

Developing Grammatical
Understanding
in Reception and Key Stage 1

February 2016

Eaton Primary School

Introduction

- Introducing Grammar
 - Communication and Language
 - Verbal modelling
- Developing Grammar
 - Progress to the written forms
 - Actions to aid recall
 - Terms we use

Introducing Grammar

- Communication and Language
 - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
 - Use a range of tenses
 - Beginning to use more complex sentences to link thoughts (e.g. using and and because)
 - Beginning to use word endings (e.g. going, cats)

Introducing Grammar

- Verbal modelling
- <http://www.ruthmiskin.com/en/resources/grammar-games/>

Developing Grammar – Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Developing Grammar – Year 1

- Terminology
 - Noun = naming word
 - Adjective = describing word
 - Verb = doing word
- Punctuation
 - Use of capital letters, finger spaces and full stops.
 - Taught in school with actions.
 - Introduce ! and ?

Developing Grammar – Year 1

- Sentence structure
 - Write in sentences.
 - Join sentences together using ‘and’.
- Word level understanding
 - Add plural suffixes.
 - Know when to use –s (toyss) and –es (foxes)
 - Add the prefix un- (e.g. unwell & untidy)
 - Modify verbs for past and present tense
 - Past: introduce –ed endings (e.g. walked & jumped)
 - Present: introduce –ing endings (e.g. walking & jumping)

Developing Grammar – Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page <u>57</u> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Developing Grammar – Year 2

- Progression:
 - Use correct terminology
 - Noun (naming), adjective (describe), adverb (describe an action) and verb (action/ doing).
 - The crafty fox hid quickly.
 - Taught in school with corresponding actions.
 - New punctuation
 - Apostrophe for omission (don't) and possession (Kate's)
 - Taught in school as 'letter/s squeezed out' and 'belongs to'.
 - Commas for lists (We have red, blue, orange and black.)

Developing Grammar – Year 2

- Progression:
 - Sentence structure
 - Expand sentences with because, if, so and but.
 - Enhance detail by adding an adjective to nouns
 - Identify different forms of sentence:
 - Command: Be happy today.
 - Exclamation: I am happy!
 - Question: Are you happy?
 - Statement: Today I am happy.

Developing Grammar – Year 2

– Word level understanding

- Introduce a variety of suffixes

- Adverb (-ly) quietly, happily, joyfully

- Adjectives (-ful, -less) beautiful, wonderful, painless, helpless

- Comparative Adjective (-er, -est) bigger, biggest, longer, longest

- Nouns (-er, -ness) builder, painter, kindness, fitness

– Tenses

- Consistently use present and past tense correctly.

- Know how to convert actions from present to past tense.

- Yesterday I walked.

- Now I am walking.

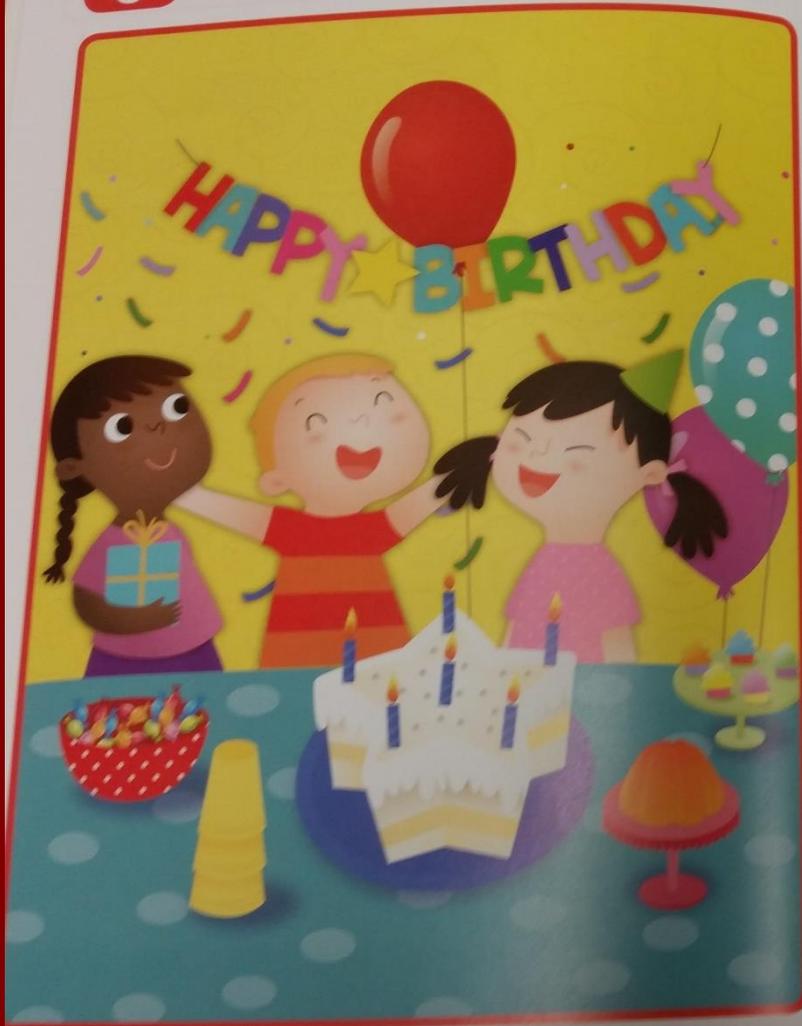
Supporting Grammar at Home

- Modelling the correct use of language.
- Resources (e.g. Nelson Grammar)
- Encourage children to extend their verbal and written work using connectives and an array of adjectives, verbs and adverbs.
- Become immersed in words; discuss the form, tense and modifications of words you come across on posters, magazines and books.

Nelson Grammar – Year 1 (Pupil Book Red 1A and 1B)

UNIT
3

Describing words



Describing words are called **adjectives**.

They tell us more about people, places and things.

Colours are adjectives.



a **red** pen



a **blue** mug



a **yellow** flower

Focus

A Look at the picture.

What are the **colours**?

- 1 a _____ cake 2 a _____ balloon
3 a _____ party hat 4 an _____ jelly
5 _____ candles 6 _____ cups

B Can you think of two colours that begin with:

- 1 b 2 g 3 p

C Can you think of two things that are:



Nelson Grammar – Year 2

(Pupil Book Yellow 2)

UNIT
2

Adjectives

Adjectives are describing words.



a **big** elephant



a **long** snake

Adjectives have **opposites**.



a **little** mouse



a **short** worm

Focus

Read each adjective in Box 1.
Find the opposite in Box 2.

Box 1

bright
strong
straight
hard
sharp
clean

Box 2

bent
dirty
dull
blunt
soft
weak



Practice

Copy the sentences.

Replace each coloured adjective with its opposite from the box.

loose new quiet warm dry

- 1 It is a **cold** day.
- 2 There was a **loud** knock.
- 3 I have **wet** hair!
- 4 This is a very **tight** knot.
- 5 Look at this **old** book.



Extension

Some adjectives make their opposites with **un**.



happy



unhappy



kind



unkind

- A** What are the opposites of these adjectives?
1 wise 2 well 3 true 4 lucky
- B** Use each *opposite* you have made in a sentence of your own.