

**A complete grammar programme**

**Years 3 and 4**



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##### Contents

[Teaching activities 47](#_TOC_250011)

[Strand 1: Different ways to construct sentences 47](#_TOC_250010)

[Strand 2: Nouns and noun phrases 54](#_TOC_250009)

[Strand 3: Adverbials 61](#_TOC_250008)

[Strand 4: Verbs 68](#_TOC_250007)

[Teaching resources 70](#_TOC_250006)

Strand 1: Different ways to construct sentences 70

[Strand 2: Nouns and noun phrases 75](#_TOC_250005)

[Strand 3: Adverbials 83](#_TOC_250004)

[Strand 4: Verbs 88](#_TOC_250003)

[Example teaching sequence 91](#_TOC_250002)

[Assessment criteria and diagnostic activity 98](#_TOC_250001)

[Appendix 115](#_TOC_250000)

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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| **Y3/4** | **Strand 1b: Co-ordination and subordination** | |
| National Curriculum content:   * Expressing time, place and cause using **conjunctions** (for example, *when*, *before*, *after*, *while*, *so*, *because*). * Use of commas after **fronted adverbials** (where these are fronted adverbial clauses). | | Terminology for pupils:  *conjunction clause*  *subordinate clause* |
| Pupils need to:   * use and understand the terms *conjunction*, *clause* and *subordinate clause* when discussing sentence construction * understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately * understand the meanings of conjunctions and be able to use a wide range of them * understand that the order of clauses can be manipulated for effect * understand and discuss how different sentence constructions can be used for effect within texts. | | |
| **Activity 1b.7: What’s in a sentence?**  Resources: the range of *Sentence Toolkit* images used to date | | Terminology for pupils: revise terminology from Y1/2 |
| The purpose of this activity is to assess previous learning: understanding of simple sentences, co-ordination and subordination and associated punctuation.  **Teach**  This activity could be done as a whole class activity or in small groups with supervision. The aim is for pupils to demonstrate what they know about sentence construction and for the teacher to identify misconceptions and priorities for teaching in Y3/4. Use the *Sentence Toolkit* images to support terminology and concepts. After each step, if pupils are not secure with the learning refer to the activities in Y1/2 to reinforce it.   1. Start with a very simple sentence (just a subject and a verb) based on current text or cross-curricular learning (*George ran. / The dog barked. / The Romans fought*.) Ask: *Is this a*   *sentence? How do we know?* Make sure they understand that a sentence needs a subject and a verb, and must be a complete unit of meaning. A sentence also needs a full stop and  a capital letter.   1. Ask: *Which slots in the sentence are filled? How could we extend/improve this sentence?* Take pupils’ ideas and model adding them into the sentence. As you do this, get pupils to use the terminology to explain what they have done. They might suggest:  * adding adjectives (do they also know about noun phrases?) * adding adverbial information (where, when, how) – this might be as single words (*quickly*) or phrases (*in the last century*, *down the road*) * changing the verb – this might be into a verb phrase (*was running*, *are fighting*) * adding a conjunction (*and*, *but*, *or*, *because*, *when*, *if*) and another clause. | | |

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| **3** Check that pupils can:   * recognise how many verbs they have (hammer) * punctuate the end of the sentence correctly (screwdriver) * discuss if they have used the co-ordinating conjunctions (glue gun) or subordinating conjunctions (spanner).   They may not be able to use all the terminology but should recognise the tools and understand that there are two different ways of joining clauses.  Use assessment information from this activity to select and adapt activities from Y3/4 (and previous year groups). | |
| **Activity 1b.8: Joining clauses**  Resources: clause definition cards and sentence cards (p. 70), *Amphibians* PDF, conjunction spanner and glue gun from the *Sentence Toolkit* | Terminology for pupils:  *clause*  *subordinate clause conjunction* |
| The purpose of this activity is to:   * use and understand the terms *conjunction*, *clause* and *subordinate clause* when discussing sentence construction.   **Teach**  Pupils should already know that two simple sentences can be joined with conjunctions to form another sentence and that this creates a sentence with more than one verb. They should also understand that conjunctions join sentences in different ways (glue gun versus spanner).  Show pupils the clause definition cards in the Resources section. They should read each definition and ask any questions if they are unsure of what anything means.  Then show them the sentence cards. First, identify all the clauses in the sentences, reminding pupils how we know they are clauses.  Next, identify the subordinate clauses in the sentences. Remember that in the last sentence, joined by *and*, both clauses could be sentences. Use the glue gun to explain this and revisit the spanner to explain why some clauses are subordinate.  Finally, get pupils to help you identify all the conjunctions in the example sentences.  **Practise**  Pupils should work in pairs to look at pages 9, 17 and 19 of *Amphibians*. They should copy out (or be provided with the sentences) and label the parts of a sentence with the correct terminology.  Afterwards, they can share with the class using the speaking frame: ‘I know this is a … because…’. You could discuss why the writer has used different types of sentences and conjunctions.  **Apply**  Pupils and teachers need to use this terminology all the time once it has been taught. Talk about sentence construction, clauses and conjunctions in shared reading/writing and in the context of feedback and improving writing. | |

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| **Activity 1b.9: Fill in the punctuation**  Resources: screwdrivers for end punctuation and commas from the *Sentence Toolkit*, unpunctuated paragraph (p. 71) | Terminology for pupils:  *conjunction clause*  *subordinate clause* |
| The purpose of this activity is to:   * use and understand the terms *conjunction*, *clause* and *subordinate clause* when discussing sentence construction * understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately.   **Teach**  Revisit what the pupils already know about punctuating different sentences. They should understand that:   * sentences need a capital letter and a full stop, question mark or exclamation mark * commas can be used to separate items in a list.   They may have some knowledge about using commas to mark clause boundaries if the sentence begins with a subordinate clause, or to mark the end of a phrase if the sentence begins with an adverbial phrase.  Look back to the example sentences on the cards from Activity 1b.8 and ask pupils what they notice about the punctuation. Draw out the convention for using commas in a complex  sentence (only generally used when the sentence begins with the subordinate clause). Use the  *Sentence Toolkit* to reinforce these features.  **Practise**  Get pupils to make a poster for the classroom or for their book that explains clearly how to use punctuation in different sentences.  **Apply**  Working individually, pupils should work with a copy of the unpunctuated passage in the Resources section. They should put in the punctuation. When they have finished, pupils should share their version with a partner and discuss any differences, then agree what they think is correct.  Go through this as a class and discuss any difference of opinion. Use the posters the pupils have made to help revisit understanding and apply this in the text. | |

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| **Activity 1b.10: Patterning sentences**  Resources: example sentences from classroom texts, conjunction cards (p. 72), conjunction spanner from the *Sentence Toolkit* | Terminology for pupils:  *clause*  *subordinate clause conjunction* |
| The purpose of this activity is to:   * understand the meanings of conjunctions and be able to use a wide range of them.   **Teach**  Introduce different subordinating conjunctions as they appear in texts you are using in your English teaching. Identify the sentences where they are used and look at them in detail. For example, look at the sentence: *While her mother was sleeping, the delicate but bold little girl tiptoed towards the door*. You could point out the following:   * *While* emphasises the fact that something is going to happen that the mother will not   know about. The reader does not know what will happen, but expects it to be a bit exciting or naughty!   * Adding lots of adjectives before the subject (*girl*) delays the action (*tiptoed towards the door*) even further and helps to build suspense.   Use the conjunction cards in the Resources section and ask pupils to put them in piles according to their meaning – time, place or cause.  **Practise**  Get pupils to describe the sentences from the texts and explain how they work grammatically. For example:  *This sentence is a complex sentence with two clauses. I know this because there are two verbs (*was sleeping *and* tiptoed*). The subordinate clause comes first and starts with the conjunction ‘while’. The comma marks the fact that the sentence starts with a subordinate clause.*  Pupils could make up sentences orally that follow the pattern of this example in another context. For example:   * *While I was eating my tea, my greedy but skinny brother stole my pudding.* * *While elephants are drinking, the cheeky but useful birds nibble parasites on their backs.*   **Apply**  In the classroom, build a growing display of examples of the use of different conjunctions in different ways. Alternatively, they could keep a sentences notebook and record their patterned sentences in it. Encourage pupils to use a wide range of conjunctions in their writing. | |
| **Activity 1b.11: Uncovering meaning**  Resources: pages 12–13 PDF extract from *Healthy Choices: Lunch*,  p. 13 extract PDF from *Minerva Mint: The Order of the Owls* | Terminology for pupils:  *clause*  *subordinate clause conjunction* |
| The purpose of this activity is to:   * understand that the order of clauses can be manipulated for effect * understand and discuss how different sentence constructions can be used for effect within texts.   **Teach**  Look at pages 12–13 from *Healthy Choices: Lunch* or p. 13 in *Minerva Mint: The Order of the Owls* – or a suitable text from your current English teaching. Model discussing the text and expressing what it makes the reader think or feel. Explain how we can explore the choices the writer has made about sentence construction to uncover the meaning of the text. | |

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| Reinforce the key understandings about sentences:   * finding verbs to identify clauses * recognising different constructions * recognising different sentence types.   Contextualise this in terms of the impact on the meaning of the text – why did the writer do this?  **Practise**  Pupils mark extracts from guided reading texts to identify the different features outlined above. They should collect examples of where the variation in sentence construction has clearly developed the meaning of the text and explain how the writer has achieved this.  **Apply**  Pupils should begin to apply varied sentence structures in their own writing. | |
| **Activity 1b.12: Transform it!**  Resources: text extracts to transform (p. 73) | Terminology for pupils:  *clause*  *subordinate clause conjunction* |
| The purpose of this activity is to:   * understand that the order of clauses can be manipulated for effect * understand and discuss how different sentence constructions can be used for effect within texts.   **Teach**  Show pupils the sentences about tigers in the Resources section. What do they notice about the sentences? (They are all simple sentences.) Ask them to think about how the sentences could be rewritten and joined to show variety in a piece of text and have a greater impact. Model how this could be done with the first two sentences. Stress that sometimes simplicity and contrast are important: a text written all in complex sentences is as weak as one written all in simple sentences.  **Practise**  In pairs, pupils should transform the rest of the tiger paragraph to show variety and achieve particular effects. It is important that pupils try things out, compare effects, revise and develop their work.  Afterwards, have them share their writing with the class or with another pair and give at least three examples of where they have improved the text through varying sentences.  **Apply**  Independently, pupils should repeat the activity with the fiction text provided in the Resources section. As an extra challenge, they could try continuing the story. | |

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| **Y3/4** | **Strand 1c: Sentence types** | |
| National Curriculum content:   * Introduction to inverted commas to **punctuate** direct speech. * Use of inverted commas and other **punctuation** to indicate direct speech. | | Terminology for pupils: *direct speech inverted commas*  *(or speech marks)* |
| Pupils need to:   * understand the conventions used to demarcate speech in writing:   + inverted commas around all words spoken, with punctuation at the end of the speech   + end punctuation within inverted commas   + use of comma following reporting clause where it starts the sentence (*The conductor shouted, ‘Sit down!’*) * understand that all four sentence types can be used in dialogue * understand how questions can be used for different purposes in information texts. | | |
| **Activity 1c.8: Who said it?**  Resources: *Honestly, Red Riding Hood was Rotten!* PDF, speech marks screwdriver from the *Sentence Toolkit,* punctuation-free paragraph (p. 74) | | Terminology for pupils: *direct speech inverted commas*  *(or speech marks)* |
| The purpose of this activity is to:   * understand the conventions used to demarcate speech in writing:   + inverted commas around all words spoken, with punctuation at the end of the speech   + end punctuation within inverted commas   + use of comma following reporting clause where it starts the sentence (*The conductor shouted, ‘Sit down!’*) * understand that all four sentence types can be used in dialogue.   **Teach**  This is best taught during a narrative teaching sequence so that pupils can apply their learning and consider how to create a balance between speech and narrative.  Start by reinforcing the way that speech stands out in a text. Split the class into groups to take parts while reading the text *Honestly, Red Riding Hood was Rotten!*   * The wolf as narrator * The wolf speaking * Red Riding Hood speaking * Granny speaking   Encourage them to use silly voices and expressions.  After reading the whole story, focus on pages 10–12. Read these pages again and draw attention to the way the speech is recorded. What do pupils notice about how to write speech? As a class, come up with some rules for using speech in stories.  **Practise**  Pupils should write a short section of a story including dialogue. This could come from the text you are using for English or they could write the beginning of the story of *Little Red Riding Hood*, where she has a conversation with her mother about going to Granny’s. They should apply the rules you have drawn up.  Afterwards, get them to swap their writing with a partner and check each other’s use of speech conventions. As a class, revisit any bits they have found difficult. | | |

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| **Apply**  Pupils should punctuate the text extract in the Resources section, including the correct speech punctuation. It may help them to cut up the text first to isolate the sections that they think are speech. They can then reassemble the speech and add punctuation before copying it out.  Ensure that pupils apply the speech conventions in their own writing correctly and do not over-use speech. | |
| **Activity 1c.9: Sorting sentence types**  Resources: *Honestly, Red Riding Hood was Rotten!* PDF, a range of books linked to your current topic | Terminology for pupils: *direct speech inverted commas*  *(or speech marks)* |
| The purpose of this activity is to:   * understand that all four sentence types can be used in dialogue * understand how questions can be used for different purposes in information texts.   **Teach**  Recap the four main sentence types with the class. Return to *Honestly Red Riding Hood was Rotten!* and collect examples of the different sentence types. Draw attention to the fact that speech can include all of the sentence types.  **Practise**  Challenge the pupils to look in information books related to your current topic and find any examples they can of questions, exclamations or commands. Discuss the examples they find and display a few.  Focus on questions in information texts. In small groups, pupils should discuss the following question using examples they have previously found:  *Why do authors use questions in non-fiction?*  Take feedback from the groups and create a class concept map.  **Apply**  In the context of cross-curricular writing, challenge pupils to include some questions in their writing appropriately. Share some examples and discuss how they affect the text. | |

**Strand 2: Nouns and noun phrases**

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| **Y3/4** | **Nouns and noun phrases** | |
| National Curriculum content:   * Formation of **nouns** using a range of **prefixes** (for example   *super-*, *anti-*, *auto-*).   * **Word families** based on common **words**, showing how words are related in form and meaning (for example, *solver*, *solution*, *dissolve*, *insoluble*). * Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (for example, ***a*** *rock*, ***an*** *open box*). * The grammatical difference between **plural** and **possessive** *s*. * **Apostrophes** to mark singular and **plural** possession (for example, *the girl’s name*, *the girls’ names*). * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, *the strict maths teacher with curly hair*). * Appropriate choice of **pronoun** or **noun** within and across   **sentences** to aid cohesion and avoid repetition. | | Terminology for pupils: *word family determiner*  *pronoun possessive pronoun preposition*  *prefix consonant vowel* |
| Pupils need to:   * understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families * understand how to use *a/an* correctly * understand the difference between plural and possessive *s* * understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification) * understand that determiners are part of the noun phrase and use a wide range (e.g. numbers, possessives, articles) * understand that prepositional phrases can be used to add information about a noun, after the noun (*The glistening, grey dragon* ***with enormous wings****…* , *The sheep* ***in the field*** *were grazing contentedly*, *His multi-coloured cloak* ***of many colours****…*) * understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns * understand different ways that nouns are formed and how other words are related in word families. | | |
| **Activity 2.14: What do determiners do?**  Resources: tape measure, paintbrush, comma and full stop screwdrivers from the *Sentence Toolkit*, *Look Inside a Burrow* PDF (or similar text), pre-modification chart (p. 75), determiner chart (p. 75) | | Terminology for pupils:  *determiner pronoun* |
| The purpose of this activity is to:   * understand that determiners are part of the noun phrase and use a wide range   (e.g. numbers, possessives, articles).  **Teach**  Begin by revising the learning from Year 2. Remind pupils that simple sentences are made up of clauses with slots for different elements. A common clause pattern (although not the only one) is: nouns/noun phrases (subject) followed by verbs and then other nouns/noun phrases (object):  *The hungry teacher ate a delicious doughnut*. (SVO) | | |

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| With pupils:   * identify the noun phrases and verb * make sure they understand which words are adjectives and nouns, and use the tape measure to expand and contract the noun phrases, using the comma screwdriver if more adjectives are added * replace the noun phrases with pronouns (She ate it) * talk about the words *the* and *a* (definite and indefinite articles). What do they do in the sentence? How does the meaning change if you swap them in the sentence? Explain that there are other words like these that we use at the start of noun phrases and that they define the noun more clearly (determiners).   **Practise**  Use the pre-modification chart in the Resources section to orally practise using different determiners to change the sentence and see what it does to the meaning. Model one or two before pupils work on their own. For example, ***Your*** *hungry teacher ate* ***my*** *delicious doughnut* implies that the teacher should not have done this. Then ask pupils to write down the statements that they particularly like. They should explain their choices and describe what meaning the determiners carry.  **Apply**  Use *Look Inside a Burrow* or your teaching sequence text and show pupils examples of determiners. Ask them to continue reading and pointing out the determiners. Examples in this text include: *the*, *a/an*, *many*, *some*, *their*, *its*, *her*, *this*, *these*, *other*. You could give pupils the list to help them identify them as they read or ask them to record them as they find them.  Discuss any misconceptions as they arise – for example, if pupils choose adjectives instead of determiners. Then show them how the determiners can be grouped using the chart in the Resources section and ask the pupils if they can generate more examples for each group. | |
| **Activity 2.15: a/an**  Resources: *a* and *an* cards (p. 76), noun cards (p. 76) | Terminology for pupils *determiner consonant*  *vowel* |
| The purpose of this activity is to:   * understand how to use *a/an* correctly.   **Teach**  Teach this as an extension of the work on determiners in Activity 2.14. Pupils need to understand how we use these determiners – *an* is used where the noun following begins with a vowel.  Share the *a/an* cards and the noun cards in the Resources section among the class (create more cards if you need to). Pupils with noun cards go and stand next to either someone holding *a* or a child holding *an* as appropriate. The rest of the class decides if the choice is correct.  The pair should then create an oral sentence using that determiner and noun.  **Practise**  In pairs, pupils make a list of as many nouns as they can that take *an*, then write some silly sentences including these nouns.  **Apply**  Pupils should swap their writing with another pair and check they have used *a/an* correctly. | |

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| **Activity 2.16: Adjective overload!**  Resources: tape measure, comma and full stop screwdrivers from the *Sentence Toolkit*, *Look Inside a Burrow* PDF or similar text, sentences with lots of adjectives (p. 76) | Terminology for pupils:  *determiner* |
| The purpose of this activity is to:   * understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification).   **Revise**  These activities will work best when pupils are working on a topic about animals and have already researched information about an animal they want to write about.  Model using the text to find noun phrases with adjectives before the noun (pre-modification). Show pupils how to write them into a blank chart based on the one from Activity 2.14. Look especially at unusual examples, such as hyphenated adjectives (‘hook-shaped’, p. 7) and alliteration (‘a slithering slow worm’, p. 14) from *Look Inside a Burrow*.  Using the information about their chosen animal, pupils can generate their own adjectives and nouns, write them in the chart and then construct full sentences about the animal. Reinforce the importance of using a comma for lists of adjectives before the noun and full stops at the end of sentences.  **Teach**  Show pupils the first example sentence with lots of adjectives from the Resources section. Ask them what is wrong with them, to elicit that some words are not needed because they are either close in meaning to another adjective or they tell us something we already know about the noun. Reduce the noun phrase by taking out these words.  **Practise**  Now look at the adjectives that remain. What do they make us think about the noun being described? How might we achieve a different effect – scary or funny or sad, for example? What adjectives could we use? Do we need to change the determiner?  Provide pupils with the other sentence examples and ask them to reduce the noun phrases. They should then replace one or more of the adjectives to create a different effect.  **Apply**  As part of your teaching sequence, use a vocabulary generation game to get pupils to think of or find adjectives linked to the animal or part of the animal that they are going to write about  (e.g. *wings*, *paws*, *teeth*). Using their research about the animal’s characteristics, model how these words can be put on a ‘Zone of Relevance’ so that those that best describe it are at the centre, with others further out.  Use this chart to construct noun phrases by choosing those that are nearer the centre. Pupils should use these to construct sentences to use in their writing. | |

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| **Activity 2.17: Nonsense phrases**  Resources: noun phrase chart (p. 77), blank noun phrase chart (p. 78) tape measure and punctuation screwdrivers from the *Sentence Toolkit* | Terminology for pupils: *preposition determiner*  *hyphen* |
| The purpose of this activity is to:   * understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification).   **Teach**  Introduce pupils to the idea that nouns can be expanded *after* the noun as well as before (post-modification). Introduce the prepositions *with*, *of* and *up to* as common ways to post- modify the noun. Explain that these are called *prepositional phrases* and that one of their jobs is to give more information about a noun.  Introduce other ways in which words can be post-modified:   * using an adjective after the noun * beginning with *for example* or *such as* * using a simile (*as big as a house*, *like a*…).   Show example noun phrases where these techniques are used, for example in *Look Inside a Burrow*:   * *a small bird* ***of prey*** * *insects* ***with sharp pincers*** * *amphibians* ***with knobbly skin*** * *prey* ***such as slugs*** * *long, flat minibeasts* ***with many legs*** * *damp, dark places* ***such as other animals’ burrows*** * *other minibeasts* ***such as slugs, worms and spiders*** * *mammals* ***with brown backs and a white belly*** * *predators* ***such as hawks****.*   Demonstrate how these phrases fit into the noun phrase chart in the Resources section.  **Practise**  Ask pupils to write a list of all the adjectives they can think of in one minute. Then repeat the exercise with nouns. Give pupils a few examples of prepositional phrases beginning with *of* or *with* to post-modify the nouns. For example:   * *… with violent-pink horns* * *… of towering strength* * *… of impossible wishes* * *… with a swirling, curling tail.*   Ask pupils to generate more examples. They can be as silly as they like.  Using the three lists (adjectives, nouns and prepositional phrases), work with pupils to combine different elements to make silly phrases – for example, *a knobbly mouse with slime-green wings.*  You could extend this by adding different determiners or creating sentences. For example, could some of the sentences have a second silly phrase? *My knobbly mouse with slime-green wings flew into a marshmallow house of immense kindness.* | |

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| **Apply**  Ask pupils to use the information that they have collected about their own animals and to create phrases to expand the noun phrase after the noun. Give pupils a copy of the blank noun phrase chart in the Resources section to support the process if necessary. They should use the phrases to create sentences.  Support pupils with editing their sentences and improving them. Use the tape measure and punctuation screwdrivers to support decisions about whether the noun phrases are too long and where commas need to go. | |
| **Activity 2.18: Happy families**  Resources: prefix cards (p. 79) | Terminology for pupils:  *prefix*  *word families* |
| The purpose of this activity is to:   * understand different ways that nouns are formed and how other words are related in word families.   **Teach**  Introduce a common prefix using the cards in the Resources section. On the board, model building a word web with all the words pupils can think of that start with that prefix. Ask pupils for ideas about how these words could be sorted. They may think of meaning links, but encourage them to consider word classes, too. Model sorting the words according to possible word class.  Generate an example of the word being used in a sentence to prove the word class. Some words may fit in more than one word class – for example, disinterest (noun), disinterested (adjective). Use the tools from the *Sentence Toolkit* to support the definitions of word classes if needed.  **Practise**  In pairs, pupils should choose a different prefix. They should then create their own word web and sort their words into word classes, with example sentences to justify their choices. Afterwards they should share their sentences with another pair to check each other’s classifications.  **Apply**  Identify one or two words that are new vocabulary. Get pupils to record them in their spelling journals and try to use them in writing or talk in the next week. | |
| **Activity 2.19: It’s mine!**  Resources: passage missing apostrophes (p. 79) | Terminology for pupils:  *possessive pronoun* |
| The purpose of this activity is to:   * understand the difference between plural and possessive *s.*   **Teach**  Possessive apostrophes are used to show belonging:   * *’s* is added to singular nouns (*Jack’s bag*, *the cat’s dish*, *a year’s duration*.) This is usually the same for a noun that already ends in an *s* (*James’s football*, *Chris’s horse*). * *’s* is usually added to irregular plurals that don’t end in *s* (*men’s coats*, *children’s games*). * If a plural noun already ends in an s, then it only takes the apostrophe (*the footballers’ injuries*, *the boys’ books*, *both horses’ saddles*). * Pronouns do not need apostrophes (*The dog lost its ball*, *the car is ours*, *it was his loss*, *the pencil was hers*).   Recap previous learning about apostrophes: pupils should know that apostrophes are used for omission and for singular possession (explain what possession means). | |

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| Divide pupils into small groups and give them each one of the statements from the bullet points above. Ask them to read it and see if they can work out what it means. Their challenge will be to explain their strand of the subject knowledge to the rest of the class. Give them large sheets of paper to jot down their ideas. They could:   * find more examples * exemplify in a sentence * reword the explanation * extend the explanation.   Each group reports back and explains their subject knowledge. Other pupils can ask questions. Ask a pupil not in the group to explain their understanding to check everyone’s understanding.  **Practise**  Still working in small groups, ask pupils to try adding the correct apostrophes to the passage in the Resources section. When they have done so, they should share their completed passage with another group and use the subject knowledge bullet points to clarify any differences.  **Apply**  Have a focus on the use of apostrophes in feedback and marking. Pupils can review their writing to see if they have used apostrophes correctly. | |
| **Activity 2.20: Follow my thread**  Resources: text with only pronoun use (p. 80) and text with only noun/subject use (p. 80), *Zebras Are Awesome!* PDF | Terminology for pupils:  *pronoun* |
| The purpose of this activity is to:   * understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns.   **Teach**  Ideally, follow this activity with a text you are using in English or across the curriculum. You could use the example from *Zebras Are Awesome!* first, then apply the same approach to a known text.  Use the two text examples in the Resources section to discuss why and how we use pronouns and nouns in a text to aid cohesion. You could give both pieces to groups and ask them to problem-solve/discuss what is difficult about the texts. Alternatively, you could work on it as a shared activity.  Look at pages 4 and 16–17 of *Zebras Are Awesome!* (the book from which the two extracts have been adapted). Get pupils to explain and justify the choices the writer has made about when to use pronouns and when to use nouns.  **Practise**  Give pairs of pupils a copy of different pages from the book (or an extract from a known text). They should mark the pages to show how the writer has used pronouns/nouns and the effect these choices have on the reader.  **Apply**  Pupils could write a paragraph or two in a cross-curricular area (science/technology can be good as there are often lots of subjects to talk about), maintaining a clear thread of meaning for the reader through effective use of pronouns/nouns. | |

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| **Activity 2.21: Build it!**  Resources: sentence cards (p. 81), challenge cards (p. 82), text type cards (p. 82) | Terminology for pupils:  *determiner pronoun preposition prefix* |
| The purpose of this activity is to assess pupils’ understanding of nouns and noun phrases.  **Teach**  Introduce the sentence cards and the challenge cards from the Resources section to the class. Make sure they understand the terminology and what each challenge card asks them to do.  In pairs or small groups, take it in turns to pick one sentence card and one challenge card, then modify the sentence as directed. If everyone agrees it is correct, the points marked on the challenge card are awarded.  Once pupils have played a few rounds, discuss which bits are difficult and why. Review the final sentences and discuss if they are effective. How would you change the sentence to ensure you have made a really effective one?  This could be a guided activity to maximise assessment information.  **Practise**  Get pupils to play more rounds of the game in pairs or small groups.  **Apply**  Add extra challenge by selecting a text type card to focus the sentence on particular text types. | |

**Strand 3: Adverbials**

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| **Y3/4** | **Adverbials** | |
| National Curriculum content:   * Expressing time, place and cause using **adverbs** (for example, *then*, *next*, *soon*, *therefore*) or prepositions (for example, *before*, *after*, *during*, *in*, *because of*). * **Fronted adverbials** (for example, *Later that day, I heard the bad news*). * Use of commas after **fronted adverbials**. | | Terminology for pupils:  *adverb preposition adverbial comma* |
| Pupils need to:   * understand that a word or phrase can fill the adverbial slot in a sentence * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted adverbials* * understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. *Before tea, I had eaten too many sweets. My holiday was ruined because of the rain*.) * understand that commas need to be used after fronted adverbials. | | |
| **Activity 3:12: Adverbial slots**  Resources: adverbial cards (p. 83) | | Terminology for pupils:  *adverb adverbial* |
| The purpose of this activity is to:   * understand that a word or phrase can fill the adverbial slot in a sentence * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason.   **Teach**  Recap the work pupils did on on adverbs in Year 2. Demonstrate some adverbs in sentences using the construction noun/noun phrase + verb + adverb. Ask pupils what these adverbs do (describe how something happens using a single word). Then show pupils constructions using adverbial phrases from the cards provided instead of adverbs. Discuss what these phrases do: *silently/in silence* (**how**), *up the river/past the lighthouse* (**where**). Explain that the adverbial slot in a sentence can be filled by a single-word adverb or an adverbial phrase.  **Practise**  Pupils use the sentence starters *The ship sailed*… and experiment with making sentences using the adverbial cards. Discuss what the sentences are telling the reader about how or where the ship sailed. Get pupils to sort the cards into **how** and **where** piles, then see if they can add any adverbs or adverbial phrases to the list.  **Apply**  In pairs, pupils use blank cards to produce their own sentences using cards they make themselves. They should use one noun/noun phrase, up to three verbs, and create as many cards to fill the adverbial slot as they can. Afterwards, they should join with another pair to investigate each other’s examples. | | |

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| **Activity 3.13: ‘My Journey’**  Resources: prepositional list poem (p. 83) | Terminology for pupils:  *preposition adverbial* |
| The purpose of this activity is to:   * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. *Before tea, I had eaten too many sweets. My holiday was ruined because of the rain*.)   **Teach**  Introduce the term *preposition* and show pupils some example of prepositions of position (*in*, *on*, *under*, *over*, *between*, *beside*, *beyond*, *after*, *before*). Discuss what they mean. Elicit that they can be used to say **where** things are. Ask pupils to think of other prepositions of position and write them in a list.  What follows these words? Create some structures using noun phrases for landmarks:  *by the supermarket*, *next to the school*. Point out that a phrase using a preposition + noun/noun phrase can be used to fill the adverbial slot in a sentence that tells the reader **where** something is happening.  Model putting a preposition with a noun/noun phrase and discuss how it informs the reader where something is. Read the prepositional list poem in the Resources section and discuss how using prepositional phrases can be used to write a poem about a journey.  **Practise**  Ask pupils to make a list of the things they see on their journey to school. They can then experiment with creating their own prepositional phrases to describe their journey. They should write each one on a strip of paper and put them in order to create their own poem.  **Apply**  Pupils should use prepositional phrases to create another poem describing a different journey  – a family outing, a visit to another local landmark or a school trip, perhaps. For an extra challenge, they could write these poems in the form of a riddle, so that others had to guess the final destination from the description of the journey. | |
| **Activity 3:14: Where am I?**  Resource: preposition cards of place (p. 84) | Terminology for pupils:  *preposition adverbial* |
| The purpose of this activity is to:   * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. *Before tea, I had eaten too many sweets. My holiday was ruined because of the rain.*)   **Teach**  Mentally ‘hide’ yourself in some part of the school and get students to ask you questions to try and find out where you are. They should keep refining the questions until they ‘find’ you. For example:   * Are you hiding inside or outside? *Outside*. * Where outside? *In the playground*. * What part of the playground? *Near the fence*. * Which fence? *The fence by the climbing frame*.   Introduce the idea that precise use of adverbial phrases will give information about position (**where**). The activity can be supported by the preposition cards in the Resources section. Choose the ones suitable for where you are ‘hiding’. | |

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| **Practise**  In pairs, pupils should take it in turns to mentally ‘hide’ themselves in some part of the school). Their partner should question them about where they are. They should use the information  to orally rehearse, then write sentences describing where their partner is: *Jack is outside*, *in the playground*, *near the fence by the climbing frame*. Encourage pupils to be as precise as possible, rather than simply producing the longest string of phrases they can.  **Apply**  Pupils should use prepositional phrases in their writing to give precise information about position. | |
| **Activity 3.15: When does this happen?**  Resources: none needed | Terminology for pupils:  *preposition adverbial comma* |
| The purpose of this activity is to:   * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. *Before tea, I had eaten too many sweets. My holiday was ruined because of the rain*.) * understand that commas need to be used after fronted adverbials.   **Teach**  Look at the examples of *when* adverbial phrases in the text extract below:  ***In winter****, we had two days of heavy snow.* ***For about four or five days****, the snow stayed on the ground.* ***On the coldest day****, I didn’t want to go outside!* ***After about a week****, the weather began to warm up.* ***A few days later****, all the snow started to melt.*  Look at the structure of these phrases with pupils: preposition + noun or noun phrase. Discuss what they are telling the reader (*when* things happen). How does this help the reader understand the text?  This use of adverbs links with cohesion, and pupils should start to consider how adverbials help structure the information in a text. You can adapt these examples to demonstrate time adverbials to structure texts in narrative writing (*soon*, *later that day*, *the next afternoon*, *that night*) and also in instructional texts (*firstly*, *next*, *then*, *finally*).  **Practise**  As a class, draw up a list of things that pupils have done in school over the past few weeks. Write these on the board without any adverbials. In pairs, pupils should come up with some prepositional phrases to describe when these activities happened: *On Monday*, *After two days*, *In maths*, *At 10.00 each morning*. Afterwards, pupils could write up their sentences into  a paragraph.  **Apply**  Pupils should use adverbial phrases of time in their own writing. They could recount a weekend/ holiday activity or a school visit. | |

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| **Activity 3.16: Transform it!**  Resources: list of -*ly* adverbs (p. 85), list of prepositions for *how*  adverbial phrases (p. 85) | Terminology for pupils:  *adverb preposition adverbial* |
| The purpose of this activity is to:   * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. *Before tea, I had eaten too many sweets. My holiday was ruined because of the rain*.)   **Teach**  Recap Year 2 work on single-word adverbs to describe **how** an action is done. Develop the learning from Activity 3.12 by modelling how to change some -*ly* adverbs into prepositional phrases: *silently/in silence*, *quickly/at speed*, *bravely/like a lion.*  Explain that in order to create the phrase, we have to turn the adverb into a noun: preposition + noun/noun phrase. Pupils will need this to be modelled clearly with several examples:   * *silently – silence; angrily – anger* * adverbs that end in -*fully*, remove the suffixes (*gracefully – grace*, *fearfully – fear*, *respectfully*   *– respect*)   * some adverbs will add -*ness* to make them into a noun (*awkward – awkwardness*, *rudely – rudeness; kindly – kindness*).   Explain that not all prepositions can be used in these phrases. Model using each of the examples in the Resources section.  **Practise**  Give pupils the list of -*ly* adverbs in the Resources section and the ‘how’ prepositions. Ask them to change as many -*ly* adjectives into prepositional phrases as they can. Pupils should be encouraged to note these in texts they are reading and collect the phrases they find for future use.  **Apply**  Pupils should start to use a variety of ways of describing **how** things happen, so that they are not relying exclusively on -*ly* adverbs. | |
| **Activity 3.17: More about adverbials**  Resources: *Lion Habitats Under Threat* PDF, sentence cards (p. 86), preposition cards (p. 86) | Terminology for pupils: *prepositions adverbials*  *comma* |
| The purpose of this activity is to:   * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted adverbials* * understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. *Before tea, I had eaten too many sweets. My holiday was ruined because of the rain*.) * understand that commas need to be used after fronted adverbials. | |

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| **Teach**  Recap what pupils have learnt about adverbial phrases so far. Consider examples in  *Lion Habitats Under Threat*   * ***Unlike other big cats****, lions live in groups.* (p. 4) * *Lion habitats are under threat* ***because of humans****.* (p. 14) * *These areas are used* ***for farmland****…* (p. 14) * ***Because of the dry seasons****, lions must keep moving around their territory in order to find water.* (p. 16) * ***As a result****, they can sometimes come into contact with humans.* (p. 16) * *Humans are slowly starting to understand how important lions are* ***because of their position in the ecosystem****.* (p. 21)   Do these examples match the structure? Do they fill the adverbial slot in the sentence? What are they doing? Explain that adverbial phrases can also be used for cause/reason or purpose  (e.g. why, what for, to give examples, contrast). Clarify that they are not subordinate clauses because they do not contain a verb. Look at the examples that front the sentence and note that they use commas.  **Practise**  Give pupils the cards from the Resources section – sentences for extension and prepositions. Ask them to use the preposition cards to extend the sentences to provide a cause/reason or purpose. They should write the new sentences in their books. Remind pupils to use commas for fronted adverbials.  **Apply**  Pupils could draft a paragraph for a non-fiction text using the structures they have investigated for cause/reason and purpose. | |
| **Activity 3.18: Sort it!**  Resources: *Lion Habitats Under Threat* PDF, adverbial phrases and clauses (p. 87) | Terminology for pupils:  *preposition adverbial comma* |
| The purpose of this activity is to:   * understand that adverbials usually express how, when or where, but can also express cause, purpose or reason * understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted adverbials* * understand that commas need to be used after fronted adverbials.   **Teach**  This activity should build on Year 3 learning of subordinate clauses and conjunctions. Recap the phrases from *Lion Habitats Under Threat* in Activity 3.17 – these have the structure preposition + noun/noun phrase. Then consider some more examples from the text:   * *Today lions are under threat* ***because they have come into conflict with humans****.* (p. 5) * *Savannahs and woodlands are being destroyed* ***to build houses for humans.*** (p. 15) * *Lions must keep moving* ***to find food and water.*** (p. 16) * *Lions often attack these animals* ***because they are easy prey.*** (p. 17) * *Livestock fences are being strengthened* ***to stop lion attacks.*** (p. 20) * ***However, since the land on game reserves can rarely be used for this purpose,*** *it stops the lion’s habitat from being destroyed.* (p. 23) (Note the two adverbials here – one is an adverb and the other an adverbial clause; *however* is fronted and the clause requires punctuation because it is embedded) | |

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| Ask pupils how the bold sections are different – they are subordinate clauses, using a conjunction to start the clause. Explain that these are adverbial clauses because they do the same job as the adverbial phrases: explain how, where, when, cause/reason or purpose. Just as we need a comma with fronted adverbs and adverbial phrases, we also need a comma with fronted adverbial clauses. If we move these clauses to the front of the sentence, commas must be used. Unpick the example that has two fronted adverbials – you could take out *however* and the sentence would still make sense, but how does this word add to the meaning?  **Practise**  Give pupils the adverbial phrases and clauses cards from the Resources section. In pairs, pupils should sort them into two piles – phrases and clauses. They should underline the verb in the clauses. Afterwards, get them to join with another pair to check whether they have the same answers. These could be used to write different sentences, ensuring they are punctuated correctly.  **Apply**  Challenge pupils to use both adverbial phrases and clauses in their writing. Give them time after drafting to work with a partner to identify these phrases and clauses in each other’s work. | |
| **Activity 3.19: Creating physical sentences**  Resources: a picture (perhaps linked to the English unit you are using) showing people/characters/animals doing different things, comma screwdriver and adverbial saw from the *Sentence Toolkit* | Terminology for pupils:  *preposition adverbial comma* |
| The purpose of this activity is to:   * understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted adverbials* * understand that commas need to be used after fronted adverbials.   **Teach**  Show pupils the picture and get them to tell you what they can see. Choose a noun phrase and verb from their observations to start a sentence. Write these on two separate cards to reflect they are two separate clause elements that are the basis of a sentence. These can be in different colours to distinguish the words/phrases (e.g. *the fish swam*.) Do not use capital letters or full stops on these cards, but have a full stop card and some comma cards ready. Ask pupils what other information we need.  Recap with pupils information about the function of adverbial phrases. Elicit *where*, *when*, and *how* the verb is affected. Discuss how adverbial phrases often begin with a preposition and provide a display of these as prompts if needed. Ask pupils to think of as many words and  phrases as they can for where, when and how *the fish swam*. Pick one of each for where, when and how, and write on three separate cards. Ask five pupils to come to the front of the class. Four of them should hold the word cards and the fifth pupil should hold a full stop card. List the adverbials after the noun and verb.  *the fish swam through the coral all morning like silver arrows.*  Ask pupils if they are happy with the order of the sentence. Discuss how adverbial phrases are very flexible in where they can be placed in a sentence and point out that different positions can create different effects. In the example above, the reader will focus on the fish swimming, but what happens if the adverbials are moved around? Model using the saw to ‘cut out’ the adverbial and move it.  Experiment with moving the pupils holding the cards into different positions and discuss the effects. Which sentences do pupils like best? Why? Are there any differences for the reader? Pupils should understand that, in their writing, it is their choice how they arrange the information for the reader. They may wish their reader to picture the **how** first, or the **where**, and it really depends on the image they want to create. | |

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| Discuss the punctuation required in each order and provide pupils with comma cards to hold in the correct positions (you may wish to model using the comma screwdriver to insert these). Emphasise that punctuation helps the reader understand the sentence and makes it clearer for them.  Also model that we do not have to have one of each type of adverbial in a sentence. For example, we could have two **where** adverbials and one **how**, or two **how** adverbials and no **where** or **when**. It depends on the information we want to convey.  Some pupils may notice that some fronted adverbials enable the subject and verb to be inverted: *In and out of the coral*, *swam the fish*. This is possible when the adverbial indicates where and particularly when it indicates direction.  **Practise**  Pupils should create sentence cards for their own sentences and experiment with ordering for effect. Encourage all pupils to justify their final choices.  **Apply**  Re-read previously written sentences to see if they prefer the adverbials in different positions. Pupils’ drafted sentences could be photocopied and cut up at the clause element boundaries so that adverbials can be manipulated or added in if they have not used any. | |
| **Activity 3.20: Assessing adverbials**  Resources: none needed | Terminology for pupils  *adverb preposition adverbial comma* |
| The purpose of this activity is to assess pupils’ understanding of adverbs and adverbial phrases.  Pupils should draw up a list of words to use in the adverbial slot in sentences for assessment purposes. These should include:   * adverbials of where, when, how and cause/reason or purpose * single word adverbs * adverbial phrases * adverbial clauses. | |

**Strand 4: Verbs**

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| **Y3/4** | **Verbs** | |
| National Curriculum content:   * Use of the **present perfect** form of **verbs** instead of the simple past (for example, *He has gone out to play* contrasted with *He went out to play*). * Standard English forms for verb inflections, instead of local spoken forms (for example, *we were* instead of *we was*, or *I did* instead of *I done*). | | Terminology for pupils:  *present perfect*  Consolidate Y2 terminology: *verb*  *tense (past and present) present perfect* |
| Pupils need to:   * construct the present perfect form using the verb *to have* with the past participle   (e.g. *I have walked this way for years. She has eaten chocolate before*.)   * form the past participle with regular and irregular verbs * understand how the present perfect expresses a different meaning * understand that the perfect form of the verb can also be expressed in the past perfect   (e.g. *I had played the piano for the last time*.)   * use the correct form of Standard English verb inflections. | | |
| **Activity 4.13: Perfectly formed sentences**  Resources: perfect form sentence cards (p. 88) | | Terminology for pupils:  *verb*  *tense (past and present) present perfect* |
| The purpose of this activity is to:   * construct the present perfect form using the verb to have with the past participle   (e.g. *I have walked this way for years. She has eaten chocolate before*.)   * understand that the perfect form of the verb can also be expressed in the past perfect   (e.g. *I had played the piano for the last time*.)   * use the correct form of Standard English verb inflections.   **Teach**  Show pupils these two sentences:   * *I am walking as quickly as I can.* * *He stops, sniffs the air and moves on.*   Ask pupils to discuss these sentences in pairs, then share their thoughts with a wider group or the whole class. If pupils don’t say anything about the verbs in the sentences, prompt them for a response. Talk about the fact that verbs can be more than one word and that some sentences can contain more than one verb slot. Ask pupils to say what tense these sentences are in.  Explain that there are other ways of constructing verbs – one of these is the perfect form, where we use *to have* and -*ed* (past participle). Look at the sentence *John had walked down this path before*. Read this aloud and get pupils to hammer with a fist when they hear the verb.  Talk about which part of *had walked* tells us the tense and which part tells us what John did. You may need to conjugate the verb *to have* if pupils need further support.  **Practise**  Provide pupils with the cards containing sentences in the perfect form in the Resources section. In pairs, pupils should find the verb, underline it and decide on the tense.  **Apply**  In the hall or playground, put a sign on one side saying ‘present tense’ and on the other side a sign saying ‘past tense’. Call out verb phrases and get pupils to run to the tense that they think it is and then back to the middle. You can use the verb phrases from the sentences used earlier. | | |

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| **Activity 4:14: Changing tenses**  Resources: verb cards (p. 89), chart for recording verbs (p. 89) | Terminology for pupils:  *verb*  *tense (past and present) present perfect* |
| The purpose of this activity is to:   * form the past participle with regular and irregular verbs.   **Teach**  Use the verb cards from the Resources section. Put them in a pile and turn them upside down. Turn the top card over and ask pupils what that verb is in its past simple form. They should then create a sentence using the verb.  **Practise**  In pairs, pupils take the pile of verb cards and work through them, converting each verb to the past simple form and recording it on a chart like the one in the Resources section. Those who finish early can explore whether they can use this form of the verb in the present perfect or not and record the past participle in the third column of the chart. Pupils should share their chart with the class.  **Apply**  You may need to explore spelling of some of these verbs. Ask pupils to try the past simple form in the perfect (e.g. *watch – watched*, *had/has watched*, *take – took*, *has/had taken*). Which of your verbs need a different form in the perfect? Pupils could try this out and then share what they have found. Display findings on the wall. | |
| **Activity 4.15: What does it do?**  Resources: sentence comparison sheet (p. 90), verb cards (p. 89) | Terminology for pupils:  *verb*  *tense (past and present) present perfect* |
| The purpose of this activity is to:   * understand how the present perfect expresses a different meaning.   **Teach**  Compare sentences that have the same content but are written in the past simple or present perfect. For example   * The day was bright with sunshine. * The day has been bright with sunshine.   Note that in the simple past, the day is over, whereas in the present perfect it feels like we are still in the day and are now expecting something else weather-wise. Try this with a few other sentences.  **Practise**  In pairs, pupils look at the cards containing the past simple and past perfect sentences from the Resources section. They should discuss the difference between them and note down what they think the difference in meaning is. Some pupils could record their ideas using Talking Tins or some other recording device so that they do not have to write.  **Apply**  Give pupils a verb card from Activity 4.14, but make sure that there are two pupils with each verb. Ask one half of the class to create a sentence in the past simple with the verb on the card and the other half to create a sentence in the present perfect.  In a big space, pupils move around until they find the person with the same verb as they have, then they stop and discuss their sentences and the meaning. In this activity, the pairs will have different content in their sentences. | |

##### Teaching resources

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

**Activity 1b.8: Joining clauses**

Clause definition cards

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| **A clause is a group of words that must have a verb.**  **A clause also usually has a noun.**  **A clause can be a sentence.** |
| **A subordinate clause is a clause in a sentence, which couldn’t be a sentence on its own.** |
| **A conjunction is a word that joins two clauses (or words) together.** |

Sentence cards

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| **Children love chocolate because it is sweet.** |
| **When you hear the siren, leave the building.** |
| **If reptiles get too cold, they can die.** |
| **Teachers love coffee and biscuits.** |
| **He tripped over and he started to roll down the hill at speed.** |

**Activity 1b.9: Fill in the punctuation**

julies dog didnt want to stay in the garden as soon as julie had gone inside he ran up the side of the house and pushed his way through a tiny gap under the gate it was very easy julies dog had a lovely time running all over the park he ran in and out

of the playground and across the

flower beds he even ran into a cafe to look for something to eat that evening when julie went to feed him she couldnt find him anywhere she was very upset she looked all over the house and garden for the dog he was nowhere to be seen

Answer:

Julie’s dog didn’t want to stay in the garden. As soon as Julie had gone inside, he ran up the side of the house and pushed his way through a tiny gap under the gate. It was very easy. Julie’s dog had a lovely time running all over the park. He ran in and out of the playground and across the flower beds. He even ran into a cafe to look for something to eat. That evening, when Julie went to feed him, she couldn’t find him anywhere. She was very upset. She looked all over the house and garden for the dog. He was nowhere to be seen.

**Activity 1b.10: Patterning sentences**

Co-ordinating conjunctions

|  |  |  |
| --- | --- | --- |
| **and** | **but** | **or** |
| **nor** | **then** | **yet** |

Subordinating conjunctions

|  |  |  |
| --- | --- | --- |
| **if** | **when** | **because** |
| **after** | **although** | **as** |
| **before** | **since** | **so (that)** |
| **though** | **unless** | **until** |
| **where** | **wherever** | **while** |
| **that** |  | |

**Activity 1b.12: Transform it!**

Most tigers are orange and black. Tigers can come in other colours. Tigers sometimes have white or golden fur. It is uncommon to have this. White tigers are rare. White tigers are mainly found in zoos. Golden tigers are even rarer than white tigers. Their fur is a light gold colour. Their fur is generally thicker than other tigers. Like white tigers, golden tigers are usually larger than other tigers. There are very few golden tigers in captivity. The last wild one was killed in India many years ago*.*

Fiction example

The little girl crept towards the house. The house was neat and tidy. It was nestled in the woods. She went up to the door. She knocked quietly. She knocked harder. There was no reply. Cautiously, she pushed the door. She peeped inside.

**Strand 1c: Sentence types**

**Activity 1c.8: Who said it?**

The yeti sudddenly broke down the door of the house the boys heard yelling coming from inside that’s daisy and joshua they’re in danger ahmed exclaimed we’ve got to help them kim and ahmed sprinted towards the cabin and burst in

the fake monster was advancing towards daisy and joshua get away from our friends you oversized furball yelled ahmed what’s happening what’s happening asked jen as she too ran into the house we’re being attacked said daisy no you’re not said the yeti

**Strand 2: Nouns and noun phrases**

**Activity 2.14: What do determiners do?**

*The hungry teacher ate a delicious doughnut.*

Pre-modification chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Determiner** | **Adjective** | **Noun** | **Verb** | **Determiner** | **Adjective** | **Noun** |
| the a/an this that my your their one two some many | hungry | teacher | ate | a the this that my your their one two  some many | delicious | doughnut |

Determiner chart

the a/an

this, that these, those

my, your, its, his, her, our, their

few, several, some, many, much, a lot of, any, no one, two, three…

first, second, third…

**Activity 2.15: *a/an***

**a an**

|  |  |  |
| --- | --- | --- |
| **bottle** | **helicopter** | **egg** |
| **antelope** | **ocelot** | **igloo** |
| **car** | **lion** | **umbrella** |
| **jungle** | **kiss** | **interest** |

**Activity 2.16: Adjective overload!**

this tiny, small, timid, frightened mouse this tiny, timid mouse

that enormous, gruesome mouse

the long, slippery, slinky, slimy, slithery slow worm the long, slithery slow worm

my wobbly, ticklish slow worm

the cute, cuddly, furry, fluffy, long-eared rabbit the furry, long-eared rabbit

this giant, fearsome rabbit

**Activity 2.17: Nonsense phrases**

Noun phrases chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Determiner** | **Adjective** | **Noun** | **Adjective** | **Prepositional phrase** |
| the a/an  this, that these, those  my, your, its, his, her, our, their  few, several, some, many, much, a lot of, any, no  one, two, three…  first, second, third… | small sharp knobbly long flat brown white damp dark | bird insects  amphibians prey centipedes minibeasts prey mammals predators places |  | of prey  with sharp pincers  with knobbly skin  with brown backs and a white belly  such as hawks  such as slugs such as slugs,  worms and  spiders  with many legs |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Determiner** | **Adjective** | **Noun** | **Adjective** | **Prepositional phrase** |
|  |  |  |  |  |

**Activity 2.18: Happy families**

Prefixes

|  |  |  |
| --- | --- | --- |
| **pre-** | **dis-** | **sub-** |
| **tele-** | **un-** | **re-** |
| **co-** | **ex-** | **auto-** |

**Activity 2.19: It’s mine!**

This isnt good said the farmer as the cows hooves came

thundering towards him. Farmer

Giles hat flew off as he ran. He had been asked to check

that his friends cows were safe

but friends don’t usually have to risk their lives! The childrens games in the field must have spooked the cows. Didn’t they know how to avoid the cows madness?

**Activity 2.20: Follow my thread**

A hungry lion slinks through the tall grass of the savannah. It is on the hunt. It spots a group of zebras. The black-and-white stripes of their coats blend together. It cannot pick out a single one to chase. It moves on to find easier prey. They are safe for now.

Zebras eat for up to 19 hours

a day! Zebras munch mostly on grass. Zebras also eat bark,

leaves and roots. A zebra’s food

does not contain many nutrients. A zebra has to eat a lot to get the energy a zebra needs.

**Activity 2.21: Build it!**

Sentences

|  |
| --- |
| **The dog ran down the road.** |
| **Put the glue on the stick.** |
| **Afraid to move, the girl stayed by the tree.** |
| **George has a toy.** |
| **Corn is growing in the field.** |
| **Last night, a robbery took place in a shop.** |

Challenge cards

|  |  |  |
| --- | --- | --- |
| **Add a prefix to a word.**  **2 points** | **Use a noun that needs *an*.**  **1 point** | **Add an adjective before the noun.**  **1 point** |
| **Add an adjective after the noun.**  **2 points** | **Change a determiner.**  **2 points** | **Add a phrase (prepositional) after the noun.**  **3 points** |
| **Use a pronoun.**  **2 points** | **Add a simile.**  **3 points** | **Make a noun more precise.**  **4 points** |

Text type cards

|  |  |  |
| --- | --- | --- |
| **story** | **instructions** | **newspaper article** |
| **poem** | **information (non fiction)** | **advert/ persuasion** |

**Strand 3: Adverbials**

**Activity 3.12: Adverbial slots**

Adverbials

|  |  |  |
| --- | --- | --- |
| **The ship sailed…** | **behind the dolphins** | **without a sound** |
| **silently** | **in silence** | **around the world** |
| **swiftly** | **up the river** | **through the waves** |
| **into the storm** | **mysteriously** | **to America** |
| **slowly** | **past the lighthouse** | **with speed** |

**Activity 3.13: My journey**

**My Journey** Down the lane, Across the bridge, Along the road, Into the village. Through the lights, Past the church,

At the roundabout, Out of the village. Up the hill,

Under branches of trees, Over the top

On Woodbury Common. Between farm shop and fields, Beyond pubs, parks and houses, Exeter!

**Activity 3.14: Where am I?**

Prepositions

|  |  |  |
| --- | --- | --- |
| **about** | **above** | **across** |
| **after** | **against** | **along** |
| **among** | **around** | **as** |
| **at** | **because of** | **before** |
| **behind** | **below** | **beneath** |
| **beside** | **between** | **beyond** |
| **by** | **down** | **during** |
| **for** | **from** | **in** |
| **inside** | **into** | **like** |
| **near** | **of** | **off** |
| **on** | **onto** | **opposite** |
| **out of** | **outside** | **over** |
| **past** | **round** | **since** |
| **through** | **to** | **toward** |
| **towards** | **under** | **underneath** |
| **unlike** | **until** | **up** |
| **upon** | **with** | **within** |
| **without** |  | |

**Activity 3.16: Transform it!**

*-ly* adverbs

|  |  |  |
| --- | --- | --- |
| angrily | anxiously | awkwardly |
| badly | boldly | bravely |
| carefully | cheerfully | curiously |
| defiantly | devotedly | dramatically |
| eagerly | enormously | faithfully |
| finally | foolishly | fortunately |
| gleefully | gracefully | happily |
| hastily | honestly | hopelessly |
| hungrily | irritably | jealously |
| kindly | lazily | madly |
| merrily | mysteriously | nervously |
| obediently | politely | powerfully |
| quickly | rudely | safely |
| selfishly | seriously | silently |
| shakily | sharply | slowly |
| sternly | tightly | unexpectedly |
| warmly | wearily | wildly |

Prepositions for *how* adverbial phrases

|  |  |  |  |
| --- | --- | --- | --- |
| at | in | like | out of |
| through | unlike | with | without |

**Activity 3.17: More about adverbials**

Sentences for extension

|  |
| --- |
| **I could not go out that night.** |
| **Some people support animal charities.** |
| **Pandas are in danger of extinction.** |
| **Many animals eat grass.** |
| **My brother was ill.** |
| **I left early to catch my train.** |
| **He needed the money.** |
| **The football team was happy.** |

Prepositions

86

|  |  |
| --- | --- |
| **because of** | **as a result** |
| **due to** | **unlike** |
| **for example** | **like** |

**Activity 3.18: Sort it!**

Adverbial phrases and clauses

|  |
| --- |
| **because of the snow** |
| **because she wanted to see the programme** |
| **as a result of his accident** |
| **since she was feeling unwell** |
| **unlike many people** |
| **in order to win the race** |
| **because of the time** |
| **for farming or building houses** |
| **so that he can keep his cattle safe** |
| **since she didn’t like carrots** |
| **due to the hot temperatures** |
| **because the dogs were excited** |
| **for example, cats, dogs and goldfish** |
| **like the other girls in her class** |
| **as she had never seen it before** |
| **due to the old lady’s kindness** |
| **for safe-keeping** |

**Strand 4: Verbs**

**Activity 4.13: Perfectly formed sentences**

Perfect form sentences

|  |  |
| --- | --- |
| **The plane had taken off.** | **Rosie had walked for miles**  **and miles.** |
| **Ballard has made some amazing discoveries.** | **Robbers have carved secret tunnels through the pyramids.** |
| **We had spent many nights in a tent.** | **You had cleared the table before I returned.** |
| **We have come to the end of**  **our journey.** | **He has splattered the paint all**  **over the walls.** |

**Activity 4.14: Changing tenses**

Verbs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| fly | drink | win | make | watch | take |
| break | buy | travel | cook | touch | run |
| eat | lose | break | meet | sing | ride |
| sleep | feel | hear | visit | trick | play |

|  |  |  |
| --- | --- | --- |
| **Base** | **Past simple form** | **Past participle (where different)** |
| fly | flew | flown |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Activity 4.15: What does it do?**

Past simple and past perfect sentences

|  |  |
| --- | --- |
| **They reached the gate.** | **They have reached the gate.** |
| **The Sabretooth tiger hid and waited for**  **its prey.** | **The Sabretooth tiger has hidden and has waited for its prey.** |
| **Sabretooth cats hunted bison.** | **Sabretooth cats have hunted bison.** |
| **We reached the control centre of the body: the brain!** | **We have reached the control centre of the body: the brain!** |
| **Floyd got his kite stuck in a tree.** | **Floyd has got his kite stuck in a tree.** |
| **The archaeologist took part in over 120 investigations.** | **The archaeologist has taken**  **part in over 120 investigations.** |

##### Example teaching sequence

The focus of this sequence is expanding and adding detail to a story. Therefore the text chosen is a relatively simple version with opportunities to add more to the story.

**Writerly knowledge chart: *Ratpunzel* by Charlotte Guillain**

|  |  |  |
| --- | --- | --- |
| **How do I feel about the text?** | **How did the author do that?** | **Examples** |
| Small snippets of detail but there are places where I want more. | * Adverbials to tell where, when or how things happened. * Speech to move the story on. * Post-modification of noun phrases. * The use of when and relative clauses. * Use of the perfect form to refer to something that has already happened. | *Deep in the forest*, *at the top of the tower*, *in the deep dark forest day and night*  *A thorn bush which scratched his eyes*, *a beautiful rat with a very long tail*  *Had visited* |
| A sense of this story taking place over a long time. | * Use of fronted adverbials. | *One morning*, *on the third night*, *one day*, *that night* |

|  |  |  |
| --- | --- | --- |
| **Key learning outcome:**  **write an expanded, animal version of a traditional tale and read it to younger pupils** | | |
| **Elicitation task**  Ask pupils to think of their favourite traditional tale. With a partner, they should share their favourite stories, relating them in as much detail as possible. Ask pupils to write their version of the story. *Use the outcomes from this to adapt the medium-term plan and the national standards outcomes below. You will need to adapt the sequence by removing unnecessary aspects. The grammar section includes everything you* ***could*** *teach, but you will not be able to cover it all.* | | |
| **Medium-term plan** | | |
| **Reading**  Develop positive attitudes to reading and understanding by:   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction   and reference books or text books   * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * Discussing words and phrases that capture the reader’s interest and imagination. | **Writing**  Plan their writing by discussing and recording ideas.  Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Evaluate and edit by assessing the effectiveness of their  own writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency. | **Grammar**  Develop understanding of the concepts set out in Appendix 2 of the National Curriculum by:   * extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when*, *if*, *because*, *although* * using fronted adverbials (Y4).   Indicate grammatical and other features by:   * using commas after fronted adverbials (Y4) * using and punctuating direct speech (Y3/4). |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Understand what they read independently by:   * checking that the text makes sense to them, discussing their understanding and   explaining the meaning of words in context   * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying how language, structure and presentation contribute to meaning.   Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. | Proofread for spelling and punctuation errors.  Read aloud their own writing – to a group or the whole class  – using appropriate intonation and controlling the tone and volume so that meaning is clear. | | | | Standard English forms for verb inflections instead of local spoken forms (for example  *we were* instead of *we was*  or *I did* instead of *I done*).  **Terminology**  Y3:  adverb, preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (or speech marks)  Y4:  adverbial | |
| **Spoken language**  Pupils should be taught to gain, maintain and monitor the interest of the listener(s). | | | | | | |
| **Working at national standards**   * Expand a story, adding detail through noun phrases, adverbials and sentence construction. * Use speech to move parts of the story on. * Add sufficient detail in the story so that the reader is not left with questions about what or how things happened. | | | **Working at greater depth**   * Make own choices about ways of subverting a traditional tale. | | | |
| **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**  Discuss and list the traditional stories that pupils already know from more modern texts. Try to categorise them by the original traditional tale, e.g. ‘The Three Little Pigs’ and then all the stories that are based on this but told from a different point of view or have a different ending or some sort of change. Borrow and display these books in the classroom and add to the list that pupils know through story time. Create a wall display that can be developed across the half term of study. | | | |  | |  |

92

|  |  |  |
| --- | --- | --- |
| Learn and remember the bare bones of *Ratpunzel* with a story map, in a way that pupils will find engaging. This could be through drama or by using actions and sounds.  Read the book to pupils. How has this story been changed from the original story of Rapunzel? Add this tale to the chart.  In fours, use the sentence starters below this grid to discuss the book. Groups should then share their ideas with the whole class. Identify some statements/questions for pupils to follow up and report back on.  Use a drama circle to act out the story. Give pairs of pupils a story card (see below) and ask them to work out how they might act out their card. Sit in a circle and ask the pair who think they have the first card to move into the circle and act out their card, reading it aloud as they do so. The pair that thinks they have the next part of the story should go next, and so on.  **Grammar**  Give pairs of pupils the card where the cat takes away Ratpunzel and show them the picture on p. 9. Pupils should take on the role of the rats and imagine what they would say at this point. Film pairs and show the conversations, discussing the effectiveness of the talk. Using speech bubbles, pupils record the speech around the outside of the image.  Give pupils a range of sentences with speech in them and ask them in in pairs or threes to devise a set of rules for punctuating speech. Share the ideas they come up with and test them out on some speech from the story. Create a class set.  Look at the reporting clause on p. 18: *he snarled when the prince reached the top of the tower.* Identify that the statement contains more information than simply *how* he spoke. Take off the *when* clause and come up with some ideas for what could be added after *snarled* (e.g. *when he came towards me*).  Take an example of speech from the bubbles and model writing it as if it were in the story, with an extended reporting clause. Pupils then choose from the speech bubbles and record their chosen example in the same way, adding an extended reporting clause.  Use the image on p. 6 of the book and the reduced sentence ‘The husband went to fetch more seeds.’ Put three headings on the board – **How, Where, When**. Model creating adverbial phrases to extend this sentence and putting them under the headings. Include similes. Pupils then generate some of their own on cards and group them according to the headings. What is the best sentence they can make by adding the cards and why is it the best? |  |  |

|  |  |  |
| --- | --- | --- |
| Can they extend the idea by adding another sentence and using different adverbials? Discuss the effect of the sentences they have created. Explain that a comma is needed if the adverbial phrase is put at the front of the sentence. Pupils should then note down their sentences.  Use a range of conjunction cards. Put the start of a sentence on the board (e.g. *Terrified, the husband agreed*…) and ask pupils to choose a  conjunction, then complete the sentence. Model writing the sentence down, including punctuation where necessary. Explore and discuss how different conjunctions change the end of the sentence and therefore its meaning. Provide a couple of other starters from the book and ask pupils to complete them. In pairs, they should discuss the differences, then choose the sentence that would best fit the story.  Using the sentences they have constructed, discuss and identify the main and subordinate clauses. Model moving the clauses around and discussing the impact. Pupils should then do the same for their sentences and discuss the impact of each choice.  Show pupils how to look through their books to identify the conjunctions they use regularly. Pupils should work in pairs to identify the conjunctions they use less frequently, to try and use them more for greater variety in their writing.  **Innovate**  Use the cards and play the drama circle activity again. Choose one card and model identifying where you could add more detail. Record ideas around the card. An example is provided below. Pupils take their cards and explore where they could add more detail.  Discuss some possibilities for the new ideas as a class. Act these out to choose the ideas that they want to include. Jot down notes on the sheet of paper as a reminder. These jottings may be adverbial phrases to include, speech and a list of conjunctions that pupils want to use.  **Shared writing**  Model writing the expanded section of text, focusing on the elements taught at the Imitate phase. Pupils write an expanded version using their own ideas.  Read the section aloud to a group of pupils from another class and ask them to draw what they think they can see in the text and label it. Model reading writing and improving it with an emphasis on the idea of providing enough detail for the reader so that they can visualise the detail.  Pupils should then choose another card, identify where they can expand it and write the expansion. Finally, they should evaluate its effectiveness with  a friend. |  |  |

94

|  |  |  |
| --- | --- | --- |
| Mark the writing and identify aspects that need further development in the Invent stage. The aspects are detailed in the national standards information at the start of this sequence. |  |  |
| **Capturing ideas Invent**  Discuss and list a range of traditional stories. Decide how they could be adapted to use animals as characters  (e.g. *Goldiclucks and the Three Bears*, *The Emperor Penguin’s New Clothes*, *Cat and the Beanstalk*, *Rumplesnakeskin*, *Little Red Riding Duck*, *The Kitten Who Cried Dog*, *Sleeping Badger* and *Panderella*, plus any that the pupils can come up with).  Pupils choose a story and write it in separate boxes in the middle of an A3 sheet. They should only write the bare bones of the story in the boxes. Model this if necessary.  Then ask pupils to expand their ideas, jotting their thoughts as notes around the boxes on the sheet of paper. They should be thinking about how to visualise the story for the reader. Some pupils might need to collect images to support their writing at this point, e.g. what the forest looks like, the clothes that the emperor thinks he is wearing, etc.  Teach the aspects identified at the end of the Innovate stage that need further development.  Support pupils writing the text through revising and editing of the text to include the elements taught throughout the sequence.  Compare and comment on the progress made from the elicitation task and the Invent writing.  Pupils take their stories to read to a group of pupils in a younger class. |  |

**Sentence starters**

I wonder if… Why did…

I like…

I didn’t like…

I wish I could…

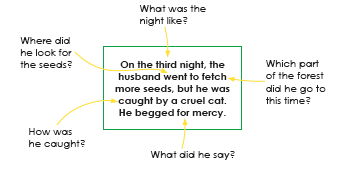
Parts of the story reminded me…

**Drama cards**

|  |  |  |
| --- | --- | --- |
| Once upon a time there were two rats who loved each other very much. One day the wife fell ill.  ‘Please fetch me some special seeds from the forest for me to eat,’ she begged her husband. He did as she asked for two nights and she began to get better. | On the third night, the husband went back to fetch more seeds, but he was caught by a cruel cat. He begged for mercy. | ‘I will let you go if you promise to give me your first baby,’ purred the  cat. Terrified, the husband agreed and scurried away. |
| Time passed and the couple had a baby daughter. They called her Ratpunzel. | One morning, the cat appeared. ‘You must keep your promise and give me your child,’ said the cat, taking Ratpunzel away. | Ratpunzel grew up into a beautiful rat, with a very long tail. The cat hid Ratpunzel away in a tall tower, deep in the forest.  Only the cat could visit her, by climbing up Ratpunzel’s tail. |
| Ratpunzel had a beautiful | Prince Ratdolph heard | Prince Ratdolph came |
| voice and would spend | back that night. ‘Let |
| her time singing at the | Ratpunzel singing. He | down your tail!’ he called |
| top of the tower. One | followed the sound and | like the cat. Ratpunzel did |
| day, Handsome Prince | saw the cat climbing up | as he asked and Prince |
| Ratdolph was riding | Ratpunzel’s tail. | Ratdolph climbed up into |
| though the forest. | the tower. |
| Prince Ratdolph and Ratpunzel fell in love. He visited her every night, taking thread for  Ratpunzel to weave into a ladder to escape. | Time passed and Ratpunzel had almost finished weaving the ladder for her escape.  One morning the cat came to visit her. ‘You’re so much heavier than the prince,’ puffed Ratpunzel. | The cat was furious that Prince Ratdolph had visited. He sent Ratpunzel out into the forest. |
| That night, Prince Ratdolph came to see Ratpunzel as usual. The cat pulled him up using a rope.  ‘You will never see Ratpunzel again!’ he snarled when the prince reached the top of the tower. The prince jumped from the tower to escape. | Prince Ratdolph landed in a thorn bush which scratched his eyes  and blinded him. He wandered in the deep, dark forest day and night, unable to see. | But one day he heard a familiar voice singing beautifully. |

|  |  |  |
| --- | --- | --- |
| Prince Ratdolph | Prince Ratdolph and |  |
| followed the voice into |
| a clearing where he fell |
| into Ratpunzel’s paws. | Ratpunzel were married |
| She wept when she | and lived happily ever |
| saw his scratched eyes. | after. |
| Magically, her tears |
| brought his sight back. |

**Adding more detail**



##### Assessment criteria and diagnostic activity

|  |  |
| --- | --- |
| **Strand 1: Different ways to construct sentences** | |
| **Y3/4** | **Pupils need to:** |
| Co-ordination and subordination  Expressing time, place and cause using **conjunctions** (*when*, *before*, *after*, *while*, *so*, *because*). | * Use and understand the terms *conjunction*, *clause* and *subordinate clause* when discussing sentence construction. * Understand how to punctuate complex sentences using commas to mark clauses where the sentence begins with the subordinate clause. Recognise where the sentence ends and punctuate accurately. * Understand the meanings of conjunctions and be able to use a wide range. * Understand that the order of clauses can be manipulated for effect. * Understand and discuss how different sentence constructions can be used for effect within texts. |
| Sentence types  Introduction to inverted commas to **punctuate** direct speech.  Use of inverted commas and other **punctuation** to indicate direct speech. | * Understand the conventions used to demarcate speech in writing:   + Inverted commas around all words spoken, with punctuation at the end of the speech.   + End punctuation within inverted commas.   + Use of comma following reporting clause where it starts the sentence (*The conductor shouted*, *‘Sit down!’*) * Understand that all four sentence types can be used in dialogue. * Understand how questions can be used for different purposes in information texts. |

|  |  |
| --- | --- |
| **Strand 2: Nouns and noun phrases** | |
| **Y3/4** | **Pupils need to:** |
| Formation of **nouns** using a range of **prefixes** (for example, *super-*, *anti-*, *auto-*).  **Word families** based on common **words**, showing how words are related in form and meaning (for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*).  Use of the **forms** *a* or *an* according to whether the next **word** begins with a  **consonant** or a **vowel**.  The grammatical difference between **plural** and **possessive** *s*. | * Understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families. * Understand how to use *a/an* correctly. * Understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification). * Understand that determiners are part of the noun phrase and use a wide range, for example numbers, possessives, articles, etc. * Understand that one of the uses of prepositional phrases is to add information about a noun after the noun (e.g. *The glistening, grey dragon* ***with enormous wings****… The sheep* ***in the field*** *were grazing contentedly*, *His multi-coloured cloak* ***of many colours****…*). * Understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns. |

Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, *the strict maths teacher with curly hair*).

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition.

|  |  |
| --- | --- |
| **Strand 3: Adverbials** | |
| **Y3/4** | **Pupils need to:** |
| Expressing time, place and cause using **adverbs** or **prepositions**.  Use of commas after  **fronted adverbials**. | * Understand that a word or phrase can fill the adverbial slot in a sentence. * Understand that generally adverbials express how, when or where, but can also express cause, purpose, reason. * Understand that adverbials can be moved into different places in a sentence for effect. * Understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. ***Before tea****, I had eaten too many sweets. My holiday was ruined* ***because of the rain****.*) * Understand that commas need to be used after fronted adverbials. |

|  |  |
| --- | --- |
| **Strand 4: Verbs** | |
| **Y3/4** | **Pupils need to:** |
| Use of the **present perfect** form of **verbs** instead of the simple past (for example, *He has gone out to play* contrasted with *He went out to play*). | * Construct the present perfect form using the verb *to have* with the past participle (e.g. *I have walked this way for years./ She has eaten chocolate before*.) * Understand how the present perfect expresses a different meaning. * Understand that the perfect form of the verb can also be expressed in the past perfect (e.g. *I had played the piano for the last time*.) |

**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 3 and 4.

|  |  |
| --- | --- |
| **Terminology for pupils** | |
| **Year 3** | adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks) |
| **Year 4** | determiner, pronoun, possessive pronoun, adverbial |

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

For this generic diagnostic activity, use only the cards listed below.

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 Y3/4 cards are based on the theme of animals, 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 subject pronouns and object pronouns. For the basic diagnostic game, you may wish to remove some or all of these.

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*).

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 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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 3/4 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 different year groups. 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 Turquoise: prepositions

**Language choices appropriate to genre**

When using any of the activities for Y3/4, be aware of pupils’ choices of cards that are suitable for fiction/non-fiction. Use their choices to explore understanding of the language more suited to one than the other. Identify any inconsistencies.

**Noun phrases**

***Y3: Use of the forms* a *or* an *according to whether the next word begins with a consonant or a vowel***

***Y3/4: Understand that determiners are part of the noun phrase and use a wide range,***

***e.g. numbers, possessives, articles, etc.***

Provide pupils with the determiner cards (light blue). Using the sentences that they have created, ask them to choose a different determiner with their nouns/noun phrases. Ask them to explain how this changes the meaning of their sentence.

***Y3/4: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases***

Remove the noun cards that have prepositional phrases on them (e.g. *the lion* ***with*** *the long mane*).

1. Provide pupils with the noun cards (blue), verb cards (pink) and punctuation cards (white) and ask them to build a simple sentence. Use this to check their understanding of the terminology and secure the punctuation.
2. Focus on the noun phrases. Give them the preposition cards *of* and *with* (turquoise) and ask them to expand one of their noun phrases by choosing a preposition and completing the phrase on a blank blue card (e.g. *a stripy parrot* ***with beady eyes***). Ask them to explain what they have done, using of the terminology that they know.
3. Show pupils the noun cards (blue) that include prepositional phrases. Can they spot these phrases? Do they understand that the prepositional phrase is part of the expanded noun phrase? Ask them if they know other ways to expand the noun phrase and provide blank cards so that they can do this (e.g. by putting adjectives before the noun to add to their original noun phrase). Do the sentences still make sense? Is any additional punctuation needed? Is this the meaning that they want to communicate?

***Y4: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition***

When playing the basic diagnostic game, include noun cards (blue) with subject and object pronouns. Ask pupils to explain where and why they have used them. Do they know what they are called? Ask them to say noun phrases (or write on blue cards) to replace the pronouns and explain what they have used (e.g. *The little blue car was racing towards the frightened little girl. / It was racing towards her*.) Why would they use the pronouns? Make sure that pupils understand the difference between the pronouns and the determiners even though some have the same form.

**Adverbials**

***Y3: Expressing time, place and cause using adverbs or prepositions Y4: Fronted adverbials; use of commas after fronted adverbials***

* 1. Provide pupils with the noun cards (blue), verb cards (pink) and punctuation cards (white) and ask them to build a simple sentence. Use this to check their understanding of the terminology and secure the punctuation. Use the adverbial cards (green) and ask pupils to add one or more of these to their sentence. What do these phrases do in the sentence? Discuss the positioning and note pupils’ understanding of this and any changes in meaning. Ask if they can spot which of

the adverbial phrases begin with a preposition. Do they know what these are called? Do they know another way that we can use prepositional phrases in their sentences?

* 1. Make another simple sentence with no adverbial. Use the preposition cards (turquoise) and noun phrases (blue) to create the adverbial (prepositional phrase) in the sentence. Ask pupils to make a phrase to add to their simple sentences. Explore the parts that make up the prepositional phrase and the function of the prepositional phrase in the sentence. Ask them to choose which colour blank card they need to write out the whole phrase (green) and explain their choice.

**Verbs**

***Y3: Use of the present perfect form of verbs instead of the simple past***

Provide pupils with the noun cards (blue), verb cards (pink) and punctuation cards (white) and ask them to build a simple sentence. Allow them to add adverbials or to create sentences with more than one clause if you wish. Use the sentences 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 past simple and present perfect. Explore the effect of changing the form (from the simple to the perfect). You will need blank pink cards so that you/they can write any of the different forms of the verbs to those used in their original sentences. What understanding do pupils have of the difference in meaning between the two tenses? Can they give any examples of when they would use one rather than the other? If they have used simple sentences, do they now need to extend them so that they make sense? What do they need to add? What colour card is needed?

***Y3/4: 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*, noun cards (blue) and the adjective cards (purple). Ask pupils to choose cards from each of the piles and make a simple sentence. Discuss which word the verb is and talk to the children to check their understanding that verbs are being, having and doing words. Discuss the fact that the words after the verb are adjectives and could be put before the noun to make expanded noun phrases (e.g. *The lion is fierce; the fierce lion*).

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

|  |  |  |
| --- | --- | --- |
| **the poisonous frog** | **a long-tailed monkey** | **a brightly coloured parrot** |
| **tropical forests with sky-touching trees** | **a loud roar** | **the golden eagle** |
| **a lion of enormous strength** | **my look-out of thick branches** | **a piercing shriek** |
| **several young elephants** | **the grasslands** | **its very sharp beak** |
| **his tree-house** | **a nest of twigs and soft leaves** | **their trunks** |
| **two extremely powerful wings** | **the hunters** | **their home** |
| **fierce birds of prey** | **the undergrowth** | **the young boy** |
| **her hiding place** | **the girl with dark hair** | **this land** |
| **their prey** | **the intrepid explorer** | **thorny bushes, as sharp as needles** |
| **a small canoe** | **the marshy river** | **the hot sun** |

**Subject and object pronouns (print or copy on blue card)**

|  |  |  |
| --- | --- | --- |
| **I** | **I** | **I** |
| **he** | **he** | **she** |
| **she** | **it** | **it** |
| **we** | **we** | **we** |
| **you** | **they** | **they** |

|  |  |  |
| --- | --- | --- |
| **me** | **you** | **him** |
| **her** | **it** | **us** |
| **the** |  | |

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

|  |  |  |
| --- | --- | --- |
| **was** | **were** | **had** |
| **hid** | **lived** | **ate** |
| **made** | **discovered** | **flew** |
| **spotted** | **scrambled** | **soared** |
| **squawked** | **trumpeted** | **searched (for)** |
| **chased** | **peeped** | **travelled** |
| **gobbled up** | **pretended** | **crept** |
| **crouched** | **disappeared** | **swooped** |
| **screeched** | **chased** | **hunted** |
| **have seen** | **have followed** | **have sneaked** |
| **have investigated** | **have protected** | **have stolen** |
| **have trapped** | **have tricked** | **have helped** |
| **has built** | **has frightened** | **has persuaded** |
| **has destroyed** | **has vanished** | **has been** |
| **have been** | **have had** | **has had** |

**Verbs: other tenses (print or copy on pink card)**

|  |  |  |
| --- | --- | --- |
| **is** | **are** | **was holding** |
| **is disappearing** | **was standing** | **were carrying** |
| **am running** | **was climbing** | **was hiding** |
| **exist** | **was protecting** | **were fighting** |
| **is hoping** | **live** | **was lying down** |
| **was flying** | **perches** | **takes off** |
| **is clambering** | **was sheltering** | **leave** |
| **were chasing** | **limps** | **was devouring** |

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

|  |  |  |
| --- | --- | --- |
| **immediately** | **at that moment** | **after breakfast** |
| **before sunset** | **just after midnight** | **hours afterwards** |
| **before time began** | **long, long ago** | **at sunrise** |
| **the next day** | **later that afternoon** | **that night** |
| **helpfully** | **furiously** | **curiously** |
| **in silence** | **without hesitation** | **fearfully** |
| **in the flash of an eye** | **like a bolt of lightning** | **as fast as possible** |

|  |  |  |
| --- | --- | --- |
| **straight ahead** | **next to the stream** | **as far as the eye could see** |
| **in front of the hut** | **beyond the jungle** | **far away** |
| **over the rickety bridge** | **through the darkness** | **amongst the branches** |
| **into the water** | **between the river and the sea** | **at the top of the tree** |
| **through the forest** | **out of nowhere** | **along a winding path** |

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

|  |  |  |
| --- | --- | --- |
| **and** | **but** | **or** |
| **as** | **since** | **when** |
| **because** | **if** | **as soon as** |
| **until** | **although** | **even though** |
| **after** | **before** | **while** |

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

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

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

|  |  |  |
| --- | --- | --- |
| **frightened** | **peaceful** | **quiet** |
| **calm** | **noisy** | **furious** |
| **upset** | **very excited** | **happy** |
| **hungry** | **exhausted** | **cool** |
| **dark** | **burning hot** | **rough** |

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

|  |  |  |
| --- | --- | --- |
| **a** | **an** | **the** |
| **a** | **an** | **the** |
| **that** | **this** | **these** |
| **those** | **my** | **your** |
| **his** | **her** | **our** |
| **their** | **any** | **some** |
| **many** | **a few** | **several** |
| **one** | **two** | **three** |

**Prepositions (print or copy on turquoise card)**

|  |  |  |
| --- | --- | --- |
| **of** | **of** | **of** |
| **with** | **with** | **with** |
| **behind** | **in** | **from** |
| **during** | **for** | **on top of** |
| **into** | **on** | **through** |
| **over** | **until** | **beside** |
| **to** | **under** | **because of** |
| **in front of** | **out of** | **before** |
| **after** | **at** | **by** |
| **between** | **beyond** |  |

##### 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. *burned*/*burnt*.

|  |  |  |
| --- | --- | --- |
| **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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