



Believe ~ Learn ~ Grow

Parent Information Grammar Workshop



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Grammar

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Significant increase in expectations across all year groups

Higher emphasis on transcription

Greater focus on spelling rules, conventions and word roots

Greater focus on grammar

Skills need to be embedded in children's independent writing

Increasing demands on schools



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WHY

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Residents refuse to go in the bins.

Residents' refuse to go in the bins.

“Call me Ishmael.”

“Call me, Ishmael.”

Come inside – CD's for sale

Come inside – CDs for sale

A woman, without her man, is nothing.

A woman: without her, man is nothing.



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Word Classes

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determiner	verb	noun	adjective
a the an	scurried fly attack	Slinky crowd toy shop	ferocious brave huge
pronoun	adverb	conjunction	preposition
he it us	suddenly soon fiercely	also because	below over on



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Word Classes

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Nouns	Denote somebody or something	Concrete: cowboy, toy shop, badge Proper nouns: names of people, places, organisations Collective nouns: refer to a group (flock, crowd)
Verbs	Identified by their ability to have a tense	Hamm drives the car. Hamm is driving the car. Hamm drove the car. Hamm was driving the car.. Hamm will drive the car. Hamm will be driving the car.
Adjectives	Describe somebody or something	Kind Woody... Woody was kind... Comparison e.g. bigger, biggest



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Word Classes

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Adverbs	Modify a range of word classes and phrases	How (happily, quickly) Where (there, in) When (Later, soon) How often (always, often) How much (totally, quite) Opinion (luckily, obviously)
Determiners	Introduce a noun	A table The table Some tables Many tables
Pronouns	Used in place of a noun to avoid repetition	Personal: I, he, she, they, us, we Possessive: mine, hers, his, ours, theirs Reflexive: myself, herself, himself, themselves



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Word Classes

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Conjunctions	Used to connect phrases, clauses and sentences	but, or, yet, so, and as, while, because, although
Preposition	<p>Prepositions are usually used in front of nouns or pronouns</p> <p>They show relationships</p> <ul style="list-style-type: none">- in position- in time- between people, places and things	<p>after, in, to, on, and with.</p> <p>Her bag was under the chair. They arrived on Sunday. We went by train.</p>



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Ideas

- Verb Tennis: Take it in turns to 'bat' the word back and forth, thinking of alternatives
e.g. WALKED **ran, crept, tip-toed, dashed, trotted, jogged, stalked, slithered**
- Power of 2: Use interesting adjectives
e.g. The **brave** and **fearless** boy crept into the forest.



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Phrases

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Expanded noun phrases: provide information about the noun

The evil Zurg

The really evil Zurg

The really evil Zurg in the toy shop

Adverbial phrases: use adverbs to describe how, where, when, how often etc.

Running quickly...

In the distance...

A few minutes later...

Every year...



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Fiction

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Adverbial
for when

→ All of a sudden the gang were free! With a
burst of bravery, everyone jumped from
the window and ran for their lives. Inside
the daycare centre, Lotso was furious.

Adverbial
phrase for how
as an opener to
create
excitement

Adverbial
phrase for
where to
show contrast



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Sentences:

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Simple Sentences

- Simple sentences: make sense in their own right.
- They contain one idea and have no conjunctions.
 - Woody was determined to find Andy.
 - Poor Woody was really determined to find Andy.
 - Poor Woody was really determined to find his best friend Andy once again.



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Sentences:

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FANBOYS

for: reason

and: addition

nor: negative

but, yet: opposition, contrast

or: positive, alternatives

so: result

Compound Sentences

- Compound sentences have two or more main clauses
- They are joined by a coordinating conjunction

FANBOYS

and, but, or, so, yet, nor, for

- Woody used to like children **but** he hated the toddlers!
- Buzz must have been brave **for** he leapt to save Woody without a second thought.
- The idea was dangerous **yet** the gang were determined to escape **so** they hatched a plan.



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Sentences:

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Complex Sentences

Complex sentences: contain a main and **subordinate** clause.

Use subordinating conjunctions e.g. as, while, because, when, if, although.

A main clause is one that can stand alone as a sentence in its own right. A subordinate clause must be attached to a main clause as it would not make sense on its own.

- **As the fire loomed closer**, Woody thought his fate was sealed.
- Woody thought his fate was sealed, **as the fire loomed closer**.
- Woody, **as the fire loomed closer**, thought his fate was sealed.



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Year 1

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing



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Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in [English appendix 2](#)
 - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing



Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading



Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

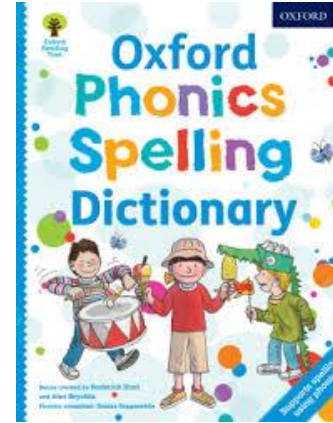
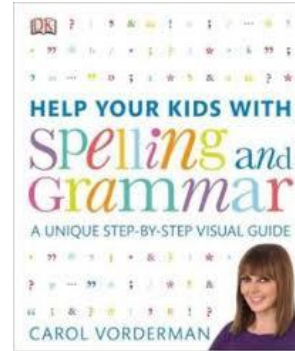
- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 in [English appendix 2](#)
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading



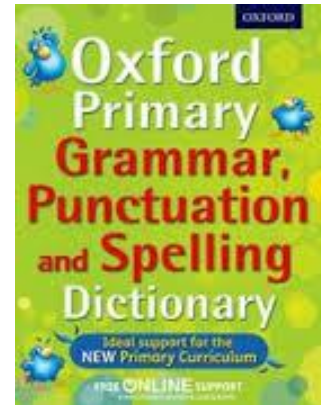
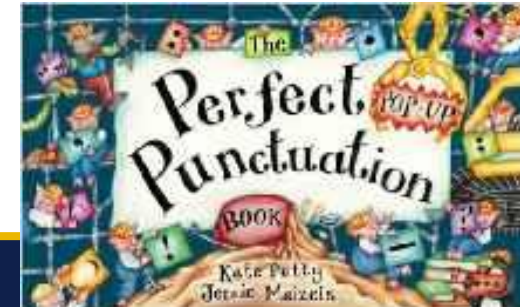
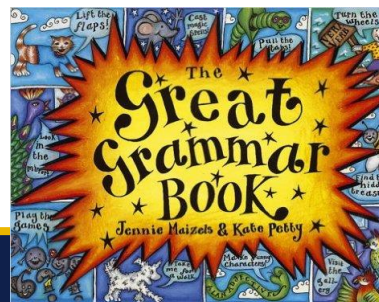
How to Help at Home

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- Homework – it's not about worksheets!
- Talk!
- Play word games, collect favourite words
- Find real reasons to write at home (letters, cards, lists)



- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf
- Focus on what's important. (Spellings are important in a spelling test, ideas and description are the focus in stories)
- Go with children's interests (Lego stories, instructions about how to build a rocket etc!)
- Ask the Owl! <http://www.oxfordowl.co.uk/>
- Don't bluff it...look things up together!



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Questions



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