

**YEAR 3 & 4
GPAS**

MRS SAUNDERS & MRS BROWNE

GPAS – WHY?

- In July 2012, in response to Lord Bew's independent review of Key Stage 2 assessment, the Government announced a new statutory English grammar, punctuation and spelling test for all children in Year Six. This would be introduced during the 2012-13 academic year and was only signed off on the 20th December 2012. The test includes:
 - sentence grammar (identification & grammatical accuracy);
 - punctuation (identification & grammatical accuracy);
 - vocabulary (grammatical accuracy) and spelling.

GPAS TEST – WHY?

- The test puts an additional focus on essential English, including grammar, punctuation and spelling.
- Children should be able to recognise and identify these grammatical features, understand the different types of punctuation and understand spelling patterns.
- Children should have mastered these skills by the time they leave primary school, so that they can enter secondary school with the basic skills in place.

GPAS - WRITING

- These higher expectations of grammar, punctuation and spelling are not only for the GPAS test.
- By the end of Year 6 children should be able to use and apply these skills to all their elements of writing.
- This higher level of writing should be evident in all of their books across all areas of the curriculum including: English, History, Geography, Science and R.E.
- At the end of Year 6, children are assessed by teachers and moderators on their writing in all of their books.

CURRICULUM – YEAR 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or ‘speech marks’)</p>

GPAS QUESTION 2017

Insert **full stops** and **capital letters** in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals he has read many books about exotic creatures jellyfish interest him the most and he would like to study them when he is older

1 mark

WORD

Prior knowledge

Prepositions: behind, above, along, before, between, after

Alliteration e.g. wicked witch, slimy slugs, similes using...like... e.g. ... like sizzling sausages
...hot like a fire

Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.

Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.

Adverbs for information e.g. Lift the pot carefully onto the tray

Generalisers for information e.g. Most dogs.... Some cats....

Formation of nouns using suffixes such as –ness, –er (happiness, weakness, sadness, teacher, gardener, runner, helper)

Formation of adjectives using suffixes such as –ful, –less (helpful, playful, beautiful, helpless, spotless)

Use of the suffixes –er and –est to form comparisons (happier, happiest, neater, neatest)

YEAR 3 WORD

Year 3

Prepositions Next to, by the side of, in front of, during, through, throughout, because of

Powerful verbs e.g. stare, tremble, slither

Boastful Language e.g. magnificent, unbelievable, exciting!

More specific / technical vocabulary to add detail e.g. A **few** dragons of this **variety** can breathe on any **creature** and turn it to stone **immediately**. **Drops** of rain **pounded** on the **corrugated**, tin roof.

Nouns formed from prefixes e.g. auto... super...anti...

Word Families based on common words e.g. teacher –teach, beauty – beautiful,

Solve - solution, solver, dissolve, insoluble

Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an oak door

DETERMINERS

- **Definite article**

- Looking across **the** ocean, I could see **the** horizon.

- Adam held **the** door open for the teacher, who was carrying lots of books.

- **Indefinite article**

- Sally wanted **a** apple but couldn't decide whether she should have **a** green or **a** red one.

- In my garden, I could hear **a** small kitten meowing for some food.

- **Both articles are used frequently in sentences.**

- Searching on **the** beach, I found **a** ornate shell buried in **the** sand.

GPAS QUESTION 2017

What is the **word class** of the underlined words in the sentence below?

The girl brought a sandwich and an apple to eat for lunch.

Tick **one**.

adjectives

adverbs

determiners

nouns

1 mark

PREPOSITIONS

- A word that shows the position of nouns.
- The box was under the table.
- In the classroom, the children were working hard.
- The cat disappeared inside the house.
- The white clouds were floating above as we lay on the beach.
- He found his book next to the computer.
- Swimming below the surface of the water is difficult.

GPAS QUESTION 2017

Which two sentences contain a **preposition**?

Tick **two**.

He walked really quickly.

The horse munched his hay happily.

She ran around the games field.

The old man walked past the door.

1 mark

ADVERBS

- Adverbs give more information about verbs.
- Adverbs answer the questions **How? When? How often? Where? How much?**

- **How?(Manner)**

- Cautiously
- Cheerfully
- Carefully
- Happily
- Nervously
- Quickly
- Sadly
- Enthusiastically

- **When? (Time)**

- Afterwards
- Again
- Early
- Before
- Often
- Recently
- Soon
- Then

ADVERBS

- Adverbs give more information about verbs.
- Adverbs answer the questions **How? When? How often? Where? How much?**

- **How often?**

- Always
- Daily
- Hourly
- Weekly
- Occasionally
- Often
- Sometimes
- Usually

- **Where?**

- Above
- Below
- Downstairs
- Inside
- Outside
- Everywhere

- **How much?**

- Almost
- Completely
- Entirely
- Much
- Totally
- Very

PREFIXES

- Prefixes are added to the beginning of words to change the meaning of the word.
- Possible – **Im**possible
- Capable – **In**capable
- Sensitive - **In**sensitive
- Fortunate – **Un**fortunate
- Tidy – **Un**tidy
- Helpful – **Un**helpful
- Approve – **Dis**approve
- Appear - **Dis**appear

GPAS QUESTION 2017

The **prefix mis-** can be added to the word read to make the word misread.

What does the word **misread** mean?

Tick one.

to read quickly

to read incorrectly

to read again

to read before

1 mark

GPAS QUESTION 2017

Which one **prefix** can be added to all three words below to make their antonyms?

Write the prefix in the box.

secure

active

complete

1 mark

GPAS QUESTION 2016

Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word

manage

harm

self

Suffix

ish

able

ful

1 mark

YEAR 3 SENTENCE

Year 3

- Develop complex sentences (Subordination) with range of subordinating conjunctions: even though, although, while, as

Even though it was raining, it was still warm.

- Express **time**, **place** or **cause** using:

Conjunctions – before, when, as, when, so, whilst, while

Adverbs – soon, therefore, next

Prepositions - before, after, during, in, because of

In the midnight hour, I stepped into the dark shadows only to hear footsteps behind me.

Whilst the thunder roared, I covered under my bed.

When I entered the time machine, I wondered if I would ever return to this moment.

We had one last look at the moon in the meadow **before** the clouds drifted past.

During the winter months, many birds migrate to warmer countries.

SENTENCE

Prior Knowledge

- Types of sentences:

Statements – The dog is barking at the postman.

Questions – Can you see the shop?

Exclamations – It was gigantic!

Commands – Run to the end of the road.

- Secure use of compound sentences (Co-ordination) using conjunctions: and/ or / but / so (coordinating conjunctions)
- Complex sentences (Subordination) using: when/ if/ that/ because (subordinating conjunctions)
- Expanded noun phrases e.g. lots of people, plenty of food, the blue butterfly

GPAS QUESTION 2017

Which sentence is an **exclamation**?

Tick **one**.

What time did the sun set last night

She said the sunset was particularly beautiful

What a spectacular sunset that is

The sunsets are lovely at this time of year

1 mark

GPAS QUESTION 2016

Draw a line to match each sentence to its correct **function**.
Use each function box only **once**.

Sentence

I expect the weather to be fine
at the weekend

Are we likely to have good
weather this weekend

Check the weather before
deciding where to go

What fantastic weather we
have had this year

Function

question

command

statement

exclamation

1 mark

SENTENCE

Expanded Noun Phrases

The red, juicy apples...

The old, creaky, wooden door...

The snow-covered mountain surrounded by mist...



GPAS QUESTION 2016

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick one.

- as a main clause
- as a fronted adverbial
- as a subordinate clause
- as a noun phrase

1 mark

SENTENCE

Co-ordinating conjunctions

(the conjunctions *for, and, nor, but, or, yet, so*)

I like apples and bananas.

I like apples but you like bananas.

Do you like apples or bananas?



SENTENCE

Subordinating conjunctions

(using the conjunctions when, if, because)



I eat apples when I am hungry.

I eat bananas if I have run out of apples.

I eat bananas because they give me energy.

GPAS QUESTION 2017

Circle the **conjunction** in each sentence.

We like to eat popcorn when we go to the cinema.

Although my sister likes salted popcorn, I prefer sweet popcorn.

My brother doesn't like popcorn at all, so he buys sweets instead.

1 mark

GPAS QUESTION 2017

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

_____ **1 mark**

GPAS QUESTION 2016

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

or

but

and

You may bring sandwiches _____ juice _____ water

for the trip, _____ glass bottles are not allowed.

1 mark

PUNCTUATION

Prior knowledge

- Demarcate sentences: Capital letters, Full stops, Question marks, Exclamation marks
- Commas to separate items in a list
- Comma after –ly opener e.g. Fortunately,....Slowly,....
- Speech bubbles /inverted commas for direct speech
- Implicitly understand how to change from indirect speech to direct speech
- Apostrophes to mark contracted forms in spelling e.g. don't, can't
- Apostrophes to mark singular possession e.g. the cat's bowl

GPAS QUESTION 2017

Which sentence uses **capital letters** correctly?

Tick **one**.

We are going to see a Play by Shakespeare.

There is a new Doctor at the local Hospital.

There is a Class Visit to the museum next week.

He is trying to swim the English Channel.

1 mark

YEAR 3 PUNCTUATION

Year 3

- Colon before a list e.g. What you need:
- For the cake I will need:
eggs, flour, sugar, milk, cocoa powder and sprinkles.
- Ellipses to keep the reader hanging on
- Secure use of inverted commas for direct speech
- Use of commas after fronted adverbials (e.g. Later that day, I heard the good news.)

DIRECT SPEECH

- To show that a character is speaking, direct speech is used. Inverted commas are used to indicate the words being spoken.

“The homework must be completed by Monday,” explained the teacher.

Adam mentioned, “I would prefer sausage and chips for tea.”

“What time does your party start?” asked Emily.

James asked, “When is your birthday?”

“Stop!” screamed Daniel.

Jessica shouted, “Don’t touch the paint!”

GPAS QUESTION 2017

Which sentence is punctuated correctly?

Tick one.

Abdul called out, "will you come and help me?"

Abdul called out "Will you come and help me"

Abdul called out, "Will you come and help me"?

Abdul called out, "Will you come and help me?"

1 mark

APOSTROPHES FOR CONTRACTION

- I am I'm
- I'm hoping to win the swimming competition.
- Could not couldn't
- He couldn't open the creaky, old door.
- Would not wouldn't
- I wouldn't play football in this terrible weather.
- Should not shouldn't
- You shouldn't watch television before finishing your homework.

APOSTROPHES FOR CONTRACTION

- Did not didn't
- She didn't want to do her homework.
- Will not won't
- I won't open my presents until my birthday.
- Cannot can't
- You can't play netball as you have forgotten your kit.
- Should have should've
- He should've gone to bed early before the test.

APOSTROPHES FOR POSSESSION

- Grandma's umbrella was blown inside out.
- Harry's bag was lost in the cloakroom.
- Sophie's cat liked chasing mice.
- Where is Adam's bike?
- When is Emily's mum coming to collect her?
- With the sun beaming down brightly, Jack's face soon began to glow like a red traffic light.

GPAS QUESTION 2017

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

1 mark

CURRICULUM – YEAR 4

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

YEAR 4 - WORD

Prior knowledge

See Year 3 Word

Year 4

- Prepositions: at, underneath, since, towards, beneath, beyond
- Conditionals - could, should, would
- Comparative and superlative adjectives e.g. small...smaller...smallest, good...better...best
- Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England
- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

SUBJECT AND VERB AGREEMENT

- I was lucky enough to be chosen to play for the team.
- They were really excited about their new puppy.
- My teacher was helpful when I was stuck.
- We did our homework at the last minute.
- I am hopeful that I will be able to come to your party.
- I did eat all my lunch.
- I did my homework on time.
- **NOT: I done my homework on time.**
- We were playing football on the field.
- **NOT: We was playing football on the field.**

GPAS QUESTION 2016

Complete the sentences below, using the **simple past tense** of the verbs in the boxes.

It was a cold day when we _____ handball.

↑
play

My friend _____ the ball to me and I _____ it.

↑
throw

↑
catch

1 mark

CONDITIONAL VERBS

- Conditional verbs indicate possibility.
- Examples include: Could, would, should, might, ought.
- If I could, I would complete my homework independently.
- Would you like to play football?
- You should open the new milk.
- Tonight, I might go to the cinema.
- As it's late, I ought to go to bed.

COMPARATIVE AND SUPERLATIVE

- Adjectives are used to compare nouns.
- He is taller than his grandma.
- She is older than Simon.
- He is better at Maths than his brother.
- She runs faster than her sister.
- He is the tallest in his class.
- She is the oldest of the children in her family.
- He is the best at English in his secondary school.
- She is the fastest in her running club.

YEAR 4 - SENTENCE

Prior knowledge

See Year 3 Sentence

Year 4

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

The teacher expanded to: **The strict maths teacher with curly hair.**

- Fronted adverbials

Later that day, I heard the bad news.

ADVERBIALS

- **Adverbials of manner** – How?

Cautiously, Anna tiptoed along the dark, abandoned corridor.

Reading the instructions carefully, Simon knew what to do next.

- **Adverbials of place** – Where?

- In the garden, the dog was chasing the ball.

- The book was impossible to reach on top of the shelf.

ADVERBIALS

- **Adverbials of time** – When? How often?
- Every evening, I swim 3000 metres in training.
- Looking through my window, I saw the sun rise early in the morning.

- **Adverbials of probability** – How certain are we?
- Perhaps we should go home as it is late.
- He will certainly say yes to this offer.

FRONTED ADVERBIALS

- **Fronted adverbials are positioned at the beginning of the sentence to make it more interesting.**

On the table stood a beautiful vase full of flowers.

Next to the window, the cat snoozed peacefully in the sunshine.

At the end of the lane, David waited for the tractor to pass before continuing to cycle.

Late at night, you could hear the foxes howl in the woodland.

Hesitantly, Evie opened the envelope.

GPAS QUESTION 2016

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

1 mark

PRONOUNS

- I, you, he, she, it, we, you, they
- Emily went to play with her friends in the park. Emily had lots of fun.
- Emily went to play with her friends. She had lots of fun.
- James couldn't wait to open his presents. James was excited about his birthday.
- James couldn't wait to open his presents. He was excited about his birthday.
- The children were hoping for it to snow on Christmas Day. The children loved sledging in the deep, crisp snow.
- The children were hoping for it to snow on Christmas Day. They loved sledging in the deep, crisp snow.

GPAS QUESTION 2016

Replace the underlined word or words in each sentence with the correct **pronoun**.

When Sara came to the end of the road, Sara turned right.

↓

The pavement had a large hole and Sara fell into the hole.

↓

1 mark

YEAR 4 PUNCTUATION

Prior knowledge

See Year 3 punctuation

Year 4

- Commas to mark clauses and to mark off fronted adverbials

Suddenly as forked lightning decorated the sky, I knew I had to find shelter.

At midnight, I left.

- Full punctuation for direct speech: each new speaker on a new line, comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella!
- Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) as opposed to s to mark a plural.

RELATIVE CLAUSES

- Relative clauses add more information to a simple sentence.

My teacher told me to try my best.

My teacher, **who was very encouraging**, told me to try my best.

The wind battered the ships on the coastline.

The wind, **which was bitterly cold and powerful**, battered the ships on the coastline.

The athlete finished the race.

The athlete, **who was competing in a marathon**, finished the race.

“Don’t cry,” said the girl.

“Don’t cry,” said the girl, **who was trying to comfort her friend**.

GPAS QUESTION 2017

Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

1 mark

GPAS QUESTION 2017

Circle the **relative pronoun** in the sentence below.

The mountain, which could be seen in the distance, had snow
on top of it.

1 mark

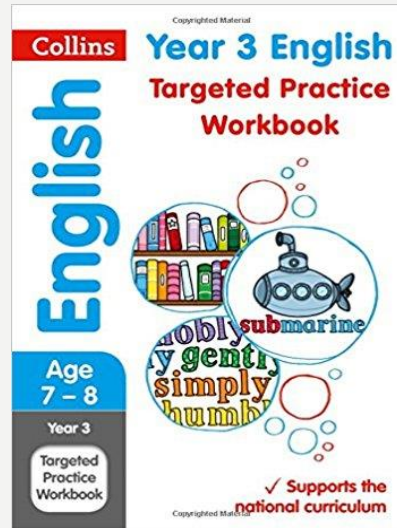
USEFUL WEBSITES, GAMES AND ACTIVITIES

- www.woodlands-junior.kent.sch.uk/interactive/literacy2.htm
- www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/
- www.topmarks.co.uk
- <http://www.compare4kids.co.uk/literacy.php>
- <http://www.crickweb.co.uk/ks2literacy.html>
- <http://www.iboard.co.uk/iwb/Punctuate-Me-Super-Heroes-Complex-Speech-2485>

USEFUL WEBSITES AND PAST PAPERS

- <http://www.satspapers.org.uk/>
- http://www.satstestsonline.co.uk/sto_past_papers.aspx
- <http://www.theschoolrun.com>

ANY QUESTIONS?



To help:

- Copy of presentation on the website
- Glossary on the website
- Range of study guides – e.g. CGP and Collins (age related)

