

**A complete grammar programme**

**Years 1 and 2**



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The USB stick features PDFs of books to be used in the teaching activities. To access them, please enter the following password: Raintree

## Teaching activities

**Strand 1: Different ways to construct sentences**

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| **Y1** | **Strand 1a: Simple sentences** | |
| National Curriculum content:   * How **words** combine to make **sentences**. * Introduction to capital letters, full stops … to demarcate   **sentences**.   * Capital letters for names and for the personal **pronoun**. * Sequencing **sentences** to form short narratives. | | Terminology for pupils:  *word sentence letter capital letter punctuation full stop* |
| Pupils need to:   * orally rehearse sentences * understand that we write in units of meaning called sentences * understand that a sentence contains information about someone or something that *does*, *is* or *has* something; it may include *where*, *when* or *how* this happens * ask and answer questions about the information in a sentence * talk about the sentences they have written and explain why they are sentences * recognise a full stop * understand that a written sentence starts with a capital letter and ends with a full stop * punctuate either orally or with an action. | | |
| **Activity 1a.1: What’s in a picture?**  Resources: *Playing with Friends* PDF | | Terminology for pupils:  *sentence word* |
| The purpose of this activity is to:   * orally rehearse sentences * understand that we write in units of meaning called sentences * understand that a sentence contains information about someone or something that *does*, *is* or *has* something; it may include *where*, *when* or *how* this happens * ask and answer questions about the information in a sentence * talk about the sentences they have written and explain why they are sentences.   **Teach**  Choose a picture from the resource provided or another text. Model generating simple sentences based on what you can see. For example, using p. 15 of *Playing with Friends*: ‘The boy is roller skating.’  Model asking questions to expose the grammatical structure of the sentence:   * Who is roller skating? (subject) * What is the boy doing? (verb)   Then try the same thing with sentences containing an object. For example, using p. 17: ‘The boy is riding the horse.’   * Who is riding the horse? (subject) * What is the boy doing? (verb) * What is the boy riding? (object)   All answers should be given in full sentences. Pupils should know when they have used a full sentence. They should be able to explain that in a full sentence there is someone (subject) who is doing something (verb) as a minimum. Some sentences will also include the person or thing that the verb is acting on (object). | | |

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| **Practise**  Put pupils in pairs with different pictures from the resource. They should take it in turns to ask and answer questions in full sentences.  This could be developed into a game of bingo using cards made of pictures from the resource. One pupil asks a question and others see if they have the picture on their card to answer the question. The pupil who answers asks the next question. This could be played as a whole class, in small groups or in pairs.  **Apply**  Pupils choose some of the pictures and write sentences to go with them. In pairs, they check each other’s writing to see if they have used full sentences. | |
| **Activity 1a.2: Hammer those verbs!**  Resources: the hammer from the *Sentence Toolkit* and a toy hammer,  *A Dog’s Day* PDF, photographs of people doing things (p. 81) | Terminology for pupils:  *sentence word* |
| The purpose of this activity is to:   * understand that a sentence contains information about someone or something that *does*, *is* or *has* something; it may include *where*, *when* or *how* this happens.   Pupils do not need to use the terminology *verb*, *subject* and *object*, but it may be useful to start exposing them to this vocabulary.  **Teach**  Revisit the oral and written sentences from the previous session. Introduce the practice of ‘hammering’ your hand with your fist or with the toy hammer every time you hear what a  person is *doing*, *being* or *having*. Once pupils have understood this concept with one sentence, they should start to do the same with a sequence of sentences. You could choose these from any book you are working on in class, or you could adapt these from *A Dog’s Day*. For example: ‘Rosie woke up. She came down stairs. She noticed something terrible. Rosie ran outside. The butcher pointed down the street. The shoe shop was a mess. Rosie yelled with excitement.’  **Practise**  Show the pupils the selection of photographs provided, or use your own. In pairs, pupils should generate sentences to go with the images. Get pupils to share some of their sentences, and the rest of the group can try to hammer when they hear the verb.  **Apply**  Write the sentences that the pupils have generated and underline the ‘hammer’ words (verbs). Create a display of these words that includes the single verbs and verb phrases (e.g. *was swimming*, *was playing*, *played*). | |
| **Activity 1a.3: Stop!**  Resources: screwdriver from the *Sentence Toolkit*, *Eleanor Won’t Share* PDF | Terminology for pupils:  *punctuation full stop capital letter* |
| The purpose of this activity is to:   * recognise a full stop * understand that a written sentence starts with a capital letter and ends with a full stop * punctuate either orally or with an action * write a sequence of sentences in fiction or information.   **Teach**  Use a fiction book from your teaching sequence or the resource *Eleanor Won’t Share*. Read the whole story. Choose pictures and ask pupils to generate sentences orally that are linked to the picture. Model marking the end of a sentence with the screwdriver and an appropriate action to represent the full stop.  As a class, talk about how sentences need capital letters. Make up your own symbol and action for a capital letter. | |

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| **Practise**  In pairs, pupils should use another two images to create sentences orally, using the actions for punctuation. When pupils are learning and remembering texts as part of the teaching sequence, ensure that they include actions for punctuation.  **Apply**  Pupils should write a sequence of sentences with the correct use of capital letters and full stops. The sentences could be based on images used previously or in cross-curricular activities. | |
| **Activity 1a.4: Silly sentences**  Resources: subject/object, verb and adjective cards (pages 81–82), hammer and screwdriver from the *Sentence Toolkit* | Terminology for pupils:  *sentence word punctuation full stop* |
| The purpose of this activity is to practise forming sentences using different grammatical elements. Sentences must have at least a subject and verb.  **Teach**  Model creating silly sentences with the cards by choosing one card from the first pile and the verb pile. Who can make the silliest sentence that is grammatically accurate? Help pupils assess their own work by getting them to ask questions:   * Does this make a sentence? Do you need another card to make a complete sentence? * Does your verb agree with the subject? (Use the hammer to check where the verb comes in the sentence) * How would you punctuate your sentence? (Use the screwdriver to reinforce the punctuation.)   **Practise**  After creating their sentences, pupils could act it out and then write it. See if they can write the sentence that comes after this one. | |
| **Activity 1a.5: Sort it!**  Resources: sentence cards (p. 83) | Terminology for pupils:  *sentence* |
| The purpose of this activity is to assess whether pupils can identify what makes a sentence.  As a group, pupils sort the cards into two sets – those that make sentences and those that don’t. Look at the cards in the two groups and ask pupils to explain their decisions. Use what they say to assess understanding about sentences. Identify the elements that need further teaching. | |

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| **Y1** | **Strand 1b: Co-ordination and subordination** | |
| National Curriculum content:   * Joining words and joining clauses using *and*. * Introduction to capital letters, full stops … to demarcate sentences. | | Terminology for pupils:  *sentence capital letter punctuation full stop* |
| Pupils need to:   * understand that we can use *and* to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. *Jack and Jill went up the hill*. Both Jack and Jill are acting in the same way. *Fred was tired and hungry*.) * understand that we can join two sentences together using the word *and*; when this happens we will only need one full stop at the end * understand that *and* means we are adding information * understand that, although these structures occur in a ‘stream’ in speech, it is important not to use too many clauses in one sentence * orally rehearse sentences * punctuate either orally or with an action. | | |

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| **Activity 1b.1: Likes/dislikes**  Resources: like/dislike cards (p. 84) | Terminology for pupils:  *sentence* |
| The purpose of this activity is to:   * understand that we can use *and* to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. *Jack and Jill went up the hill*. Both Jack and Jill are acting in the same way. *Fred was tired and hungry*.) * understand that *and* means we are adding information.   **Teach**  Write the word *and* on the board and ask pupils to give you an example of how they might use it. Discuss with them what it means and what job it does. You could create a symbol to represent the meaning (perhaps an addition sign).  Model using *and* to use more than one subject or object in a sentence. Use the list of things pupils might like or dislike. Choose a statement and ask who likes/dislikes this. Model creating a sentence with two or more people in the subject position – for example, *Liz and Harry like chocolate*.  **Practise**  In pairs or groups, pupils should use the statement cards (or ones you have created) to build sentences using *and* to link subjects or objects.  **Apply**  Pupils should try writing sentences linking two nouns with *and* using different verbs. | |
| **Activity 1b.2: Physical sentences**  Resources: *and* cards (p. 84), sentences from *All About Flowers* on cards (pages 85–86), glue gun from the *Sentence Toolkit*, pieces of wood/dowel | Terminology for pupils:  *sentence* |
| The purpose of this activity is to:   * understand that we can join two sentences together using the word *and*; when this happens we will only need one full stop at the end * understand that *and* means we are adding information * understand that, although these structures occur in a ‘stream’ in speech, it is important not to use too many clauses in one sentence.   **Teach**  Use the sentences from *All About Flowers* to model how it can get boring if you write lots of short sentences that are very similar. Model joining two of the sentences, with pupils coming up to the front of the class holding cards with the sentences on, while another pupil, holding the *and* card ‘stuck’ in between them with the glue gun: *Some flowers look like a star* ***and*** *some flowers look like a bell*.  Discuss where the full stop needs to go in the new sentence (physically have a pupil holding a full stop on a card). Emphasise that we have made two sentences into one sentence using *and*.  Model hammering the verbs in the new sentence. Some sentences have more than one verb. Teaching points:   * The conjunction *and* is simply sticking two sentences (clauses) together. * Often you can remove the repeated subject: *Some flowers look like a star and some look like a bell*. | |

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| Model the danger of overusing *and*. Use pieces of dowel and sticky putty to represent clauses and the glue from the glue gun. Use sticky putty to join two pieces of dowel (they should stick together). Two clauses can be joined in this way, with the ‘glue’ linking the clauses to make a sentence. If you try to add a third piece of dowel, the structure will be weaker and may bend. Pupils should see that it is best to only join two (maximum three) clauses before using a full stop. You can model sticking more bits of dowel on so that the whole ‘sentence’ falls apart. If not using the *Sentence Toolkit*, pupils can use their hands as the ‘glue’ to stick clauses together. They will be able to hold two clause cards in one hand to make a sentence, then add another clause card while still holding the second and third clauses – but after that they will run out of hands!  Discuss how a sentence that has lots of *ands* is boring and difficult to read.  **Practise**  In pairs, pupils should use more sentences from *All About Flowers* (or a different text) to try joining some of the sentences with *and*. Share these sentences with the class or another group and discuss:   * if they make sense and why they chose the sentences to join * if they are punctuated correctly * if they communicate the information more clearly.   **Apply**  Pupils should either write their own version of the book *All About Flowers* or create a similar piece of information writing about a subject they are familiar with. Decide when to use *and* to join words or clauses. Punctuate compound sentences with full stops and capital letters. | |
| **Activity 1b.3: What’s in a picture?**  Resources: *and* cards, a picture with a lot of activity taking place  (e.g. the PDF picture of a Roman fort from pages 26–27 of *Life in Roman Britain*), glue gun and screwdriver from the *Sentence Toolkit* | Terminology for pupils:  *sentence full stop punctuation* |
| The purpose of this activity is to:   * understand that we can join two sentences together using the word *and*; when this happens we will only need one full stop at the end * understand that *and* means we are adding information * understand that, although these structures occur in a ‘stream’ in speech, it is important not to use too many clauses in one sentence * orally rehearse sentences * punctuate either orally or with an action.   **Teach**  Use the picture to model orally creating sentences where more than one thing is happening, using the conjunction *and*. For example: *The servants are carrying wood and fetching water*. Use the action for the glue gun to emphasise the conjunction. Use the screwdriver action for punctuation.  Create sentences where *and* is used to join words. For example: *The soldier is wearing a helmet and a scarf*. Hammer the verbs to emphasise that pupils have joined two sentences or two words.  **Practise**  In pairs, pupils should choose a different picture from a relevant text in class and repeat the activity. They should report back to the class and sort their choices into sentences that use *and* to join clauses and those that use *and* to join words.  **Apply**  Pupils should write a short description of a picture using *and* to join words and clauses. | |

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| **Y2** | **Strand 1b: Co-ordination and subordination** | |
| National Curriculum content:   * **Subordination** (using *when*, *if*, *that*, *because*) and **co-ordination**   (using *or*, *and*, *but*).   * Use of capital letters, full stops … to demarcate **sentences**. | | Terminology for pupils:  *compound verb* |
| Pupils need to:   * understand that we can join two sentences together using the words *and*, *or*, *but*; when this happens, we have constructed one sentence with two clauses (a compound sentence) * understand the meaning of these conjunctions: *and* = addition, *but* = contrast, *or* = alternative * understand that when a subject is repeated, it can either be replaced with a pronoun or omitted: *George loves chocolate but (he) hates ice cream*. * extend sentences using subordinating conjunctions such as *when*, *if*, *that*, *because* and be able to talk about how they affect the meaning of the sentence * understand that *when*, *if*, *because* (and others) can start sentences. | | |
| **Activity 1b.4: Physical sentences**  Resources: glue gun from the *Sentence Toolkit*, sentences to join, conjunction cards *and*, *but*, *or*, Red Riding Hood sentences (p. 87) | | Terminology for pupils:  *compound* |
| The purpose of this activity is to:   * understand that we can join two sentences together using the words *and, or, but*; when   this happens, we have constructed one sentence with two clauses (a compound sentence)   * understand the meaning of these conjunctions: and = addition, but = contrast, or = alternative * understand that when a subject is repeated, it can either be replaced with a pronoun or omitted: *George loves chocolate but (he) hates ice cream.*   **Teach**  Pupils have already learnt to combine words and phrases using *and*. Here we need to extend this idea to other conjunctions: *but* and *or*. Using the first four sentences for this activity in the resources, model combining sentences using *but*, *and*, *or*. Use the glue gun to illustrate that you are sticking two sentences together to make another one. Discuss how the conjunctions change the meaning. Draw out from discussion the different functions:   * *and* = addition * *but* = opposition * *or* = alternative   Draw attention to the fact that we can replace a repeated subject with a pronoun or omit it altogether: *The boy skated down the hill and looked worried/he looked worried.*  Get pupils to ‘hammer’ out the verbs to reinforce that they have now made a sentence with two verbs.  **Practise**  In pairs, pupils should use the Red Riding Hood sentences and the conjunctions *and*, *but*, *or* to write a short character profile. Try out different ways of joining the sentences and agree what works best and why. Share these with the class and discuss how the use of conjunctions changes the meaning.  **Apply**  Pupils could write a character profile of another well-known character, joining sentences with  *and*, *but*, *or*. They could also find examples in texts of where these conjunctions are used well. | | |

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| **Activity 1b.5 Subordinating with physical sentences**  Resources: conjunction spanner and screwdriver from the *Sentence Toolkit*, clause examples from *Meerkats Are Awesome* (p. 87), conjunction cards, subordinate clause examples (p. 88) | Terminology for pupils:  *compound verb* |
| The purpose of this activity is to:   * extend sentences using subordinating conjunctions such as *when*, *if*, *that*, *because* and be able to talk about how they affect the meaning of the sentence * understand that *when*, *if*, *because* (and others) can start sentences.   **Teach**  Pupils have already learnt that two sentences can be combined by ‘sticking’ them together with simple conjunctions. Now they are going to learn about a different way of extending sentences and joining parts of a sentence that enables us to express more complex links between clauses.  Model joining two clauses with a subordinating conjunction. You can use the *Meerkats Are Awesome* resource, or any text written mainly in simple sentences.  Pupils hold up the two simple sentences. Ask them to talk about how these two sentences are linked in terms of meaning. Choose a conjunction and model how the conjunction makes that link. Model attaching it to one of the clauses with the spanner (fix with sticky putty).  For example:   * *They get wet and cold*. (The link here is causal so we could use *if. If* has to be attached to   *They get wet and cold* to clarify the meaning.)   * *Pups can die.*   Model how we can also swap the clauses around once the conjunction has been fixed to a clause:   * *If they get wet and cold, pups can die.* * *Pups can die if they get wet and cold.*   ‘Hammer’ the verbs to show that they have made a sentence with two verbs.  Use punctuation cards and the screwdriver tools to show how to punctuate the sentence. Only use a comma to mark the clause boundary when the sentence begins with the subordinate clause (the one starting with the conjunction in this case).  With the sentences created above, ask pupils which part of the whole sentence could be a sentence on its own? Why? Explore the fact that the clause with the conjunction (the subordinate clause) needs something else in order to make sense, whereas the other part (the main clause) could be a sentence. Use the subordinate clause examples to orally complete the sentences.  As a class, look at the other pairs of sentences about meerkats. Which conjunction card could you use? Create the sentences with pupils using the cards, including punctuation.  For additional teaching, model how complex sentences can be created by starting with a conjunction.  **Practise**  In pairs, pupils should use the conjunction cards to create some complex sentences. You could give them your own sentences linked to cross-curricular learning or take a text and rewrite the sentences in simple form. Check that the sentences pupils come up with:   * make sense * have at least two verbs * are punctuated correctly * use the conjunction at the start and sometimes in the middle. | |

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| Get pupils to explain to another pair why they have joined sentences in the way they have.  In cross-curricular contexts, set pupils challenges to orally create sentences starting with/ including the conjunctions they have learnt. For example: *Tell me about what you have learnt in your electricity investigation. Explain what you have learnt in this maths problem*.  **Apply**  Use examples of pupils’ writing from literacy and across the curriculum to explore how sentences are linked using *and*, *but*, *or* and *when*, *if*, *because*. Avoid using *that* for this activity (see Activity 1b.6). Model combining sentences to:   * avoid repetition * communicate meaning succinctly * explain links between ideas * vary the pace of writing * avoid over-use of combining.   After modelling, get pupils to give feedback to each other about how sentences have been constructed – where it works well and where it could be improved.  Collect examples of where complex and compound sentences are used from texts and particularly pupils’ own writing, and display them. | |
| **Activity 1b.6 Using *that***  Resources: *Amphibians* PDF and sentence examples, *that* card and sorting chart (p. 88), conjunction spanner from the *Sentence Toolkit* | Terminology for pupils:  *verb* |
| The purpose of this activity is to:   * extend sentences using subordinating conjunctions such as *when*, *if*, *that*, *because* and be able to talk about how they affect the meaning of the sentence.   **Teach**  The word *that* can be used as a conjunction, but it acts differently to *if*, *because* and *when*  because the clauses cannot be swapped around.  Use the caption from p. 9 of *Amphibians* to model how two sentences have been joined by *that* (use the conjunction spanner). What is the link between the two clauses in terms of  meaning? ‘Hammer’ out the verbs and reinforce that fact that there are two verbs because we have joined two sentences/clauses.  **Practise**  Pupils should use the pattern of the *Amphibians* sentence to create some of their own sentences. These can be about anything they like. For example: *I am so hungry that I could eat a horse*. Share examples and check that sentences have two verbs, make sense and are punctuated correctly.  **Apply**  In pairs or small groups, pupils should use the whole of the *Amphibians* book to find examples of sentences joined with *and*, *but*, *or* and sentences joined with *because*, *if*, *when*, *that*. Sort them on a chart based on the example in the Resources section. | |

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| **Y1** | **Strand 1c: Sentence types** | |
| National Curriculum content:   * Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. * Capital letters for names and for the personal **pronoun**. | | Terminology for pupils:  *letter capital letter punctuation full stop*  *question mark exclamation mark* |
| Pupils need to:   * understand that there are different types of sentences, which have different end punctuation. | | |
| **Activity: 1c.1 Playing with sentence types**  Resources: images from *Goldiclucks and the Three Bears* PDF, screwdrivers for basic punctuation from the *Sentence Toolkit* | | Terminology for pupils:  *punctuation* |
| The purpose of this activity is to:   * understand that there are different types of sentences, which have different end punctuation.   **Teach**  Use the images from *Goldiclucks and the Three Bears*. Tell the story with pupils. As you read, choose examples of where pupils could generate a question, an exclamation or a command. For example, on p. 5 pupils could ask what the little bear might be saying to his mother (‘Can we go to the waterfall?’, ‘Hurry up!’, ‘What a lovely day!’).  Talk to pupils about what sort of sentences these are. What do they do? Introduce the idea that we need a screwdriver to mark the end of the sentence but it is not always a full stop.  **Practise/Apply**  Pupils should use role-play to take different stories told through pictures (or puppets) and practise using different sentence types. Use the screwdriver if possible when orally rehearsing. | | |

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| **Y2** | **Strand 1c: Sentence types** | |
| National Curriculum content:   * How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**. * Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. | | Terminology for pupils:  *statement question exclamation command* |
| Pupils need to:   * understand that there are different ways of forming a sentence (questions, statements, exclamations, commands) and be able to talk about what makes them different * understand that questions can be constructed in different ways * be able to tell the difference between questions and exclamations beginning with *what*   and *how*   * understand how to punctuate different sentence types. | | |

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| **Activity 1c.2 Sort it!**  Resources: examples of different sentence types from classroom books | Terminology for pupils:  *statement question exclamation command* |
| The purpose of this activity is to:   * understand that there are different ways of forming a sentence (questions, statements, exclamations, commands) and be able to talk about what makes them different.   **Teach**  On the whiteboard or on cards, share different examples of sentence types that you have found in texts from the classroom. Work with pupils to:   * discuss what they notice about the sentences * decide what is the same and what is different * explore whether they are all sentences and how we know * decide how they could be sorted.   Let pupils define the sorting groups, but once they have been agreed, introduce the terminology *questions*, *statements*, *exclamations* and *commands.*  **Practise**  Find other examples of sentences from texts that pupils can read and sort. | |
| **Activity 1c.3: Fill in the slots**  Resources: examples of sentence elements with additional rows to be added by pupils (p. 89) | Terminology for pupils:  *statement question exclamation command* |
| The purpose of this activity is to:   * understand that there are different ways of forming a sentence (statements) and be able to talk about what makes them different * understand how to punctuate different sentence types.   **Teach**  The next sequence of lessons will explore each sentence type individually. Start with statements, as these follow the most basic sentence structure.   * Recap what pupils know about statements by generating some examples. Use the examples in the Resources section to introduce the idea of the main slots in a sentence (subject, verb, object/complement). * Help pupils fill some more slots in the table with their own ideas. * Talk about the order of the items in the statement/sentence. * Use the screwdriver to demonstrate use of the full stop.   **Practise**  In pairs, pupils should generate other sentences and write the SVO/C on different coloured cards.  **Apply**  Pupils should swap their cards with another pair, but muddle them up. Can they create sentences that follow the statement structure and make sense? | |

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| **Activity 1c.4: Question it**  Resources: question word cards and question marks on cards (p. 89), question mark screwdriver from the *Sentence Toolkit*, *Meerkats Are Awesome* PDF | Terminology for pupils:  *question* |
| The purpose of this activity is to:   * understand that there are different ways of forming a sentence (questions) and be able to talk about what makes them different * understand how to punctuate different sentence types.   **Teach**  Revisit what pupils noticed about questions when they were sorting different sentence types. Model generating questions using question words and questions starting with verbs (e.g. *Can you*…).  Agree an action for the question mark screwdriver with the class. Orally create more sentences and add the question mark action at the end.  **Practise**  Go back to the statements written for Activity 1c.3. Can pupils turn these into questions and write them down? For example: *Meerkats dig burrows. Do Meerkats dig burrows?*  Using *Meerkats Are Awesome* or another text you are using in class, read a simple page together. In pairs, pupils should take a piece of information from the page and write a question that links to it. For example: *Up to 30 meerkats live in a mob. How many meerkats live in a mob?*  **Apply**  In pairs, pupils should take a different page of the book and write as many questions as they can based on the information on that page. They should try to use as many different ways of forming questions as possible. Use the question word cards for support. Make sure questions are punctuated with a question mark.  Afterwards, they should swap pages and questions with another pair. Can they answer the questions in statements using the information on the page? | |
| **Activity 1c.5: Do as I tell you**  Resources: ‘Mini Magic Fire Extinguisher’ from p. 13 of *Super Cool Chemical Reactions* PDF, full stop screwdriver from the *Sentence Toolkit* | Terminology for pupils:  *command* |
| The purpose of this activity is to:   * understand that there are different ways of forming a sentence (commands) and be able to talk about what makes them different * understand how to punctuate different sentence types.   **Teach**  Recap what pupils noticed about commands in the initial activity in this sequence. Role-play in pairs: one person tells the other to do things and they have to comply. For example: *Bend down. Put your hands on your head. Turn to the right.*  Read the text together (just the plan of action). Ask pupils to ‘hammer’ out the verbs. They should notice that verbs come at the start of the sentence.  Discuss where you might find commands and why. Make a list and collect examples. | |

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| **Activity 1c.6: How tricky this is!**  Resources: exclamations on card (p. 90), *Honestly Red Riding Hood Was Rotten* PDF, exclamation screwdriver from the *Sentence Toolkit* | Terminology for pupils:  *exclamation* |
| The purpose of this activity is to:   * understand that there are different ways of forming a sentence (exclamations) and be able to talk about what makes them different * be able to tell the difference between questions and exclamations beginning with *what*   and *how*   * understand how to punctuate different sentence types.   **Teach**  Exclamations are difficult to teach. Grammatically speaking, formal English requires sentences that are exclamations to begin with either *what* or *how*. But in everyday informal English you will find exclamations beginning with other words. This section will focus on exclamations starting with *what* and *how*, but you will need to be prepared for pupils spotting and using other sentences using exclamation marks.  Use the examples of exclamations to discuss the two main types of exclamations and to draw attention to the exclamation mark. Practise saying these as a class with appropriate expression and adding the exclamation mark screwdriver at the end. You could take photographs of pupils saying the statements with appropriate facial expressions. These could be used to display as a visual reminder of this sentence type.  **Practise**  Using *Honestly Red Riding Hood Was Rotten* or the text you are using for literacy, ask pupils to generate exclamations using *how* and *what* for appropriate bits. If it is for a text, they could write them on callouts and stick them with the text. | |
| **Activity 1c.7: More exclamations**  Resources: exclamation screwdriver from the *Sentence Toolkit*, exclamations chart (p. 90), statement sentences from *A Dog’s Day* (p. 90), *A Dog’s Day* PDF | Terminology for pupils:  *exclamation* |
| The purpose of this activity is to:   * understand that there are different ways of forming a sentence (exclamations) and be able to talk about what makes them different * understand how to punctuate different sentence types.   **Teach**  Are exclamations sentences? Look at the exclamations pupils have written and discuss if they fit what we know about sentences. They won’t, because there are no subjects or verbs. Model how the subject and verb can be added and are almost implied. Use the chart of how these are constructed to discuss the pattern of exclamations (revise adjectives if needed).  How strange! How strange it is! How horrid! How horrid that is! How difficult! How difficult this is!  **Practise**  Pupils should try turning statements into exclamations using the examples in the resources (all based on *A Dog’s Day*).  **Apply**  In a guided reading session using *A Dog’s Day*, help pupils find examples of exclamations. Which are grammatically correct? How do they know? Look for all the other uses of the exclamation mark. Why have these been used? What impact do they have on the reader? | |

**Strand 2: Nouns and noun phrases**

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| **Y1** | **Nouns and noun phrases** | |
| National Curriculum content:   * Regular **plural noun suffixes** -*s* or -*es* (for example, *dog*, *dogs; wish*, *wishes*), including the effects of these suffixes on the meaning of the noun. * How the **prefix** *un*- changes the meaning of **adjectives**   (negation, for example, *unkind*). | | Terminology for pupils:  *singular plural* |
| Pupils need to:   * understand what the nouns in sentences are and how to form the plurals (link to spelling teaching) * understand that nouns can be people, places or things * understand that adjectives can be added to a noun to give more detail * understand that opposites can be created by using the prefix *un*- to adjectives. | | |
| **Activity 2.1: All in a name**  Resources: labels for classroom objects/people/places, noun cards (p. 91) | | Terminology for pupils:  *singular plural* |
| The purpose of this activity is to:   * understand what the nouns in sentences are and how to form the plurals (link to spelling teaching) * understand that nouns can be people, places or things.   **Teach 1**  Make a set of labels for things in the classroom, such as *pencil*, *table*, *book*. Read them with pupils and ask them to stick them on the relevant objects. Include one or two names of people and/or places if possible.  Talk to pupils about what they were labelling and establish that they are all things, people or places. Introduce the term *noun* (not statutory terminology) and explain that names of  people and places must have a capital letter. Teach them the term *proper noun* (not statutory terminology) for names of people, places, days of the week, months of the year (link to spelling programme).  **Teach 2**  Look at plural spellings using -*s* and -*es* and link to spelling rules. What word do we often put before a noun when there is just one? (*a/an*). Try out different nouns with *a/an* and play with the sounds. For example: *a cat/an elephant; a banana/an orange.*  **Practise 1**  Use both sets of noun cards in the Resources section and get pupils to sort the words into objects, places and people. Ask the following questions:  Why do some of them have capital letters?  Can they sort the objects into singular and plural?  **Practise 2**  Play the party game ‘I went to the market and I bought…,’ with each pupil adding a noun in alphabetical order. For example: *I went to the market and I bought some apples, a banana, a cat…*  **Apply**  Find some pictures with lots of detail and talk to pupils about what objects, people and places they can see. Model writing a few labels, including plurals, then ask pupils to continue with labelling their pictures. How many things can they find to label? Ask pupils to talk about the things they have labelled and check that they are all nouns. | | |

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| **Activity 2.2: Grammar goggles**  Resources: example sentences, noun and verb word cards (p. 92), hammer and full stop screwdriver from the *Sentence Toolkit* | Terminology for pupils:  *singular plural* |
| The purpose of this activity is to:   * understand what the nouns in sentences are and how to form the plurals (link to spelling teaching).   **Teach**  Display the example sentences. Ask pupils to put their ‘grammar goggles’ on to see if they can spot the nouns in the sentences. Say the sentences together, ‘hammering’ the verbs and fixing the full stop with the screwdriver. Look at where the nouns come in the sentence (before and after the verb in both subject and object position). Can pupils find an example of a plural noun and one that is a person or place?  **Practise**  Pupils should continue to identify and mark the nouns that they find. They could use different coloured highlighters for plurals and people/places.  **Apply**  Give pupils the word cards with nouns and verbs and ask them to make silly sentences by combining them. Where do they need capital letters and full stops? Ask them to write out their favourite sentence, including the punctuation. | |
| **Activity 2.3 Describe the object**  Resources: collection of classroom objects, tape measure and paintbrush from the *Sentence Toolkit*, *Zebras Are Awesome!* PDF or another text with simple noun phrases from Activities 2.1 and 2.2 (pages 91–92) | Terminology for pupils:  *singular plural* |
| The purpose of this activity is to:   * understand that adjectives can be added to a noun to give more detail.   **Teach**  Use a collection of objects that can be found in the classroom. Choose one and ask pupils to think of as many words as they can to describe that object. Introduce the term *adjective* (not statutory terminology) and the paintbrush as a way of ‘painting’ in more detail or information. Model a phrase describing the object – for example, *the red balloon*. Repeat this with different objects and record different adjectives that come up. Show pupils the tape measure and explain how we are expanding the noun into a noun phrase by adding the adjective.  **Practise 1**  Put all the objects in a bag. One pupil feels an object and the others ask 10 questions to try and guess what the object is. Encourage pupils to use the adjectives generated in their questions (*Is it spiky?*) When the object is revealed, practise saying phrases using the appropriate adjectives and using the paintbrush and tape measure to show the expansion.  **Practise 2**  Play ‘Who/what am I?’ Use the noun cards from Activities 2.1 and 2.2, or make your own. Stick one on each pupil’s back. They walk around the room and ask other pupils questions to try and find out who/what they are. They have to ask questions that will get the other person to give some descriptive information (*Am I big or small? What colour am I?*) After the game, talk to pupils about the words that helped them guess what they were. Reinforce the expanded noun phrases with the tape measure – for example, *So, you were a furry mouse!* | |

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| **Apply 1**  In groups, pupils should use the objects from the session above, or others, and write their own descriptive phrases, choosing the adjective that they think best describes their object.  Link this learning to texts used in literacy sequences, and support pupils with describing nouns using adjectives.  **Apply 2**  Use a book such as *Zebras Are Awesome!* Read the book with pupils, particularly the first chapter. Ask pupils to put on their grammar goggles to see if they can spot noun phrases with an adjective and a noun. Model a few with them and then ask them to continue reading and highlighting other examples. Talk to pupils about what they have found to reinforce the pattern of adjective + noun. Examples include:  *hungry lion tall grass*  *black-and-white stripes easier prey*  *dazzling stripes brown colouring thin, close stripes*  *light brown shadow stripes wide stripes*  *black skin large ears* | |
| **Activity 2.4: Understanding opposites**  Resources: adjectives and their opposites cards (p. 93), examples of opposite sentences (p. 93), paintbrush from the *Sentence Toolkit* | Terminology for pupils:  *singular plural* |
| The purpose of this activity is to:   * understand that opposites can be created by using the prefix *un*- to adjectives.   **Teach**  Show a range of adjectives with their opposites on the board or give pupils the cards from the Resources section. Ask pupils to read them and pair them up. Why did they choose the pairs that they did? Clarify the meaning of any unknown words. Introduce *un* as a way of transforming some adjectives into their opposites using *unhappy*, *unhelpful*, *untidy*, *unkind*, *unlucky* as examples.  **Practise**  Read the examples of opposite sentences; discuss the adjectives and what they tell you about the nouns. Talk to pupils about changing the meaning to the opposite and generate the adjectives they could use. Pupils should then choose sentences and rewrite them using their opposite adjectives. Reinforce the paintbrush tool to support the meaning. | |

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| **Y2** | **Nouns and noun phrases** | |
| National Curriculum content:   * Formation of **nouns** using **suffixes** such as -*ness*, -*er* and by compounding (for example, *whiteboard*, *superman*). * Formation of **adjectives** using **suffixes** such as -*ful*, *-less.* * Use of the **suffixes** *-er*, *-est* in **adjectives**. * Expanded **noun phrases** for description and specification (for example, *the blue butterfly*, *plain flour*, *the man in the moon*). * Commas to separate items in a list. * **Apostrophes** to mark singular possession in nouns (for example,   *the girl’s name*). | | Terminology for pupils:  *noun*  *noun phrase compound adjective suffix comma* |
| Pupils need to:   * understand that a group of words can work together to fill the noun slot in a sentence and that this is called a *noun phrase* * understand that a noun phrase can be replaced with a pronoun * understand how to construct a noun phrase using determiners, adjectives and nouns (e.g.   *My naughty, mean sister*)   * understand how commas are used in lists of adjectives and noun phrases * understand how adjectives can be used in different places in a sentence: before the noun (*My naughty sister*) and after the verb (*My sister is naughty*) * understand how adding suffixes to a word can change the meaning and/or the word class   (e.g. *happy – happiness*, *climb – climber*, *play – playful*) and how nouns can be formed by compounding   * understand the difference between adding an *s* for a plural and adding an apostrophe *s* for singular possession. | | |
| **Activity 2.5: Revise nouns**  Resources: noun category chart (p. 94) | | Terminology for pupils:  *noun* |
| The purpose of this activity is to:   * understand that nouns can be people, places or things (from Y1).   **Revise and practise**  Ask pupils how they would define a noun. Ask them about people and places, and revise proper nouns. Play a game of ‘categories’. Ask pupils to work in pairs and fill in the chart in the Resources sections (add/replace any categories you want) to list as many nouns in the different categories as they can. Give them a time limit and see who has found the most for each category. Reinforce which nouns are proper nouns and need capital letters. Link to any spelling of proper nouns that they are revising in spelling (e.g. days of the week). | | |

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| **Activity 2.6: Expanding nouns**  Resources: *Sabretooth Cats* or *Eleanor Won’t Share* PDFs or other texts with good examples of noun phrases, tape measure, paintbrush and comma screwdriver from the *Sentence Toolkit*, pre-modification chart and colour-coded sentences (p. 95) | Terminology for pupils:  *noun*  *noun phrase adjective comma*  *determiner (from Y3/4)* |
| The purpose of this activity is to:   * understand that a group of words can work together to fill the noun slot in a sentence and that this is called a *noun phrase* * understand that a noun phrase can be replaced with a pronoun * understand how to construct a noun phrase using determiners, adjectives and nouns   (e.g. *My naughty, mean sister*)   * understand how commas are used in lists of adjectives.   **Teach**  Use a book with good examples of noun phrases, such as *Sabretooth Cats*. Look at some of the sentences – for example: ‘Their strong bodies had big muscles and short tails. The cat’s two long teeth were called canines. These sharp, 18-centimetre teeth could cut through tough skin.’ Ask pupils what information they discover about the cats from these sentences. Collect the words and phrases that they say.  Revise from Y1 (or teach if not previously taught) the meaning of *noun* and *adjective*, including the terminology. Introduce or revise the use of the paintbrush tool for ‘painting’ in more information or detail.  With pupils, sort out which words in the sentences are nouns and which are adjectives. Show pupils how the sentences still make sense if you take out the adjectives, but they offer less information. Use the tape measure to illustrate expanding and contracting the phrases.  Look at the sentences with colour coding in the Resources section. Read them with pupils, ‘hammering’ the verbs. Teach them that before the verb we have either a single noun  (e.g. cats) or a collection of words grouped around the noun (e.g. *Their strong bodies*…). This is called a *noun phrase*. Look at the words *their*, *the*, *these* as words that introduce the noun phrase (determiners) and that also give us more information about the noun. Revise *a/an* before consonants and vowels.  **Practise**  Use the pre-modification chart to help pupils choose determiners and adjectives to put before the noun. Model choosing more than one adjective and separating them with commas. Practise saying the phases with the action for the comma screwdriver. Adapt the chart to include words relevant to the writing that the pupils are currently doing.  **Apply**  Play the party game ‘The vicar’s cat’ but change it to ‘My teacher’s cat’. Go around the room, with each pupil adding an adjective in alphabetical order. For example: *My teacher’s cat is an adventurous cat. My teacher’s cat is an adventurous and bashful cat. My teacher’s cat is an adventurous, bashful and cautious cat*…. Reinforce that after each adjective there is a comma except before the final *and*.  Collect new adjectives that the pupils could use in their writing. | |

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| **Activity 2.7: Playing with pronouns**  Resources: sentence examples (p. 95), cloze text paragraph (p. 96), *Zebras Are Awesome* PDF | Terminology for pupils:  *noun phrase pronoun* |
| The purpose of this activity is to:   * understand that a noun phrase can be replaced with a pronoun.   **Teach**  Show pupils the first example of a sentence with an expanded noun phrase from the Resources section. Identify the expanded noun phrase and name the determiner, adjectives and nouns. Show pupils how the whole noun phrase can be replaced with a pronoun.  **Practise**  Pupils should work through the other sentences and replace the noun phrases with pronouns. Read some of the sentences aloud and collect the pronouns that they have used to put in a display. Explain that these are called pronouns (not statutory terminology).  Try pairing up the pronouns: *I/me; he/him* (subject and object personal pronouns).  When looking at texts in literacy, or other curriculum areas, ask pupils to collect other pronouns that they come across.  **Apply**  Use the cloze paragraph from p. 16 of *Zebras Are Awesome!* in the Resources section or the text you are using for your teaching sequence with some of the nouns and pronouns removed. Give pupils the pronouns and ask them to put them in the correct places. Discuss their choices. Ask pupils to tell you how they knew where to put them and what helped them make their choices. | |
| **Activity 2.8:**  Resources: sticky notes, paintbrush, hammer and full stop screwdriver from the *Sentence Toolkit* | Terminology for pupils:  *noun*  *noun phrase adjective* |
| The purpose of this activity is to:   * understand how to construct a noun phrase using determiners, adjectives and nouns   (e.g. *My naughty, mean sister*).  **Teach**  Go round the class asking each pupil to give you an adjective. Write each one on a sticky note and stick them in a column (keep the pace rapid) on the wall. Then repeat the exercise with nouns and make a second list. Model choosing an adjective and a noun to create a noun phrase – these can be as sensible or silly as you like, for example *the bushy-tailed pencil*.  Then show pupils how the noun phrase can be re-formed into a sentence: *The pencil is bushy-tailed*. Reinforce the parts of the sentence by ‘hammering’ the verb (*is*) and screwing in the full stop. Look at where the adjectives have gone in the second sentence (in the complement position).  **Practise**  Distribute the sticky notes to groups of pupils and ask them to use the words *the* and *is* to  make a noun phrase, then turn it into a sentence with a full stop. Repeat with other sticky notes. Ask them to write their favourite noun phrase and sentence in their books. | |

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| **Activity 2.9: All about apostrophes**  Resources: *Zebras Are Awesome!* PDF*, Sabretooth Cats* PDF or other texts with good examples of noun phrases, apostrophe screwdriver from the *Sentence Toolkit*, spot the mistake paragraph (p. 97) | Terminology for pupils:  *apostrophe* |
| The purpose of this activity is to:   * understand the difference between adding an s for a plural and adding an apostrophe *s*   for singular possession.  **Teach**  From one of the resource books, or a text linked to your teaching sequence, draw pupils’ attention to the apostrophe to mark the singular possessive (e.g. *The* ***cat’s*** *two long teeth*) and the lack of an apostrophe in the plural (e.g. *Sabretooth* ***cats*** *were about 1 metre tall*). Ask pupils:   * Who do the teeth belong to? * How many cats are there? (in both sentences).   Discuss how we use an apostrophe *s* to show that something belongs to someone. Give pupils some more sentences and ask them to answer the question: *Who does it belong to?*  Link to the spelling programme where this is practised.  **Practise**  Play ‘Spot the mistake’. Use the passage in the Resources section, or another of your choice, and ask pupils to identify and insert the apostrophes in the correct places. Then play ‘Justify’. Ask them to explain to a partner why they have put an apostrophe in a certain place. They need to explain what belongs to whom.  **Apply**  In writing, focus on pupils using plural *s* and singular possessive apostrophe *s* correctly. Support pupils in checking and editing their writing for this one focus. | |
| **Activity 2.10: Adjective overload?**  Resources: *Sabretooth Cats* PDF or other texts with good examples of noun phrases, tape measure and comma and full stop screwdrivers from the *Sentence Toolkit*, pre-modification chart  (p. 97), word cards based on the text from your teaching sequence | Terminology for pupils:  *noun*  *noun phrase adjective apostrophe comma* |
| The purpose of this activity is to:   * understand that a group of words can work together to fill the noun slot in a sentence and that this is called a *noun phrase* * understand that a noun phrase can be replaced with a pronoun * understand how to construct a noun phrase using determiners, adjectives and nouns   (e.g. *My naughty, mean sister*)   * understand how commas are used in lists of adjectives.   **Teach**  Make word cards based on the text you are using in your teaching sequence. Show pupils how to use them to play ‘Physical phrases’ by choosing and moving the cards around, using determiners, adjectives and nouns. Practise saying the phrases with the action for the comma screwdriver.  Use the tape measure to demonstrate what happens if we put too many adjectives before the noun (it begins to go floppy and we lose the impact of the description). Look at the adjectives in the phrase and decide which ones are important to the description and which ones are not. Take out those that do not add much to the description. Then show that the whole noun phrase can be reduced to one word (e.g. *tigers* or *they* – single noun or pronoun). | |

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| **Practise**  Repeat the activity with pupils working in pairs, using the pre-modification chart to construct their noun phrases and record them. Encourage them to add other words that are not on the chart that they want to use. Reinforce using commas where adjectives are in a list.  Get pupils to read out their phrases. Have they put in the commas? Have they put in too many adjectives that make the tape measure go floppy? Can they reduce the phrase using just the noun or pronoun? Are there any nouns that need a possessive apostrophe?  **Apply**  Model using noun phrases (with one or more adjectives and different determiners) to create sentences about an animal that the pupils are going to write about. If the text model is appropriate, play ‘Pattern It’ to support pupils in replacing the adjectives and nouns with others generated by the class. For example, use a section from *Sabretooth Cats* to write about triceratops: *Their bodies had powerful, muscular legs and three strong horns. These sharp horns could protect them from dangerous predators.* Ask the pupils to read their sentences and to use the comma and full stop screwdrivers to fix the punctuation in the correct places. | |
| **Activity 2.11: I went to the market**  Resources: comma screwdriver from the *Sentence Toolkit*, example noun phrases (p. 97) | Terminology for pupils:  *noun*  *noun phrase adjective comma* |
| The purpose of this activity is to:   * understand how commas are used in lists of adjectives and noun phrases.   **Revise**  Play ‘Be the teacher’. Write a sentence on the board with lots of adjectives but no commas, then ask the pupils to ‘be the teacher’ and mark the sentence by putting in the commas. Why did they need to put them in?  **Teach**  Show pupils the list of noun phrases with no commas from the Resources section. Can they read it easily? How would commas help with this list? Get the pupils to show you where the commas should go. Introduce the idea that commas are used to separate both words and phrases in lists.  **Practise**  Play ‘I went to the market and I bought…’ using noun phrases, with alliterative items in alphabetical order if you wish. Each pupil has to say the whole string, using the screwdriver to fix in the commas, then add another item and use the full stop screwdriver to fix the sentence. For example: *I went to the market and I bought an amazing apple, a bashful banana,*  *a cheerful cat, a daring dog and some enormous eggs.*  **Apply**  In teaching sequences, identify opportunities where pupils could apply this learning. This could be in list poetry, for example:  *In my dreams, I will find: A crimson sunset,*  *A curling wave,*  *A silver-horned unicorn*  Or instructions:  *You will need:*  *Some white paper, six paperclips, some sticky back plastic and a toilet roll tube.* | |

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| **Activity 2.12: A web of words**  Resources: word web (p. 98) | Terminology for pupils:  *noun adjective suffix* |
| The purpose of this activity is to:   * understand how adding suffixes to a word can change the meaning and/or the word class   (e.g. *happy – happiness*, *climb – climber*, *play – playful*) and how nouns can be formed by compounding.  **Teach**  Show pupils the word web in the Resources section and explain how it is created by adding suffixes such as *-ness*, *-er*, *-ful*, *-less*, *-er*, *-est* (and revise the prefix -*un* for opposites). Start with a word that is an adjective (e.g. happy) and by adding to it, show how many other words you can create. Explain that when words have the same root like this, we can call them  *word families*. Link to spelling work to reinforce where spelling has to change when the ending is added.  Look at the words created with pupils. How many are adjectives? How many are nouns? How do we know? Explain that some of them will be other words but they should just look for nouns and adjectives. Test pupil’s responses by:   * trying out nouns in subject or object position (e.g. *Happiness was everywhere*) * trying out expanding noun phrases by putting adjectives before nouns.   **Practise**  Provide pupils with other words for making word webs. Remind them of the different ways to add the suffixes and get them to experiment. Ask them to identify a word that they think is an adjective. Give them a noun phrase and ask them to put in their adjective. Does it work?  For example: *The dog; The playful dog.*  **Apply**  Using their word webs, ask pupils to write as many sentences as they can with the adjectives and nouns they have created, plus any other words they want. For example:  *The* ***climber*** *climbed the cliff. The* ***climb*** *was very difficult. There was a* ***playful*** *monkey in the* ***play****.* | |
| **Activity 2.13: Word combinations**  Resources: chart of compound nouns (p. 98), examples of German compound nouns | Terminology for pupils:  *noun compound* |
| The purpose of this activity is to:   * understand how nouns can be formed by compounding.   **Teach**  Explain that some nouns are formed by putting two nouns together. Give some common examples, for example *playground*, *whiteboard*, *cloakroom.* Give pupils the chart from the Resources section and model combining two different words to make a compound noun. Explain that in German, many nouns are made in this way. Use the example of the German compound noun Strassenbahnhaltestelle (streetrailwaystopplace = tram stop).  **Practise**  Give pupils one minute to generate a list of as many nouns as possible. They should run through their list with a partner. Then ask the pairs to create their own compound noun and a definition for what it means. | |

**Strand 3: Adverbials**

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| **Y1** | **Adverbials** | |
| National Curriculum content: None at Y1 | | Terminology for pupils: None at Y1 |
| There are no assessment criteria at Y1, but in order to understand how to express position and time, pupils need to understand the meanings of many common prepositions, including *between*, *on top of*, *afterwards*, *across*. | | |
| **Activity 3.1: Where is…?**  Resources: soft toy | |  |
| The purpose of this activity is to learn how to talk about where things are.  **Teach**  Place a soft toy or special object somewhere in the classroom and describe to pupils where it is. For example: ‘I have put Barnaby on the shelf, between the paintbrushes and the water pots.’ Can they see the soft toy? What made it easy to find? Discuss the words you said that helped them. Ask them: ‘Where should I put Barnaby now?’ Pupils should give you exact instructions with regard to position. Start collecting a list of the prepositions for position: *on*, *under*, *over*, *in front of*, *on top of*, *etc.*  Once pupils have grasped the concept of locating an object that can be seen, you can move on to hiding the object completely (e.g. *inside*, *behind*).  **Practise**  Pupils should play the game in pairs. They could do this in the classroom or playground, or in another area of the school where there are opportunities for varying where objects are put.  **Apply**  Pupils should start to use prepositions in oral and written sentences to indicate place. They do not need to know the term *preposition*. | | |
| **Activity 3.2: When did…?**  Resources: none needed | |  |
| The purpose of this activity is to learn how to talk about when things have happened. This can link to work on past tense verbs.  **Teach**  Write a few sentences describing a school visit. Make sure that you include adverbials of time in initial positions in the sentence – *On Friday*, *Next*, *In the morning*, *At ten o’clock*, *Later*, *After*, etc. Use shared reading to talk about the information at the start of the sentences. Why is it useful for readers?  **Practise**  Ask pupils to talk about the visit. When did particular events happen? Orally create sentences to talk about the trip using these words and phrases.  **Apply**  Encourage pupils to use adverbial words and phrases when creating sentences orally or in writing. | | |

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| **Y2** | **Adverbials** | |
| National Curriculum content:   * Use of -*ly* in standard English to turn adjectives into adverbs. | | Terminology for pupils:  *adverb* |
| Pupils need to:   * understand that the suffix *-ly* makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. *quickly*, *suddenly*, *happily*) * understand that an adverb can add detail to a sentence.   *Note: Continue encouraging pupils to use adverbials of place and time, adapting the Y1 activities for different text types.* | | |
| **Activity 3.3: Collecting adverbs**  Resources: examples of sentences containing adverbs from your teaching text | | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that the suffix -*ly* makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. *quickly*, *suddenly*, *happily*).   **Teach**  Show pupils a list of adjectives – for example, *bad*, *bold*, *foolish*, *kind*, *poor*, *rude*, *safe*, *silent*. Put some of these into sentences on the board. Discuss what these words do: describe a noun (*The* ***bold*** *knight fought the dragon*).  Show pupils that if we add the suffix -*ly* to these words, they can be used in a different way. They no longer make sense in the adjective position, but they can go in a different position in the sentence. For example, *The* ***boldly*** *knight fought the dragon* does not make sense, but we can say *The knight fought the dragon* ***boldly***. Discuss with pupils whether this word still describes the knight and explain the difference: these words describe the verb/action, rather than the noun. These are called *adverbs* and they occupy a separate slot in the sentence.  Find examples of adverbs in the text you are using, or books pupils are reading, and start an adverb collection.  Note: Pupils will also need to understand that some single-word adverbs do not end in -*ly*.  For example, we cannot add -*ly* to good to make an adverb and *good* itself is not an adverb, so we can’t say *He did it good*. We have to use *well* in this instance. This links with work on Standard English. In the same way, *fast* is an alternative to *quickly*, *rapidly* and *speedily.*  **Practise**  In pairs, pupils should look at some sentences containing adverbs. Between them, they should talk about which word is the adverb and explain what it is doing. What verb is it describing?  **Apply**  Pupils should choose some sentences from the narrative they are writing and add adverbs to provide their reader with information on *how* the action was happening. | | |

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| **Activity 3.4: Adjectives to adverbs**  Resources: examples of adverbs ending in -*fully* (pages 99–100) | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that the suffix -*ly* makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. *quickly*, *suddenly*, *happily*).   **Teach**  Recap how nouns are transformed into adjectives with the suffix -*ful*. Then remind pupils how an adjective is changed into an adverb by adding the suffix -*ly*. Look at an adjective that ends in -*ful* (e.g. *careful*, *hopeful*). Demonstrate that when we want to transform these words into adverbs, we simply add -*ly* – nothing changes in the adjective. Make sure pupils understand that this means a double *l* pattern in these adverbs.  **Practise**  Provide pupils with examples of adverbs ending -*fully* from the grid in the Resources section. They should work in pairs to identify the boundary between the adjective and the adverb. They should then talk about the meanings of these words and share with the class.  **Apply**  Encourage pupils to use this type of adverb correctly in their writing. | |
| **Activity 3.5: Transform!**  Resources: *A Dog’s Day* PDF | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that the suffix *-ly* makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. *quickly*, *suddenly*, *happily*) * understand that when adjectives end in *y*, we need to change the *y* to an *i* before adding   *-ly* to make an adverb.  **Teach**  Recap how an adjective can be changed into an adverb by adding the suffix -*ly*. Look at the examples of *happily* and *hungrily* in *A Dog’s Day*. What has happened here? See if pupils can problem-solve and explain. Go through the process of changing *y* to *i* before adding *-ly*.  Ask pupils to think of as many adjectives as possible ending in *y* (e.g. *happy*, *angry*, *lazy*, *merry*, *shaky*, *speedy*). Provide examples if they struggle.  **Practise**  Give pupils cards with a mixture of adjectives on them, some ending in *y*. Ask pupils to sort them into two piles – those that end in *y* and those that don’t – and then change them all into adverbs.  **Apply**  Re-read a section of narrative that they have been writing. Are there any sentences where they could add adverbs to improve the information for their reader? They should now be able to transform any adjective to an adverb. | |

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| **Activity 3.6: Physical sentences**  Resources: saw from *Sentence Toolkit*, A4 cards with clause elements on them, cards from the diagnostics set (pages 122–130) | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that an adverb can add detail to a sentence. (Adverbs can be moved to different positions in a sentence to vary writing and create effects for the reader.)   **Teach**  Introduce the saw from the *Sentence Toolkit* as the tool we use for adverbs. Explain that this is because we can separate (cut) a sentence into different parts and the adverbs can then be moved around. Use the idea of different slots from Activity 1c.3, where different cards contain different clause elements: subject, verb, object and adverbial. Have some A4 cards (which can be colour coded) written out containing a sentence which fits with your teaching sequence content. For example: *Bravely Ben opened the mysterious door*.  Model that this sentence has been ‘cut up’ with the saw and we can now experiment to see if we can put the adverb in different places. Each card should be held by a pupil and the class can investigate where the adverb can be put. Discuss sense with them and the differences that movement makes.  **Practise**  In pairs or threes, use cards from the diagnostic set to experiment with creating sentences and moving the adverb to different positions. Discuss the different sentences created, which construction they prefer and why.  **Apply**  Look at some sentences they have written recently where they have used an adverb. Could they move the adverb to a different position in the sentence? Do they think this would be a better sentence? | |
| **Activity 3.7: How do you do?**  Resources: character (subject) cards and verb cards from the set supplied for the Diagnostic activity (pages 122–124), lists of adverbs collected from previous activities | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that an adverb can add detail to a sentence.   **Teach**  Choose a character card and verb card. Put these in the correct position on the board and write a sentence using them, adding an object if necessary. For example: *The little girl chased the big dog*. Ask pupils, *How might she be doing that? Can you describe how that action might be happening?* Pupils may provide examples such as *quickly*, *playfully*, *angrily.*  Use the adverbs collected from previous activities to decide with pupils whether a different adverb would be better in this sentence. Ask them questions such as:   * What is the difference between that adverb and this one? * Which is the strongest? * Which provides the best effect?   **Practise**  In pairs, pupils should select a character card and a verb card (or they could choose their  own character and verb). They should use these to create a sentence and then add an adverb to describe how the character is doing the action. They should keep suggesting ideas until they come up with the most effective/original adverb, which they should then record.  **Apply**  Pupils should use the class collection to consider the best adverbs to use in their sentences. Their comments during guided work should reflect this ‘crafting’ element of writing. | |

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| **Activity 3.8: Try it out!**  Resources: chart of pre-modifying adverbs (p. 101) | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that an adverb can add detail to a sentence. (Introduce the use of adverbs to intensify the meaning of the adjective, e.g. *very*, *extremely*, or reduce the effect, e.g. *fairly*, *quite*. The key question word used will be *how*, since these types of adverbs usually describe how much or how often.)   **Teach**  Choose a sentence that includes an adjective in the noun phrase – for example *A loud noise came from the classroom*. Explain that we can use an *-ly* adverb to say how loud the noise was: *really*, *extremely*. This is also a good opportunity to introduce the idea that not all single-word adverbs end in -*ly* – we could use *very*.  Then take a sentence that includes an adjective in the complement position – for example:  *It was a big surprise*. Extend previous learning to adding an adverb in this type of construction: *It was a really big surprise*. Start a collection of adverbs that can be used this way – use the chart of pre-modifying adverbs in the Resources section for ideas.  **Practise**  Give pupils a sentence on card to work on in pairs (this could be an example from the text you are using). For example: *The nasty witch turned the prince into a frog*. Ask pupils to try out some of the adverbs they have collected and see if they can be put between *The and nasty*. They should discuss whether they make sense and which ones they think are the best.  This activity can also use the SVC structures – for example: *The prince was angry.*  **Apply**  Ask pupils to look at the writing in their most recent unit of work. Have they used any of these adverbs? Challenge them to add an adverb into one sentence.  Pupils should start to experiment with these adverbs in their writing where appropriate. | |
| **Activity 3.9: Advise and instruct**  Resources: *Super Cool Chemical Reaction Activities* PDF | Terminology for pupils:  *adverb* |
| The purpose of this activity is to:   * understand that an adverb can add detail to a sentence. (Adverbs can help a reader by giving advice in instructions and providing sequencing.)   **Teach**  Show pupils pages 14–15 of *Super Cool Chemical Reaction Activities*, which contain instructions for the ‘Egg-cellent Eggsperiment’. Highlight the words *Gently* and *Carefully*. What are these words doing in the text? Explain that it is helpful to give readers advice when we are writing instructions. We are the expert telling them **how** to do or make something. Adverbs can help with this.  Look at some other adverbs: *firstly*, *secondly*, *next*, *finally*. Where could these be added? Unpick how these adverbs help to give a sequence or order to the instructions.  **Practise**  Pupils should look at pages 12–13, at the ‘Mini Magic Fire Extinguisher’ experiment. There is one adverb (*slowly*). Challenge pupils to add some other adverbs to give advice and help order the instructions.  **Apply**  Pupils should use adverbs when writing their own instructions. | |

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| **Activity 3.10: Adverb assessment (1)**  Resources: none needed | Terminology for pupils:  *adverb* |
| The purpose of this activity is to assess pupils’ understanding of adverbs. Write the following question on the board:  Poppy held the baby rabbit gently in her arms. Ask them what type of word is underlined. Is it:  **A** an adjective  **B** an adverb  **C** a noun  **D** a verb?  When they have written their answers, they should share and discuss their choice. | |
| **Activity 3.11: Adverb assessment (2)**  Resources: cards supplied for the Diagnostic activity | Terminology for pupils:  *adverb* |
| The purpose of this activity is to assess pupils’ understanding of adverbs.  Use the diagnostic assessment activity with groups of children or the whole class (see pages 117–121) and focus on the use of adverbials in a sentence. Build simple sentences using the colour-coded cards. Can pupils:   * suggest adverbs * change adverbs * swap adverbs around * discuss what adverbs do in a sentence? | |

**Strand 4: Verbs**

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| **Y1** | **Verbs** | |
| National Curriculum content:   * **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*). * How the **prefix** *un*- changes the meaning of **verbs** and adjectives (negation, for example *unkind*, or undoing: *untie the boat*). | | Terminology for pupils: None at Y1 |
| Pupils need to:   * understand that a sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something * begin to understand the concept of present and past tense, and use this understanding orally * spell the suffixes -*ing* and -*ed*.   Pupils will need to have covered lessons 1.1 to 1.5 of the sentence strand prior to these sessions. | | |
| **Activity: 4.1 Sort it!**  Resources: hammer from the *Sentence Toolkit*, example sentences (p. 102) | |  |
| The purpose of this activity is to:   * understand that a sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something.   **Teach**  Use a range of sentences from Set 1 in the Resources section, or from texts you are using in the classroom. Read them out and ask pupils to ‘hammer’ when they hear the *doing*, *having* or *being* word. Write the sentences on the board and draw around the hammer words to highlight them. Discuss whether these words are about someone *doing* something, *being* something  (e.g. *happy*, *sad*, *excited*) or having something (e.g. *a cold*, *a ball*, *a book*). Sort them into a chart that has *Doing*, *Being* and *Having* as headings.  **Practise**  In the hall or outside, set up three areas: one for *doing*, one for *being* and one for *having*. Read out a sentence to the class and ask them to ‘hammer’ the verb and then run to the area for *doing*, *being* or *having*. Try this with several sentences.  Back in the classroom, give pupils the sentences in Set 2 and, in pairs, they should sort them into verb types. As a class, discuss how the sentences have been sorted. Create a chart for the wall and start to collect verbs for each category.  **Apply**  Pupils should choose sentences from books they are reading, write them out and place them on the wall chart. | | |

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| **Activity 4.2: Verb bingo**  Resources: wall chart created in Activity 4.1, bingo cards (p. 103) |  |
| The purpose of this activity is to:   * understand that a sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something.   **Teach**  Look back at the wall chart created during and after the last session. What do pupils notice about the verbs in each category? Identify that in the *being* section the verbs are all *is*, *was*, *were*, *are*, *am* and that in the *having* section they are all *had*, *has*, *have*.  **Practise and apply**  Give each pupil a bingo card from the Resources section, containing *being*, *having*, *doing*. Read out a range of sentences from the wall chart, the cards used in Activity 4.1 and pupils’ books. When you have read them out, place them on the board. Pupils should mark off on  their bingo cards when sentences of particular types are read out. Once a pupil shouts ‘Bingo!’, go through the sentences with the class to check that they are right. | |
| **Activity 4.3: Past and present**  Resources: *Playing with Friends* PDF or other texts that show the past and present tenses clearly, hammer from the *Sentence Toolkit* |  |
| The purpose of this activity is to:   * begin to understand the concept of present and past tense, and use this understanding orally * spell the suffixes -*ing* and -*ed*.   This session would link well to a history topic that the pupils are studying.  **Teach**  Read the book to the class and discuss what is important about playing with friends for them, to ensure they have engaged with the meaning of the text. Re-read the sentences and ‘hammer’ the verbs. Record the verbs on the board under the headings ‘past’ and ‘present’. What do pupils notice about the verbs? Discuss the endings of the words. Stick to regular verbs wherever possible.  **Practise**  Bring a range of objects into the classroom from the past and the present – for example, a satchel, a slate, a rucksack, an iPad, or use images from another book in the *Comparing Past and Present* series. Discuss the old items and use the sentence pattern *In the past… and today*… . In pairs, pupils should create the past and present sentences orally. Practise saying them with actions for the capital letter and punctuation and then share with the whole class.  The class should ‘hammer’ when they hear the verb (*doing*, *being* or *having*). Record the verbs on the board and discuss the endings for the past and present.  **Apply**  Pupils should write their own sentences for a pair of objects. | |

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| **Activity 4.4: Adding -*ed***  Resources: verb matrix (p. 104) |  |
| The purpose of this activity is to:   * spell the suffixes -*ing* and -*ed*.   **Teach**  Look at the verbs collected for the past and present. What do pupils notice about the verbs used in the past (work with regular verbs only at this point). Handwrite -*ed* several times with the correct joins.  Choose a verb from the matrix in the Resources section, change it into the past tense, then write it down. Explain to pupils that if the verb has a short vowel when you add -*ed*, then the final consonant is doubled (*shopped*, *stopped*, *rubbed*, *knitted*).  **Practise**  In pairs, pupils should choose verbs from the matrix, convert them into the past tense and then write them. Check spellings as a whole class. Revise doubling the consonant where there is a short vowel.  **Apply**  Pupils can look back at the sentences they wrote in the previous activity and check whether they spelt them correctly, particularly the -*ed* part.  In pairs, they should take it in turns to choose a verb and create a sentence. They should then both write the sentence and check each other’s work to see if they have spelt the verb correctly.  Each time you share a book with pupils, pick out a few sentences to explore whether it is written in the past or present tense. | |
| **Activity 4.5: Assessment: silly sentences**  Resources: image from a recent text |  |
| The purpose of this activity is to assess pupils’ understanding of verbs in the past and present tense.  In pairs, pupils orally create a series of sentences based around an image. These sentences should include the actions for capital letters and full stops. Each pair should read their sentences to the rest of the class, who identify the verbs by ‘hammering’, then decide whether the sentence is in the past or present. | |

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| **Y2** | **Verbs** | |
| National Curriculum content:   * Correct choice and consistent use of **present tense** and **past tense** throughout writing. * Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (for example, *she is drumming*, *he was shouting*). | | Terminology for pupils:  *verb*  *tense (present, past) present progressive past progressive apostrophe* |
| Pupils need to:   * understand that any verb can be written in a different tense * be able to identify if a verb is written in the past or present tense * understand that the verb in a sentence is frequently more than one word (a verb phrase) * understand that there are different ways of expressing the past and present tenses (e.g. past simple and past progressive: *he ran*, *he was running*; present simple and present progressive: *he runs*, *he is running*) * know how to use the verb *to be* to create progressive forms * maintain choice of tense throughout writing for cohesion. | | |
| **Activity 4.6: Hammer those verbs!**  Resources: sentence cards (p. 104), verb and tense spotter text (p. 105) | | Terminology for pupils:  *verb*  *tense (past and present)* |
| The purpose of this activity is to:   * understand that any verb can be written in a different tense * be able to identify if a verb is written in the past or present tense.   **Teach**  Choose sentences from a range of texts in the past and present simple form. Review finding the verb by ‘hammering’ when you hear the *doing/being/having* word. Encourage pupils to use the term *verb* when they hammer. For pupils who can find verbs in sentences, challenge them by giving sentences of more than one clause and asking them to identify all the verbs. How do we know if a verb is in the past or present tense? Take ideas and record them on the board. Model exploring sentences and categorise them into past and present tense.  **Practise**  Give pupils copies of the sentence cards from the Resources section. In pairs, pupils should take it in turns to read a sentence to their partner. Their partner ‘hammers’ out the verb and then underlines it in the sentence. They should say whether it is in the past or present tense and how they know. Review what pupils have done.  **Apply**  Provide pupils with a short piece of text. Ask them to circle all the verbs and then say whether the text is in the past or present and why. An example from *Sabretooth Cats* is provided in  the Resources section but you will need to use other texts to match pupils’ reading attainment. | | |

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| **Activity 4.7: What are you doing?**  Resources: photos of the class doing activities in the playground, dining room or assembly hall | Terminology for pupils:  *verb*  *tense (past and present)* |
| The purpose of this activity is to:   * understand that the verb in a sentence is frequently more than one word (a verb phrase) * understand that there are different ways of expressing the past and present tenses (e.g. past simple and past progressive: *he ran*, *he was running*; present simple and present progressive: *he runs*, *he is running*) * know how to use the verb *to be* to create progressive forms.   **Teach**  Take photos of the class in the playground at playtime and lunchtime for use in this lesson. Ask questions such as *What is Ben doing?* Record the answers that pupils give. Because pupils  are looking at pictures of something that happened before, some may give the answers in the simple form (*he ran*) and some in the progressive form (*he was running*).  Choose one of the past progressive sentences and convert it to the past simple. Ask pupils why they did not answer in this tense. You are looking for responses about the on-going nature of the event.  **Practise**  Use another few pictures of the pupils in different circumstances, such as in the assembly or dining hall. In pairs, ask pupils to label the images with sentences that describe what is going on in the picture. They can be in the simple or progressive form.  **Apply**  Get pairs to swap sentences and underline the verbs in the other pair’s sentences. Use this as an assessment activity for the next session. | |
| **Activity 4.8: All in agreement**  Resources: conjugation table and cards with *am/is/are/was/were*, cloze paragraph (pages 105–106) | Terminology for pupils:  *verb*  *tense (past and present) present progressive* |
| The purpose of this activity is to:   * understand that the verb in a sentence is frequently more than one word (a verb phrase) * understand that there are different ways of expressing the past and present tenses (e.g. past simple and past progressive: *he ran*, *he was running*; present simple and present progressive: *he runs*, *he is running*) * know how to use the verb *to be* to create progressive forms.   **Teach**  Using the past progressive sentences that pupils created in Activity 4.7, write the verbs on the board so that pupils can see how they are constructed. Draw attention to the two words that make up the verb form. Pupils will notice that the auxiliary verb is in the past tense (*was*, *were*) and the main verb has *-ing* on the end in all cases.  Model creating the auxiliary verb by conjugating the verb *to be* with the pupils, using the table in the Resources section. You may want to link to apostrophes for contraction here for *it’s* and *they’re*.  **Practise**  Give pairs of pupils cards with *am*, *is*, *are*, *were* on them. Call out a pronoun and ask pupils to hold up the card with the correct verb to make the subject and verb agree.  **Apply**  Give pupils a copy of the cloze paragraph from the Resources section. Ask them to write in the correct form of *to be* in the past tense in the gaps. Ask whether it is possible to complete this in the present tense and why. | |

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| **Activity 4.9: Simple to progressive**  Resources: example sentence in the past simple and progressive forms | Terminology for pupils:  *verb*  *tense (past and present) present progressive* |
| The purpose of this activity is to:   * understand that the verb in a sentence is frequently more than one word (a verb phrase) * understand that there are different ways of expressing the past and present tenses (e.g. past simple and past progressive: *he ran*, *he was running*; present simple and present progressive: *he runs*, *he is running*) * know how to use the verb *to be* to create progressive forms.   **Teach**  Read out the sentences that pupils created in previous sessions and ‘hammer’ when they hear the verbs. Write the sentences on the board and underline the verbs. Discuss the simple and progressive forms and point out that some have only one word (*ran*) and in others the verb consists of two words (*was running*). Convert a sentence in the past simple into the  past progressive. Where are the verbs? What difference does it make? When might you use each form?  **Practise**  Give pupils a range of sentences in the past simple and ask them to convert them into the progressive form. Discuss the effect that this has. | |
| **Activity 4.10: Tense sorting**  Resources: example sentences in the past and present progressive forms (p. 107) | Terminology for pupils:  *verb*  *tense (past and present) present progressive* |
| The purpose of this activity is to:   * understand that the verb in a sentence is frequently more than one word (a verb phrase) * know how to use the verb *to be* to create progressive forms.   **Teach**  Use a sentence in the progressive form – for example, *Katie was reading about cowgirls*. Underline the verb and ask the pupils to show you which part of the verb gives you the tense and which gives you the meaning of what happened. The *was* gives you the tense (past) and the *reading* is what Katie was doing. Look at other sentences in the progressive form and decide which tense they are.  **Practise**  Give pairs of pupils a series of sentences in the progressive form from the Resources section. Ask them to underline the verb and then work out which tense the verb is in. They should then join up with another pair and see if they have the same answers. | |

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| **Activity 4.11: Tense choices**  Resources: example texts with inconsistent tenses (p. 108) | Terminology for pupils:  *verb*  *tense (past and present)* |
| The purpose of this activity is to:   * maintain choice of tense throughout writing for cohesion.   **Teach**  Use a short text which has inconsistent tense choices, either from the Resources section or from pupils’ own writing. Model reading through and identifying the verbs and the tense they are in. Explain that stories are usually written in the past tense and therefore *all* the verbs need to be in the past. Go through and make changes as necessary.  **Practise**  Pupils should work in pairs on another small piece of text that is not a narrative. An example is given in the Resources section. Identify the verbs and then check the tenses. Ensure that they are all the same tense. Share the changes made as a class.  **Apply**  Identify a short section in pupils’ books when you mark them for pairs to go back through and check the consistency of tense. You will need to do this many times throughout the year on writing from both English and across the curriculum. | |
| **Activity 4.12: Verb assessment**  Resources: none needed | Terminology for pupils:  *verb*  *tense (past and present)* |
| The purpose of this activity is to assess pupils’ understanding of verbs in the past and present tense.  Ask pupils to complete the following questions.  **1** Write one word on the line below to complete the sentence in the **past tense**.  *I to Scotland during the school holidays.*   1. Circle the **verbs** in the sentence below.   *Yesterday was the school sports day and Jo wore her new running shoes.*   1. Write down whether each sentence is in the **past tense** or the **present tense**. Becky was thinking.   I am reading my book. Jo is going for a walk.  Share answers and discuss which are right and why. | |

## Teaching resources

**Strand 1a: Simple sentences**

**Activity 1a.2 Hammer those verbs!**



**Activity 1a.4 Silly sentences**



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| **the elephant** | **a large cake** | **dogs** |
| **my mum** | **my trousers** | **people** |
| **the girl** | **custard** | **sausages** |
| **the door** | **Queen Elizabeth** |  |

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| **is sitting** | **is** | **eat (s)** |
| **played** | **were** | **dropped** |
| **is chasing** | **tricked** | **was** |
| **like (s)** | **opened** | **tickled** |
| **lost** | **hungry** | **happy** |
| **lonely** | **excited** | **angry** |

**Activity 1a.5 Sort it!**

|  |  |
| --- | --- |
| **the boy is happy** | **is angry** |
| **my mum** | **red balloon** |
| **Mandy painted the door** | **is watching** |
| **Ben was happy** | **the dog sat** |
| **Rosie ran downstairs** | **the little brown dog** |

**Strand 1b: Co-ordination and subordination**

**Activity 1b.1 Likes/dislikes**

|  |  |  |
| --- | --- | --- |
| **eating chocolate** | **worms for tea** | **playing football** |
| **playing in the park** | **washing up** | **tidying the bedroom** |
| **tests** | **fish fingers** | **cats** |
| **dogs** | **horses** | **holidays** |
| **walking in the rain** | **colouring** | **bedtime** |

**Activity 1b.2: Physical sentences**

|  |
| --- |
| **and** |
| **and** |
| **and** |

|  |
| --- |
| **Some plants have one flower.** |
| **Some plants have lots of flowers.** |
| **Some flowers look like a ball.** |
| **Some flowers look like a heart.** |
| **Some flowers look like a star.** |
| **Some flowers look like a bell.** |
| **Plants are living things.** |
| **Plants have many parts.** |
| **Plants need water to grow.** |
| **Plants need sunlight and air to grow.** |
| **Many plants grow flowers.** |

|  |
| --- |
| **Some plants have lots of flowers.** |
| **Flowers make seeds.** |
| **New plants grow from seeds.** |
| **A petal is one part of a flower.** |
| **Some flowers have red petals.** |
| **Some flowers have purple petals.** |
| **Some flowers have patterns on their petals.** |
| **Hummingbirds and butterflies get food from flowers.** |
| **Bees get food from flowers.** |
| **Flowers make seeds.** |
| **Seeds grow and become new plants.** |

**Activity 1b.4: Physical sentences**

|  |
| --- |
| **The boy skated down the hill.** |
| **The boy couldn’t stop.** |
| **The boy looked worried.** |
| **The boy held out his hands.** |

**Red Riding Hood sentences:**

|  |
| --- |
| **and** |
| **but** |
| **or** |

**She had raven-black hair. She had bright blue eyes. She didn’t like the forest. She didn’t like the dark.**

**She really enjoyed visiting Granny. She was a bit naughty.**

**She was very clever.**

**Activity 1b.5: Subordinating with physical sentences**

**Summer days can reach 40 degrees Celsius. It is hard to keep cool in Africa.**

**Above ground, meerkats stay near their holes. They dive in when danger is near.**

**Meerkats dig burrows with their long, sharp claws. They fold their ears back so sand cannot get in.**

**They get wet and cold.**

**Pups can die.**

|  |
| --- |
| **because** |
| **if** |
| **when** |

**Subordinate clauses:**

If a kestrel sees an animal to eat… If he took one more step…

When winter comes… When I feel afraid…

Because moles live underground… Because of your kindness…

**Activity 1b.6: Using *that***

|  |
| --- |
| **A salamander’s legs are so short.** |
| **Its belly drags on the ground.** |
| **that** |

|  |  |
| --- | --- |
| Sentences joined with: | |
| *and*, *but*, *or* | *because*, *when*, *if*, *that* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Activity 1c.3: Fill in the slots**

|  |  |  |
| --- | --- | --- |
| **Who is doing/ being/having** | **What happens** | **To whom or what** |
| ***Subject*** | ***Verb*** | ***Object/complement*** |
| I | like | chocolate ice cream |
| meerkats | dig | burrows |
| Rosie | noticed | some wet paw prints |
| lazy sloths | are | nocturnal |
| giraffes | eat | leaves |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Activity 1c.4: Question it**

|  |  |  |
| --- | --- | --- |
| **what** | **when** | **where** |
| **why** | **who** | **how** |

|  |  |  |
| --- | --- | --- |
| **can** | **will** | **may** |
| **do** | **are** |  |

|  |  |  |
| --- | --- | --- |
| **?** | **?** | **?** |

**Activity 1c.6: How tricky this is!**

|  |  |
| --- | --- |
| **How strange!** | **What a lovely girl!** |
| **How horrid!** | **What magical horns!** |
| **How difficult!** | **What an unusual hat!** |

**Activity 1c.7: More exclamations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **How +** | **Adjective** | **(+ verb)** | **What+** | **a/an+** | **adjective** | **(+ verb)** |
|  |  |  |  |  |  |  |

|  |
| --- |
| It is a perfect day. |
| The shoe shop was a mess. |
| I can smell lots of good things. |
| The fountain looked perfect. |
| I’m hungry. |

**Strand 2: Nouns and noun phrases**

**Activity 2.1: All in a name**

|  |  |  |
| --- | --- | --- |
| **pencils** | **books** | **door** |
| **tray** | **whiteboard** | **window** |
| **Mr** | **Mrs/Miss** | **table** |
| **toys** | **globe** | **coats** |
| **carpet** | **chair** | **sink** |
| **pens** |  | |

|  |  |  |
| --- | --- | --- |
| **hospital** | **bag** | **book** |
| **London** | **America** | **houses** |
| **coat** | **England** | **eggs** |
| **China** | **table** | **apples** |
| **car** | **lions** | **Bob** |
| **foxes** | **Prince William** | **mouse** |
| **Lucy** | **ball** |  |

**Activity 2.2: Grammar goggles**

|  |
| --- |
| **The lion chased the mouse.** |
| **Princess Emerald gobbled up the cakes.** |
| **The dog barked.** |
| **Ben tickled the kitten.** |
| **The kitten scratched Ben.** |
| **The girls put on their coats.** |
| **Elephants eat doughnuts.** |

|  |  |
| --- | --- |
| **the boys** | **cooked** |
| **gorillas** | **is/are crawling** |
| **the pancakes** | **gobbled** |
| **Billy Baggs** | **is/are hiding** |
| **the tiny hamster** | **hug (s)** |
| **the teacher** | **was/were bouncing on** |
| **my cat** | **like (s)** |
| **giants** | **wobble (s)** |

**Activity 2.4: Understanding opposites**

|  |  |  |
| --- | --- | --- |
| **happy** | **unhappy** | **kind** |
| **helpful** | **unhelpful** | **lucky** |
| **easy** | **hard** | **noisy** |
| **strong** | **weak** | **hot** |
| **tiny** | **enormous** | **tasty** |
| **unkind** | **unlucky** | **quiet** |
| **cold** | **disgusting** |  |

**Opposite sentences:**

Once there was a tiny mouse which lived with a beautiful princess.

The princess was very happy as the mouse was kind and helpful. One hot day the mouse went fishing and caught a tasty fish.

The unlucky fish begged the clever mouse to let him go.

**Activity 2.5: Revise nouns**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fruit and vegetables** | **Toys** | **Girls’ names** | **Boys’ names** | **Animals** | **Countries** |
|  |  |  |  |  |  |

**Activity 2.6: Expanding nouns**

Their strong bodies had big muscles and short tails. The cat’s two long teeth were called canines.

These sharp, 18-centimetre teeth could cut through tough skin.

Pre-modification chart:

|  |  |  |
| --- | --- | --- |
| **Determiner** | **Adjective** | **Noun** |
| a, an, the, this, that, these, those, some, any my, our, your his, her, their, several, few, next, first,  six, twelve | enormous spiky  furry stripy deadly  dangerous extraordinary fierce  sharp scaly | dinosaur dragon tiger  tail paws horns |

**Activity 2.7: Playing with pronouns**

The huge, hairy monster ate six scrumptious goblins. (He/She ate them.)

These fierce big cats liked chasing slow, lumbering mammoths. My big sister gave the game to her best friend.

Your greedy dad took the last iced cake.

My cousin and I watched our dads play a really exciting football match.

Katie told Ben about the amazing, old castle.

The little old man put on a bright yellow pair of wellies.

**Cloze paragraph:**

eat for up to 19 hours a day!

munch mostly on .

also eat bark, leaves and roots. A zebra’s

does not contain many nutrients.

has to eat a lot to get the energy

needs.

it they food grass they it zebras

**Activity 2.9: All about apostrophes**

Zebras eat for up to 19 hours a day! They munch mostly on grass. They also eat bark, leaves and roots. A zebras food does not contain many nutrients. It has to eat a lot to get the energy it needs. A zebras teeth never stop growing. Luckily all that grazing wears down their teeth. Teeth also come in handy for scratching and biting. A pair of zebras will clean each others coats by nibbling them! They also swish away flies with a flick of their tails.

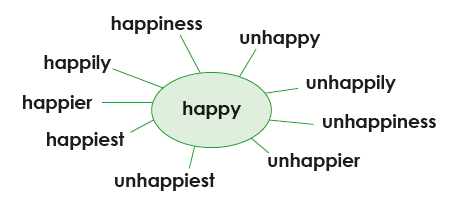
**Activity 2.10: Adjective overload?**

|  |  |  |
| --- | --- | --- |
| **Determiner** | **Adjective** | **Noun** |
|  |  |  |

**Activity 2.11: I went to the market**

My true love gave to me six swans a-swimming five gold rings four calling birds three French hens two turtle doves and a partridge in a pear tree.

**Activity 2.12: A web of words**



**Activity 2.13: Word combinations**

|  |  |
| --- | --- |
| black | skate |
| life | super |
| moon | back |
| tooth | sun |
| butter | eye |
| ball | bone |
| paste | boat |
| man | light |
| bird | fly |
| flower | board |

**Strand 3: Adverbials**

**Activity 3.4: Adjectives to adverbs**

|  |  |  |
| --- | --- | --- |
| **awfully** | **bashfully** | **beautifully** |
| **boastfully** | **carefully** | **cheerfully** |
| **colourfully** | **deceitfully** | **delightfully** |
| **disgracefully** | **doubtfully** | **dreadfully** |
| **faithfully** | **fearfully** | **forcefully** |
| **forgetfully** | **frightfully** | **gleefully** |
| **gracefully** | **gratefully** | **harmfully** |
| **helpfully** | **hopefully** | **joyfully** |
| **meaningfully** | **mistrustfully** | **mournfully** |

|  |  |  |
| --- | --- | --- |
| **neglectfully** | **painfully** | **peacefully** |
| **playfully** | **powerfully** | **purposefully** |
| **regretfully** | **remorsefully** | **resentfully** |
| **respectfully** | **rightfully** | **shamefully** |
| **sinfully** | **sorrowfully** | **soulfully** |
| **spitefully** | **stressfully** | **successfully** |
| **tearfully** | **thankfully** | **thoughtfully** |
| **truthfully** | **tunefully** | **unfaithfully** |
| **unhelpfully** | **unsuccessfully** | **untruthfully** |
| **usefully** | **wonderfully** | **wrongfully** |

**Activity 3.8: Try it out!**

|  |  |  |  |
| --- | --- | --- | --- |
| absolutely | awfully | badly | completely |
| dearly | deeply | dreadfully | enormously |
| especially | exceedingly | extremely | fairly |
| greatly | hardly | hugely | largely |
| massively | nearly | perfectly | poorly |
| powerfully | pretty | quite | rather |
| really | remarkably | simply | slightly |
| strongly | surprisingly | terribly | totally |
| tremendously | unbelievably | very | wonderfully |

**Strand 4: Verbs**

**Activity 4.1: Sort it!**

|  |
| --- |
| **Set 1** |
| **New plants grow from seeds.** |
| **I have fingers and toes.** |
| **Bees get food from flowers.** |
| **Spiders live in the jungle.** |
| **Toads hide under rocks.** |
| **They were busy in school.** |
| **The dog was brown and fluffy.** |
| **Rosie chased the butterfly.** |
| **He has a pet dog.** |

|  |
| --- |
| **Set 2** |
| **The cat ran up the tree.** |
| **He has an Xbox.** |
| **We like the beach.** |
| **Parrots live in the jungle.** |
| **They were funny.** |
| **Pupils walk to school.** |
| **I am hungry.** |
| **The Queen lives in a palace.** |
| **She has a toy car.** |

**Activity 4.2: Verb bingo**

|  |  |
| --- | --- |
| **doing** | **having** |
| **being** | **being** |
| **having** | **being** |

|  |  |
| --- | --- |
| **doing** | **having** |
| **having** | **doing** |
| **being** | **being** |

|  |  |
| --- | --- |
| **being** | **doing** |
| **having** | **being** |
| **doing** | **having** |

**Activity 4.4: Adding *-ed***

**play jump hunt**

**live ed**

**shop**

**rub stop knit**

**Activity 4.6: Hammer those verbs!**

|  |  |
| --- | --- |
| **Penguins find all their food at sea.** | **She peeled the sandwich off the path and flew to the top**  **of the tree.** |
| **I sat at the table.** | **A boy on a scooter raced by and he jumped out of the way.** |
| **There at the door stood a long line of strange creatures.** | **Huge tyres turn these trucks into monsters.** |
| **All rabbits do is hop.** | **Henry thought for a moment.** |
| **Cats get stuck up in trees all the time.** | **Toads catch slugs and other small animals.** |

Sabretooth cats roamed North and South America 10,000 years ago. They lived in grasslands and forests. The world was cooler then. Sabretooth cats were about 1 metre tall. Their strong bodies had big muscles and short tails. Females and males were the same size.

**Activity 4.8: All in agreement**

|  |  |  |
| --- | --- | --- |
|  | **Present** | **Past** |
| I | am | was |
| He/she/it | is | was |
| you | are | were |
| we | are | were |
| they | are | were |

|  |  |
| --- | --- |
| **am** | **was** |
| **is** | **were** |
| **are** |  |

We

running down

the hill when we spotted a large elephant in the garden. It

grey and had wrinkles that showed its age. We stopped and

staring when an old lady came out of the

house. She

busy with

buckets and cabbages and we saw that

she

going to feed

the elephant. ‘What

you two doing?’ she shouted. ‘Nothing,’

we replied and carried on running.

**Activity 4.10: Tense sorting**

|  |  |
| --- | --- |
| **Katie was reading about cowgirls.** | **He is hunting for his food before night falls.** |
| **Joe was riding his bike through the mountains when he had a puncture.** | **We were following the bus when it stopped quickly.** |
| **The penguin is looking for fish.** | **I was getting hungry.** |
| **She was rushing so quickly that she knocked Ravi over.** | **I am not listening to my big sister ever again.** |
| **I am listening to my Mum.** |  |

**Activity 4.11: Tense choices**

Once upon a time, there lives a beautiful panda called Pandarella. She lived with her stepmother and two stepsisters. They are very unkind and made her do all the work in the house. One day, a messenger bring an invitation from the royal palace. The prince had invited them all to the ball. But the stepsisters tell Pandarella she cannot go.

**Ladybird**

The work animals do naturally often helps humans. Ladybirds can eaten up to 50 aphids in a single day. Ladybirds is small insects that destroyed crops. By eating aphids, ladybirds helped farmers to keep their crops healthy. A ladybird eaten more than 5,000 aphids during its lifetime.

## Example teaching sequence

**Writerly knowledge chart: *A Dog’s Day* by Rebecca Rissman**

|  |  |  |
| --- | --- | --- |
| **How do I feel about the text?** | **How did the author do that?** | **Examples** |
| A funny story told from two points of view.  Dog having fun. Girl a bit worried. | * Flip the book over to see the second story. * Tell the same events but with characters feeling slightly different about it. * Dog causes mischief in the places he goes to. * Girl asks questions to find the dog. * Some expanded noun phrases. | *Big, muddy flower bed, some wet paw prints on the ground* |

|  |  |  |
| --- | --- | --- |
| **Key learning outcome:**  **write a story with two points of view** | | |
| **Elicitation task**  Use an image of Little Red Riding Hood and the wolf. Ask pupils to generate ideas about what the wolf might think and say, and then what Little Red Riding Hood might say. Pupils could take on roles in pairs to help with this, then they could write down their thoughts if you wish.  *Use the outcomes from this to adapt the medium-term plan and the national standards outcomes below.* | | |
| **Medium-term plan** | | |
| **Reading**  Develop pleasure in reading, motivation to read,  vocabulary understanding by:   * recognising and joining in with predictable phrases * discussing the sequence of events in books and how items of information are related (Y2) * discovering non-fiction/ fiction books that are structured in different ways (Y2) * linking what they read or hear to their own experiences. | **Writing (Y2)**  Consider what to write before starting by:   * saying out loud what they are going to write about * composing a sentence orally before writing it.   Develop writing by:   * sequencing sentences to form short narratives * reading back what they have written to check that it makes sense * discussing what they have written with the teacher or other pupils * evaluating their writing with the teacher and other pupils. | **Grammar**  Develop understanding of the concepts set out in Appendix 2 of the National Curriculum by:   * beginning to punctuate sentences using a capital letter and a full stop or question mark * using a capital letter for names of people, places, days of the week, and the personal pronoun *I.*   Develop understanding of the concepts set out in Appendix 2 by:   * learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, commas for lists and apostrophes for the possessive (singular) (Y2). |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Understand both the books they can already read accurately and fluently and those they listen to by:   * checking that the text makes sense as they read and correcting inaccurate reading * drawing on what they already know or on background information and vocabulary provided by the teacher * discussing the significance of title and events * predicting what might happen on the basis of what they have read so far * answering and asking questions (Y2). | Develop a positive attitude towards and stamina for writing by:   * writing narratives about personal experiences and those of others. | | | | Understand how:   * the grammatical patterns in a sentence indicate its function as a statement or question * expanded noun phrases describe and specify (e.g. *the blue butterfly*) (Y2).   **Terminology**  Y1:  capital letter, singular, sentence, punctuation, full stop, question mark  Y2:  noun, noun phrase, statement, question, adjective, apostrophe | |
| **Spoken language**  Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | | | | | | |
| **Working at national standards**   * Use expanded noun phrases to describe places (Y2). * Use capital letters, full stops and question marks appropriately. * Produce a story that shows a character’s point of view. * Show how the character is feeling. | | | **Working at greater depth**   * Add more detail at appropriate points in the story. | | | |
| **Guide**  **Group 1 Group 2**  **Teaching** | | **d group writing targets** | | | | |
| **Group 3** | | **Group 4** | | **Group 5 Learning:**  **I can…**  **I know…**  **I understand…** |
|  | | **Guided work linked to sequence** | |
| **Familiarisation/immersion in text/analysis**  Use the imitate phase of the sequence to construct a writerly knowledge chart with pupils.  **Imitate**  Look at the front cover of the book (the dog’s version) and discuss what might make a dog’s day. Record ideas and then read the book. Model asking questions as you go through and encourage pupils to do so. Stop after each event and predict what might happen next.  Stop at the point where Rusty has been in the fountain and discuss what the dog might do next. What clues are there? Talk through ideas in pairs and then pupils should write the next part of the story. Talk about who is telling the story. | | | |  | |  |

|  |  |  |
| --- | --- | --- |
| Read to the end of the dog’s day and discuss the fact that the pages are upside down. Decide what to do and then compare the two front covers. What are pupils expecting?  Read the text, stopping at various points, and see if the pupils can generate what happens next and link the two stories together.  Learn and remember the bare bones of the text with one or two events, such as the meeting in the park. Use a story map that you have drawn and actions. Learn a bit from both stories, as Rosie’s story uses questions.  Pupils should retell the story in pairs, section by section, with one child telling Rosie’s story and the other Rusty’s story.  How does Rosie feel in her story? Photocopy a picture of her and write around her the pupils’ suggestions. Give pupils a photocopy of Rusty and ask them to write about he is feeling. Complete in pairs and then share as a class.  Box up the text using a long piece of paper and drawing/writing the dog’s story and Rosie’s story to show how the two are linked (see example at the end of this chart).  **Grammar**  Look at the noun phrase *a big, muddy flower bed*. Ask pupils to identify the noun/s and what other information they have about it/them. Talk about the adjectives *big* and *muddy* and how they tell us more about the noun. On the board, write *a poodle* and then ask pupils to come up with some adjectives to tell us more about the poodle. Try several out and then choose the best one and label the picture. Label several more nouns on the page together.  Give pairs of pupils a page from the book and ask them to create some noun phrases and label the page. Share examples and discuss which ones pupils like best.  Orally create sentences that include the noun phrases. Encourage pupils to use the actions for capital letters and full stops. You may want pupils to record these sentences.  Read the story again, but this time ask pupils to join in when Rosie asks a question. How will they know a question is being asked? Read it a couple of times so pupils can join in more fluently with the questions. Encourage pupils to include actions for the capital letter and question mark. Remember the capital letter for names as well. |  |  |

|  |  |  |
| --- | --- | --- |
| Pupils should think of a place that Rusty might go. Then, in the role of Rosie, they should ask the question  (e.g. *Mr Magazine, have you seen Rusty go through your shop?*)  Look at the title *A Dog’s Day*. Identify the punctuation mark as an apostrophe and talk about why it is included. What do pupils think *Rosie’s Day* might look like written down?  Find objects in the classroom belonging to individual pupils and talk about, e.g. *Julia’s pen*. Record each item. Model how to write a sentence that includes *Julia’s pen* and then ask pupils to create a sentence based around *Joy’s hat*. Have they got the correct punctuation and capital letters at the start and for the person’s name?  **Innovate**  Draw up a list of two characters that pupils could tell two stories about, e.g. two friends, a teacher and a pupil, Little Red Riding Hood and the wolf, a parent and child. Record these on a list to display in the classroom. Choose one of the pairs to write a story about, e.g. teacher and pupil.  Imagine a child sees the school door open. What mischievous things could they get up to (e.g. paint on the walls, knock over the musical instruments, take a bite out of all the fruit for break time)? Choose the two or three suggestions that pupils like best and ask them to set up the situations so that you can take photographs of them.  With pupils, box up the story of what the child does. Use the photos and identify nouns in them. Generate adjectives to expand the noun phrase and label the first picture. Pupils should create their own labels for the other pictures.  Adapt the story map to fit the new content. This can be done by putting sticky notes over parts that need  to change, and drawing on them.  **Shared writing**  Model writing the text over a couple of days, to demonstrate the elements included in the writerly knowledge chart you have created with pupils.  How might the teacher be feeling when they see the mess around the school? In pairs, pupils should act out what the pupil does and then think about what the teacher might do and say.  Box up the new content and then retell the story. |  |  |

|  |  |  |
| --- | --- | --- |
| **Shared writing**  Model re-reading the writing to check that it makes sense.  Mark the writing and identify aspects that need further development. The aspects are detailed in the national standards section near the top of this chart. |  |  |
| **Capturing ideas Invent**  You will need to be flexible here with what pupils do. In Year 2, pupils should write both stories. In Year 1, they might write one of the stories, then tell the other.  Pupils should choose the two characters that they want. If they are not story characters, they should place them in a situation (e.g. mother and child in the supermarket). Think of some mischievous things that one of the characters might do.  Box up the new information and if needed, adapt the map.  Teach the aspects identified at the end of the Innovate stage that need further development.  Support pupils in writing the text, then revising and editing it to include the elements taught throughout the sequence. Pupils should move on to the second story when they are ready.  Proofread the writing for spelling and punctuation. Publish a final version in a book that flips upside down.  Compare and comment on the progress made from the elicitation task to the invent writing. |  |

**Box up example (from the Imitate stage) Rusty**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rusty woke up and went out through the front door | Found a muddy flower bed and rolled in it. | Smelt the butcher’s shop. She wasn’t pleased to  see him. | Went to the shoe shop and chewed shoes. Owner wasn’t pleased to  see him. | Finds Rosie in the park. |

**Rosie**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Noticed that the front door was open and that Rusty was gone. | Found a muddy flower bed. | Went to the butcher’s shop and found paw prints. Butcher was not happy. | Went to the shoe shop and found chewed shoes. | Found Rusty in the park. |

## Assessment criteria and diagnostic activity

The statements in bold at the bottom of each section in the table below have been taken from the *2015–16 Interim teacher assessment frameworks at the end of Key Stage 1 and Key Stage 2*. The statements come from the writing criteria for pupils working at the expected standard.

The table includes information on where effective formative assessment information can be collected through the use of the grammar activities and diagnostic assessment tools. This information could be added to the range of other assessment information gathered in order to make an overall judgement about a pupil’s standard in writing.

|  |  |
| --- | --- |
| **Strand 1: Different ways to construct sentences** | |
| **Y1** | **Pupils need to:** |
| Constructing a simple sentence (or single- clause sentence)  How **words** can combine to make **sentences** (orally and in writing).  Sequencing **sentences** to form short narratives. | * Understand that we write in units of meaning called sentences. * Understand that a sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something. It may include where, when or how this happens. * Understand that when we write a sentence, we start with a capital letter and end with a full stop. * Recognise a full stop. * Orally rehearse sentences. * Punctuate either orally or with an action. * Ask and answer questions about the information included. * Talk about the sentences they have written and why they are sentences. * Write a sequence of sentences in fiction and information. |
| **Y1** | **Pupils need to:** |
| Co-ordination and subordination  Joining words and joining clauses using *and*. | * Understand that we can use *and* to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. *Jack and Jill went up the hill*. Both Jack and Jill are acting in the same way. *Fred was tired and hungry*). * Understand that we can join two sentences together using the word   *and*. When this happens we only need one full stop at the end.   * Understand that this word means we are adding information. * Understand that although these structures occur in a ‘stream’ in speech, it is important not to use too many clauses in one sentence. * Orally rehearse sentences. * Punctuate either orally or with an action. |
| **Y2** | **Pupils need to:** |
| Co-ordination and subordination  **Subordination** (*when*, *if that*, *because*) and **co-ordination** (using *or*, *and*, *but*). | * Understand that we can join two sentences together using the words *and*, *or*, *but*. When this happens, we have constructed one sentence with two clauses (a compound sentence). * Understand the meaning of these conjunctions: *and* = addition, *but*   = contrast, *or* = alternative.   * Understand that when a subject is repeated, it can be replaced with a pronoun or omitted (e.g. *George loves chocolate but (he) hates ice cream*.) * Extend sentences using subordinating conjunctions such as *when*, *if*, *that*, *because* and be able to talk about how they affect the meaning of the sentence. * Understand that *when*, *if*, *because* (and others) can start sentences. **Use co-ordination (or/and/but) and some subordination (when/if/that/ because).** |

|  |  |
| --- | --- |
| **Y1** | **Pupils need to:** |
| Sentences types  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.  Capital letters for names and for the personal **pronoun**. | * Understand that there are different types of sentences, which have different end punctuation. |
| **Y2** | **Pupils need to:** |
| Sentence types  How the grammatical patterns in a sentence indicate its function as a **statement, question,**  **exclamation** or **command**.  Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. | * Understand that there are different ways of forming a sentence   – questions, statements, exclamations, commands – and be able to talk about what makes them different.   * Understand that questions can be constructed in different ways. * Be able to tell the difference between questions and exclamations beginning with *what* and *how*. * Understand how different sentence types are punctuated. **Use different sentences with different forms in their writing (statements, questions, exclamations and commands). Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.** |

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| **Strand 2: Nouns and noun phrases** | |
| **Y1** | **Pupils need to:** |
| Regular **plural noun suffixes**  -*s* or -*es* (for example, *dog*, *dogs; wish*, *wishes*), including the effects  of these suffixes on the meaning of the noun.  How the **prefix** *un*- changes the meaning of … **adjectives** (*negation*,  for example, *unkind*). | * Understand what the nouns in sentences are and how to form the plurals (link to spelling teaching). * Understand that nouns can be people, places or things. * Understand that adjectives can be added to a noun to add more detail. * Understand that opposites can be created by adding the prefix *un*- to adjectives. |
| **Y2** | **Pupils need to:** |
| Formation of **nouns** using **suffixes** such as -*ness*, *-er* and by compounding  (for example, *whiteboard*, *superman*).  Formation of **adjectives**  using **suffixes** such as -*ful*,  *-less*.  Use of the **suffixes** -*er*,  *-est* in **adjectives**. | * Understand that a group of words can work together to fill the noun slot in a sentence and that this is called a *noun phrase*. * Understand that a noun phrases can be replaced with a pronoun. * Understand how to construct a noun phrase using determiners, adjectives and nouns (e.g. *My naughty, mean sister*). * Understand how commas are used in lists of adjectives and noun phrases. * Understand how adjectives can be used in different places in a sentence, such as before the noun (*My naughty sister*) and after the verb (*My sister is naughty*). |

Expanded **noun phrases** for description and specification (for example, *the blue butterfly, plain*

*flour, the man in the moon*).

Commas to separate items in a list.

Apostrophes to mark singular possession in nouns (for example, *the girl’s name*).

How hyphens can be used to avoid ambiguity (for example, *man eating shark* versus *man-eating shark*,

or *recover* versus *re-cover*). (Although *hyphen* is terminology in Year 6,

this punctuation mark will be used in word work and writing from Year 2 onwards).

* Understand how adding suffixes to a word can change the meaning and/or the word class (e.g. *happy – happiness*, *climb*

*– climber*, *play – playful*) and how nouns can be formed by compounding.

* Understand the difference between adding an s for a plural and adding an apostrophe *s* for singular possession.

**Use some expanded noun phrases to describe and specify.**

|  |  |
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| **Strand 3: Adverbials** | |
| **Y2** | **Pupils need to:** |
| Use of -*ly* in standard English to turn adjectives into adverbs. | * Understand that the suffix -*ly* makes a word that describes how or when something happens (linked to the verb) in a sentence   (e.g. *quickly*, *suddenly*, *happily*).   * Understand that an adverb can add detail to a sentence. |

|  |  |
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| **Strand 4: Verbs** | |
| **Y1** | **Pupils need to:** |
| **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*).  How the **prefix** *un*- changes the meaning of **verbs** (*undo*, *untie*).  (Note: links to spelling and writing) | * Understand that a sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something. * Begin to understand the concept of present and past tense.   Use this understanding orally. |

|  |  |
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| **Y2** | **Pupils need to:** |
| Correct choice and consistent use of **present tense** and **past tense** throughout writing.  Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (for example, *she is drumming*, *he was shouting*).  **Apostrophes** to mark where letters are missing in spelling. | * Understand that any verb can be written in a different tense. * Be able to identify if a verb is written in the past or present tense. * Understand that the verb in a sentence is frequently more than one word (a verb phrase). * Understand that there are different ways of expressing the past and present tense e.g. past simple and past progressive (he ran, he was running), present simple and present progressive (*he runs*, *he is running*). * Know how to use the verb *to be* to create the progressive forms.   **Use present and past tense mostly correctly and consistently.** |

**Diagnostic activity**

The purpose of this activity is to gather information to help you make judgements against the assessment criteria. Carry out the basic diagnostic game below, using the cards and instructions, then look at the suggestions for how to extend the diagnostic activity to focus on key areas of learning for Years 1 and 2.

|  |  |
| --- | --- |
| **Terminology for pupils** | |
| **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, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma |

**Notes for teachers about the colour-coded cards**

For this generic diagnostic activity, use only the cards listed below. For Year 1 pupils, you may use a limited set.

There are additional cards of different colours for the year group variations. Please refer to the additional games for each year group for instructions on how to use these extra cards.

All the Year 1/2 cards are based on the theme of the seaside, and pupils should be able to use them to make a range of fiction and non-fiction sentences.

The set of cards contains some noun cards (blue) with single words. You will need to remove these for the introduction to the basic diagnostic game.

Similarly, you may wish to remove the verb cards (pink) with the single words (*is*, *are*, *was*, *were*). This will prevent pupils forming sentences with complements (e.g. *A crab is a sea creature*).

Although only -*ly* adverbials are specified in the Year 2 National Curriculum, it is likely that pupils will naturally wish to use simple when/where adverbials in their writing. For this reason, a selection of these is included in the card examples. You can use these as you see fit.

You may need to change the colours of the cards according to what you have available. If this is necessary, please note:

* + The colours should to be consistent each time pupils use them.
  + The colours need to be consistent across the school.
  + Where possible, determiners, adjectives and nouns/noun phrases should be similar shades (e.g. blues and purples to signify that they all form parts of the noun phrase).

**Key to the coloured cards**

Blue: nouns, noun phrases, subject and object pronouns, possessive pronouns Pink: verbs

Green: adverbials Yellow: conjunctions White: punctuation

**Introducing pupils to the cards**

Ideally, pupils should work in groups of three to six, as the problem-solving and discussion within the group will provide useful information about how well pupils have grasped the concepts.

Give each child a blue, pink, green, yellow and white card. Ask them what is written/ what is the job of each coloured card. Give each child a chance to answer individually, then encourage them to work as a group and pool their cards. Prompt/question pupils, but do not give them the answer. Make notes about their understanding.

Explain the game to pupils. They will be working as a team initially, although you may split them into pairs as you progress. Stress that this is not an easy game – they are going to have to really think about it!

**Basic diagnostic game: instructions**

1. Put the blue, pink, white and green cards into piles. Keep the yellow cards to one side.

Pick a blue card (noun phrase). Pupils read what is on the card.

1. Pupils should turn one pink (verb) card over. Does it work with the noun? (Use the term *noun* or refer to the blue card with Years 1–4; use the term *noun*, *subject* or *object* in Years 5–6). What about sense? Could they build a sentence with these two cards? If it doesn’t work, give each child two pink cards from the pile and ask them to consider if they have any verbs that would work now. They should choose one.
2. What colour card do they need to pick next to make a sentence? Let them choose a card from one of the four piles. If the new word/phrase does not fit, let them turn over two more of the same colour to widen the choice.
3. Pupils can use up to six cards of the three main colours to make their sentence, using the white cards to add the punctuation. If you wish, introduce the scoring system below for pupils to collect points and allow them to add up their scores using a score card like the example given.
4. Introduce the yellow cards (conjunctions). Make sure pupils know what these are and what they do. Ask pupils to choose a yellow card, then extend their sentence using any other colour cards they want.
5. Discuss the sentences that they have made, using relevant terminology and probing understanding and misconceptions (e.g. punctuation, the difference between co- ordinating and subordinating conjunctions or main and subordinate clauses).

*Note: Make sure you have blank cards in the colours that you are using so that pupils can add words and phrases if needed.*

Record notes about pupils’ understanding. Detail the knowledge that they demonstrate, such as terminology, and jot down notes from their discussion on anything that shows either good understanding or gaps in knowledge.

**Scoring system**

**‘Silly’ sentence semantically (but grammatically correct)** = 1 point per card + 1 for the sentence.

**Grammatically correct sentence + makes sense in the genre** = 1 point per card + 5 for the sense.

**Correct punctuation:** 1 point per correct card.

**Terminology:** bonus points at the teacher’s discretion for correct terminology used in discussion of their sentences.

**Impact:** bonus points at the teacher’s discretion for relevant explanations made about changes in meaning or the impact on the reader of using grammatical items in a particular way.

|  |  |
| --- | --- |
|  | **Number of points** |
| Points per card |  |
| Sentence |  |
| Sense |  |
| Punctuation |  |
| Terminology |  |
| Impact |  |
| Other bonus points |  |
| **Total** |  |

**Generic questions to ask about parts of sentences and punctuation**

Use the following questions when you introduce each colour-coded set of cards and as you build sentences throughout the activity.

Parts of sentences:

What does this colour card do in the sentence? What is it called?

(If it is a phrase) What is the most important word and why? (If it is a phrase) What do the other words in the phrase do?

Can this card go anywhere else in the sentence and still make sense? Does the meaning of the sentence stay the same or change?

Punctuation:

What punctuation do you need? What job is the punctuation doing?

Is there any other punctuation that could replace it? If so, which could you choose and why?

Can you change the meaning by changing the punctuation?

**Standard English**

It is important to take every opportunity to secure pupils’ understanding and use of Standard English throughout this activity. Where they demonstrate incorrect use of English or misconceptions, discuss and correct them. Common errors are likely to be subject/verb agreement (*we was playing in the park*), incorrect tense form (*he brung*) and incorrect pronoun use (*Becca and me went swimming*).

**Years 1/2 variations to the diagnostic activity**

The following activities offer some variations on the generic diagnostic game. They focus on specific aspects of the Programme of Study for Years 1 and 2. You do not need to use all the activities – choose and adapt those that are relevant to gather the information you need.

**Key to the additional coloured cards (to be used alongside cards from the basic set)**

Purple: adjectives Light blue: determiners

**Sentence types**

***Y2: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command***

The sentences created using the cards will mainly be statements. Ensure that pupils can recognise what type of sentence they are. Explore questions, commands and

exclamations by orally transforming the statements they have made. In each case, ask:

* + What did you have to do to change the sentence?
  + Do any cards move or disappear within the sentence?
  + If so, which ones and why?
  + What punctuation do you need for different sentence types?
  + Where would you use a sentence like this? (put in context)

**Noun phrases**

***Y1/2: Expanded noun phrases for description and specification; commas to separate items in a list; how hyphens can be used to avoid ambiguity***

1. Use the single-word noun cards (blue), adjective cards (purple), determiner cards (light blue), verb cards (pink) and punctuation cards (white) and sort them into piles.
2. Ask pupils to choose one card from each pile to make a sentence. Then ask them to change the determiner (light blue) card. How does this change the sentence? Repeat several times to explore the differences in meaning, using the determiners.
3. Introduce the adjective cards (purple). Ask pupils to choose adjectives to add to their sentences and any punctuation that they might need. Discuss their choices and what job the adjectives do in the sentence.

**Verbs**

***Y2: Correct choice and consistent use of present tense and past tense; use of the pro- gressive form of the verbs in the present and past tense to mark actions in progress***

Use the sentences that pupils have created to look at the impact on meaning of changing the verb tense and form. In the verb card set there are examples of verbs in the present simple, present progressive, past simple and past progressive. Explore the effect of changing the tense (present to past) and the form (changing from the

simple to the progressive). You will need blank pink cards so that you or pupils can write variations of the verbs used in their original sentences.

***Y2: Using verbs in sentences with complements. Although there are no specific require- ments to teach this in the National Curriculum, it is important in understanding how verbs work in sentences. Refer to the Subject knowledge section for further information.***

Use the verb cards (pink) with *is*, *are*, *was*, *were*, single-word noun cards (blue), determiner cards (light blue) and the adjective cards (purple). Ask pupils to build a noun phrase by choosing a single noun, determiner and adjective. Then ask them to choose one of the verb cards and ask them if they can rearrange the cards so that they

make a simple sentence (e.g. *The red bucket*, *The bucket is red*.) Discuss which word the verb is and talk to pupils to check their understanding that verbs are *being*, *having* and *doing* words.

**Nouns: single-word (print or copy on blue card)**

|  |  |  |
| --- | --- | --- |
| **net** | **sun** | **dog** |
| **boy** | **girl** | **sand** |
| **rock** | **fish** | **crab** |
| **bucket** | **spade** | **rock pools** |
| **Jack** | **Molly** | **kite** |
| **bucket** | **spade** | **rock pools** |
| **wind** | **deckchair** | **shell** |
| **seaweed** | **beach** | **water** |
| **boats** | **beach-hut** | **waves** |
| **sea** | **sandcastle** | **ball** |
| **cave** | **pebbles** | **ice-creams** |

**Noun phrases (print or copy on blue card)**

|  |  |  |
| --- | --- | --- |
| **the boy** | **the blue sea** | **a little girl** |
| **Dad** | **a plastic spade** | **the family** |
| **white waves** | **a big sandcastle** | **the picnic** |
| **lots of pretty shells** | **a yellow starfish** | **tiny, shiny fish** |
| **dark green seaweed** | **her sun hat** | **speed boats** |
| **the rock pool** | **the tired donkey** | **the shark** |
| **a fishing boat** | **an ice-cream with a flake** | **two dolphins** |
| **surfers** | **Mum’s beach towel** | **a greedy seagull** |
| **the big dog** | **a green beach ball** | **the life guard** |
| **happy children** | **the fishing net** | **crabs with sharp claws** |

**Verbs: simple present/simple past (print or copy on pink card)**

|  |  |  |
| --- | --- | --- |
| **have** | **hides** | **hide** |
| **lives** | **live** | **find** |
| **finds** | **see** | **sees** |
| **run** | **runs** | **float** |
| **floats** | **swim** | **swims** |
| **set off** | **floated** | **flew** |
| **rode** | **swam** | **crept** |
| **peered** | **chased** | **disappeared** |
| **searched (for)** | **opened** | **dipped** |
| **is** | **are** | **has** |
| **was** | **were** | **had** |

**Verbs: present progressive/past progressive (print or copy on pink card)**

|  |  |  |
| --- | --- | --- |
| **is fishing** | **is standing** | **is running** |
| **is chasing** | **is escaping** | **is floating** |
| **is watching** | **is eating** | **is sitting** |
| **are playing** | **are rescuing** | **are sitting** |
| **are catching** | **are scurrying** | **are hiding** |
| **are building** | **are swimming** | **are racing** |
| **was riding** | **was digging** | **was splashing** |
| **was crashing** | **was bobbing** | **was searching (for)** |
| **was carrying** | **was plodding** | **was snatching** |
| **were eating** | **were splashing** | **were dipping** |
| **were collecting** | **were shouting** | **were building** |
| **were playing** | **were sheltering** | **were throwing** |

**Adverbials (print or copy on green card)**

|  |  |  |
| --- | --- | --- |
| **quickly** | **quietly** | **slowly** |
| **happily** | **sadly** | **carefully** |
| **gently** | **angrily** | **curiously** |
| **loudly** | **playfully** | **suddenly** |
| **silently** | **secretly** | **greedily** |
| **beautifully** | **magically** | **lazily** |

|  |  |  |
| --- | --- | --- |
| **home** | **off** | **away** |
| **well** | **now** | **soon** |
| **today** | **yesterday** |  |

**Adverbial phrases (print or copy on green card)**

|  |  |
| --- | --- |
| **along the beach** | **into the waves** |
| **on the sand** | **in the cold sea water** |
| **under the deckchair** | **in the rock pools** |
| **in the breeze** | **on the sandcastle** |
| **with his net** | **at the beach** |
| **next to the ice-cream hut** | **behind the rocks** |
| **under the bucket** | **in the sunshine** |
| **that afternoon** | **this morning** |
| **on Saturday** | **at sunset** |
| **very fast** | **with a swoop** |

**Conjunctions (print or copy on yellow card)**

|  |  |  |
| --- | --- | --- |
| **and** | **and** | **and** |
| **but** | **but** | **but** |
| **because** | **if** | **as soon as** |
| **after** | **before** | **until** |
| **as** | **when** |  |

**Punctuation (print or copy on white card)**

|  |  |  |
| --- | --- | --- |
| **.** | **.** | **.** |
| **.** | **CL**  **(capital letter)** | **CL**  **(capital letter)** |
| **CL**  **(capital letter)** | **CL**  **(capital letter)** | **,** |
| **,** | **,** | **?** |
| **?** | **!** | **!** |

|  |  |  |
| --- | --- | --- |
| **deep** | **happy** | **dark** |
| **big** | **sunny** | **hot** |
| **lucky** | **blue** | **golden** |
| **soft** | **unhappy** | **cold** |
| **shiny** | **old** | **long** |
| **enchanted** | **clear** | **beautiful** |
| **deepest** | **brave** | **strange** |
| **great** | **kind** | **tiny** |
| **freezing** | **huge** | **terrified** |
| **fierce** | **young** | **amazed** |
| **darkest** | **highest** | **special** |

**Adjectives (print or copy on purple card)**

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**Determiners (print or copy on light blue card)**

|  |  |  |
| --- | --- | --- |
| **a** | **an** | **the** |
| **a** | **an** | **the** |
| **a** | **an** | **the** |
| **a** | **an** | **the** |
| **that** | **this** | **my** |
| **his** | **her** | **all** |
| **one** | **your** | **their** |
| **many** | **two** | **three** |

## Appendix

**Additional subject knowledge (alphabetically arranged)**

**Adjectival phrases**

We are familiar with using adjectives or strings of adjectives in front of a noun to create a noun phrase. In this type of phrase, the noun is the head word. For example, *the lazy, luminous, long-tailed lizard* contains the adjectives *lazy, luminous* and *long-tailed*, and these are pre-modifying the head word in the phrase which is the noun ‘lizard’.

Adjectival phrases are phrases in which the adjective is the head of the phrase, as in the following examples:

* *The princess was* ***very beautiful****.*
* *The policeman’s hunch proved* ***entirely correct****.*
* *The strong wind made the pupils* ***quite crazy****.*

**Complements**

Complements are one of the five clause elements and are probably the least familiar to primary teachers. The words in the complement positions provide information about

the subject or object in the sentence, and can be an adjective/adjective phrase, noun/ noun phrase, or a clause with a nominal function.

* Adjective: *The painting was* ***beautiful***. (SVC)
* Adjectival phrase: *The decorators painted the room* ***bright pink***. (SVOC)
* Noun: *My father was* ***chairman***. (SVC)
* Noun phrase: *He became* ***my teacher***. (SVC)
* Clause: *I believed her* ***to be telling the truth***. (SVOC)

Complements need to be used with a particular group of verbs, which are often referred to as ‘link’ verbs or copulas. The verbs that can most commonly be used as link verbs are *be*, *seem*, *appear (look)*, *feel*, *get*, *keep*, *become*, *turn*. Often the verbs that describe senses (*look*, *smell*, *sound*, *taste*, *feel*) can be used as link verbs.

If pupils know verbs as ‘doing words’, these link verbs are often the ones they have difficulty with, as it is harder to understand that they ‘do’ anything. They more commonly express a state of being. Therefore, it is best to use the correct terminology ‘verb’ with pupils from the start.

**Finite and non-finite verbs to create subordinate clauses**

English sentences should contain a finite verb. A finite verb shows tense and, if it is in the present tense, shows number and person (also with past tense *be*).

If the present or past participles are used on their own, they are non-finite verbs. For example:

* *Looking*, *screaming*, *cooking*, *singing* – present participles
* *Looked*, *screamed*, *woken*, *sung*, *bought* – past participles (the last three from irregular verbs).

Past participles are easy to confuse with the simple past tense. Regular verbs have the same spelling, using the -*ed* suffix, but there is a difference with some irregular verbs: *woke/woken; sang/sung*. However, when used as a non-finite verb, the subject is rarely included.

Clauses that contain non-finite verbs are called non-finite clauses. They cannot be the main clause in a sentence because they do not contain a finite verb. The non-finite clause would not make sense if it were used on its own as a simple sentence. Using this method of creating a complex sentence adds variety to writing. Pupils can also

experiment with swapping the clauses around for effect (and investigating the correct punctuation to use):

* + ***Woken by the thunder****, she got out of bed and shut the window.*
  + *He checked his watch for the fifth time,* ***worried by the delay****.*
  + ***Shouting at the top of his voice****, he cheered his team on.*
  + *They walked home from the theatre together,* ***talking all the way****.*

The final non-finite form we can use to create complex sentences is the infinitive,

i.e. the verb preceded by *to*: *to speak*, *to eat*, *to survive*. These cannot be used on their own in sentences, being non-finite verbs, but they can be used to create the subordinate clause.

* + ***To become a doctor****, you will need to train for many years*. (Correct non-finite form in the subordinate clause and a finite verb required in the main clause.)

These constructions are extremely useful for encouraging pupils to vary their sentence structure. In effect, the non-finite verb is performing the same function as a conjunction

– joining two clauses within a sentence.

**Prepositions and prepositional phrases**

Prepositions can be used to indicate:

* + position (place): *in*, *on*, *at*, *above*, *under*, *by*, *beyond*, *behind*, *among*
  + direction (place): *into*, *onto*, *towards*, *off*
  + time: *on*, *before*, *after*, *during*, *until*, *since*, *for*
  + manner: *in*, *by*, *like*, *with*
  + attributes: *with*, *without*, *of*
  + accompaniment: *with*
  + purpose/reason: *because*, *due to*, *as*

These words enable further information to be added, in the form of a noun or noun phrase, which creates a prepositional phrase.

|  |  |  |  |
| --- | --- | --- | --- |
| **Preposition** | **+** | **noun/noun phrase** | **indicates** |
| under | + | the deep, blue sea | position |
| into | + | the woods | direction |
| at | + | midday | time |
| on | + | Saturdays | time/frequency |
| between | + | October and December | time/duration |
| for | + | three days | time/duration |
| like | + | an angel | manner |
| with | + | kindness | manner |
| without | + | hope | attribute |
| with | + | my friends | accompaniment |
| as | + | as an example | purpose/reason |
| because of | + | the snow | purpose/reason |

Prepositional phrases can also indicate the agent after the passive – for example,

*by the burglar, with a baseball bat*.

Uses of prepositional phrases:

* Post-modify nouns. They occur after the main noun, but are still part of the noun phrase: *The boy* ***in the bright yellow jumper*** *waved excitedly.*
* Adverbial phrases, for example of manner, place, time, reason: *He swam* ***like a fish****.*

*She flew* ***to the shops****. They arranged to meet* ***by the post office****. The footballer had to rest* ***due to a hamstring injury****.*

* Complements to adjectives or adjectival phrases: *The politician was sorry* ***for his comments****. The girl was delighted* ***with her shiny, new bike****.*
* Phrases using the preposition *than* can also qualify adjectives and enable a comparison: *The hare was quicker* ***than the tortoise****.*

Prepositions can also be used with verbs to create phrasal and prepositional verbs (see

*Verbs: phrasal, prepositional and phrasal-prepositional* below).

**Subordinate clauses**

A subordinate clause is a clause that is not the main clause and cannot stand on its own as a sentence. Use of a subordinate clause will create a complex sentence. In some grammar texts, the subordinate clause is referred to as the dependent clause and the main clause as the independent clause. Sometimes subordinate clauses may start a sentence, be positioned at the end of a sentence or they may be embedded within the sentence.

There are different types of subordinate clause: **adverbial, relative** and **nominal**.

An **adverbial clause** is used to express time, conditional, purpose/reason, result, contrast or manner. This type of clause fills the adverbial slot in a sentence.

Finite adverbial clauses (clauses containing a finite form of the verb) will use a conjunction:

* *The road flooded* ***as it rained****.*
* ***When she laughed****, everyone was surprised.*
* *She looked round* ***because she heard the noise****.*
* ***If you are attending****, please let us know.*

Non-finite adverbial clauses will use an infinitive form of the verb or present/past participles used without auxiliary verbs:

* ***To bake the perfect cake****, you need excellent ingredients.*
* *The beacon will shine* ***to warn any travellers****.*
* ***Singing like angels****, the choir sounded heavenly.*
* *The dog trembled,* ***frightened by the thunder****.*

If the subordinate clause starts the sentence, a comma is required to demarcate the two clauses. If the main clause starts the sentence, the comma is optional. Pupils should consider whether it is needed to aid clarity and sense for their reader.

As can be seen above, adverbial clauses can start a sentence or be placed in final position. They can also be embedded, in which case they should be contained within commas. If this additional information is removed, the sentence will still make sense.

* *She could,* ***when she put her mind to it****, do well in most things.*
* *The dog,* ***frightened by the thunder****, trembled.*

A **relative clause** gives extra information about a person, thing or place, or defines exactly which person or thing is being talked about. It comes immediately after a noun (so forms part of the noun phrase) and needs a main clause to make a complete sentence. When the clause adds information, it is enclosed in commas; when it defines or identifies the main noun, commas should not be used.

* + *The girl* ***who is standing in the corner of the playground*** *is called Sue.*
  + *The man* ***who was playing the trumpet*** *stopped for a moment.*
  + *The kitten,* ***which was black and white****, was stuck in the tree.*
  + *She was married to an Italian* ***whom she had met on holiday****.*
  + *The idea* ***that really grabbed*** *me was to write a poster.*

The above examples use finite verbs, but sometimes the relative pronoun and verb can be omitted to make a non-finite relative clause:

* + *The girl* ***standing in the corner of the playground*** *is called Sue.*
  + *The man* ***playing the trumpet*** *stopped for a moment.*

Relative clauses form part of the noun phrase; if the noun phrase is being substituted by a pronoun, the whole phrase – including the relative clause – needs to be substituted.

* + ***The girl who is standing in the corner of the playground*** *is called Sue.*
  + ***She*** *is called Sue.*

Because relative clauses follow a noun and are part of the noun phrase, they are often embedded in a sentence. However, they can also occur in other positions:

* + *The man* ***who was playing the trumpet*** *stopped for a moment*. (The noun phrase containing the relative clause is in the subject position in the sentence, so the relative clause is embedded inside the sentence.)
  + *She was married to an Italian* ***whom she had met on holiday***. (The noun phrase containing the relative clause is in the object position, so the relative clause is at the end of the sentence.)

A **nominal clause** fills the subject or object slot in a sentence:

* + *I asked her* ***why she had come****.*
  + *He felt* ***that he needed to leave****.*
  + *She told her mother* ***she would be late home****.*
  + ***That she was angry*** *was obvious.*
  + ***How the album will do*** *depends on the fans.*

Although nominal clauses are not taught specifically at primary level, it is useful for teachers to be aware of them, since pupils will use these structures in their writing (particularly in reported speech) and will come across them in texts. Many of these start with *that* (a conjunction given in the Year 2 grammar appendix of the National Curriculum). If pupils use *that* in a nominal clause, they will not be able to manipulate the clauses in the same way they do with adverbial clauses. Knowing the difference between adverbial and nominal clauses will help a teacher unpick any confusion.

* + *He said that he didn’t care*. (SVO with a nominal clause filling the object position.)
  + *That he didn’t care he said*. (Moving the clause does not leave a structure which makes sense.)

When *that* is used in an adverbial clause it is usually as part of a phrase – for example,

*so that*, *in order that*, *providing that*.

**Subjunctive**

Verbs in the subjunctive mood are used to show expression of a hypothetical situation or one where something is demanded, recommended, wished or expected. The following examples show some of the different structures that can be used for the subjunctive mood.

1. *If I* ***were*** *to leave, I would miss the final speech*. (subordinate *if* clause expressing a hypothetical situation)
2. *The directors recommend that he* ***attend*** *the hearing.* (subordinate *that* clause containing base infinitive form of the verb)
3. *The directors recommend that he* ***not attend*** *the hearing*. (subordinate *that* clause containing negative + base infinitive form of the verb)
4. *I would suggest that you* ***be*** *ready for the changes*. (subordinate *that* clause containing base infinitive form of the verb *to be*)
5. *It is important that staff* ***be waiting*** *outside for their arrival*. (subordinate *that* clause containing continuous form)
6. *They expect that the work* ***be completed*** *by Friday*. (subordinate *that* clause containing passive form)
7. *If I* ***were*** *to leave, I would miss the final speech.*

The subjunctive mood can be used in subordinate clauses introduced by *if*, which express a hypothetical situation. In these structures, the first and third person singular past form *was* is changed to *were*: *If he* ***were*** *a better swimmer, he would have won the race.*

1. *The directors recommend that he* ***attend*** *the hearing.*

The subjunctive can be used to express obligation, requirement, desire or compulsion when the sentence contains a subordinate (nominal) clause introduced by *that*. To structure the subjunctive in these situations, the third person singular verb does not take the *s* suffix. This is the same form as the base infinitive of the verb, i.e. *to attend* would be the infinitive form; the base infinitive form does not include the word *to*.

* *The headmaster requested that the boy* ***change*** *his attitude.*
* *The H&S Officer recommended that the manager* ***reconsider*** *the advice he gives.*

1. *The directors recommend that he* ***not attend*** *the hearing.*

The structures explained in example 2 can also be formed in the negative.

1. *I would suggest that you* ***be*** *ready for the changes.*

Again, this is a subordinate *that* clause that uses the base infinitive form of the verb. Pupils will probably only have come across *be* used on its own in a verb position

when they are forming a command (*Be ready at three!*). They may not even recognise that *be* is related to *was* and *were*, so using this verb in subjunctive mood may require some explanation.

1. *It is important that staff* ***be waiting*** *outside for their arrival.*

The continuous form can also be used in the subjunctive, but it is constructed by

using the base infinitive *be* with the present participle, rather than the *is/was/are/were*

auxiliaries that we normally use with continuous forms.

1. *They expect that the work* ***be completed*** *by Friday.*

In this type of subjunctive construction, when the verb is required in the passive voice, the bare infinitive *be* is again used as the auxiliary verb rather than the more familiar auxiliaries *is/was/are/were*. This sentence could also be written without using the subjunctive:

* *They expect that the work* ***should be completed*** *by Friday.* (modal verb phrase)
* *They expect that the work* ***will be completed*** *by Friday.* (modal verb phrase)
* *They expect the work* ***to be completed*** *by Friday.* (verb phrase formed by infinitive + past participle)

Other examples of passive use of the subjunctive are:

* *The team managers agreed that the match* ***be postponed****.*
* *The judge demanded that the prisoner* ***be removed*** *from court.*

All these examples can be written in ways that do not use the subjunctive. Modern English has a wide range of modal auxiliary verbs that can be used to express hypothetical situations, obligations, desires and recommendations, so use of the subjunctive mood is optional and may sound strange to some people.

We often come across the subjunctive in fixed expressions. The fact that these are fixed shows the length of time they have existed in our language and reinforces the view that the subjunctive mood is slightly archaic. However, it is worth recognising these for what they are, so a few are listed below. Note the use of *that* clauses and bare infinitives, as in the more modern examples above.

* *God* ***save*** *the Queen!*
* ***Be*** *that as it may…*
* *Heaven* ***forbid*** *that…*
* ***Come*** *what may, I will persevere.*

**Verbs: phrasal, prepositional and phrasal-prepositional**

Prepositions can be added to verbs to create phrasal, prepositional and phrasal- prepositional verb phrases. These create a different meaning to the one the main verb would have on its own.

1. *The eagle took off into the wind.*
2. *The eagle stretched out his talons towards the water.*
3. *Hungrily, the eagle looked for a meal.*
4. *The eagle put up with the wind patiently.*

Each of these verbs (highlighted in red) includes a verb and a preposition. In the last example, there are two prepositions forming part of the verb. However, there are differences in the way these verbs can be used and how they interact with other sentence elements.

The verb in the first sentence is a phrasal verb, which is used intransitively, i.e. it does not take a direct object. We can see that the sentence has the elements:

*The eagle took off into the wind.*

subject (S) verb (V) adverbial (A)

You cannot usually place an adverbial between the verb and the preposition in phrasal verbs. So we could not say *The eagle took into the wind off.*

The second sentence has a transitive phrasal verb. It takes the direct object (Od)

*his talons*. We can analyse the elements of this sentence:

*The eagle stretched out his talons towards the water.*

S V Od A

As with intransitive phrasal verbs, the adverbial phrase cannot be placed between the verb and the preposition: *The eagle stretched towards the water out his talons.*

However, transitive phrasal verbs can be separated by the direct object. So we can manipulate in the following ways, even when a pronoun replaces the noun phrase filling the direct object slot.

* *The eagle stretched his talons out towards the water.*
* *The eagle stretched them out towards the water.*

The third sentence uses a prepositional verb. We can analyse the elements of this sentence:

*Hungrily, the eagle looked for a meal.*

A S V Od

The direct object in a sentence with a prepositional verb must follow the preposition, so it cannot act in the same way as a phrasal verb, splitting the verb and particle.

* *Hungrily, the eagle looked a meal for.*
* *Hungrily, the eagle looked it for.*

Another difference between prepositional verbs and phrasal verbs is that an adverbial can split the verb and preposition in a preposition verb, even though the direct object cannot do this.

* *The eagle looked hungrily for a meal.*

The fourth sentence is different in that the verb is followed by two prepositions. This is a phrasal-prepositional verb and it is always used transitively as a direct object must follow the prepositional part of this verb.

*The eagle put up with the wind patiently.*

S V Od A

In a phrasal-prepositional verb, the first preposition is the phrasal part and the second preposition is the prepositional part. The rules stated above about adverbials apply to each part of these verbs. Adverbials cannot usually split the verb from the phrasal preposition, so we can’t have *The eagle put patiently up with the wind.*

However, the adverbial can split the phrasal and prepositional elements: *The eagle*

*put up patiently with the wind.*

Likewise, the direct object cannot split the verb; it has to follow the final preposition:

*The eagle put up the wind with patiently.*

There is no doubt that the flexibility of English, in enabling prepositions to be used in these types of structures, adds tremendously to the creativity of our language.

**English irregular verbs**

Modern English retains many irregular (strong) verb forms from earlier usage. This is a list of many of the irregular verbs currently in use. Some irregular verbs have two forms accepted, e.g. burnt/burned.

|  |  |  |
| --- | --- | --- |
| **Base infinitive** | **Simple past form** | **Past participle** |
| arise | arose | arisen |
| awake | awoke | awoken |
| be | was, were | been |
| bear | bore | borne |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bet | bet | bet |
| bid | bid | bid |
| bind | bound | bound |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| breed | bred | bred |
| bring | brought | brought |
| broadcast | broadcast | broadcast |
| build | built | built |
| burn | burned/burnt | burned/burnt |
| burst | burst | burst |
| buy | bought | bought |
| cast | cast | cast |
| catch | caught | caught |
| choose | chose | chosen |
| cling | clung | clung |
| come | came | come |
| cost | cost | cost |

|  |  |  |
| --- | --- | --- |
| creep | crept | crept |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed/dreamt | dreamed/dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| flee | fled | fled |
| fling | flung | flung |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| forsake | forsook | forsaken |
| forswear | forswore | forsworn |
| freeze | froze | frozen |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grind | ground | ground |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |

|  |  |  |
| --- | --- | --- |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| learn | learned/learnt | learned/learnt |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| quit | quit | quit |
| read | read | read |
| rend | rent | rent |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| saw | sawed | sawn |
| say | said | said |
| see | saw | seen |
| seek | sought | sought |
| sell | sold | sold |
| send | sent | sent |

|  |  |  |
| --- | --- | --- |
| set | set | set |
| sew | sewed | sewn |
| shake | shook | shaken |
| shed | shed | shed |
| shine | shone | shone |
| shoe | shod | shod |
| shoot | shot | shot |
| show | showed | shown |
| shrink | shrank | shrunk |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| slay | slew | slain |
| sleep | slept | slept |
| slide | slid | slid |
| sling | slung | slung |
| slink | slunk | slunk |
| sow | sowed | sown |
| speak | spoke | spoken |
| spend | spent | spent |
| spin | spun | spun |
| spread | spread | spread |
| spring | sprang | sprung |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |
| stink | stank | stunk |
| strew | strewed | strewn |
| stride | strode | stridden |
| strike | struck | struck |

|  |  |  |
| --- | --- | --- |
| string | strung | strung |
| strive | strove | striven |
| swear | swore | sworn |
| sweep | swept | swept |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| thrust | thrust | thrust |
| tread | trod | trodden |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| weep | wept | wept |
| win | won | won |
| wind | wound | wound |
| wring | wrung | wrung |
| write | wrote | written |

|  |  |  |
| --- | --- | --- |
| ***-ly* adverbs** | | |
| angrily | anxiously | awkwardly |
| badly | boldly | bravely |
| brightly | carefully | cheerfully |
| crazily | daily | defiantly |
| devotedly | dramatically | eagerly |
| enormously | evenly | eventually |
| exactly | faithfully | finally |
| foolishly | fortunately | freely |
| frequently | gleefully | gracefully |
| happily | hastily | honestly |
| hopelessly | hourly | hungrily |
| innocently | inquisitively | irritably |
| jealously | kindly | lazily |
| loosely | madly | merrily |
| mysteriously | nervously | obediently |
| occasionally | only | perfectly |
| politely | poorly | powerfully |
| promptly | quickly | rapidly |
| rarely | regularly | rudely |
| safely | selfishly | seriously |
| shakily | sharply | silently |
| slowly | solemnly | speedily |
| sternly | tightly | unexpectedly |
| usually | warmly | weakly |
| wearily | weekly | wildly |

|  |  |  |
| --- | --- | --- |
| **Some adverbs that can be used to pre-modify adjectives** | | |
| absolutely | almost | awfully |
| badly | completely | considerably |
| dearly | deeply | drastically |
| dreadfully | enormously | entirely |
| especially | exceedingly | extraordinarily |
| extremely | fairly | fully |
| greatly | hard | hugely |
| immensely | incredibly | just |
| largely | massively | moderately |
| nearly | noticeably | partly |
| perfectly | poorly | positively |
| powerfully | practically | pretty |
| purely | quite | rather |
| really | reasonably | remarkably |
| significantly | simply | slightly |
| strongly | sufficiently | surprisingly |
| terribly | totally | tremendously |
| truly | unbelievably | understandably |
| utterly | very | wonderfully |



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