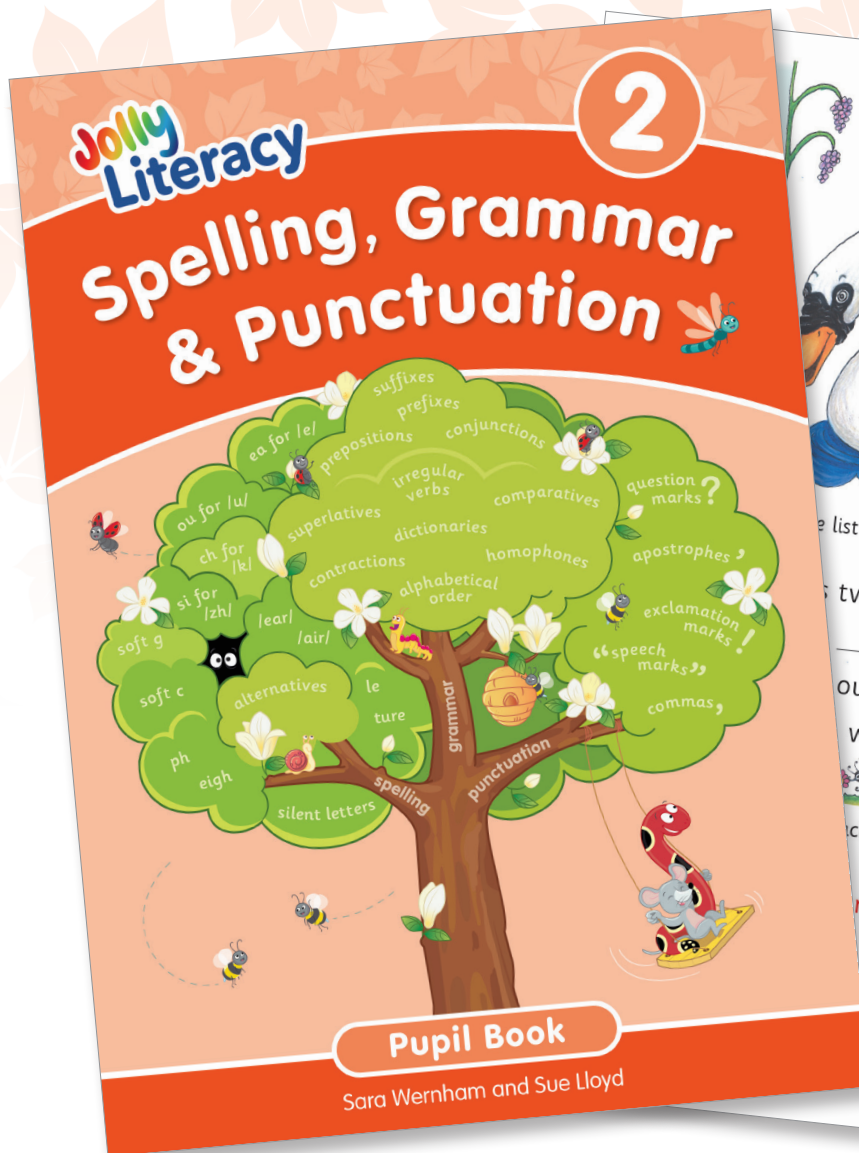


Spelling, Grammar & Punctuation

Teacher's Book



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Introduction

What is Spelling, Grammar and Punctuation?

Spelling, Grammar and Punctuation is a six-level programme in Jolly Literacy that gives young children the skills they need to be confident readers and enthusiastic writers. It builds on the teaching in Jolly Phonics and has the same multisensory, active and fun approach. The systematic and cumulative syllabus enables children to spell and punctuate more accurately, use a wider vocabulary, and have a clearer understanding of how language works. Its structured approach is suited to whole-school, whole-class teaching but it also works well with individual children.

Each level provides material for 36 weeks' teaching, with two lessons per week, one on spelling and one on grammar. These terms are used loosely and there is some overlap: punctuation, vocabulary development and dictionary work are among the areas covered in both spelling and grammar lessons. This is deliberate, as the two elements complement each other when combined. Teachers are free to teach other aspects of literacy during the remainder of the week, such as comprehension, group and individual reading, formal and creative writing, and handwriting practice. It is important to show the children how their spelling and grammar work relates to these areas. For instance, if they have recently learnt about contractions, the children can be encouraged to spot any examples in the

text they are studying, and to identify which letter(s) the apostrophe is replacing.

Children's Achievement

The most dramatic improvements to result from using Spelling, Grammar and Punctuation will be found in the children's writing. In their first year at school, Jolly Phonics teaches the children to write independently by listening for the sounds in words and choosing letters to represent the sounds. This skill enables the children to write pages of news and stories and it is a joy to read their work and to see the pride and confidence they derive from their newly acquired skills. Jolly Literacy's Spelling, Grammar and Punctuation builds on this foundation over the next six years, with a carefully planned syllabus designed to develop the children's writing skills. Gradually, the children become aware that they are writing for a purpose: that their words are intended to be read and understood. They learn that their writing is easier to understand if it is grammatically correct, accurately spelt, well punctuated and neatly written. The children also learn that if they use interesting words their writing can give real pleasure. Even in the early stages, it is valuable for children to have a simple understanding of this long-term goal.

Teaching Ideas for Spelling

Most children need to be taught to spell correctly and in each level, spelling is the main focus for one lesson every week. The spelling activities in Level 2 are designed to introduce groups of words that use new spelling patterns, and revise the alternative vowel sound spellings.

The children first learnt to spell by listening for the sounds in a word and writing the letters that represent those sounds, and by systematically learning the spellings of a few key irregular, or 'tricky', words. After completing Jolly Phonics and Level 1, most children have a reading age of at least seven years, and are starting to spell with far greater accuracy. As research has shown, children with a reading age of seven years or more are able to use analogy in their reasoning. This is a useful strategy for spelling. Children who want to write *should*, for example, might notice that the end of this word sounds very like that of a word they already know, such as *would*. They could then use the spelling of *would* to write *should*, replacing the <w> with <sh>. If the children are unsure of a spelling, they may be able to find it by writing the word in several ways (e.g. *should* and *shood*), and choosing the version that looks correct. If they have already encountered the word several times in their reading, they will probably be able to choose the right spelling. By introducing groups of words that use each of the new spelling patterns, Level 2 encourages the children to think analogically.

A focus on revising the alternative spellings of the vowel sounds helps the children to consolidate their learning. At this point, the children are not only ready to learn the main ways of spelling each of the vowel sounds, but are also able to learn which words take which spelling. Level 2 covers the following spelling features:

1. Vowel Digraphs
2. Alternative Letter Sound Spellings
3. New Spelling Patterns
4. Silent Letters
5. Syllables
6. Identifying the Short Vowels
7. Spelling Rules
8. Tricky Word Families

These eight features are outlined in greater detail in the following pages.

1. Vowel Digraphs

The vowel digraphs were introduced in Jolly Phonics and then revised in Level 1. The focus in Level 2 is on consolidating this learning. *Vowel digraph* is the term for two letters that make a single vowel sound. At least one of these letters is always a vowel. Often, the two letters are placed next to each other in a word. For example, the <a> and <y> that make up the <ay> digraph in *hay* are adjacent, likewise the <ea> in *tea*, the <ou> in *out*, the <oi> in *oil*, and the <ew> in *few*. Two vowel letters are usually needed to make a long vowel sound. The

long vowel sounds are the same as the names of the vowel letters: /ai/, /ee/, /ie/, /oa/ and /ue/. Generally, the sound made by a vowel digraph is that of the first vowel's name. Hence the well-known rule of thumb, 'When two vowels go walking, the first does the talking'.



Sometimes the long vowel sound is made by two vowels that are separated by one or more

consonants. In monosyllabic words, the second vowel is usually an <e>, known as a 'magic <e>' because it modifies the sound of the first vowel letter. Digraphs with a magic <e> can be thought of as 'hop-over <e>' digraphs. Examples are: <a_e>, <e_e>, <i_e>, <o_e> and <u_e>. Once again, the sound they make is that of the first vowel's name; the 'magic <e>' is silent. Children like to show with their hands how the 'magic' from the <e> hops over the preceding consonant and changes the short vowel sound to a long one.

The hop-over <e> digraphs are an alternative way of making the long vowel sounds, and are found in such words as *bake*, *these*, *fine*, *hope* and *cube*. The children need to be shown many examples of hop-over <e> digraphs. It is possible to illustrate the function of the magic <e> in such words by using a piece of paper to cover the <e>, and reading the word first with the magic <e>, and then without it. For example, *pipe* becomes *pip* without the magic <e>; *hate* becomes *hat*; *hope* becomes *hop* and *late* becomes *lat*. The children may like to do this themselves. It does not matter if,

as in the *late-lat* example, they find themselves producing nonsense words. The exercise will still help them to understand the spelling rule. When looking at text on the board or in big books, the children can be encouraged to look for and identify words with a magic <e>.

Although hop-over <e> words in general are quite common, there are only a few words with the <e_e> spelling pattern. Examples include: *these*, *scheme* and *complete*. Words with an <e_e> spelling are not only rather rare, but also tend to be quite advanced or complicated. For this reason, the <e_e> spelling is not given as much emphasis as the other long vowel spellings in Levels 1 and 2. However, it is worth introducing it to the class.

2. Alternative Letter Sound Spellings

Children who have learnt to read with Jolly Phonics are used to spelling a new word by listening for the sounds in the word, and writing the letters that represent those sounds. This skill enables the children to spell accurately the many regular words that do not contain sounds with more than one spelling, words like *hot*, *plan*, *brush*, *drench* and *stinging*.

However, words like *train*, *play* and *make* present a problem for spelling. All three words feature the same vowel sound: /ai/, but in each case the sound is spelt differently.

The table on the next page shows the first spelling taught for each sound and the main alternatives introduced:

Spelling and Grammar Lessons

For each lesson there is an activity page in the Pupil Book for the children to complete, and an accompanying lesson plan in the Teacher's Book. The recommendations in the teacher's lesson plans are intended to be followed systematically. However, if a suggestion seems inappropriate to a particular class situation, it can of course be adapted to suit.

Each lesson plan also features a reduced copy of the relevant activity page in the Pupil Book. It can be helpful to refer to this prior to, or during, the lesson.

Grammar Lessons

Each grammar lesson has its own particular focus and the lesson plans vary accordingly. Despite this, the grammar lessons all follow the same standard format, which helps to give them a recognisable shape.

The format of the grammar lessons is as follows:

- Aim
- Introduction
- Main Point
- Activity Page
- Extension Activity
- Rounding Off

Pupil Book: Page 2

Spelling: Silent

Spelling Test

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

Revision

- Use flash cards to revise some of the basic letter sounds and alternative spellings taught in the *Grammar 1 Pupil and Teacher's Books*.

Spelling Pattern

- Revise magic <e> words, like *gate, these, bike, mole* and *cube*.
- Remind the children that, although the magic <e> is silent, it sends its 'magic' over the preceding consonant and changes the short vowel sound into a long vowel sound.
- Explain that sometimes a letter can be silent without changing any of the other sounds.
- Introduce silent by writing the word *lamb* on the board.
- Ask the children which of the letters is silent.
- Write some more silent words on the board (see the word bank on page 26 for examples).
- As a class, read each word, remembering that the is silent. Then read them again, this time pronouncing every sound, including the . This helps the children to remember the spelling.
- With the children, make a list of silent words.
- To help them remember the words, the children could try making up silly sentences using as many of the words as possible: for example, *The plumber's limb is numb from climbing*.

Spelling List

- The children complete the words in the spelling list by writing in the missing letter pattern.
- Read the spelling words with the children, pointing out the silent in each word.
- Point out that the /oa/ sound in *comb* is spelt <o>, and the /ie/ sound in *climbing* is spelt <i>.

shin
bench
lamb
comb
thumb
crumbs
plumber
climbing
mother
father

Activity Page

For the family words *mother* and *father*, the children can use the 'say it as it sounds' method, pronouncing *mother* to rhyme with *bother* and *father* to rhyme with *gather*.

Dictation

- Provide some lined paper for each child.
- Dictate the words and sentences to the children.

1. dumb 2. numb 3. comb
4. climb 5. crumb 6. limb
7. The plumber went to fit the sink.
8. Some crumbs fell on the carpet.
9. They climb up the steep hill.

Pupil Book: Page 3

Grammar: Alphabetical Order

Aim

- Develop the children's familiarity with the alphabet and the four dictionary groups.

Introduction

- Revise the alphabet.
- Call out a letter, and ask the children which letters come before and after it in the alphabet. Repeat with some other letters.
- Write sets of three or four letters on the board. With the children, sort them into alphabetical order.

Main Point

- Remind the children that, if a dictionary were divided into four approximately equal parts, the letters would fall into the following groups:

1. Aa Bb Cc Dd Ee
2. Ff Gg Hh Ii Jj Kk Ll Mm
3. Nn Oo Pp Qq Rr Ss
4. Tt Uu Vv Ww Xx Yy Zz

Activity Page

- The children write inside the outlined lower-case letters and write the capital letters next to the lower-case ones.
- Next, they put the sets of letters (in the clouds) into alphabetical order. Remind the children to use capital letters.
- Finally, they look up the words in the dictionary. When they find each word, they write the page number and the part of speech beside it.
- Ensure that all the words are included in the dictionaries used by the children and replace any words that are not.

Extension Activity

- If the dictionaries do not have page numbers, ask the children to write the word that comes after the one they looked up. This ensures that the children really have found the words in their dictionaries.

Rounding Off

- Look at the activity page with the children and check their answers.

Alphabetical Order

Write the capital letters next to the lower-case letters.

f g h i j k l m
n o p q r s t
u v w x y z

Put these sets of letters into alphabetical order.

D A B E M L K J U V T W
J H G I N A M D P O Z Q

Look up these words in the dictionary.
Write the page number and the part of speech beside each word.

stable ark chess
zebra plate kitten

Spelling Lessons

The spelling lessons all follow the same basic format.

- Spelling Test
- Revision
- Spelling Pattern
- Spelling List
- Activity Page
- Dictation

The list of words and sentences for dictation and the weekly spelling list are provided in the teacher's lesson plan.

Many teaching points are common to all of the spelling lessons, so these are explained in further detail on the following pages.

a. Spelling Test

Six pages have been provided at the back of Level 2 for the children's spelling tests (pages 74 to 79).

Start by telling the children to turn to the back of their books and find the space for that particular week's spelling test. Call out the words one at a time for the children to write on the lines. Repeat each word twice, giving the children just enough time to write each word before moving on to the next one. The words can be called out in the same order as they appear in the list, but it is best if they are called out in a random order. Those children who are finding it difficult can be given fewer words to learn.

b. Revision

Each lesson should start with a short burst of flashcard revision. To begin with, teachers should concentrate on the 42 main letter sounds and the alternative spellings of the vowel sounds. Over the course of

the year, teachers can add other areas to this revision, including words and sentences featuring the newly taught spelling patterns, and chanting the letter names of tricky words.

c. Spelling Pattern

Many of the spelling lessons introduce a completely new spelling pattern, like the <ti> in *fiction*. The remaining lessons encourage the children to practise a spelling pattern that has already been taught. Many of these lessons focus one of the vowel sounds and its alternative spellings. Where previously the children practised the alternative spellings one at a time, at this stage they practise all of the alternatives together, and begin to learn which words use which spelling pattern. It is a good idea to compile a list of words for each spelling pattern with the children. The table below provides a small number of suitable words, which can be used as a starting point.

Pupil Book page	Word bank
2. silent 	<i>climb, crumb, comb, dumb, lamb, limb, numb, plumbing, thumb, debt, doubt</i>
4. silent <w>	<i>write, wring, wrong, wrapping, wren, sword, wrist, wrestle*, wreath, who, two</i>
6. silent <k>	<i>knife, knocker, kneel, knitting, knowing, knight, knelt, kneecap, knuckle, knew</i>
8. <wh>	<i>when, why, which, where, while, whisper, whip, whisker, white, whistle*, whether</i>
10. <ph>	<i>photograph, amphibian, atmosphere, phantom, alphabetical, elephant, dolphin</i>
12. <ea> saying /e/	<i>weather, deafen, heavy, feathers, dread, healthy, lead, tread, thread, sweating</i>
14. soft <c>	<i>ace, peace†, notice†, princess, trace, space, since†, mice, voice†, icicle, stencil, race</i>
16. soft <g>	<i>gentle, fringe, huge, cage, fragile, margin, energy, allergy, age, emergency, Egypt</i>
18. <wa> saying /wo/	<i>wash, wallow, wand, want, wallet, swan, watch, wasp, wander, swallow, swamp</i>
20. <ou> saying /u/	<i>younger, country, touch, double, trouble, cousin, couple, southern, nourishing</i>
22. <air>	<i>fair, staircase, pair, armchair, hairy, fairy, dairy, repair, airport, flair, fairly</i>

Spelling: Soft <c>

Spelling Test

- The children turn to the backs of their books and find the column labelled Spelling Test 6.
- In no particular order, call out the spelling words the children learnt last week:
glad, plum, read, head, bread, weather, treasure, breakfast, cousin, friend.
- The children write the words on the lines.

Revision

- Revise the sounds with alternative spellings.
- As the children give the alternative spellings for each sound, write them on the board: for example, <ai>, <ay> and <a_e>.
- Revise the new spelling patterns covered so far.

Spelling Pattern

- Revise soft <c>, using some of the words from the word bank on pages 27 to 28.
- Remind the children that when the letter <c> is followed by the vowels <e>, <i> or <y>, its sound is usually changed from a /k/ to a /s/, as in *ice*, *city* and *cycle*.
- With the children, make a list of soft <c> words.
- To help them remember the words, the children could try making up silly sentences using as many of the words as possible: for example, *The circus mice danced twice in a circle.*

Spelling List

- The children complete the words in the spelling list by writing in the missing letter pattern.
- Read the spelling words with the children.
- For *circle*, point out that the /er/ sound is spelt <ir> and that the swallowed /ool/ sound is spelt <le>. Explain that the /ee/ sound in *police* is spelt <i_e>.
- Point out the 'toughy <y>' at the end of the months *January* and *February*. Tell the children to pronounce each syllable carefully to help them remember the spelling: 'Jan-u-ar-y' and 'Feb-ru-ar-y'.

mill
tell
i_e
dan_e
_ity
_ircle
poli_e
_ylinder
January
February

Soft <c> saying the /s/ sound
Write some soft <c> words in the circus tent.

Choose a word from the list to fit each sentence.

A _____ is a shape like a tube.
I ate some vanilla _____ cream.
The _____ arrested the robber.
We _____ to the music.

January
J_n_a_y
_a_u_r_

February
F_b_u_r_
_e_r_a_y

Fill in the missing punctuation marks.

☐ Stop thief ☐ shouted the man ☐ ☐ Call the police ☐
The police arrived quickly ☐ ☐ What has been taken ☐
asked the policeman ☐
☐ The thief stole two rings ☐ a watch ☐ a pair of earrings and
a necklace ☐ the man explained ☐

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Activity Page

- Revise the punctuation marks covered so far: full stops, question marks, speech marks, exclamation marks and commas in lists.
- Remind the children that closing speech marks are placed after any punctuation that comes directly after the speech.
- The children write some soft <c> words in the circus tent.
- They complete the sentences by choosing one of the words from the spelling list to fit each gap, and practise spelling *January* and *February*.
- Then they add the missing punctuation marks to the passage at the bottom of the page.

Dictation

- Dictate the following words and sentences.

1. mice
2. place
3. face
4. twice
5. slice
6. pencil
7. They danced in a circle.
8. My aunt and uncle took me to the circus.
9. The police found the stolen treasure.

Grammar: Alphabetical Order

Aim

- Develop the children's ability to put words into alphabetical order.
- Teach them that it may be necessary to look at the second letter of a word to distinguish it from other words with the same first letter. This will improve their ability to find words in the dictionary.

Introduction

- Revise the alphabet in the four dictionary groups.

1. **Aa Bb Cc Dd Ee**
2. **Ff Gg Hh Ii Jj Kk Ll Mm**
3. **Nn Oo Pp Qq Rr Ss**
4. **Tt Uu Vv Ww Xx Yy Zz**

- Call out a letter. Ask the children which letters come before and after it, and which group it belongs to. Repeat with other letters.
- Call out a letter and ask the children to try to open the dictionary in approximately the right place. Repeat with other letters.

Main Point

- The children should already be able to put words into alphabetical order if each word begins with a different letter.
- Write the following example words on the board. With the children, put them into alphabetical order. The example words are:

crab, starfish, octopus, shell, fish

- Explain that because *starfish* and *shell* both begin with the letter <s>, we need to look at the letters that come next in order to put them into alphabetical order. The second letters of these words are <t> and <h> respectively. As <h> comes before <t> in the alphabet, the word *shell* comes before *starfish*.
- Write some more examples on the board. Only two words are needed in each case. For example:
boat and bike,
purple and pink,
horse and hedgehog.

Alphabetical Order

Fill in the missing letters.

A _ C _ _
F G _ I J _ M

N _ Q _ S
T _ W _

Put these words into alphabetical order.

sheep horse dog cow

F
cow

swing bat bike toy

A
Tyrone Sam Ted Billy Tom

avocado peach cherry orange plum

I
chin clap cake cut coat crayon

stop scar skin second sack shell

REMEMBER If more than one word starts with the same letter, look at the next letter in each word.

Activity Page

- The children fill in the missing letters in the dictionary groups at the top of the page. Remind them to use capital letters.
- Then they put the words in each group into alphabetical order. The first group is the easiest, as all the words begin with different letters. Each group is progressively harder, the last two consisting only of words beginning with the same letter.

Extension Activity

- Write some more words on the board for the children to put into alphabetical order.

Rounding Off

- Look at the activity page with the class, checking that the children have put the words in the right order.

**Ages
6+**

Spelling, Grammar and Punctuation is a six-level programme that gives young children the skills they need to be confident readers and enthusiastic writers. It builds on the teaching in Jolly Phonics and has the same multisensory, active and fun approach. The systematic and cumulative syllabus enables children to spell and punctuate more accurately, use a wider vocabulary and have a clearer understanding of how language works.



Each Teacher's Book in the series

- Is a comprehensive resource for teaching spelling, grammar and punctuation with the Pupil Books.
- Offers a wealth of practical advice and step-by-step lesson plans for the academic year.
- Systematically reinforces the learning so that no one is left behind.
- Introduces complex grammatical concepts in an engaging and child-friendly way.
- Teaches new spelling patterns, supports a greater understanding of sentence structure, expands vocabulary and comprehension, and cultivates dictionary and thesaurus skills.

The material in the Pupil and Teacher's Books, Levels 1 to 3, is recommended by Cambridge Assessment International Education to support the Cambridge Primary English curriculum framework.



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