

Grammar in the new Curriculum



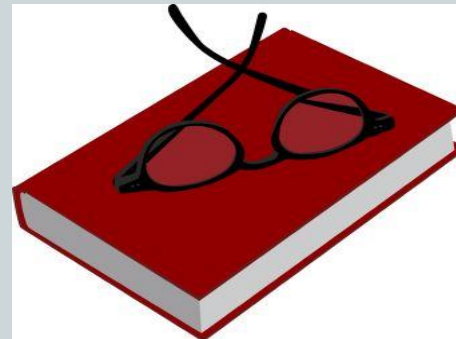
At the end of Year 2 and year 6, children will take SATs in:

- Reading
- English grammar, punctuation and spelling
- Maths
- This is not the only reason to focus on grammar!

Intended Outcomes for this evening



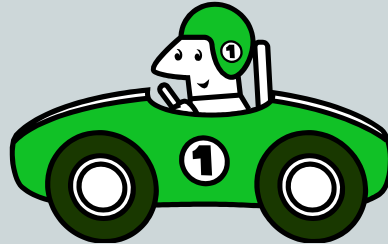
- Knowledge and understanding of terminology
- Knowledge of progression
- Examples of activities and resources



What is grammar?



Is it... naming parts?



**Grammar is the key to language -
integration of vocabulary, punctuation
and structure to shape meaning**

Grammar is a set of skills



- Choosing the right word for the job;
- Constructing and manipulating sentences to create different effects;
- Tying texts together so that writing is linked and flows.

Pie Corbett, Jumpstart Grammar

Whole to Part



- Text
- Paragraph
- Sentence
- Phrase
- Word (class) - noun, verb, adjective, adverb, etc.
- Morphemic elements - suffixes, prefixes, inflections, etc.
- Graphemes - phonic knowledge



Key Terminology - KS1



- Year 1 - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
- Year 2 - noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Activity 1



Hornfloggle

Put this in a sentence as a noun.

Put this in a sentence as a verb.

Put this in a sentence as a adjective.

How did you change the word?

KS1 Grammar and Punctuation paper



Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or

and

but

2

1 mark

KS2 Grammar and Punctuation Paper

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

| Sentence | Subordinating conjunction | Co-ordinating conjunction |
|--|---------------------------|---------------------------|
| I like ice-skating <u>and</u> roller-skating. | | |
| Jamie likes roller-skating, <u>but</u> he has never tried ice-skating. | | |
| Jamie will go ice-skating <u>if</u> I go with him. | | |

1 mark

Key Terminology - Lower KS2



- Year 3 - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks)
- Year 4 - determiner, pronoun, possessive pronoun, adverbial

Are you unsure of the meaning for any of these words?

Key Terminology - Upper KS2



- Year 5 - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
- Year 6 - subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

*English Appendix 2 (pages 68-69)

Activity 2



How many different
synonyms for the word
said can you find in 60
seconds?

Making the leap from talk... to writing



We need a **common language** to explain our grammatical choices - **metalanguage**.

We must **identify and discuss the similarities and differences** between talk and writing.



The 'Big Ideas'



- Word Classes
- Adding Prefixes/ Suffixes
- Sentence work
- Punctuation
- Cohesion



| | What? | How to use them? |
|-------------------|---|--|
| Nouns | ‘keystones of sentences’ Give readers a specific reference; capture the main ‘gist’ of the text | Use precise nouns to create powerful pictures in the reader’s mind |
| Verbs | ‘engines of sentences’ Have control of the clauses; express action and the state of affairs | Use powerful verbs to let the reader know how the character is feeling |
| Adjectives | Add vivid, dramatic impact; build up a picture by adding detail | These must be necessary by telling the reader something new or unexpected. |
| Adverbs | Effect the meaning of verbs by enlarging the range of meaning; Add colour and detail to the action; | Think about careful positioning to improve sentences. |

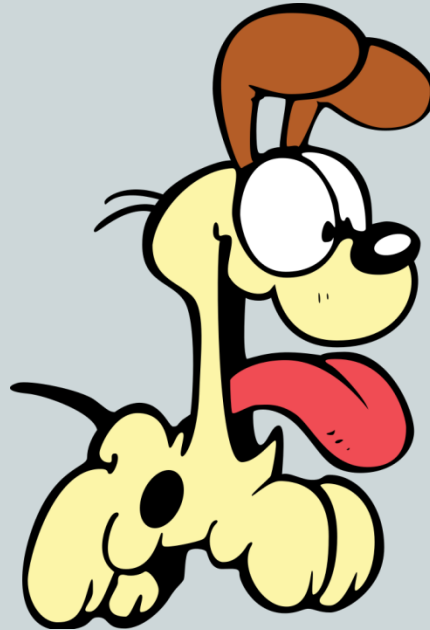
| | What? | How to use them? |
|--------------------|---|--|
| Preposition | Talk about the 'position' of things; Used to express relationships of space and time (examples – in, on, until, by, beside, for, at, from, with) | It is important to choose the most appropriate preposition that fits into the phrase. Where is the action taking place? |
| Determiner | Comes before a noun (examples - a, an, the, this, that, those, all, each, no, my, each) | Used to specify the number and 'definiteness' of the noun |
| Pronoun | Words that stand for a noun or a noun phrase (examples – I, my, that, they, you, one, it) | These must be consistent. |
| Conjunction | Joining words; Used to join words, phrases, clauses and sentences together (examples – and, or, but, because, if, when, however, although, until) | These help the writer to make links between ideas. We need to use a range of conjunctions to express complex thoughts and ideas. |

Activity 3

Can you enhance this sentence?



A dog ran across a road.



Making sense of tense



- Simple present (adding -s)
- Simple past (adding -ed)
- Present perfect (present 'have' + verb with -ed)
- Past perfect (past 'had' + verb with -ed)
- Modals and adverbials
- Future

Activity 4

KS2 Grammar and Punctuation paper



44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

| Sentence Type | Reason for Use | Example |
|---------------|---|---|
| Short | To build tension | They ran. |
| Long | To add information | As the door slammed shut, Billy turned around to peer into the room, gripped his torch and advanced uneasily. |
| Statement | For clarity and impact | Camels are large animals. |
| Compound | For ease and flow | Jack was hungry and Bill was full. |
| Complex | To show links between ideas and to add in extra information | After the rain stopped, they went inside. |
| Question | To draw the reader in | Do you use questions to involve the reader? |
| Exclamation | To grab the reader's attention | Make the reader sit up! |

Oral Rehearsal




Think it.

Say it. 



Hear it.

Like it? 



Write it!

Punctuation



Punctuation provides boundaries in writing and helps to express emphasis and additional meaning we express in other ways when we talk. Punctuation helps to 'chunk sense.'

In **speech**, a combination of intonation, **rhythm, tone of voice and pause** is used to mark sense-units. Punctuation performs these functions in writing.

Punctuation Progression



- KS1
- Year 1 - capital letter, full stop, exclamation mark, question mark
- Year 2 - commas in a list, apostrophes (contraction and possession)

Activity 5

Contractions seem to be a favourite!



9. **Draw lines** to match the groups of words that have the same meaning.
One has been done for you

I will

it's

you have

I'll

it is

didn't

did not

you've



1 mark

Punctuation progression continued:



- KS2
- Year 3 - inverted commas
- Year 4 - speech punctuation, apostrophes for plural possession, commas for clauses and phrases
- Year 5 - brackets, dashes, commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity
- Year 6 - ellipsis, semi colon, colon, dash, bullet points to list information, hyphen

Activity 6

Which sentence uses an apostrophe correctly?



1. The children's clothes were hanging up.
2. The childrens' clothes were hanging up.
3. The childrens clothe's were hanging up.
4. The childrens clothes' were hanging up.

Cohesion



Cohesion is using different grammatical elements to ensure that individual sentences flow and the whole text 'hangs together' effectively to express the desired meaning.

Grammar and punctuation in practise!



Helpful websites



Activities on line for children:

www.interactivesites.weebly.com/punctuation

<http://www.topmarks.co.uk/english-games/7-11-years/punctuation>

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

