

Sentence Structure and Grammar

All accuracy should be taught within a context, so that children fully understand how to use it accurately within their writing. Once taught, incorrect grammar should be highlighted for correction in ALL written work and rules should be constantly reinforced. Anything in bold needs to be constantly reinforced throughout the school.

Activity Ideas

- Identify the difference between a letter, word, clause, sentence, compound sentence, complex sentence and paragraph is.
- Card games - build a sentence in given time. Use parts of speech, VCOP etc.
- Cut up sentences - how do they know it is a sentence?
- Mix up the sentence - how many different ways can the words be ordered? Do they all make sense? Do they all have the same meaning?
- Identify the errors
- Write an explanation of a snake, but the letter s has been removed from the alphabet etc.
- Write a story in 50 words
- Compare 2 passages - 1 with adjectives, 1 without etc. Which is better? Why? Also show overuse.
- Create a poster of common grammatical errors - was/were, of/have etc.
- The NLS Grammar for writing has many ideas.

Scheme of Work

Children should read through their work checking for errors after every piece of writing across the curriculum.

When a child speaks in front of a member of staff, or within a lesson, they should be grammatically correct. Therefore, the child should be corrected or the sentence re-modelled by ALL staff.

1. Simple sentences (KS1)

Children will learn that a simple sentence contains a verb and a noun. It begins with a capital letter and ends with a full stop. They will learn that a sentence needs to be a complete idea.

Children will know what a noun is and learn the difference between a common and proper noun. They will learn that nouns can be singular or plural.

Children will know what a verb is and use the correct tense- past/present.

2. Forms of sentences (Yr2)

Children will learn the difference between a statement, question, exclamation and command. An exclamation is introduced with 'what' or 'how' and should be followed by a subject+verb+ any other elements. It is usually demarcated with an exclamation mark. (The use of an exclamation mark does not turn a sentence into an exclamation) *Eg What a joke today has been!*
How rude you have been!

Children will learn to use subordination (one clause is subordinate) e.g. when, if, that, because and co-ordination (join items of equal status) e.g. or, and, but etc

3. Developing sentences (Yr2)

Children will develop a basic sentence by adding adjectives and adverbs. They will investigate how they affect the impact of the sentence on the reader.

Children will know what an adjective is and how it adds to a sentence. They will develop knowledge of synonyms to create more interesting adjectives.

Children will explore how adjectives can be comparative (To compare 2 things e.g. *big - bigger*) or superlative (To compare 3 or more things usually by adding *er, est.* e.g. *smaller, smallest*)

Children will know what an adverb is and how it adds to a sentence. They will develop knowledge of synonyms to create more interesting adverbs and antonyms for contrast.

4. Time, place and cause

Children will learn to express time, place and cause by using conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) and prepositions (on, through, in).

5. Paragraphing

Children will learn that a paragraph is a group of sentences on a single theme or topic and starts on a new line.

Children will learn that cues to start a new paragraph include a change of: speaker, time, place, viewpoint/perspective, topic and for effect.

Children will learn the importance of organising work within a paragraph and the most logical way to achieve this.

Children will learn the different types of conjunctions and how they can be used to join sentences and link ideas.

6. Word classes (Mental accuracy games)

Children will learn the different parts of speech, their function and their job within a sentence: common noun, proper noun, verb, adjective, adverb, pronoun, preposition, conjunctions and interjections.

Children will investigate how words can change classes such as nouns to adjectives e.g. love - lovable, or verbs to noun e.g. teach- teacher etc.

Children will learn that a word class is dependent on the meaning within the sentence e.g. *I hate arriving **late** (adverb). He is a **late** developer (adjective).*

Children will learn the difference between the first, second and third person. Children will know which person is needed for different genres of writing.

Children will investigate how the tense can affect the meaning and sense within a sentence. Children will know which tense is needed for different genres of writing.

Children will learn that there needs to be grammatical agreement in writing of pronouns and verbs e.g. we were/ I was, we are/ I am etc.

7. Fronted clauses/ Fronted adverbial clauses

Children will learn how to create fronted adverbial openers e.g. Later that day, I heard the bad news etc.) and that this is where the adverb has been moved before the verb.

Children will learn that a comma is needed after a fronted clauses.

8. Present perfect verb form

Children will learn have/has are used in the perfect present form when referring something that is happening, but does not stipulate exactly when it happened. Eg *I have been sitting looking out of the window.*

9. Features of sentences

Children will learn that commands start with an imperative verb (bossy verb).

Children will learn that a sentence is formed of a verb, the subject and the object.

10. I/me

Children will use the words I/me correctly. They will learn to use 'I' when they are the subject of the sentence e.g. *Amanda and I went to the pub.* However, when they are the object of the sentence use 'and me' eg *Mark bought Jane and me a drink.*

11. Compound and complex sentences

Children will learn that a compound sentence consists of two clauses of equal weight and make sense on their own (independent clauses) which are joined by a co-ordinating conjunction. (See Punctuation -commas)

Children will learn that sentences can start with fronted clauses - verbs (ing and ed), adverb, prepositions and conjunctions. They will investigate how this alters a sentence. (Ensure children are aware of commas!)

Children will learn that a subordinate clause is dependent on a main clause and can be anywhere within the sentence. If a sentence starts with a subordinate fronted clause, it should be followed by a comma. Embedded clauses (within the sentence) are encased with parenthesis; however, subordinate clauses at the end of a sentence do not usually require a comma before them.

Children will investigate what a subordinate clause adds to a complex sentence and consider when it would be used. Start with the relative pronouns - who and which, then progress to whose, whom and that.

Children will learn to use relative clauses: who, which, where, when, whose, that or an omitted relative pronoun.

Children will learn that a relative clause is a special type of subordinate clause that modifies a noun.

Children will learn how to use a relative clause attached to a clause e.g. That's the boy who lives near school; The prize I won was a book etc.

Children will learn how to use a relative clause within parenthesis e.g. The dog, who was barking loudly, escaped from the house.

Children will learn that a complex sentence contains one or more clauses and one or more subordinate clauses. (The subordinate clause will not make sense on its own.)

Children will learn how to effectively use a conditional opener - if/unless which is followed by a comma. However, a comma is not needed before a conditional within a sentence.

Children will investigate the effect of using conditionals within sentences.

12. Articles and determiners

Children will learn the difference between the definite article and the indefinite article. The definite article 'the' can be used with singular or plural noun and can form part of a name e.g. *The British Museum*. The indefinite article 'a' is used before consonant words and 'an' before vowel words and those with a silent 'h' such as hour, heir, honest etc.

Children should learn that a determiner specifies a noun as known or unknown, and it goes before any modifiers e.g. adjectives or other nouns. Some examples of determiners are articles, demonstratives (this/those), possessive determiner (my/his/ your etc.) and quantifiers (some/every).

Children should be aware the determiners incorporate articles in addition to numbers e.g. *Two apple tree screened the open windows on one side*.

13. Degrees of possibility

Children will learn how to use a modal (auxiliary) verb - shall/should, will/would, may/might, can/could, must. And that ought, had better, dare, need can be used as a modal verb.

Children will learn to use adverbs to indicate degrees of possibility - perhaps, surely etc.

14. Sentence variation

Children will learn that it is important to consider the reader when writing to ensure that is adapted for purpose.

Children will learn the importance of varying sentence types and length.

Children will learn the effect of different types of sentence e.g. short sentences to build tension.

Children will learn how vocabulary choices impact on a sentence.

Children will learn what a rhetorical question is and when it is used for effect.

15. Standard English

Children will learn that there is a difference between standard and non-standard English.

Children will learn that when writing Standard English is needed.

Children will correct common errors between subject-verb agreement.

Children will learn the need for consistency between tense and person within writing.

Children will understand and demonstrate the difference between formal and informal writing and will know which genres are written in each. They will investigate the use of vocabulary and

different structures within formal and informal writing. For example, the use of question tags: *He's your friend, isn't he?*, or the use of subjunctive forms such as, *If I were* or *Were they* in formal writing.

Children will investigate dialect words and when it is appropriate to use them in speaking and in writing.

Children will investigate double negatives within a sentence and how it alters the meaning within the sentence.

16. Tenses

There are two basic forms of the past tense:

- The simple past e.g. I ran, I danced, I ate
- The past progressive (continuous) e.g. I was running, I was dancing, I was eating

These parallel the two basic forms of the present tense:

- The simple present e.g. I run, I dance, I eat
- The present progressive (continuous) e.g. I am running, I am dancing, I am eating etc.

Future tense:

- The simple future e.g. I will run, I will dance, I will eat
- The future progressive (continuous) e.g. I will be running, I will be dancing, I will be eating etc.

The progressive (continuous) tenses usually suggest that the activity is in progress, taking place over a limited period.

17. Active and passive

Children will learn the difference between the active and passive voice and use within their writing for effect. (With the active voice it has an active verb and it is clear who/what does the action e.g. *The cat scratched the door*. With a passive voice, it is not clear e.g. *The door was scratched*.)

The children will learn that the subject is called the agent in a passive sentence and does not have to be included.

18. Sentence grammar

Children will identify and learn the difference between an abstract, common, proper and collective noun.

Children will learn that an abstract noun is a quality, idea, state of mind, occasion, feeling or a time (e.g. honesty, patience); that a collective noun refers to a collection of people, objects or animals; a common noun refers to things or species and a proper noun refers to a particular named person or thing.

Children will identify and learn the difference between a finite and infinitive verb.

Children will learn that a sentence must contain a finite verb, which is limited by person, number (singular/plural) and tense.

Children will learn that an infinitive verb is used to refer to the verb in a general way, without connecting to a subject and is expressed with the word 'to' e.g. *To hope is important. I have a lot to do. He likes to give.*

Children will identify and learn the difference between personal (he, she it etc.), relative (who, which, that etc.) and possessive pronouns (his, her, its mine). Ensure apostrophe rules are applied accurately ie none with possessive pronouns.

Children will identify and learn the difference between adverbs - manner, time, frequency and place.

19. Developing writing

Children will learn the difference between direct and reported speech and how this impacts on their writing.

Children will learn when there is a need to write succinctly and when further detail and explanation is needed across the genres.

Children will explore ambiguities within sentences and how punctuation can help to solve this.

Children will investigate modified nouns. (Those that behave like an adjective e.g. *library book, watery grave*)

Children will investigate expanded noun phrases e.g. *The red tractor on the hill.*

Children will learn the difference between the personal and impersonal (no pronoun, verb changed from active to passive) form and how to alter between the two.

Children will learn:

- *When, after, until, before* and *since* can function as subordinating conjunctions or prepositions
- If the word introduces a clause (ie a clump of meaningful words with a verb in it), it's functioning as a subordinating conjunction.
- If it just tells you the position of something, it's functioning as a preposition.
- Warning! They can both spin the sentences round because prepositional phrases are adverbials and adverbials can rove around sentences.

Children will learn to identify and use the subjunctive form e.g. *Hypothetical subjunctive: If I were to have one wish, it would be for good health.*