

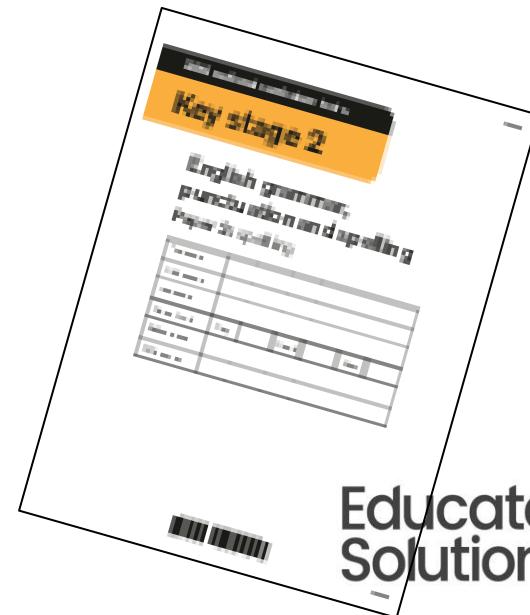
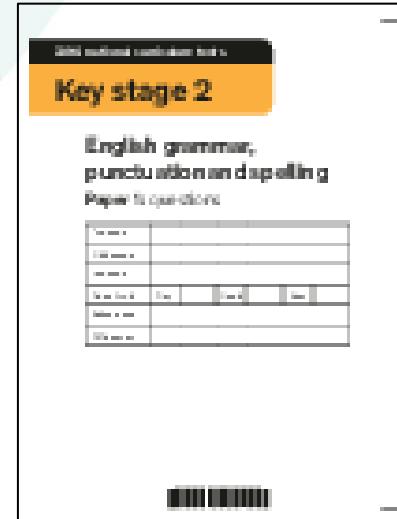
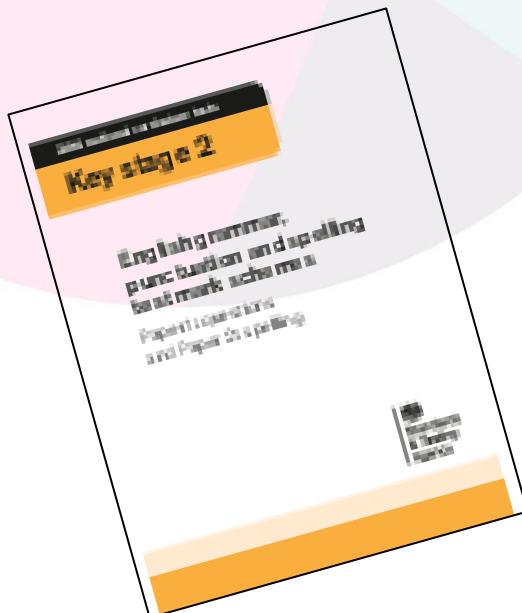


New Curriculum: Grammar at Key Stage 2

Victoria Groom

Year 6 SPaG test....

- One paper of 45-minute duration will assess punctuation and grammar (50 marks) through short answer questions, while a second test will assess Spelling (20 marks).
- Marks out of 70 converted to a scaled score, with 100 representing the expected standard.



Lower KS2



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Terminology Year 3

- **adverb, preposition**, conjunction
- word family, prefix
- **clause, subordinate clause**
- direct speech
- consonant, vowel
- inverted commas (or ‘speech marks’)

Terminology in Year 4

- determiner
- Pronoun, possessive pronoun,
- **adverbial**

Terminology Changes

Goodbye to **connectives** and ‘Hello’ to:

- **co-ordinating and subordinating conjunctions,**
- **prepositions**
- **adverbs**
- **fronted adverbials** instead...

Farewell to **complex sentences** and ‘How do you do’ to

- **single or multi clause sentences!**

Nouns: The largest word class of all

Often called **naming words** because they name people, places, and things.

They:

- name or identify a person or place (proper nouns), ie **Paris, Bob**
- living thing or object ie **mouse, flower** etc

Remember! They also ‘name’ :

- personal quality/emotion (abstract nouns), ie **curiosity, anger**
- action, ie **a dive, a jog, a howl.**

And... a noun phrase

- A phrase is **group of words which all modify/expand a single word called the head.**
- A phrase whose modified word is a **noun** is a **noun phrase** and so on
 - e.g. the little red hen
 - the cute fluffy owl
 - the funny man with the bowler hat (Yr 4)

'Form' appropriate noun phrases

To better imagine/paint a picture

- Fluffy clouds/blazing sun/tranquil sea

To show/tell us something about a character to lead us to infer

- Clenched fist/furrowed brow or even porcelain skin/cornflower blue eyes

To help us to classify and identify in non chronological reports

- The grizzly is the biggest bear. It has coarse dark brown fur.

To inform us about key facts in newspaper reports

- The 20 year old blonde woman/ The jewel encrusted broach was stolen

Verbs

Let's address one of the top misconceptions.

- **Avoid calling a verb a 'doing' word as this creates confusion,**
 - because so many verbs are not obviously doing words (e.g. are; have; could)
 - and because other words in a sentence often seem to be the 'doing' word e.g. I am very fond of hunting: most children will select 'hunting' as the verb, if you use the 'doing word' definition.

Verb Tests!

Better to identify them as having the ability to have a tense (past , present or future).

Choose the word you think is the verb then:

- Does it make sense if you put: it, I, we, they, he/she, or you in front of it?
- Does it have a tense? (past, present or future)
If it does, **congratulations**, you've found a verb!

modal verb: expresses degrees of certainty e.g, would, should, could, might etc.

Adjectives- avoiding another misconception!

- Often called **describing words** because description is created through well-chosen nouns, verbs and adverbs too!
- Instead explain that adjectives tell us more about nouns

Prepositions, Adverbs & conjunctions

Yr 3

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Yr 4

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

Yr 5

- Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*]

Formerly the job of connectives!

Prepositions

- A word that links a following noun, noun phrase or pronoun to some other word in the sentence like "**in**" or "**through**."
- They often describe locations or directions but can also describe other things such as relations in time.
- For example:
 - Lots of monkeys chase the movie star **through** the attic.
 - She'll be back **from** Australia **in** two weeks.

Prepositions

Link a noun/pronoun with another noun/pronoun/noun phrase.



aboard
about
above
across
after
against
along
amid
among
around
as
at

before

behind
below
beneath
beside
between
beyond
by
down
during
following
for
from
in

inside

into

like

near

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regarding
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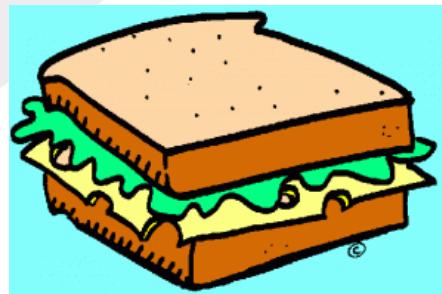
within

the prepositions **of**, **to** & **in** are among the ten most frequent words in English

Prepositions

A preposition is the filling in a noun sandwich!

1. Highlight the nouns
2. Look for the preposition in the noun sandwich
3. Now identify the prepositional phrase



Nouns

After **lunch** we did a load of **activities** including making **oil lamps** out of **clay**, learning to **fight** with a **spear** and drawing a **board game** on a piece of **cloth**_with **charcoal**.

Prepositions

After lunch we did a load of activities including making oil lamps out of clay, learning to fight with a spear and drawing a board game on a piece of cloth with charcoal.

Prepositional phrases

After lunch we did a load of activities including making oil lamps out of clay, learning to fight with a spear and drawing a board game on a piece of cloth with charcoal.

Adverbs- they just describe a verb right?

Erm, no! Try to avoid this definition as adverbs modify:

- a verb eg, He **soon** began snoring **loudly**.
- an adjective e.g. Grammar is **really** exciting.
- another adverb e.g. We don't get to smile **very** often.
- Or even a whole clause e.g. **Unfortunately**, it was cancelled.
- Lone adverbs *often* end in "ly" ie: dance **wildly**, run **quickly**, I swim **weekly** **although there are exceptions like **soon!****

Adverbials

- When?
- Where?
- How?
- How often?
- Adverbials support overall and internal text cohesion
- They are a real indicator of progress in writing, as many are generally not used in common speech patterns

An **adverb/adverbial** phrase answers one of three questions...

1. How/how often... did she eat?

She ate **noisily**.

She ate **with great gusto**

She was **always** eating.

2. Where... did she eat?

She ate **upstairs**.

She ate **in the kitchen**.

3. When... did she eat?

Finally, she ate her breakfast.

Before school she ate her breakfast.

When?

- Now
- Then
- Often
- Afterwards
- Yesterday
- Finally
- Sometimes
- Later that day

**sometimes also referred to as
logical/time connectives**



Where?

- Behind
- With
- Upstairs
- At
- Beside
- Here
- Under
- In a market

**These can also be
prepositions**



How/How often?

- Carefully
- Silently
- Angrily
- Gingerly
- Without warning
- Once
- Every day



Coordinating conjunctions

Coordinating conjunctions link items that have **equal status** grammatically, such as words, main clauses, or sentences.

The mnemonic acronym **FANBOYS** can be used to remember the coordinators **for, and, nor, but, or, yet, and so**.

- **For** presents a reason ("He is gambling with his health, for he has been smoking far too long.").
- **And** presents non-contrasting item(s) or idea(s) ("They gamble, and they smoke.").
- **Nor** presents a non-contrasting negative idea ("They do not gamble, nor do they smoke.").
- **But** presents a contrast or exception ("They gamble, but they don't smoke.").
- **Or** presents an alternative item or idea ("Every day they gamble, or they smoke.").
- **Yet** presents a contrast or exception ("They gamble, yet they don't smoke.").
- **So** presents a consequence ("He gambled well last night, so he smoked a cigar to celebrate.").

Subordinating conjunctions

- Subordinating conjunctions, also called subordinators, are conjunctions that conjoin a main/independent clause and a subordinate/dependent clause.
- The ***most common*** subordinating conjunctions in the English language include:
after, although, as, as far as, as if, as long as, as soon as, as though, because, before, if, in order that, since, so, so that, than, though, unless, until, when, whenever, whether, where, whereas, wherever, and while.

Upper KS2



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Year 5 terminology for pupils

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

Year 6 terminology for pupils

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

Modal Verbs

Modal verbs like **will, would, can, could, may, might, shall, should, must, ought** change the meaning of other verbs. They can work as a subtle technique to show certainty, ambiguity, ability or obligation.

They also can support formality/politeness.

Multi-Clause Sentences: **Relative Clauses**

A relative clause is a special type of subordinate clause which **modifies the noun** in the main clause; usually by using the **relative pronouns**: which, who, whose or that. These clauses are often embedded.

'The ice cream **that I like**, is very fattening.'

- Main clause: *the ice cream is very fattening*
- **Relative (subordinate) clause:** *that I like*, gives more information about the noun 'ice cream'

'The dog, **which was running in circles around the garden**, barked.'

- Main Clause: *the dog barked.*
- **Relative (subordinate) clause:** '*which was running in circles around the garden*', gives more information about what the dog (the noun) *is doing*. When it is embedded like this, the clause is enclosed by commas.
- Though they are not always embedded!
*'That is the boy **who lives near school!**'*

Subjunctive: A special form (or mood) of a verb that expresses a wish, necessity or possibility instead of a fact.

- The report recommends that he **face** a tribunal.
 - The ordinary form would be *faces*:
- The school requires that all pupils **be** honest.
 - (as opposed to *are*)
- If she **were** the president, things would be much better.
 - (not *was*)
- I wish you **would** stop.
 - (not *will*)

Most often
used *formally*

Practise:

If I were/he were/she were.....

Passive:

- A **passive verb** has a subject which is undergoing the action of the verb, rather than carrying it out, e.g.:
 - The apple was eaten.
 - The clouds were seen to disperse.
 - It was thought that.....

Examples in different text types

Journalistic writing:

Police were called late last night when..

Two masked figures were seen entering the jewellers...

Persuasion/Argument :

It could be argued that...

It was often thought that....

Report:

Polar bears are found in...

Test tubes were placed in the rack...

Narrative:

'.....but the ghostly figure was no where to be found.

The rules had been explained- but they would be broken....

Passive teaching ideas

- The zombie trick (If I can add by zombies/werewolves etc).....
 - The apple was eaten **by zombies**.
 - The clouds were seen **by zombies** to disper
 - It was thought **by zombies** that.....

.....And it makes sense, then it is a passive sentence!



A few bits on punctuation....

What is punctuation?

Punctuation is “ a courtesy designed to help readers to understand a story without stumbling”.

Punctuation marks are the traffic signals of language; they tell us to slow down, notice this, take a detour, and stop. (Lynn Truss)

Punctuation directs how you read, in the same way musical notation directs a musician how to play.

Parenthesis: Using commas, brackets and dashes to make an interruption

Parenthesis encapsulates a portion of a sentence which **adds extra information**. If you can take this ‘interruption’ out of the sentence without losing the meaning of the sentence, use commas, dashes or brackets to close it off.

e.g.

Mary, **who has two young children**, has a part time job in the library.

Thousands of children – **like the girl in this photograph** – have been left homeless.

He’d clearly had too much to drink **(not that I blamed him)**.

The Dash and hyphen (-)

What exactly is the difference?

- **The dash can be used as a break in a sentence where a comma, semicolon, or colon would be traditionally used:**

- One thing's for sure – he doesn't want to face the truth.
 - Things have changed a lot in the last year – mainly for the better.

and to denote interruption.

- ‘I haven’t come all this way to fight, I -’

Hyphen

Consider:

The Lone Ranger kicked at the long dead rattlesnake in his path, wondering if his mother had repressed his best blue jeans or not.

Then,

The Lone Ranger kicked at the long-dead rattlesnake in his path, wondering if his mother had re-pressed his best blue jeans or not.

Using a hyphen avoids confusion with another word: for example, to distinguish *re-cover* (= provide something with a new cover) from *recover* (= get well again).

Useful in description: He had **ocean-blue** eyes.

Teaching the colon: ‘De : de’ activity

Description: Details sentences

Give a list of subjects and then add info ie:

For non-fiction:

- The vampire is a dreadful creature: it kills by sucking all the blood from its victims.

For fiction:

Introduce the first clause as an implied question
e.g:

- Jenny wondered if it would ever end: it soon would, but not as she had expected

The colon’s function here is to signal that the information in the second clause will expand the info expressed in the first

A colonic aside...

- Colons can warn of something that will undermine what is said previously/connect two dramatically opposed statements.
 - I don't drink liquor: it makes me happy
 - He loved her: she loathed him completely
 - She felt something elusive, unsettling, and not unlike nausea: it was love!

Other uses:

- To intro a introduce a list:
 - The price includes the following: travel to Norwich, flight to Mallorca, hotel accommodation, and all excursions.
 - The job calls for skills in the following areas: laughing, crying, and keeping awake until home-time.
- Before a quotation, and sometimes before direct speech:
 - The headline read: ‘Taxi Driver Battles Gangsters’.
 - They shouted: ‘Our families are starving! We need land!’

Semi colon

- The main task of the semicolon is to **mark a break that is stronger than a comma but not as final as a full stop.**
- It's used between ***two main clauses that balance each other and are too closely linked to be made into separate sentences.***
- You can also use a semicolon as a stronger division in a sentence that already contains commas
- **In lists** which already contain commas use them to distinguish how they are related.

For example...

- When dinosaurs agree with something, they'll often high five one another; dinosaurs are all about high fives.
- My favourite people include: Samuel Slaughterjaws, a world famous unicorn hunter; my Uncle James, an Olympic medalist; and Thor, the most awesome dude to fire a thunderbolt.