Grammar at Fox
Parents' Workshop, Wednesday 8th February 2023
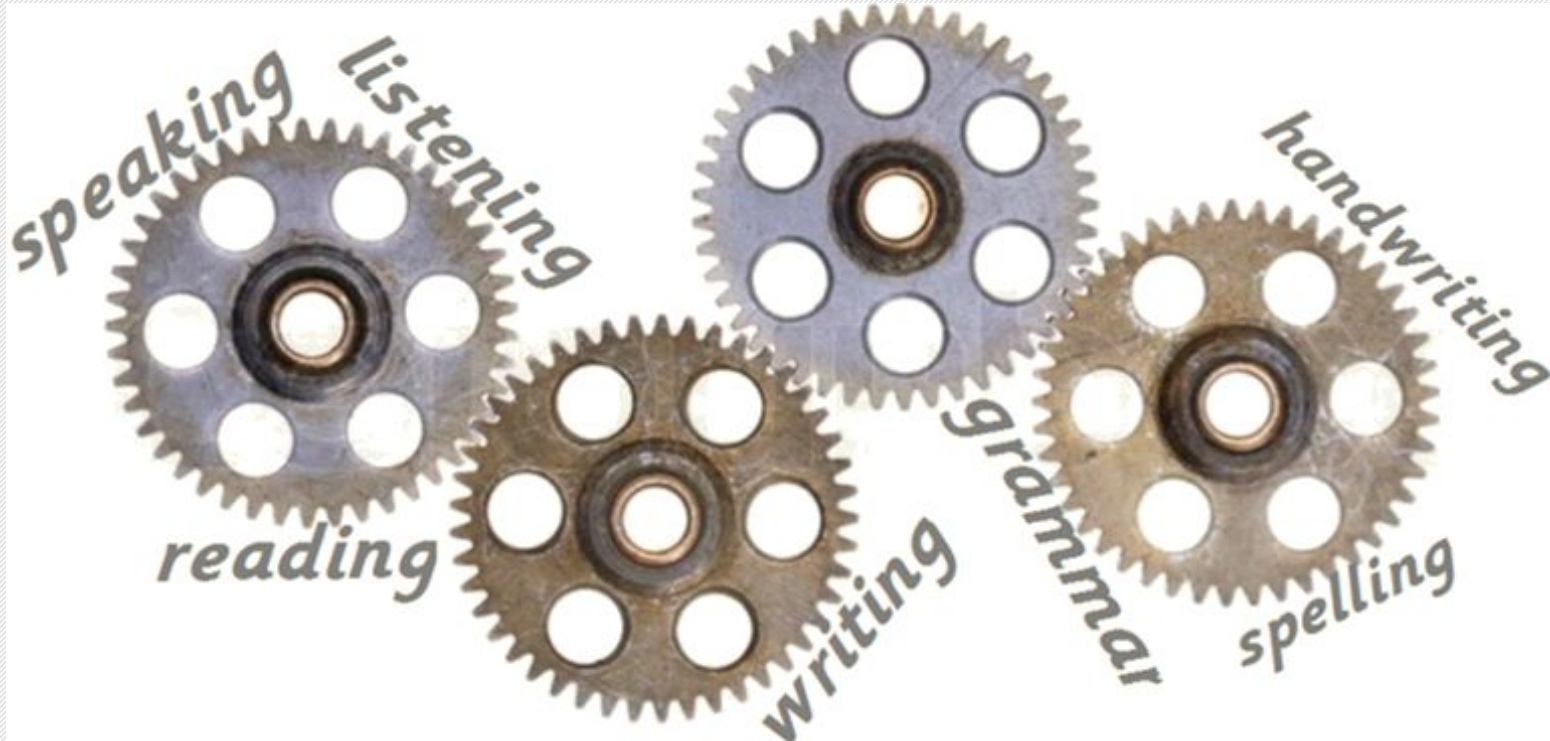
FoxFederation

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Aims

- How we teach grammar

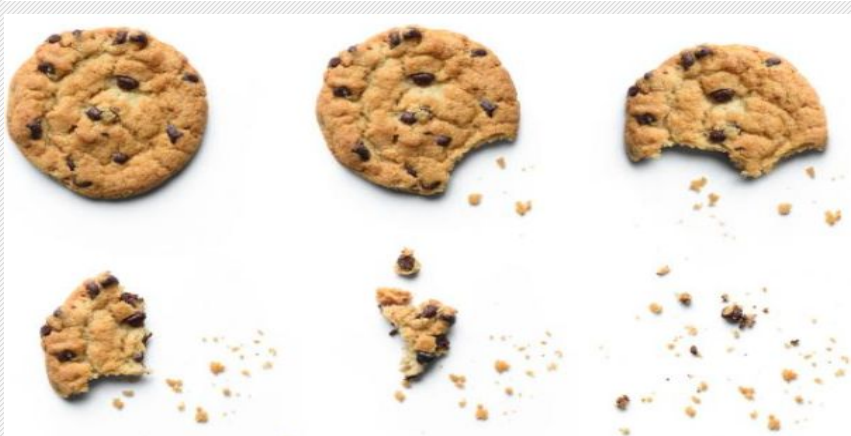- Key concepts in KS1 and KS2
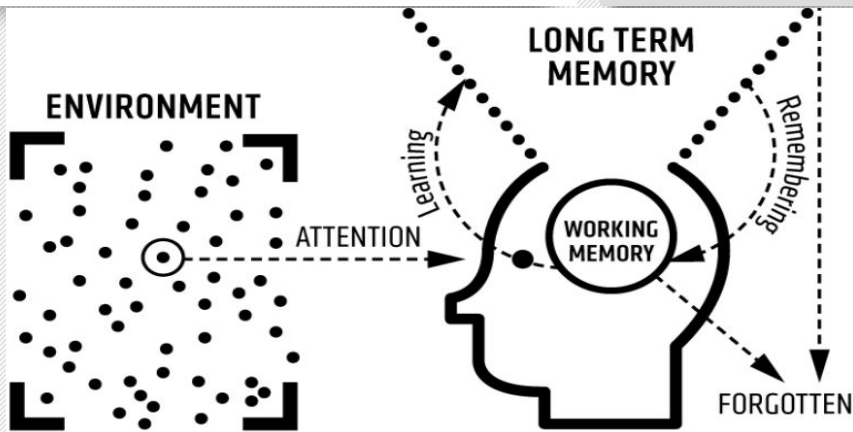
Teaching for Mastery

Our English curriculum is a mastery curriculum.

Teaching for Mastery

How we teach English is built on the latest research on the science of learning.

1. Learners are learners.

2. Guide attention.

3. Break it down.

4. Pupils as individuals.

5. Consider cognitive load.

Teaching for Mastery

What does it mean to 'master' something?

- I know how to do it.

- It becomes automatic and I don't need to think about it (e.g. driving a car).

- I'm really good at doing it.

- I understand what I am doing.

- I can show someone else how to do it.

Teaching for Mastery

What does it mean to teach for mastery?

- We teach less but teach it better.

- We go slow to go fast.

- We go deep to build firm foundations: simplicity not complexity.

- We teach so all can access.

- We use whole class teaching with additional pre-teaching or intervention for those that need it.

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noun

verb

adverb

determiner

adjective

Key Concepts: Terminology

noun   A noun is a PPT: a person, place or thing.

verb   A verb is doing or a being word. If you do it or you are it, then the word is a verb.

adjective   An adjective describes a noun; it tells you what it's like.

adverb   An adverb describes a verb; it often ends with -ly.

determiner   A determiner introduces a noun. There are several types of determiner.

Key Concepts: Terminology

clause

subordinate clause
- adverbial
- relative
- non-finite

conjunction

main clause

phrase

sentence

Key Concepts: Terminology

clause   a group of words that contains a verb

phrase   a group of words that does not contain a verb

conjunction   any word that joins

main clause   a clause that makes sense by itself
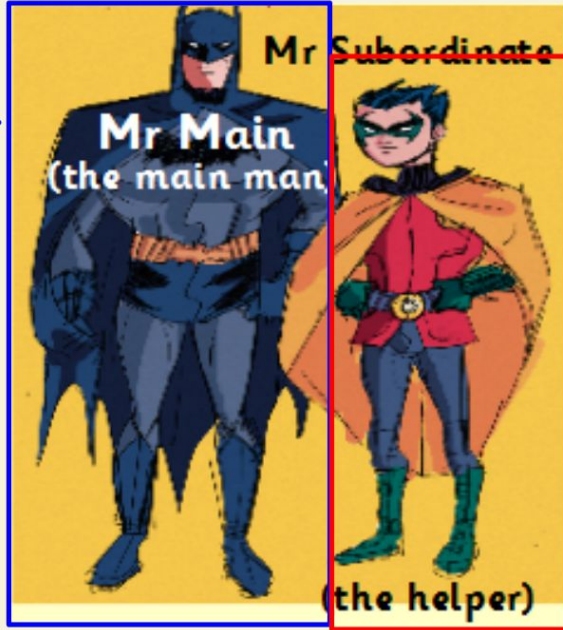
subordinate clause - a clause that does not make sense by itself
- examples learnt are the adverbial, relative and non-finite

sentence   a fully punctuated main clause or combination of clauses

Key Concepts: Terminology

makes sense by himself

Mr Main (the main man)

Mr Subordinate (the helper)

doesn't make sense by himself

🎵🎵 A clause contains a **verb**.

clause   a group of words that contains a verb

main clause   a clause that makes sense by itself

subordinate clause   - a clause that does not make sense by itself
                            - examples learnt are the adverbial, relative and non-finite

Key Concepts: Y1 Grammar and Punctuation

Grammar or Punctuation NB: check grammar overview for year group-appropriate terminology	explicitly taught in	must be secure by
CL for I / names	Year 1	Year 1
CL for start of a sentence	Year 1	Year 1
. for end of a sentence	Year 1	Year 1
, after fronted adverbial of time, e.g. Next,	Year 1	Year 2
? for end of a question	Year 1	Year 1
! for emphasis, e.g. end of command, one word (Bang!), strong feeling	Year 1	Year 3
, for ENP, e.g. the silver, metal box	Year 1	Year 2
co-ordinating conjunctions (and/or/but) used in the middle of the sentence (e.g. It was raining and the children were still happy.)	Year 1	Year 1

Key Concepts: Y2 Grammar and Punctuation

Grammar or Punctuation NB: check grammar overview for year group-appropriate terminology	explicitly taught in	must be secure by
, for list of nouns, e.g. There were bananas, pears and an apple.	Year 2	Year 2
subordinating conjunctions (when/if/because) used in the middle of the sentence (e.g. It was raining when I looked out of the window.)	Year 2	Year 2
co-ordinating conjunctions (and/but/or) used to join two main clauses without ,	Year 2	Year 2
! for exclamation sentence	Year 2	N/A
ENP using 'that', e.g. the box that was in the cupboard	Year 2	Year 2
' for contraction	Year 2	Year 2
' for singular possession	Year 2	Year 3
, after fronted adverbial of place or manner (e.g. Quickly, / In the bedroom, / During playtime, / As quick as a flash,)	Year 2	Year 4
... to create suspense	Year 2	Year 6

Key Concepts: Y3 Grammar and Punctuation

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Grammar or Punctuation NB: check grammar overview for year group-appropriate terminology	explicitly taught in	must be secure by
, with co-ordinating conjunctions ,or ,but	Year 3	Year 4
, after ADVERBIAL clause (e.g. When it was raining, / As the sun set,)	Year 3	Year 4
, after CONDITIONAL clause: (e.g. If I have enough money, I will go to the cinema.)	Year 3	Year 4
" " for direct speech	Year 3	Year 3
CL at start of a speech sentence	Year 3	Year 4
' for plural possession	Year 3	Year 4

Key Concepts: Y4 Grammar and Punctuation

Grammar or Punctuation NB: check grammar overview for year group-appropriate terminology	explicitly taught in	must be secure by
all possible punctuation before or after " " in direct speech (speech first and speech second)	Year 4	Year 4
, , before and after RELATIVE clause (e.g. The mother, who was holding her baby, smiled.)	Year 4	Year 5
, , for parenthesis (NB: to show clear authorial effect, e.g. to add extra, relevant information / to vary sentence structure)	Year 4	Year 5
- to join two words to make one adjective	Year 4	Year 6

Key Concepts: Y5 Grammar and Punctuation

| Grammar or Punctuation NB: check grammar overview for year group-appropriate terminology	explicitly taught in	must be secure by
, to demarcate NON-FINITE clause first or second: (e.g. Running furiously, the girls rushed. or The girls rushed, running furiously.)	Year 5	Year 5
accurate comma use to demarcate all complex sentences	varied (see above)	Year 5
( ) for parenthesis (NB: to show clear authorial effect, e.g. factual information)	Year 5	Year 5
- - for parenthesis (NB: to show clear authorial effect, e.g. to slow the reader down / to emphasise word choice)	Year 5	Year 5

Key Concepts: Y6 Grammar and Punctuation

| Grammar or Punctuation NB: check grammar overview for year group-appropriate terminology	explicitly taught in	must be secure by
, after fronted adverbial of manner -ed / With…. (e.g. Terrified, / With a look of terror in his eyes,)	Year 6	Year 6
: to introduce a list after a main clause	Year 6	Year 6
: to introduce an explanation of the noun before it	Year 6	Year 6
; to demarcate two closely-related main clauses	Year 6	N/A
; to demarcate between items in a detailed list that includes phrases	Year 6	Year 6
- to avoid ambiguity between a prefix and root word	Year 6	Year 6
bullet points	Year 6	Year 6

Key Concepts

Year 1:   simple sentence x2 (statement, question)
            compound sentence (MC and MC)
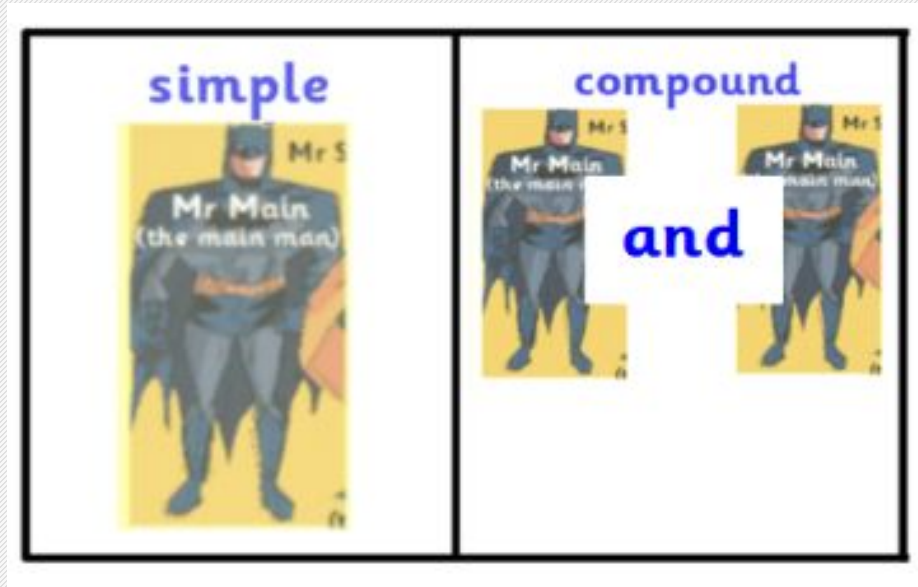
Year 2: simple sentence x4 (statement, question, command, exclamatory sentence)
compound sentence (MC and / but / or MC)
adverbial complex sentence b (MC when / because / if SC)
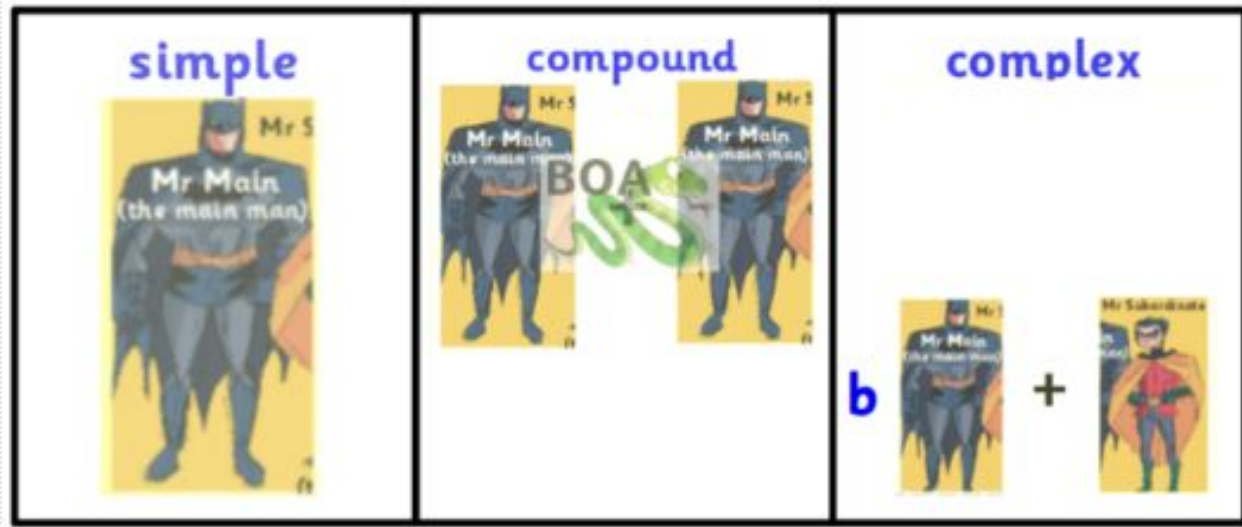
Year 3:   simple sentence x4 (statement, question, command, exclamatory sentence)
compound sentence (MC and / but / or MC)
adverbial complex sentence (MC when / because / if SC)
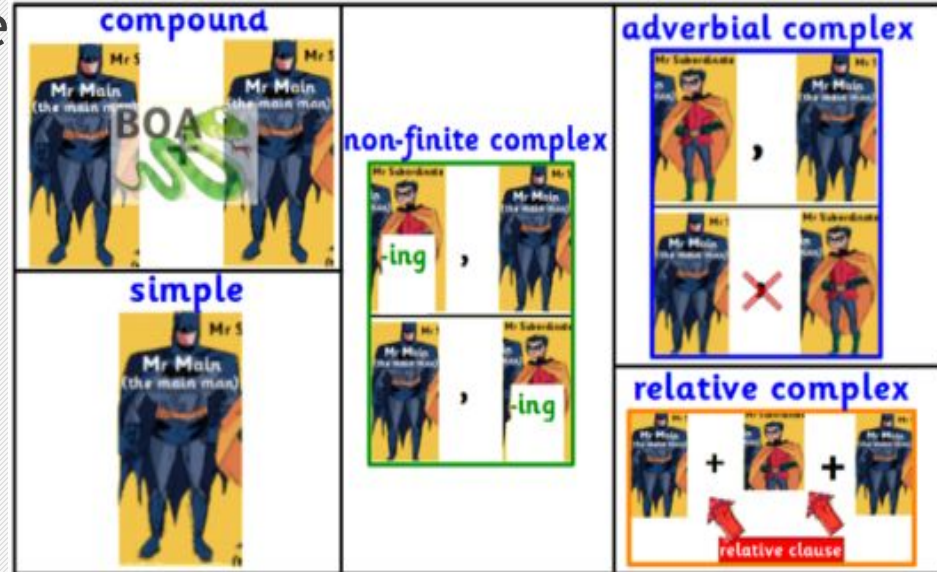(SC when / because / if MC)

Year 4: simple sentence x4 (as per Y3)
        compound sentence (as per Y3)
        adverbial complex sentence (as per Y3)
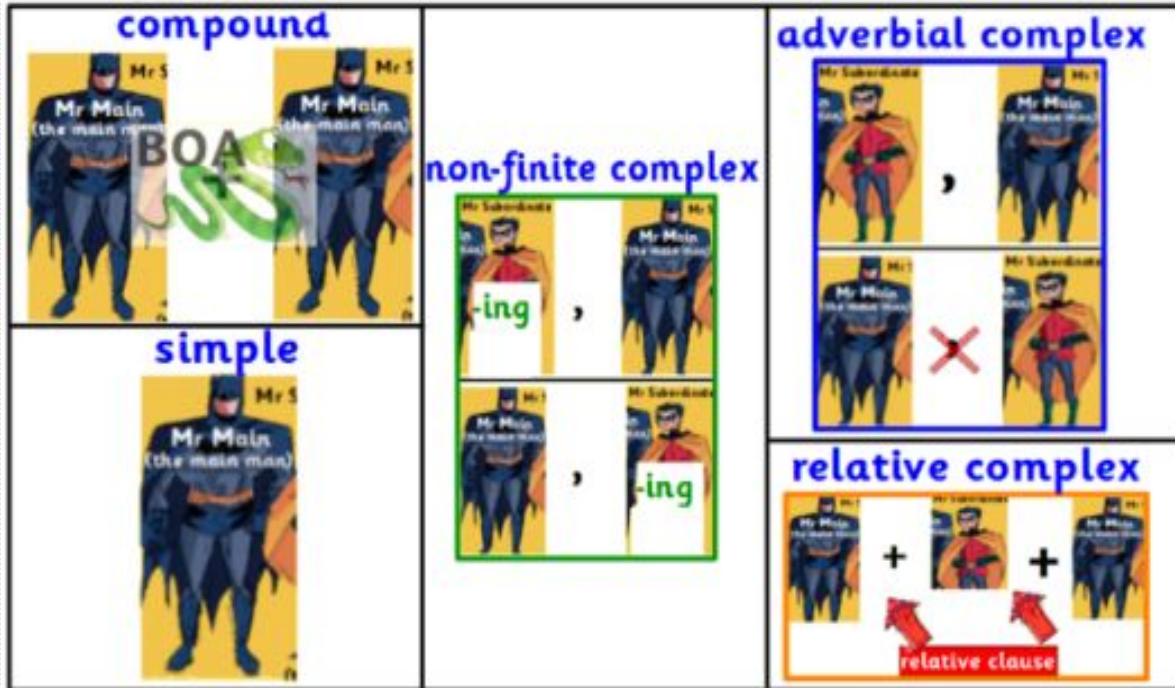   relative complex sentence

Key Concepts

Year 5: simple sentence x4 (as per Y4)
      compound sentence (as per Y4)
      adverbial complex sentence (as per Y4)
      relative complex sentence (as per Y4)
      non-finite complex sentence

Year 6: revision of all
sentence variation with : ;

How do we teach all of this?

The children have a rich English diet across the week.

- In Y1, they have three 60-minute writing lessons per week.

- From Y2-Y6, they have five 70-minute writing lessons.

- From Y2-Y6, they have one 30-minute grammar lesson per week.

- Guided reading, phonics (KS1), spelling (KS2) and handwriting are all additional.

- **All** English lessons have multiple speaking and listening opportunities weaved throughout them. There is a lot of talk in English!

How do we teach all of this?

low stakes grammar lessons

integration in all other English (and other) lessons
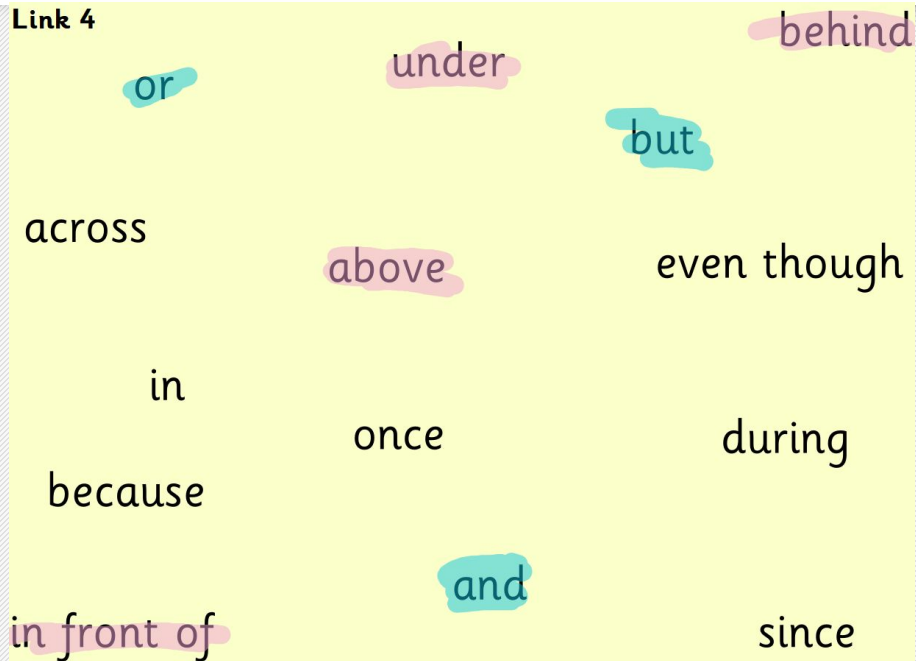
raps, chants and gestures

visual hooks

displays, resources and scaffolds

games

How do we teach all of this?

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Link 4

or
under
behind
but
across
above
even though
in
once
during
because
and
in front of
since

Which of these are the **correct answers**?

1. What is a **preposition**?
   a) a word that comes immediately before a noun
   b) a word that tells you when or where the noun is
   c) a word that takes the place of a noun in a clause

2. What is a **pronoun**?
   a) a word that takes the place of a noun in a clause
   b) a noun that is the only one in the world
   c) a noun that collects common nouns

3. What is a **subordinating conjunction**?
   a) a word that joins two main clauses
   b) a word that always comes in the middle of a sentence
   c) a word that starts an adverbial (subordinate) clause

45 secs

How do we teach all of this?

Starter

Write a **green complex sentence** about this picture.

complex

Mr Subordinate (in man) + Mr Main (the main man)

Mr Main (the main man) + Mr Subordinate (in man)

complex

when	while	because	if	so
as	before	after	although	

So that _____

_____

_____

_____

Edit these sentences so the apostrophes are correct.

The whale's were beginning to die tragically.

All the villager's faces were struck with panic.

Paikeas' intuition was strong.

How do we teach all of this?

Paired Game

- Make **one main clause** out of these words.
- **Write it** on your whiteboard.
- **Label** each word's word class.

quest   continued   their

and

on   Pan   Lyra

Add two adverbs (-ly or with ___) and o
the sentence.

Add a

Add a fronted adverbial to the start of t

The Speech Sandwich

" CL speeeeeech ,?! "

Supporting

- Use the glossary definitions (if you need to).

- Mimic the gestures used in school for the following:
  - CL
  - .
  - ,
  - MC
  - SC
  - joining word (conjunction)

- Spot grammar and punctuation rules you know your child has been taught in their reading books - but nothing further!

Questions

Aims

- How we teach grammar

- Key concepts in KS1 and KS2