

1<sup>st</sup> February 2017

# Grammar Evening

# Agenda

- 1. Why we teach grammar
- 2. Grammar Intro
- 3. Terminology
- 5. Grammarland and how its taught in KS1
- 6. Sentence Stackers and Grammartastics
- 7. Analysing texts (Using and applying) and grammar games

# Why do we teach it?

- It is important that young readers and writers know about how language is organised to make meaning.
- Importantly, they need to know that improving writing isn't about adding lots of adjectives, verbs or adverbs but about achieving the effect that the writer wants.
- In addition, having a terminology to talk about language - a metalanguage - means that we have a shared vocabulary about how to get better at using language

# Talking about grammar

- Walking
- Function of verbs
- Adverbials ( how, when, where)

- I walked to the..... and picked up a..... .
- It was..... and.....
- Unfortunately, I..... it.
- What could I..... now?

# Areas

- Word structure
- Sentence structure
- Text structure
- Terminology for children.

# Overview

## - TEACHING

- Reading and investigation
- Explicit teaching
- Discussion and experimentation
- Making controlled writing choices

# Grammar terminology - LT



# *Terminology for pupils in Year 1*

- letter, capital letter
- word, singular, plural
- sentence
- punctuation, full stop, question mark, exclamation mark

## *Terminology for pupils in Year 2*

- noun, noun phrase
- statement, question, exclamation, command
- compound, suffix
- adjective, adverb, verb
- tense (past, present)
- apostrophe, comma

## *Terminology for pupils in Year 3*

- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')

## *Terminology for pupils in Year 4*

- determiner
- pronoun, possessive pronoun
- adverbial

## *Terminology for pupils in Year 5*

- modal verb, relative pronoun
- relative clause
- parenthesis, bracket, dash
- cohesion, ambiguity

## *Terminology for pupils in Year 6*

- subject, object
- active, passive
- synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points

# KS 1 – Grammar Land

# A story is a town and a street is a sentence.

## A story is like a town.

Streets join together to create a town, just as sentences join together to create a story.

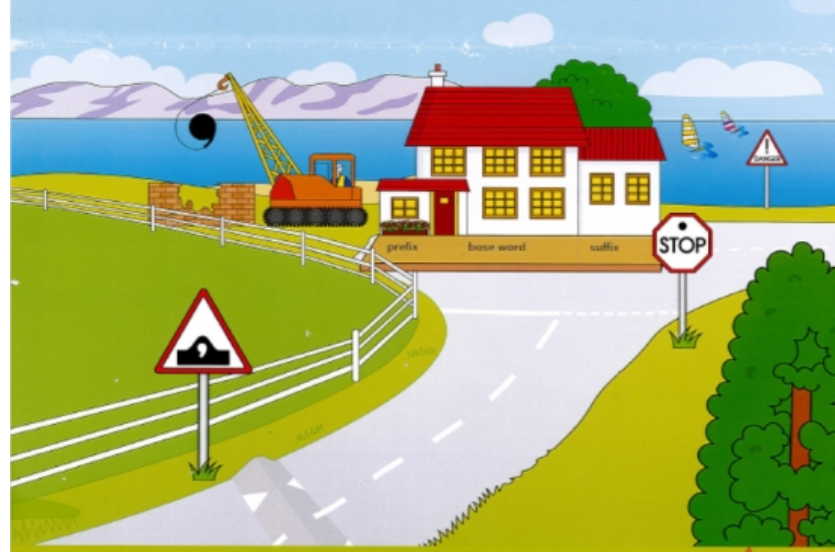


## A sentence is like a street.

The words we see in a sentence are like buildings we see on the street. Houses are nouns. Offices, places of activity, are verbs.

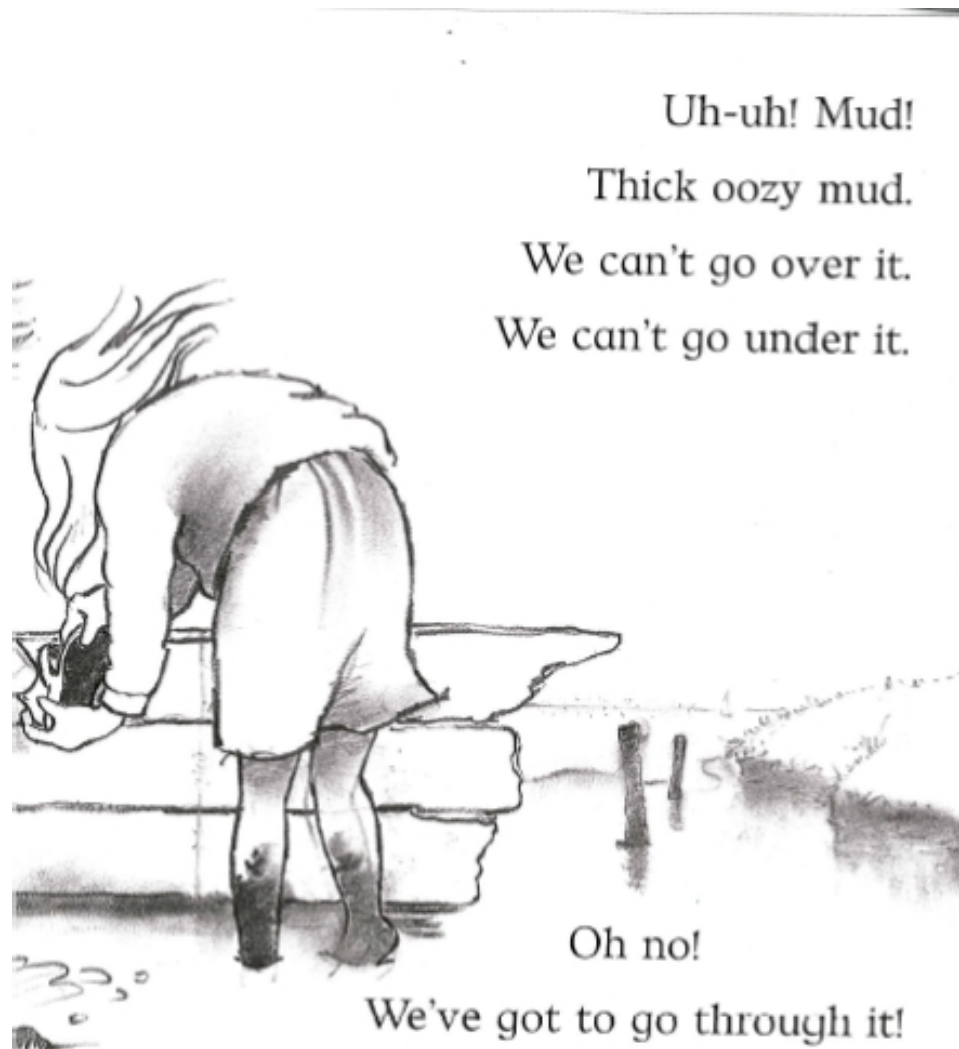


Sentences are full of information to help us read!





# How we use Grammar Land in class



# Sentence Stackers and Grammartastics

Mrs Williams

# Another Approach To Show How We Teach Grammar Sentence Stacking

**Sentence** – fronted adverbials, expanded noun phrases and prepositional phrases

**Punctuation** – commas after a fronted adverbial and commas in an expanded noun phrase

**Terminology** – prepositional phrase, adjectives , verb, noun , adverbial phrase, expanded noun phrases and determiner

# How To Start

SIMPLE SENTENCE

The caveman sat.

Name the word classes

# A Bit Boring

Let's add a **prepositional phrase**

in .....

after.....

behind .....

before.....

through .....

when.....

under .....

into.....

before.....

during.....

# Add a Prepositional Phrase

(time or place)

The caveman sat.

The caveman sat **under the tree**.

The caveman sat **in the shade**.

The caveman sat **after he caught a mammoth**.

Can you think of one ?

Let's improve it even more !!!!

# Expanded Noun Phrases

The caveman sat under the tree.

The hairy, dirty caveman sat under the tree.

Can you think of any adjectives?

# Expanded Noun Phrases- more advanced !!!

The caveman, with the torn loin cloth, sat under the tree.

The caveman, who was looking rather weary, sat before he went out hunting.

Can you think of another expanded noun phrase?

Can you change the order of the sentence?



# Fronted Adverbials (when, where and how)

After midnight, the caveman, who was looking rather weary, sat before he went out hunting.

In the forest, the caveman, who was looking rather weary, sat before he went out hunting.

Nervously, the caveman, who had a scar on his left cheek, sat under the tree.

## Changing Order

In the forest, the caveman, who was looking rather weary, sat before he went out hunting.

Before he went hunting, the caveman, who was looking rather weary, sat in the forest.

## Stacking Sentences

The caveman sat.

After midnight, the caveman, who was  
looking rather weary, sat before he went  
out hunting.

Year 5 & 6

# Annotating a Text

Friday 27<sup>th</sup> January 2016

L.O To identify grammatical features in a extract

**Mac's Short Adventure**

past tense verb → Winston watched rain pelt down the window → short sentence

proper noun → panes in icy cold needles. He sighed → embedded clause

rolling around → "This is just typical! School holidays and it rains!" → object

the floor → His younger sister, Hannah, didn't answer and → adjective

bounded → carried on rolling around the floor with Grandma's → embedded clause

adverbial → dog, Mac, barking excitedly at her ankles. → passive

article → A moment later, a key turned in the latch, → speech

the door opened and 16-year-old Sophie, → noun

headphones glued as usual to her ears, bounded → compound noun

upstairs shouting as she went, "Stay at the door, Trace, right." → modal verb

Mac certainly needed no second chance and → time

was out of the lounge and into the garden before → conjunct

Hannah could get to her feet. → adverbial phrase

"You idiot, Sophie!" Winston yelled pointlessly → statement

at the retreating figure. "We're supposed to keep him in. He doesn't know his way around this end of town."

contraction → doesn't

pronoun → his

# Assessing Own Writing

- Success Criteria:

Have I...	Yes/No
Used conjunctions to join sentences?	
Used verbs to start sentences?	
Used an adverbial telling of the place to start a sentence?	
Used fronted adverbials?	
Used words to convey emotion?	
Used correct punctuation to separate clauses and add speech?	
Used a paragraph for each new event?	

# GPS Test

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It will be very cold tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
John might have missed the train.	<input type="checkbox"/>	<input type="checkbox"/>
Ann can speak six languages.	<input type="checkbox"/>	<input type="checkbox"/>
You could finish your work by the end of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

16

What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

\_\_\_\_\_

1 mark



21

Write a sentence using the word cover as a **noun**. Remember to punctuate your answer correctly.

\_\_\_\_\_

1 mark

Write a sentence using the word cover as a **verb**. Remember to punctuate your answer correctly.

\_\_\_\_\_

1 mark

22

What does the root struct mean in the word family below?

destruction    structure    reconstruct

Tick one.

break ☐

build ☐

carry ☐

touch ☐

1 mark



# Grammar Game

## Passive or Active?

For this game you need to know the following:

Active voice describes a sentence where the **subject performs the action** stated by the verb.

In passive voice sentences, the **subject is acted upon by the verb**



Beautiful giraffes roam the  
savannah.

**ACTIVE**

The flat tyre was changed by Sue.

Passive

A scathing review was written by  
the critic.

Passive

She faxed her application for a  
new job.

**ACTIVE**



Who taught you to ski?

**ACTIVE**

The Grand Canyon is viewed by  
thousands of tourists every year.

Passive