Helsby Hillside Primary

Grammar terminology evening

8.2.16

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Aims

- To introduce the terminology required for teaching grammar in key stages 1 and 2.
- To have an overview of the type of questions that appear in the grammar and punctuation test for KS1 and KS2.
- To discuss practical ways using a text that will help with explaining grammar to your children.

determiner	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 (*the*, *a* or *an*) ▪ demonstratives (e.g. *this*, *those*) ▪ possessives (e.g. *my*, *your*) ▪ quantifiers (e.g. *some*, *every*).	*the home team* [article, specifies the team as known] *a good team* [article, specifies the team as unknown] *that pupil* [demonstrative, known] *Julia's parents* [possessive, known] *some big boys* [quantifier, unknown] Contrast: *home the team, big some boys* [both incorrect, because the determiner should come before other modifiers]

Nouns: (People, places, things or ideas-subject or object of a verb.)

Mrs Smith ran along the road.

Pronouns: (Used instead of a noun to indicate someone or something.)

I, you, he, she, it, we, they (SUBJECTS) me, you, him, her, it, us, them (OBJECTS)

Verbs: (They can have a tense.)

He looked at the book.

The journey will take an hour.

Adjectives: (Describe or modify a noun.)

The green leaves fluttered.

Adverbs: (Tell how something was done, where action happened, when action happened or the extent of action.)

He walked clumsily. He walked outside. Yesterday he went for a walk. He ran very quickly.

Noun phrases- progression

Y2: Expanded noun phrases for description and specification.

Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

You can create a noun phrase by adding words before or after the main noun.

Before the noun:

The big, brown scary dog.

Those red, sparkling sleigh bells.

After the noun:

- ***The man in the road** was being watched suspiciously by the policeman.*
- **A woman from the advertising agency …**
- **The house without a chimney …**

Co-ordinating conjunctions to make compound sentences

FANBOYS: BOA

For, And, Nor

Year 1: and

Year 2: or, and, but

Subordinating conjunctions to make **complex sentences**

when, while, before, after, so, since, until, **if, because,** although, **that,** as, unless, provided that, as long as, apart from, whilst, whereas, even if, whether or not, whenever, so that, even though.

Progressive form of the verb

to be + ing form of the verb	
Present progressive	**Past progressive**
I am….	I was…
He is…	He was…
They are…	They were…
We are…	We were…

Punctuation

Year	Expectations
1	Introduction to the use of full stops, capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun.
2	Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
3	Introduction to inverted commas to punctuate direct speech
4	Inverted commas and other speech punctuation Commas after fronted adverbials Apostrophes to mark plural possession
5	Brackets, dashes, commas (parenthesis and to avoid ambiguity)
6	Semi-colon, dashes and colons to mark independent clause boundaries Colons and semi-colons for lists, punctuation of bullet points, hyphens to avoid ambiguity

Commas

To separate items in a list: ***I bought bacon, eggs and milk. My beautiful, new shiny bike was …***

To mark extra information: ***Janet, my friend, loves chocolate.***

Following a subordinate clause in a complex sentence: ***When I grow up, I want to be a vet.***

With many connecting adverbs: **After a while, I went…**

In some compound sentences: ***He went to the park, and he played with his friends***

Before direct speech: ***He asked, 'Can you tell me why I should take any notice of these rules?'***

Semi-Colons

Introduces contrary information(equivalent to using ‘but,’ or ‘in contrast’) / introduces <u>additional or contrary information</u>

I have tickets for the outdoor concert tomorrow. I bet it rains.

I have tickets for the outdoor concert tomorrow, but I bet it rains.

I have tickets for the outdoor concert tomorrow; I bet it rains.

To separate items in a list (where the items consist of phrases)

I went up the long, winding staircase; through the revolving doors; along the corridor; and outside into the fresh air.

Colons

Year 6: Use of the colon to introduce a list

- **To introduce a list or an example (the introductory clause must be able to stand alone).**

I bought lots today: a pair of jeans, a coat etc.

- **To introduce explanatory information. It informs the reader that what follows sums up or explains what has come before.**

You have two choices: go back or go forward.

He got what he worked for: he really earned that promotion.

How can you help at home?

- Try to use the correct terminology if helping with grammar homework.
- If you're not sure ask in school.
- Encourage children to enjoy writing and to play around with sentences when they write (which sounds best? Let's move the adverb…does it sound better at the start or at the end? Let's put the end of your sentence at the start…does that give the writing a different effect?)
- Encourage children to read and to read as writers.

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