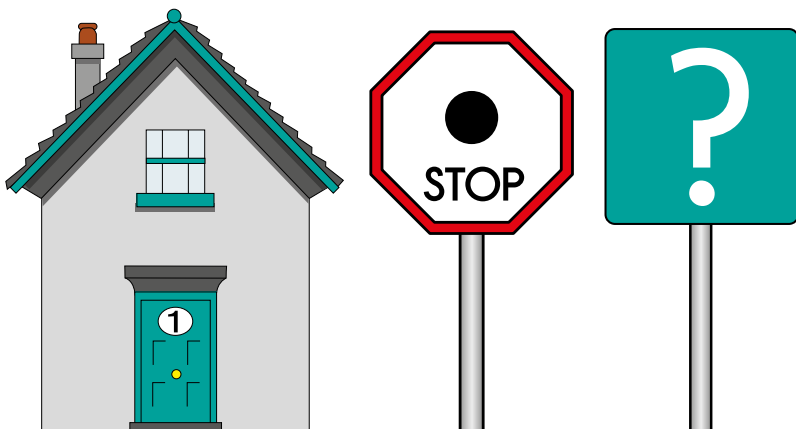
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On the resource CD:



- Examples 1.1: **Capital letters & full stops**
- Examples 1.2: **Question marks**
- Grammar Flashcards: **Capital letter, Full stop & Question mark**





Introduction to Letterland Grammar

Letterland Grammar's approach

The emphasis of *Letterland Grammar* is on the ways in which children's writing can be improved by using simple grammatical concepts. It is not about learning 'rules' of grammar, but about discovering ways that children can make their own writing more interesting and exciting to read. Children are encouraged to recognise and use their understanding from this resource in their own writing and spot things they have learned in their everyday reading.

Letterland Grammar is a journey of exploration. Giving a child an analogy they can relate to has always been the key to Letterland's success. You may already be familiar with the Letterland characters that help children to learn their letter shapes and sounds. In *Letterland Grammar*, a new analogy is introduced.

Most children have travelled in cars or buses, travelled down different types of streets and seen lots of different types of buildings. They will have noticed road signs and may know that these tell the driver something about the road.

Now, if we relate this analogy to reading, we describe stories as towns. Within those towns there are streets which we call sentences. The words we see are the buildings, and just as buildings are modified, extended or developed, so words change with the addition of prefixes, suffixes and tenses. Punctuation is represented by road signs. In *Letterland Grammar*, as a child is reading, they are encouraged to think of their finger as a car travelling along a street looking out for 'reading' signs along the way.

In *Letterland Grammar*, boys and girls become thoroughly engaged in zooming down sentence 'streets'. As a result, reading and learning about grammar is very child-friendly.





Unit structure & resources

Letterland Grammar is designed to be used in a large class setting, though can be adapted for small group work. It can be used with any curriculum, however, the aspects that it covers are the statutory requirements for 'Writing – vocabulary, grammar and punctuation' in the National Curriculum for English at Key Stage 1 (England). Key terminology for each Unit is the terminology given within Appendices 2 of the curriculum for both Year 1 and Year 2.

Each Unit in Letterland Grammar covers an aspect of the National Curriculum requirements. The structure of the guide is based on concepts rather than year group. This enables you to teach the concepts in a flexible way, and at the pace best suited to individual children and classes. For example, you may want to teach just the basics of each Unit in Year 1 and revisit it in Year 2 when your class are ready to explore the concepts in more detail.

Units: approach and structure

Each Unit contains a number of chapters. Within each chapter is a **whole-class teaching activity** based around the approaches outlined above. Each activity begins with a reminder to relate the concept being taught to the introductory **analogies**, and a chance to recap previous learning where relevant.

The Unit **activity outline** offers an introduction to teaching the grammatical concept without going into too much detail, so that you can use the outlines flexibly with individual classes. Each activity outline includes specific **Examples** to introduce and reinforce the concept. There are **additional notes** against some of the teaching points – for example, suggestions for additional or reinforcement activities which can be done in pairs or small groups, or potential ways to differentiate the teaching.

Grey box = See Appendices

Note: Some lessons reference Letterland teaching material in the Appendices. This extra teaching material is optional as it relies upon some prior knowledge of Letterland phonics and characters. If you would like to know more about the Letterland teaching range, please visit our website: letterland.com

Additional notes

Practice and extension activities


Unit 2:1 Joining words and clauses using and

Objective
To help children understand how to join words and clauses using the conjunction **and**.

Resources

- Examples 2.1 from the Letterland Grammar Resources CD (or see page XX)
- Letterland Grammar Copymasters 2.1
- Letterland Grammar Posters - Writing Sentences

Key terminology
Conjunction; joining word; clause

Activity outline	Notes
<p>Introduce the analogy: People like to live together. Houses, or little cul-de-sacs or avenues, like to be joined together to form communities. We need a way of joining those little groups of houses together. A little bridge would do the trick! These are words that act as little bridges. These words are called 'conjunctions'.</p>  <p>Discuss the Examples 2.1. Look at the words and clauses standing alone. They need to be joined with other words and phrases to become full sentences.</p> <p>Demonstrate how and can make a difference by joining appropriate examples together. Show how the words or clauses work better together as they create a full sentence.</p> <p>Ask children to do the same with other examples. Working in small groups or pairs, they could come up with other sentences using and, then feed back to the rest of the class.</p>	<p>Introduce the word clause here to describe a group of words, if appropriate. However, 'group of words' works just as well, as long as children understand that these don't make a complete sentence. You can also refer to and as a 'joining word' if that is easier for children to grasp that 'conjunction' at this stage.</p> <p>As you are creating full sentences, use this as an opportunity to recap on children's learning about full stops and capital letters.</p>

Further practice

- Use Letterland Grammar Copymasters 2.1 to practice joining clauses using **and** to create sentences.
- If appropriate, ask children to complete their own sentences, with **and** as the conjunction.
- Encourage children to look out for where **and** is used as a conjunction when they are reading.

Next steps
When a child feels confident in using **and** as a conjunction, they can progress to using **subordinating and coordinate conjunctions** (Unit 2.2).

Unit 2: Writing sentences 27

Objectives

Resources

Whole-class teaching activity

Analogy

Scripted information which you may wish to read to the class is in **blue**.

Examples

Use to reinforce/explain the concept. (Examples included in Grammar Teacher's Guide and on Grammar Resources CD.)

Next steps

After each introductory activity outline, there are suggested ways for children to **practise and extend** their learning using other resources, such as specific pages in the Letterland Grammar Copymasters. These are also matched to the relevant Reading requirements of the National Curriculum for English.



Unit 1 - Sentence punctuation

Overview

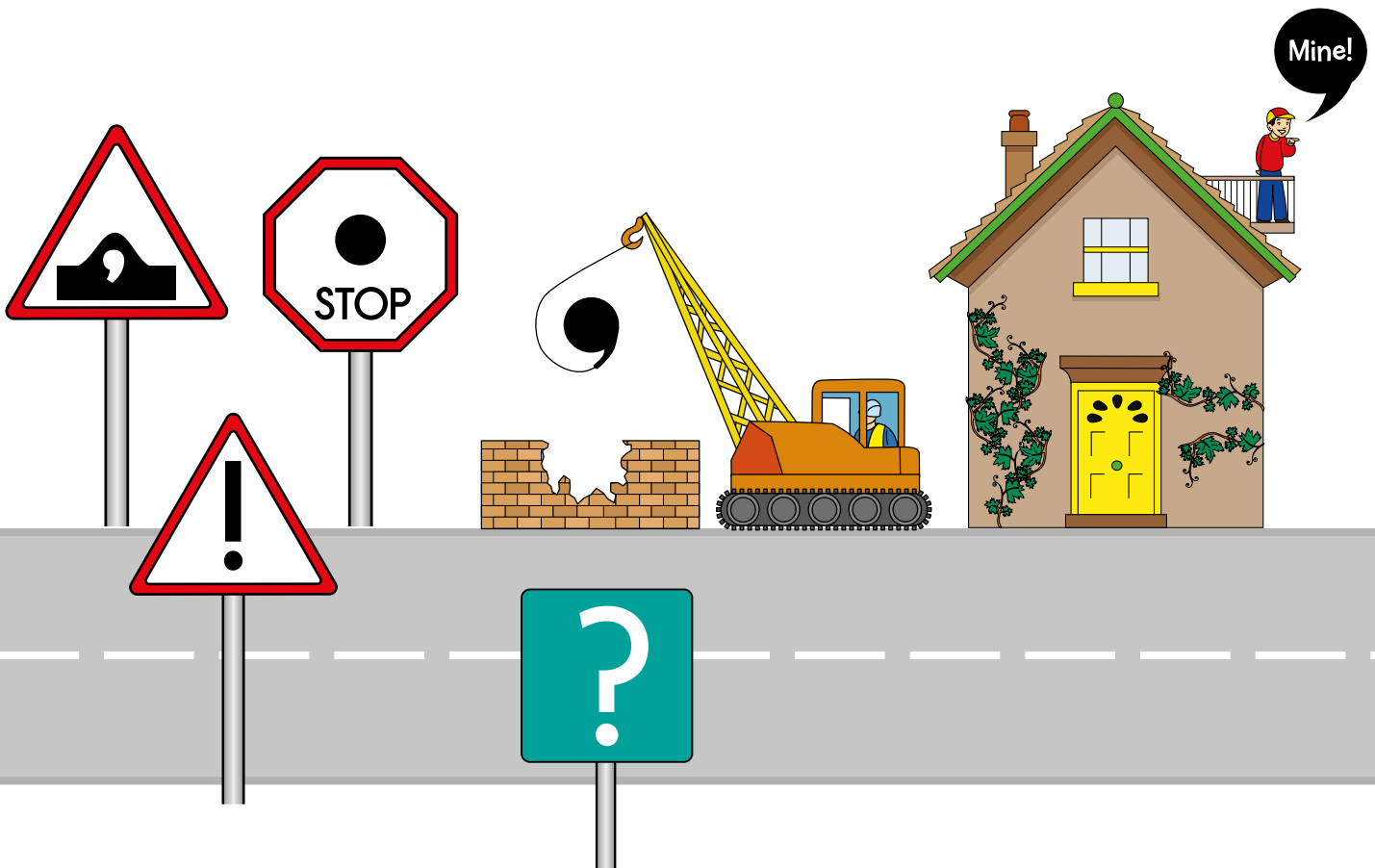
Unit 1 introduces children to the concept of sentences. They will learn basic punctuation, including full stops, capital letters, question marks and exclamation marks. They will discover how punctuation helps the reader to understand a sentence. They will then progress to more complex punctuation concepts such as using commas within lists and apostrophes to indicate possession and contractions.

Key terminology: capital letter; full stop; question mark; exclamation mark; punctuation; apostrophe, comma

Letterland Grammar's approach to learning in Unit 1

In Unit 1, *Letterland Grammar* uses the analogy of sentences being like a journey along a road: words work together to form sentences, which take you somewhere interesting or exciting.

Punctuation is like the road signs on our sentence journey. Punctuation marks show the reader how to behave and how best to understand the meaning of the words as they move along. So, just as road signs tell car drivers how to behave on the roads, punctuation enables the reader to successfully navigate their phrases, sentences and paragraphs.





Unit 1.1 Capital letters and full stops

Objective

To help children understand that sentences begin with a **capital letter** and end with a **full stop**, and to start to punctuate their own sentences in this way.

Resources

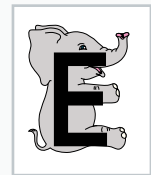
- *Examples 1.1* from the *Letterland Grammar Resources CD (GRCD)* or see page 19
- 'Full stop' Flashcard (GRCD)
- *Letterland Grammar Copymasters 1.1*
- *Letterland Grammar Posters - Sentence Punctuation*
- **Optional** - *Letter Sound Cards - Aa-Zz*

Key terminology

capital letter; full stop; punctuation; sentence

Letterland Uppercase Tricks

If your class are already familiar with Letterland, they will know the **Uppercase Tricks** which help describe how the lowercase letters change shape in their uppercase form. (See Appendices p. 94 for further details.) If necessary, review the **Uppercase Tricks** using the *Letter Sound Cards*.



If your class are not familiar with the Letterland characters, you could introduce them using the resources detailed above. If, however, uppercase letter shapes are not posing any problems for your class, simply recap which important words require a capital letter (proper nouns such as child's names, city names, street names, etc.)

Activity outline

Introduce the analogy of writing taking a reader on a journey, as outlined in the introduction.

Just as buildings sit in rows to make a street, so words work together to make sentences. These sentences must make sense when we read them.

Read out *Examples 1.1* and ask:
How do we know where to **start** reading?

Introduce the analogy. **Imagine the very first building in a street. That first building is special. It is often 'Number 1'.**

In just the same way, the first word of a sentence is special and requires a **capital letter to draw attention to itself and show how special it is.**

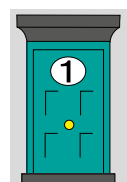
Using the pre-prepared sentences, ask children where each sentence begins. What needs to change so we can see this clearly?

Notes

Display the *Grammar Poster* to demonstrate the idea of the 'Grammar Land' analogy.



Examples 1.1 should be clearly visible to the whole class. Project them onto a whiteboard from the *GRCD* or write them on a board at a large size.





Activity outline	Notes
<p>Looking at <i>Examples</i> again, ask: How do we know where to stop? Introduce full stops as marking the end of a sentence. Introduce the analogy: Full stops are like a 'stop' sign preventing us from reading any further. We must stop for a while. If appropriate, introduce the word 'punctuation'. Using the pre-prepared sentences, ask children where the sentences end. Use the 'Full stop' Flashcard (GRCD) to help them visualise it.</p>	<p>Children could use their hands as a 'stop' sign to help them grasp the concept of a sentence ending. You could also do this orally as a class.</p> <div data-bbox="909 448 1340 705" style="text-align: center;"> </div>
<p>Ask the children to correct the pre-prepared sentences on the board. Use a different colour for the capital letters and full stops.</p>	<p>If you use <i>Examples</i> on the GRCD you can simply click through the screens in order to show the incorrect and corrected versions.</p>
<p>Ask children for their own sentence suggestions to write on the board. Read and punctuate the sentences together as above.</p>	<p>Children could also do this in small groups or with partners, depending on ability or how the class is organised.</p>

Further practice

Use *Letterland Grammar Copymasters 1.1* to correct sentences using full stops and capital letters.

Next steps

If children have grasped **full stops**, introduce **question marks** and **exclamation marks** as punctuation that helps tell us what kind of sentence we are reading (see Unit 1, Chapters 2 & 3).



Unit 1.2 Question marks

Objectives

- As a progression from Unit 1, to help children understand that punctuation marks can be used to show us the purpose of a sentence.
- To help children recognise **question marks**, and start to use them in their own writing.

Resources

- *Examples 1.2 (GRCD)* or see page 20
- 'Question Mark' Flashcard (GRCD)
- *Letterland Grammar Copymasters 1.2*
- *Letterland Grammar Posters - Sentence Punctuation*
- **Optional** - 'Little car' finger puppets (GRCD)

Key terminology

question mark; question; sentence; punctuation



Activity outline	Notes
<p>Re-cap learning from Unit 1 – why we use capital letters and full stops in our writing, and how they help with our understanding of what we're reading.</p> <p>Introduce the concept of signs/punctuation marks that not only show us where a sentence ends, but also tell us what <i>type</i> of sentence we are reading.</p>	<p>Reinforce the journey analogy and the comparison between punctuation marks and the signs that we need to help us on our way.</p> <p>Introduce the word 'punctuation' if you haven't already done so, or reinforce its use if already used.</p>
<p>Ask children in the class some questions e.g. Is your jumper red? What day is it today?, etc. What kinds of sentences are these? How do we know?</p> <p>Show children <i>Examples 1.2</i>. We need to add a special sign in the same way that we used a full stop, to show that these are questions.</p>	<p>Help children if necessary by emphasising the upward inflexion at the end of each question.</p> <p>Sentences should be clearly visible to the whole class.</p> <p>Introduce/reinforce the word 'question' and clarify its meaning.</p>
<p>Introduce the analogy. <i>Sometimes when we travel down streets, see signs for interesting things, places to visit and investigate. When we read, we sometimes we see question marks at the end of the sentence. This sign shows us both where the sentence stops (the dot) and that the sentence is a question.</i></p> <p>Use the '<i>Question Mark</i>' Flashcard (GRCD) to help them visualise it.</p> <p>Ask children to correct the pre-prepared sentences by adding question marks.</p>	<p>Draw attention to the full stop element of the question mark.</p> <p>If children are unfamiliar with writing question marks, practise drawing them in the air, making sure you turn around so you are modelling the shape in the correct direction.</p> <p>Display the <i>Grammar Poster - Punctuation Signs</i>, to give a daily visual reminder of the shape.</p>
<p>Ask children for their own question suggestions to write on the board. Read and punctuate the sentences together as above.</p> <p>Make it fun by pretending your finger is a little car going down a street as you read each sentence. What road signs do you need? Draw them in place.</p> <p>You could use the '<i>Little car</i>' finger puppets (templates on GRCD).</p>	<p>Children could also do this in small groups or with partners, depending on ability or how the class is organised.</p> <p>Children could draw question marks in the air with their partners if reinforcement is required.</p> <p>Finger puppet cars face in the reading direction.</p>



Further practice

- *Examples 1.2* from the *Letterland Grammar Resources CD* (or see page 20).
- *Letterland Grammar Copymasters 1.2a* to correct sentences using question marks, and *1.2b* for children to practise writing their own questions punctuated by question marks.

Next steps

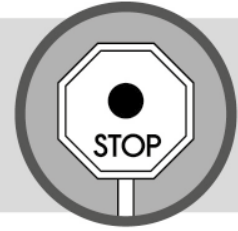
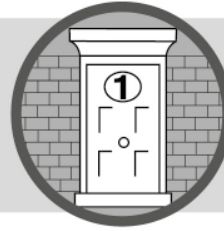
If children have grasped **question marks**, introduce **exclamation marks** as another type of punctuation that tells us what kind of sentence we are reading (Unit 1.3). Later, Unit 2.4 helps children identify the grammatical patterns that indicate the function of a sentence as a **statement, question, exclamation or command**.



Name: _____ Date: _____

1.1

Capital letters and full stops



Underline where the **capital letters** should be in these sentences.

1. that snowman has a top hat.
2. there are ten ducks on the pond.
3. my sister is good at magic tricks.
4. gran has a red front door.
5. we went to the park to ride our bikes.

Use **full stops** to show where these sentences end.

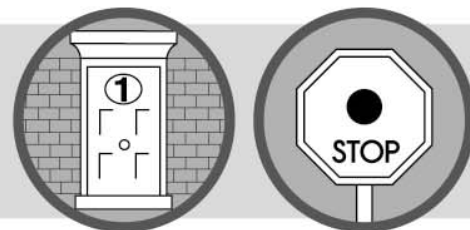
1. There are lots of flowers in that garden
2. I like playing on the swings
3. We saw a crab on the beach
4. My sister is older than me She is ten
5. This is a good book I have read it twice



Name: _____ Date: _____

1.1 *(continued)*

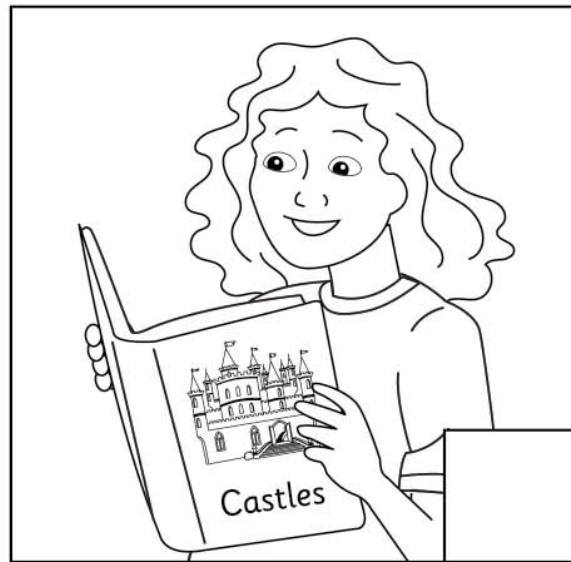
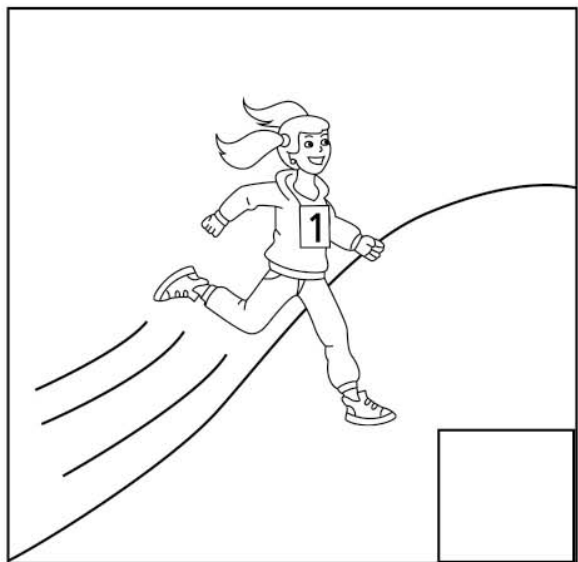
Capital letters and full stops



Add **full stops** and underline where the **capital letters** should be to make these sentences correct.

1. my new shoes make a funny sound
2. she ran quickly to the top of the hill
3. there is a nest in that bush
4. my sister likes reading books about castles
5. that is my red pencil

Match the pictures to the correct sentences. Write the number in the box.

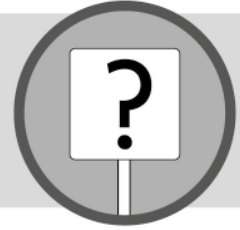




Name: _____ Date: _____

1.2a

Question marks



Put a **question mark**, where necessary, in the correct place.

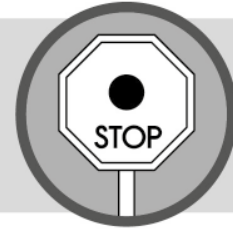
1. Why are you splashing me
2. Is the train coming soon
3. Did you see the frog in the pond
4. That cat is up in the tree
5. May I please have some cake
6. Are we going to the beach yet
7. It is going to be hot today
8. What is your name
9. Who won the race
10. Please will you pass me a pen



Name: _____ Date: _____

1.2a *(continued)*

Question marks and full stops



Correct these sentences using either **full stops** or **question marks**.

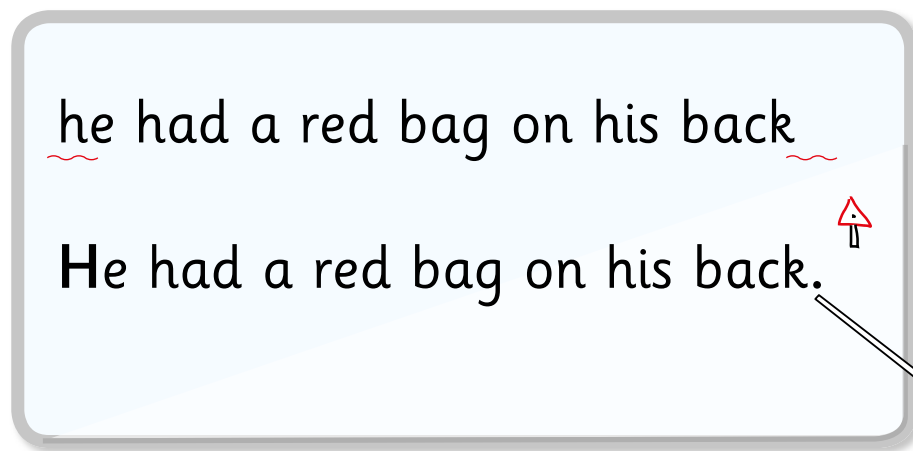
1. Did that cat jump out of the tree
2. The cat landed on its feet
3. I went swimming in the sea
4. Did you enjoy your trip
5. When are you going on holiday
6. It is nearly my birthday
7. Would you like to bake some biscuits
8. Why is she crying
9. I like your new robot toy
10. Can I borrow your umbrella please



Making best use of Examples

This *Teacher's Guide* contains simply designed *Examples* which can be written up onto a whiteboard or photocopied for your class. The *Grammar Resources CD (GRCD)* allows you to project *Examples* onto a whiteboard. It is a good idea to work through the first few *Examples* together as a class to ensure every child knows exactly what they are doing. You may want to underline the areas requiring attention with a different coloured marker. You could also hold up the *Flashcards* provided on the *GRCD* to remind children of the analogies they have learned, or draw little reminder symbols.

You do not have to look at all *Examples*. Complete as many as you think necessary to ensure a good level of understanding before moving on to the *Letterland Grammar Copymasters* for further consolidation.



The *GRCD* allows you to **project** *Examples* onto a whiteboard so you do not have to write each one. Simply click through the pages to see them before/after completion so you can **check your answers** as a class. What's more, the first *Example* in each section is shown in more detail, linking to the analogy teaching in each Unit.



Certificates

At the end of each section, you may like to issue the '*I can do*' *Certificates* found both in the *Appendices* and the *GRCD*. These give students a real sense of accomplishment and act as a useful tool to inform parents/carers of the progress their child is making in school.





Letterland

Grammar

Unit 1 - Sentence punctuation

Name: _____

I can...

- recognise that sentences begin with a capital letter and end in a full stop.
- use capital letters and full stops in my writing.
- recognise question marks.
- use question marks correctly in my writing.
- recognise exclamation marks.
- use exclamation marks correctly in my writing.
- understand how to use commas in a list.
- use commas to punctuate lists in my writing.
- understand how and where to use possessive apostrophes.
- start to use possessive apostrophes in my writing.
- understand how and where to use apostrophes for contractions.
- start to use apostrophes for contractions in my writing.

Signed: _____

Class teacher

Date: _____





Quick Key to Letterland Grammar

Unit & Chapter	Topic	Definition
1.1	Capital letter Full stop	Signs to show where a sentence starts. A sign to show where a sentence ends.
1.2	Question mark	A sign to show the end of a sentence that is a question.
1.3	Exclamation mark	A sign to show the end of a sentence shouting, surprise, or excitement in direct speech.
1.4	Commas for lists	A sign used to separate items in a list or series.
1.5a	Apostrophe - possessive	A mark above the text before a final s to identify the owner of something.
1.5b	Apostrophe - contraction	A mark showing the place where one or more letters and their sounds have been deleted to shorten the word.
2.1	Conjunction - and	A 'joining word', used to link words, phrases, or clauses in a sentence.
2.2	Coordinating conjunction Subordinating conjunction	A 'joining word', used to join words, phrases or clauses that are of equal importance within a sentence. Used to link a main and a dependent clause.
2.3	Expanded noun phrase	A group of words that work together to give information about the noun.
2.4	Statements, Questions Exclamations, Commands	Sentences which tell you something, end with a question mark, an exclamation mark, or tell you to do something.
3.1	Plural noun suffix	Suffixes (letters joined to the end of a word) that turn a noun, meaning one thing, into a noun meaning two or more things.
3.2	Suffixes added to verbs	Suffixes can be added to verbs with no change to the root verb. Verbs are words about 'doing' something.
3.3	Prefix	A group of letters joined to the beginning of a word to change its meaning.
3.4	Suffixes to form nouns	A group of letters joined to the end of a word (some change to the root word) to change its meaning and make a noun.
3.5	Compound noun	A noun that is made by joining two or more words, e.g. noun+noun, adjective+noun, verb+noun.
3.6/3.7	Suffixes to form adjectives	A group of letters joined to the end of a word to change its meaning and make an adjective.
3.8	Suffixes to form adverbs	A group of letters joined to the end of a word to change its meaning and make an adverb.
4.1	Present and past tense	The form of a verb that shows when something happens, past or present.
4.2	Progressive present and past tense	The form of a verb that shows a continuing action in the past or present, created by adding a form of the verb 'to be'.



Letterland Grammar Analogy	Symbol
<p>The first house in a street is often Number 1 - It is important and needs a capital letter. A full stop is like a sign on the street that shows the driver that they have come to the end of a street. They must stop before driving any further.</p>	
<p>A question mark is like a sign at the end of a street that shows the driver there is something interesting to investigate/to question up ahead. Stop and take a look.</p>	
<p>An exclamation mark is like a sign at the end of a street that shows the driver there is danger ahead; something shocking or surprising. They must stop.</p>	
<p>A comma is like a speed bump on the street. It has been put there to make the driver slow down a little bit, pause and pay attention.</p>	
<p>An apostrophe of possession is like the speech bubble of a person on a roof top of a building, pointing to something and shouting out, "Mine!" It sends the message, "It belongs to me!".</p>	
<p>An apostrophe of contraction is like a demolition ball. It shows that letters (sounds) have been knocked away like bricks. You can zoom on to the end of the word. There are fewer letters to read!</p>	
<p>A conjunction is like a little bridge that joins groups of houses together.</p>	
<p>A coordinating conjunction is like a bridge that joins groups of houses together, the same type of houses/avenues.</p>	
<p>A subordinating conjunction is like a bridge between groups of buildings of different type/value.</p>	
<p>A noun is like a house. A noun phrase is like the pathway leading up to the house or the bit of a garden around it. Some buildings have just a little bit of land around them and some have lots.</p>	
<p>Streets have different functions, e.g. residential streets contain only houses; high streets contain shops, cafes and offices. Just as streets have different functions, so do sentences.</p>	
<p>A suffix is like an extension added to the side of a house.</p>	
<p>A suffix is like an extension added to the side of a building. A verb is like a building where there are lots of things happening; like a factory or office building.</p>	
<p>A prefix is like a porch that we add to the front of a house or building.</p>	
<p>Sometimes you have to change something about the building before you add the extra part - for example, you may need to move a door or window.</p>	
<p>Like creating a large house by knocking two smaller houses together sometimes with a corridor (hyphen) between them.</p>	
<p>There are lots of different types of extensions to buildings, just as there are different suffixes.</p>	
<p>There are lots of different types of extensions to buildings, just as there are different suffixes.</p>	
<p>There are clues in buildings to tell you about their age. Some are old - built in the past. Some are modern - built in the present.</p>	
<p>When there is continuous action in an office or factory that office needs a sandwich cart to pop in to help everyone. The sandwich cart is the verb 'to be'.</p>	

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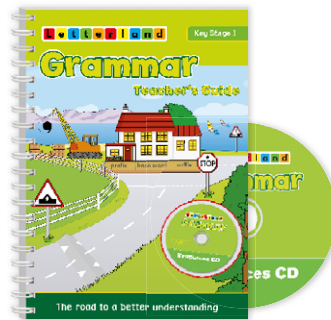
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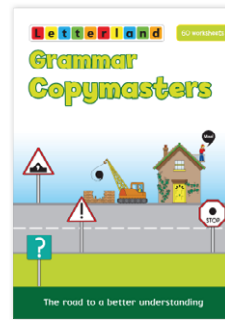
Letterland Grammar Pack
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Letterland Grammar Pack Contents:

- Grammar Teacher's Guide (with resource CD)
- Grammar Copymasters
- Grammar Posters
- Letter Sound Cards



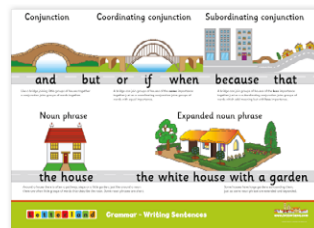
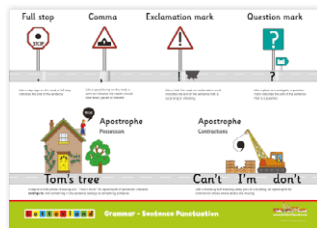
Grammar Teacher's Guide
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Grammar Copymasters



Letter Sound Cards



Grammar Posters (L-R): Grammar Land poster, Sentence Punctuation poster, Writing Sentences poster, Prefixes and Suffixes poster

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