

## Grammar

All classes should have key vocabulary and/or characters displayed to support learning. On going word banks displayed in class for verbs, adverbs, adjectives etc are a good idea - children can add to these themselves (working walls).

Children should also be taught how to speak using the correct grammar; this will help them to use it when they write. We will call this School Speak. All staff should be good models of School Speak and should not be afraid to correct/be corrected by the children, and other colleagues, within the learning environment of the classroom. We all need to encourage School Speak sensitively.

Children should be taught to read through their work checking for errors after every piece of writing across the curriculum.

Statutory requirement - Content to be introduced in these year groups

Stage	Objectives	Vocabulary
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<p>1. Simple sentences</p>	<p>Children will learn how words can combine to make sentences, and that a simple sentence contains a verb and a noun. It begins with a capital letter and ends with a full stop. They will learn that a sentence needs to be a complete idea. (Year 1)</p> <p>Children will begin to punctuate their sentences using a capital letter and a full stop, question mark or exclamation mark. (Year 1)</p> <p>Children will learn what a noun is. Children will learn the difference between a common and proper noun. They will learn that nouns can be singular or plural. (Year 1)</p> <p>Children will learn about regular plural noun suffixes -s or -es (for example, dog/dogs; wish/wishes). They will also discuss the effects of these suffixes on the meaning of the noun. (Year 1)</p>	<p>Word, sentence, capital letter, full stop, question mark, exclamation mark, noun, common noun, proper noun, verb, singular, plural, suffix, prefix</p>
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Children will learn to use a capital letter for proper nouns (names of people, places, the days of the week and the personal pronoun 'I'). (Year 1)

Children will know what a verb is. (Year 1)

Children will learn that suffixes can be added to verbs where no change is needed in the spelling of root words (for example, helping, helped, helper). (Year 1)

Children will study how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing; untie the boat). (Year 1)

Children will learn to join words and clauses in a sentence using *and*. (Year 1)

<p>2. Features of a sentence</p>	<p>Children will learn the difference between a statement, question and command. They will be taught how the grammatical patterns in a sentence indicate its function. They will also learn that the different sentence forms need specific punctuation e.g. a statement needs a full stop, a question needs a question mark and so on. (Year 2)</p> <p>Children will learn that commands start with an imperative verb (bossy verbs). (Year 2)</p> <p>Children will learn to choose and use the correct tense (past or present) consistently throughout their writing. (Year 2)</p> <p>Children will learn to use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting). (Year 2)</p>	<p>As above and...</p> <p>Noun phrase, statement, question, command, exclamation, tense (past, present), imperative verb</p>
<p>3. Developing</p>	<p>Children will develop a basic sentence by adding adjectives</p>	<p>As above</p>

<p>sentences: Part A</p>	<p>and adverbs. They will investigate how they affect the impact of the sentence on the reader. (Year 2)</p> <p>Children will know what an adjective is and how it adds to a sentence. They will develop their knowledge of synonyms to create more interesting adjectives. (Year 2)</p> <p>Children will explore how adjectives can be comparative (to compare two things e.g. big - bigger) or superlative (to compare three or more things usually by adding the suffixes -er, -est e.g. smaller, smallest). (Year 2)</p> <p>Children will also learn how adjectives can be formed using suffixes, such as -ful, -less (see the Year 2 spelling section in English Appendix 1 for a fuller list of the suffixes to be taught). (Year 2)</p> <p>Children will learn to write expanded noun phrases for</p>	<p>and...</p> <p>Adjective, adverb, verb, synonyms, expanded noun phrases, compound, conjunctions</p>
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description and specification (for example, the blue butterfly, plain flour, the man in the moon). (Year 2)

Children will study the formation of nouns using suffixes such as -ness and -er, and by compounding (for example, whiteboard, superman). (Year 2)

Children will know what an adverb is and how it adds to a sentence. They will develop knowledge of synonyms to create more interesting adverbs and antonyms for contrast. (Year 2)

Children will also look at the use of -ly to turn adjectives into adverbs e.g. (for example, dangerous into dangerously, horrible into horribly, happy into happily). (Year 2)

Children will learn the different types of connectives (conjunctions) and how they can be used to join sentences

	<p>and link ideas. Children will be introduced to a range of conjunctions - some for co-ordination (and, or, but) and some for subordination (when, if, that, because). (Year 2)</p>	
<p>4. Parts of speech</p>	<p>Children will study the formation of nouns using a range of prefixes (for example, super-, anti- and auto-). (Year 3)</p> <p>Children will learn the difference between the definite article and the indefinite article. The definite article ‘the’ can be used with singular or plural noun and can form part of a name e.g. The British Museum. The indefinite article ‘a’ is used before consonant words, and ‘an’ before vowel words and those with a silent ‘h’ such as hour, heir, honest etc (for example, a rock, an open box). (Year 3)</p> <p>Children will be able to describe the different parts of speech, their function and their job within a sentence: common noun, proper noun, verb, adjective, adverb, pronoun,</p>	<p>As above and...</p> <p>Definite article and indefinite article, preposition, clause, subordinate clause, consonant, consonant letter vowel</p>

	<p>preposition and conjunction. (Year 3)</p> <p>Children will learn that there needs to be grammatical agreement in the writing of pronouns and verbs e.g. <i>we were// was</i> and <i>we are// am</i> etc. Children will discuss the 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>). (Year 4)</p> <p>Children will use the words <i>I/me</i> correctly when speaking in first person. (Year 3)</p> <p>Children will learn the difference between first, second and third person. Children will know which person is needed for different genres of writing. (Year 3)</p>	<p>and vowel, direct speech, first, second and third person</p>
5. Developing sentences: Part B	<p>Children will identify and learn the difference between adverbs - manner, time, frequency and place. (Year 3)</p>	<p>As above and...</p>

	<p>Children will learn to express time, place and cause within their sentences by using:</p> <p>Conjunctions (for example, when, before, while, after, so, because)</p> <p>Adverbs (for example, then, next, soon, therefore)</p> <p>Prepositions (for example, before, after, during, in, because of) (Year 3)</p> <p>Children will learn that a compound sentence consists of two clauses of equal weight (and make sense on their own), which are joined by a connective (conjunction). (Year 3)</p> <p>Children will learn that a subordinate clause is dependent on a main clause and can be anywhere within a sentence. (Year 3)</p> <p>Children will learn the difference and when to use a subordinating (where one clause is subordinate e.g. if,</p>	<p>Present perfect form, word family</p>
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	<p>because, although etc) and co-ordinating conjunction (joins items of equal status e.g. and, or, but). (Year 3)</p> <p>Children will learn to use the <i>present perfect</i> form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play or She has downloaded some songs contrasted with She downloaded some songs). (Year 3)</p> <p>Children will investigate word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble). (Year 3)</p>	
6. Paragraphing: Part A	Children will be introduced to paragraphs as a way to group related material. Children will learn that a paragraph is a group of sentences on a single theme or topic and starts on a new line. (Year 3)	As above and...  Paragraphs,

	<p>Children will learn to use headings and sub-headings to aid presentation. (Year 3)</p>	<p>headings, sub-headings</p>
<p>7. Sentence grammar: Part A</p>	<p>Children will identify and learn the difference between an abstract, common, proper and collective noun. (Year 4)</p> <p>Children will learn that an abstract noun is a quality, idea, state of mind, occasion, feeling or a time (e.g. honesty, patience); that a collective noun refers to a collection of people, objects or animals; a common noun refers to things or species, and a proper noun refers to a particular named person or thing. (Year 4)</p> <p>Children will identify the difference between personal (he, she, it etc), relative (who, which, that etc) and possessive pronouns (his, her, its, mine). (Year 4)</p> <p>Children will learn that sentences can start with fronted</p>	<p>As above and...</p> <p>Abstract, common, proper and collective nouns, personal, relative and possessive pronoun, determiner, adverbial, conditional</p>

	<p>clauses - verbs (ing and ed), adverb, prepositions and conjunctions. They will investigate how this alters a sentence (link with children's knowledge of commas - using commas after fronted adverbials). (Year 4)</p> <p>Children will learn the grammatical difference between plural and possessive -s.</p> <p>Children will investigate what a subordinate clause adds to a complex sentence and consider when it would be used. Start with creating <b>relative clauses</b> using who, which, where, when, whose, whom and that, or an implied (e.g. omitted) relative pronoun. (Year 5)</p> <p>Children will expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to: the strict maths teacher with curly hair). (Year 4)</p>	<p>opener, modal verb, relative clause</p>
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	<p>Children will be taught how to indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, may/might, shall/should, will, must). (Year 5)</p> <p>Children will learn how to use a conditional opener - If, .../Unless, ...(Year 5)</p> <p>Children will learn to convert nouns or adjectives into verbs using suffixes (for example, -ate, -ise and -ify). (Year 5)</p> <p>Children will investigate different verb prefixes (e.g. dis-, de-, mis-, over- and re-). (Year 5)</p>	
8. Paragraphing: Part B	Children will learn that paragraphs can be used to organise ideas around a theme. Children will learn the importance of organising work within a paragraph and the most logical way to achieve this. (Year 4)	As above and...  Cohesion,

	<p>Children will learn that cues to start a new paragraph include a change of: speaker, time, place, viewpoint/perspective, topic and for effect. (Year 4)</p> <p>Children will learn to choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition (for example, <b>A visit</b> has been arranged for <u><i>Year 6</i></u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and <i>a nature trail</i>. During the afternoon, <u><i>the children</i></u> will follow <i>the trail</i>.) (Year 4)</p> <p>Children will develop their knowledge of the range of devices used to build cohesion <u>within</u> a paragraph (for example, then, after that, this and finally). (Year 5)</p>	ambiguity
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	<p>Children will then learn how to link ideas <u>across</u> paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly), or tense choices (e.g. he had seen her before). (Year 5)</p>	
<p>9. Sentence variation</p>	<p>Children will learn that it is important to consider the reader when writing to ensure that it is adapted for purpose. (Year 6)</p> <p>Children will learn the importance of varying sentence types and length for effect e.g. short sentences to build tension, or rhetorical questions. (Year 6)</p> <p>Children will learn that a complex sentence contains one or more clauses, and one or more subordinate clauses (the subordinate clause will not make sense on its own). (Year 6)</p>	<p>Rhetorical question, complex sentence, purpose</p>
<p>10. Sentence</p>	<p>Children will learn to identify and learn the difference</p>	<p>Finite and</p>

<p>grammar: Part B</p>	<p>between a finite and infinitive verb. They will learn that a sentence must contain a finite verb, which is limited by person, number (singular/plural) and tense. They will also learn that an infinitive verb is used to refer to the verb in a general way, without connecting to a subject and is expressed with the word 'to' e.g. To hope is important. I have a lot to do. He likes to give. (Year 6)</p> <p>Children will learn to use the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]). The active voice has an active verb and it is clear who/what does the action; with a passive voice, it is not clear. (Year 6)</p>	<p>infinitive verb, passive voice, active voice, subject, object</p>
<p>11. Standard English - comparing</p>	<p>Children will learn that there is a difference between standard and non-standard English, and that Standard English is needed when writing. (Year 6)</p>	<p>Subjunctive forms, dialect,</p>

<p>spoken and written language</p>	<p>Children will understand and demonstrate the difference between formal and informal writing and will know which genres are written in each. They will investigate the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?) or the use of subjunctive forms within formal writing and speech (for example, <u>If I were</u> or <u>Were they</u> to come). (Year 6)</p> <p>Children will also learn the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out - discover; ask for - request; go in - enter). (Year 6)</p> <p>Children will investigate dialect words and when it is appropriate to use them in speaking and in writing. (Year 6)</p>	<p>double negatives, synonyms, antonyms</p>
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	Children will investigate double negatives within a sentence and how it alters the meaning within the sentence. (Year 6)	
12. Paragraphing: Part C	<p>Children will learn to link ideas across paragraphs using an even wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis. (Year 6)</p> <p>Children will also be introduced to a range of layout devices (for example, headings, sub-headings, columns, bullets or tables) to structure a text. (Year 6)</p>	Cohesion, columns, bullets

## Activity Ideas

- Identify what the difference is between a letter, word, clause, sentence, compound sentence, complex sentence and paragraph.
- Card games - build a sentence in given time, use parts of speech (spoken language focus in lessons).
- Cut up sentences - how do you know it is a sentence?
- Mix up the sentence - how many different ways can the words be ordered? Do they all make sense? Do they all have the same meaning?
- Identify the errors - correct the teacher!
- Write an explanation of a snake, but the letter 's' has been removed from the alphabet so you can't use 'snake' in your writing, and so on.
- Write a story in 50 words
- Comparing passages of text e.g. one with adjectives and one without. Which is better? Why? Also, show overuse of adjectives.

- Create posters for common grammatical errors e.g. was/were, of/have and so on.

## Useful Websites to Support Teaching

### General

<http://www.northwood.org.uk/literacy.htm>

<http://www.superteacherworksheets.com/grammar.html>

<http://www.theschoolrun.com/13-ways-to-make-grammar-fun-for-children>

<http://www.k5learning.com/free-grammar-worksheets>

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

## Key Stage 2

[http://www.bristol.ac.uk/arts/exercises/grammar/grammar\\_tutorial/page\\_41.htm](http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm)

[http://www.englisch-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm)

<http://www.schooljotter.com/showpage.php?id=55487>