



Kenmore Park Infant and Nursery School

Reading Comprehension

Spelling, Punctuation and
Grammar (SPaG)

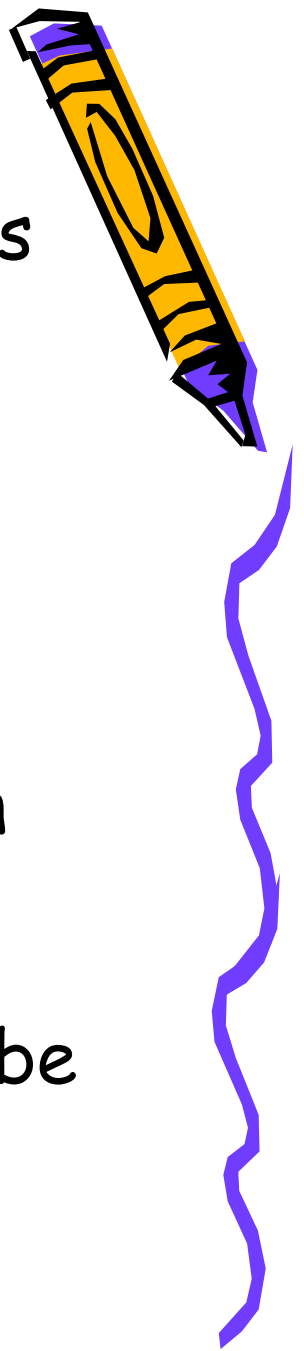
Thursday 14th November 2019

Miss Bennett



Aims

- To explain how reading comprehension skills are taught in Year 2.
- To share some examples of questions that test the different levels of a child's comprehension.
- To talk about the expectations for SPaG in Year 2.
- To look at the types of questions that will be in the SPaG assessment test 2020.



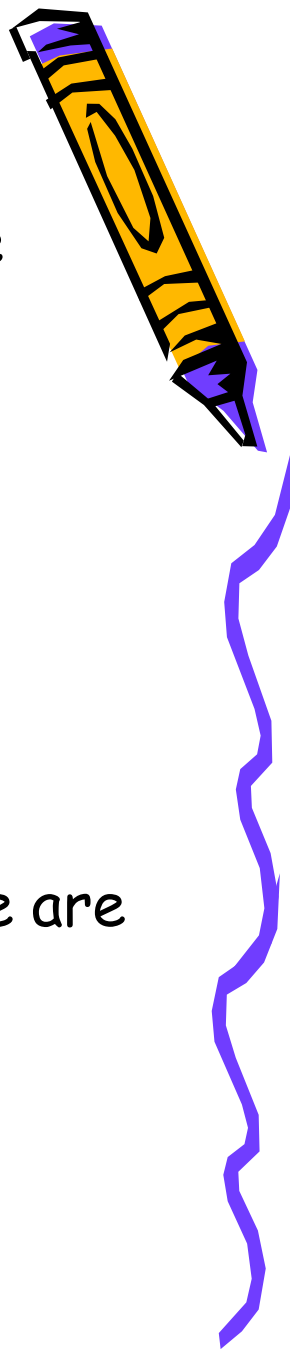
National Curriculum

The children are assessed to find out if they are working as they should be for their age.

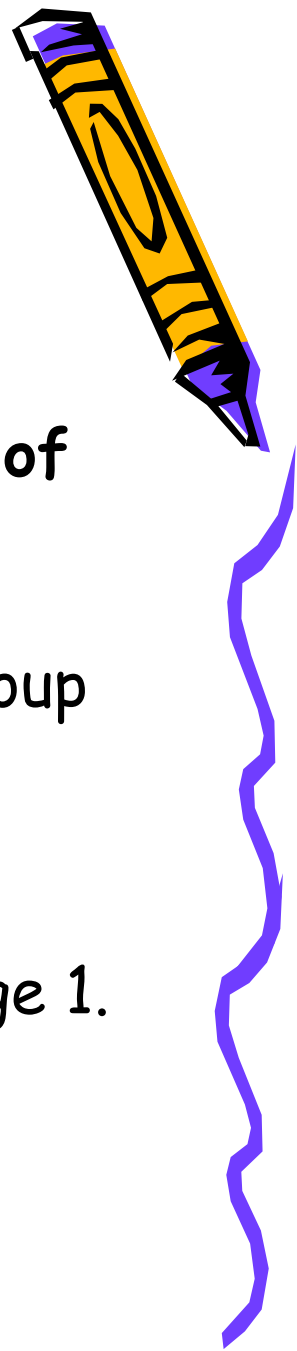
Age related expectations-

- working below (entering)
- working towards (developing)
- working within (secure)
- working above (exceeding/greater depth)

All year groups now have higher expectations. There are some objectives which were in year 3 and are now in year 2.



Assessments at the end of KS1 (Year 2)



- In the summer term 2020, children at the end of Key Stage 1 will sit assessment tests.
- Children in Year 2, will be among the fifth group of pupils to take this style of test.
- English assessments in-
Reading, Writing and SPaG at the end of Key Stage 1.
(Year 2)



There are **two** important aspects to reading:



1. **Reading (Accuracy)**

Involves **decoding** words using phonics (sounding out) and other strategies.

2. **Understanding (Comprehension)**

Involves understanding what has been read and answering questions.



Vocabulary

- Children need to understand the words they are reading.

E.g. Which word tells you that the boy is sad?
running crying laughing upset

- Discuss new words with your child and help them to think of different words (synonyms) that have the same meaning.



Grammar

- Understanding that the order of words in sentences are important.

The open box. Open the box.

- The first phrase describes the box, the second is an instruction. Some children find it more difficult than others to appreciate the importance of word order.



Inferring

Inferring means reading beyond the actual words.

Some children confuse this with guessing.

We teach the children to "act like detectives" to find clues.

What else do I know that the text hasn't told me?

Example:

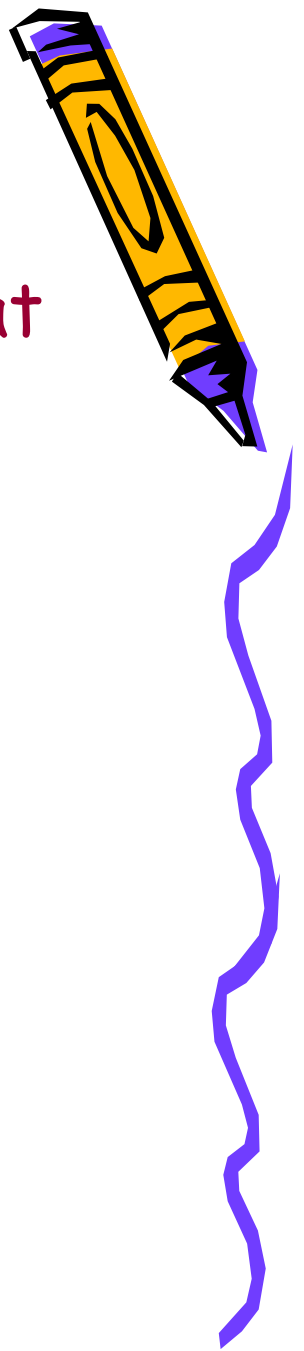
What time of day is this happening?

Karen rubbed her eyes as the first rays of the sun came through the curtains.



Predicting

- Children are often asked to predict what they think is going to happen next.
- In order to do this they need to have a good understanding of what has already happened.
- They will also draw on their own knowledge, experience and imagination.



When she came back, the palace
had gone. Her bedroom was tidy.
Molly didn't understand.
"It's magic," thought Molly.



1

Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

☐

sad.

☐

happy.

☐

confused.

☐

1 mark

8

Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

☐

She wanted to tidy her room.

☐

She wanted to see the octopus.

☐

She wanted to carry on dancing.

☐

1 mark

9

Draw **three** lines to show where Molly was playing on each day.

Monday



garden



Tuesday



living room



Wednesday



bedroom



1 mark

Sea Spray Swimming Pool

FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



(page 4)

1

Who might be interested in reading this poster?



1 mark

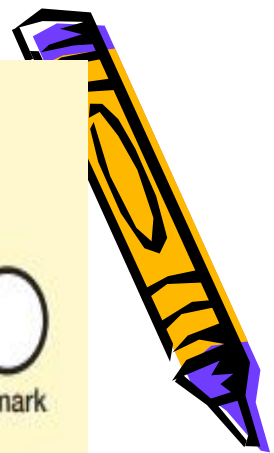
(page 4)

2

When are the swimming lessons?



1 mark



Writing at the end of KS1



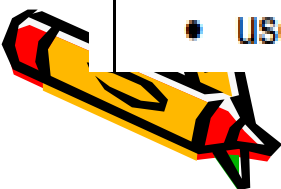
- Over the year, the teachers will collect evidence for writing.
- Writing will be assessed within a range of subjects, such as, English, History, R.E, Geography.
- Teachers will assess against a list of skills which must be included in all pieces of writing.



Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



SPaG Assessments at the end of KS1

SPaG assessment is made up of 2 test papers:

Paper 1 is a series of questions which check children's understanding of grammar, punctuation and vocabulary.

Paper 2 is a spelling test (common words from year 1 and year 2)



There are 4 types of sentences

- A. Did you empty the dishwasher? (Question)
- B. You did empty the dishwasher. (Statement)
- C. Empty the dishwasher. (Command)
- D. How empty the dishwasher was! (Exclamation)

Children also need to be able to change one type of sentence into another.



John, watch out!
Don't drop the eggs.

How terrible! I've broken an
egg. How will I get another
for our breakfast?
I'll have to eat porridge.



Mary

John



Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!

Question

Don't drop the eggs.

Exclamation

I've broken an egg.

Command

How will I get another
for our breakfast?

Statement



Capital letters and full stops



15

Which sentence has the correct punctuation?

Tick **one**.

Mum has made a cake for tea

☐

Mum has made a cake for tea.

☐

mum has made a cake for tea.

☐

mum has made a cake for tea

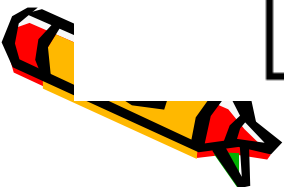
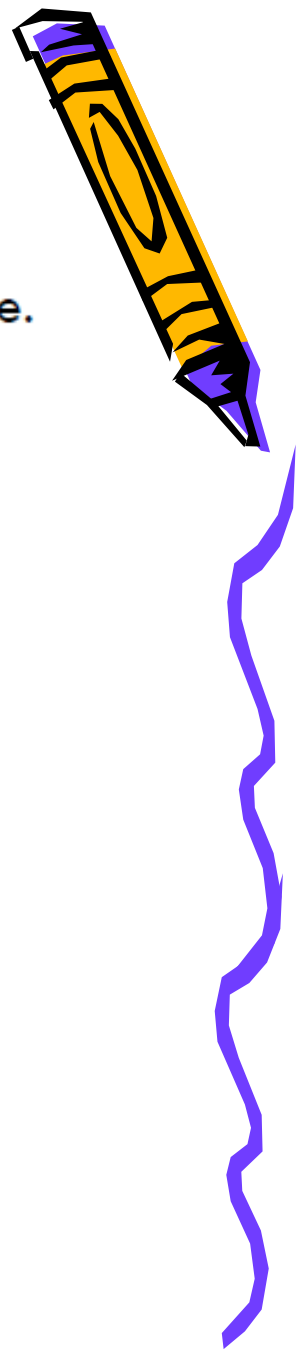
☐

Punctuating sentences

14

Tick the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When we left home it was very windy		
When will we get to London		
When should I start cooking		
When the bell rings it will be lunchtime		



What does my child need to know?

Contractions- Apostrophes to indicate missing letters.

is not - isn't

we would - we'd

I will - I'll

Apostrophes to indicate possession.

the dog's bowl - the bowl belongs to the dog

the woman's hat - the hat belongs to the woman



Ben's new car- the car belongs to Ben



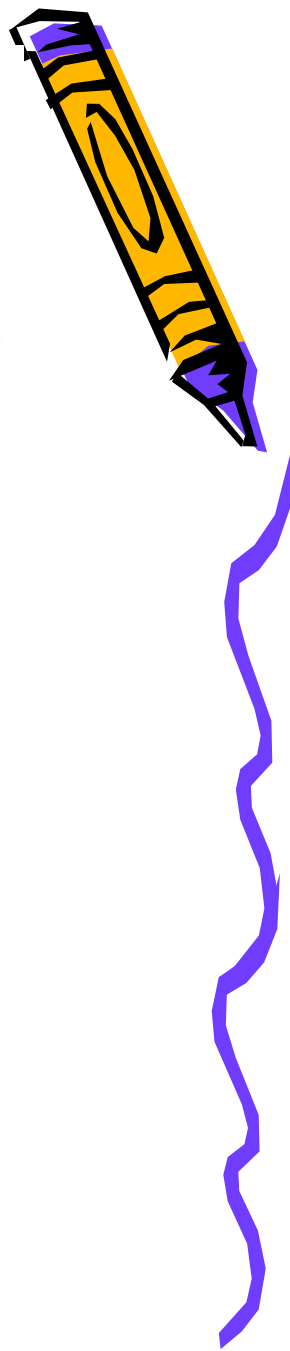
2

Look at what Mary and John are saying. The words *Don't*, *I've* and *I'll* all have an **apostrophe** (').

In the table, write in full each of the words with an apostrophe.

The first one has been done for you.

Word with an apostrophe	Words in full
Don't	Do not
I've	
I'll	



Word types

13

What type of word is '**branch**' in the sentence below?

The bird flew to the top branch of the tree.

Tick **one**.

a noun

☐

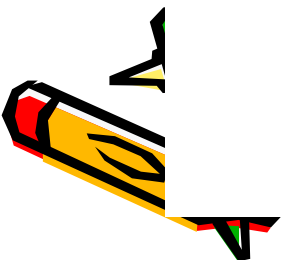
a verb

☐

an adjective

☐

an adverb

☐

What does my child need to know?

Expanded noun phrase

Expanded noun phrases are used in sentences.
One or more adjective describes the noun.

The **scary** **witch**. (an expanded noun phrase)

The **witch** is **scary**. (not an expanded noun phrase)

The **scary, green** **witch** is flying on her **long, wooden** **broomstick**.



Commas are used when there is more than one adjective.



17

Look at this picture.



Complete the **noun phrase** below to describe the boot.

the _____, _____ boot



What does my child need to know?

Verb tenses

Present tense verbs tell us what is happening now.

Past tense verbs tell us what happened already in the past.

Jack is eating his lunch.

Jack **ate** his lunch.

(irregular verb)

I am **playing** in the park.

I **played** in the park.

(regular verb)



10

Write the **past tense** of the verb *borrow* in the space.

I borrow three books from the library.

I _____ three books from the library.

11

Circle the correct word to complete the sentence.

George _____ running late for practice but we started anyway.

am

are

were

was



What does my child need to know?

Prefixes and Suffixes

The prefix -un changes the meaning of verbs and adjectives. They are added to the beginning of words.

The helpful girl.

The unhelpful girl.

We tied the boat.

We untied the boat.

Suffixes are added to the end of words. Regular plural noun suffixes -s or -es



singular

dog

wish

plural

dogs

wishes



What does my child need to know?

Suffixes can be added to verbs where no change is needed in the spelling of root words.

help helping, helped, helper

Use of suffixes -er, - est in adjectives and the use of -ly to turn adjectives into adverbs.

large larger, largest



5

Tigers are generally _____ than lions.

Tick **one**.

large

☐

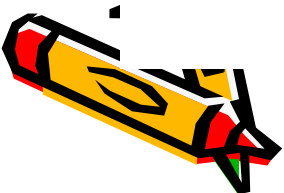
largest

☐

larger

☐

most large

☐

What does my child need to know?



The children need to know these words:

- Suffixes and Prefixes
- Verbs
- Adjectives
- Connectives
- Singular and Plural
- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Nouns
- Adverbs
- Expanded Noun Phrases
- Present and past tense
- Commas
- Apostrophes



How You Can Help

- Please make time to enjoy a book together every day, regardless of your child's reading ability.
- Write a comment in the Reading Record Book.
- Join the library and visit regularly.
- Practise the skills for reading, writing and SPaG.



Thank you for your
continued support

Any questions?

