

Grammar at KS2

Philosophy

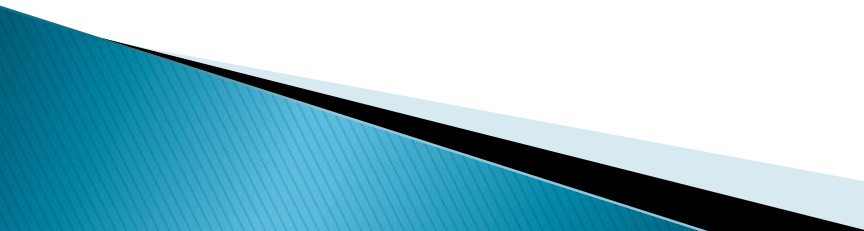
- ▶ To be a good writer children need to :
 - know spelling rules
 - know grammar rules and terminology
 - have a wide vocabulary

- ▶ To be a good writer children need to:
 - read widely
 - understand the purpose and audience
 - use grammar skills to construct effective sentences
 - have a wide vocabulary
 - know spelling rules

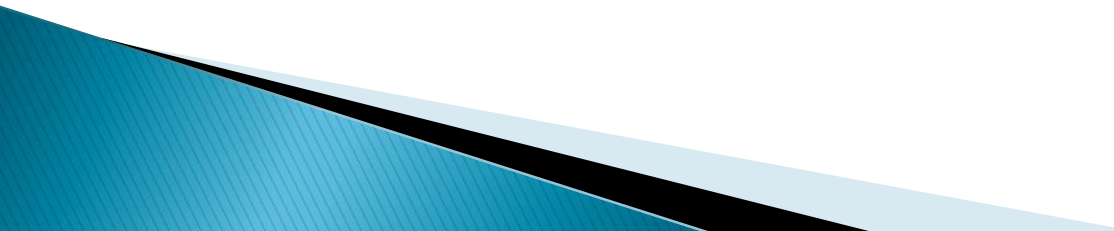
Government View

Our School View


Primary grammar is about...

- ▶ Building on talk
 - ▶ Giving children choices
 - ▶ Using grammar for a purpose
 - ▶ Manipulating language
 - ▶ Recognising the language features required by a text type
 - ▶ Gaining grammar knowledge
 - ▶ Effectively applying knowledge of grammar to write well independently
 - ▶ Being able to use standard English
- 

How we teach grammar

- ▶ In context – using real stories and texts
 - ▶ Using accurate, consistent terminology
 - ▶ By modelling the correct use
 - ▶ By investigating and finding rules
 - ▶ By practising
 - ▶ By expecting accurate use of grammar in children's writing
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Grammar in context

1. Reading
 2. **Analysing – Identify grammar used by the author**
 3. **Defining – Add it to the success criteria**
 4. **Preparation – Teach grammar lessons to practise it**
 5. Planning
 6. **Shared writing – Model it**
 7. **Writing – Children use it**
 8. **Reviewing and publishing – Children check against success criteria**
- 

Word classes

determiner

the

a

adjective

big

noun

dog

Rover

pronoun

it

which

verb

barked

adverb

slowly

then

away

preposition

with

at

in

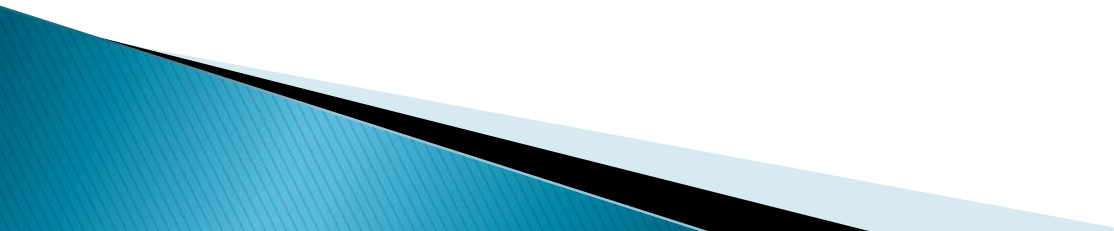
conjunction

and

when

because

Which word classes?

- ▶ Hal and Lucy slowly undid the knot
 - ▶ It was very tight
 - ▶ Eventually, the present was opened
 - ▶ Nestled in the tissue paper was a golden hare
- 

Answers

- ▶ Which word classes?
- ▶ Hal and Lucy slowly undid the knot
- ▶ Noun, conjunction, noun, adverb, verb, determiner, noun
- ▶ It was very tight
- ▶ Pronoun, verb, adverb, adjective
- ▶ Eventually, the present was opened
- ▶ Adverb, determiner, noun, verb, verb
- ▶ Nestled in some tissue paper was a golden hare
- ▶ Verb, preposition, determiner, adjective, noun, verb, determiner, adjective, noun

Human sentences

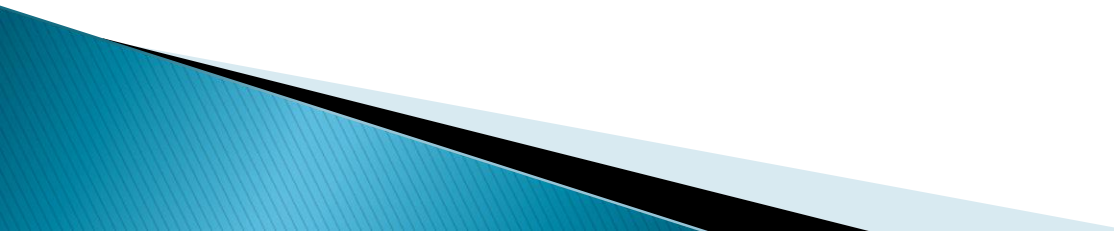
The creature flew over the
building.



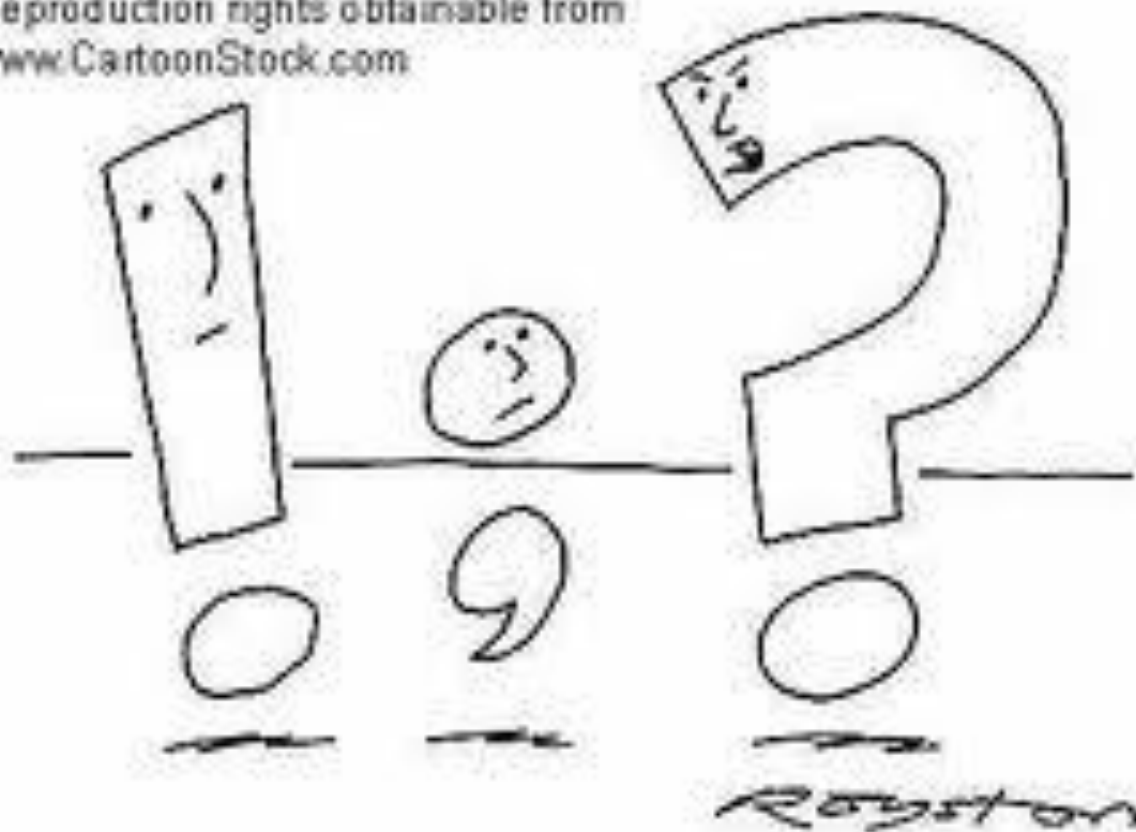
The apostrophe

1. Apostrophes only show possession or omitted letters
2. Use an apostrophe when letters are missing e.g. couldn't
3. To show possession use 's e.g. Steven's house
4. But plural nouns get the apostrophe after the s e.g. The kids' house
5. Irregular plurals get 's e.g. geese's, people's
6. Nouns ending in s can have either e.g. Dickens' novels or Dickens's novels

The apostrophe (2)

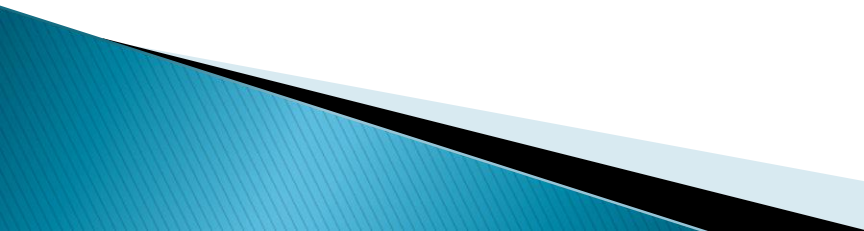
- ▶ Don't use an apostrophe with possessive pronouns e.g. The monster licked its lips
 - ▶ When two or more nouns possess the same thing, add 's to the last noun listed e.g. Ben and Jerry's Cherry Garcia Ice Cream
 - ▶ When two or more nouns separately possess something, add 's to each noun listed e.g. Emma's and Nicole's school projects (Each girl has her own project.)
- 

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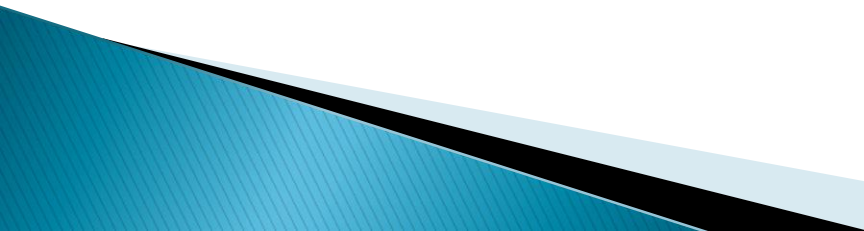


"I can't believe I went out with an apostrophe.
He was so possessive."

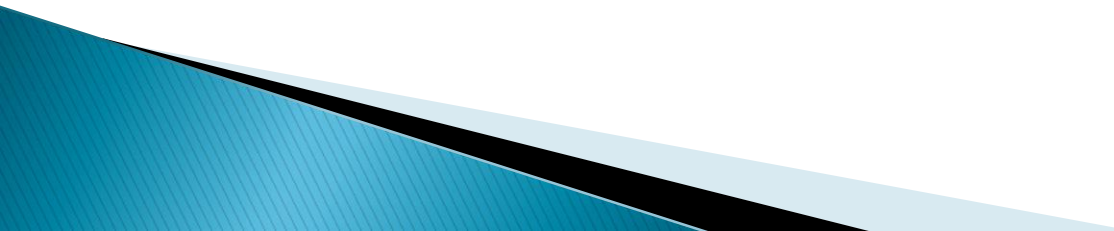
Do they need correcting?

- ▶ Toms car isnt working.
 - ▶ Its Tuesday morning.
 - ▶ The alien gave them its hand.
 - ▶ The LSA's were given two whiteboards.
 - ▶ The head teacher looked at Janes and Brendas application forms.
 - ▶ "I just didnt think!" cried Lenny.
 - ▶ He went to the three brothers cottage.
 - ▶ St Jameses school is in Harlow.
 - ▶ Childrens' holidays are long in Spain
- 

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Grammar Strands

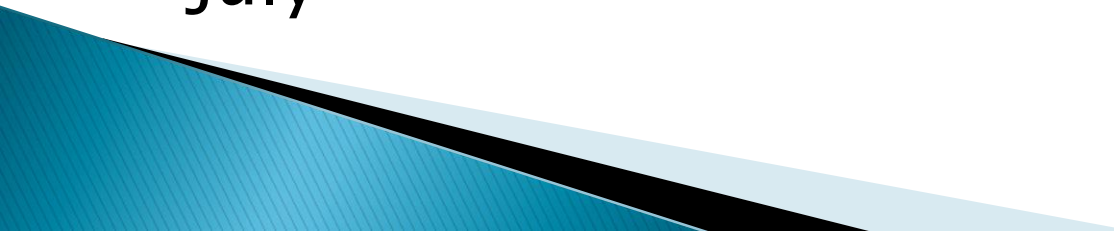
- ▶ Progression through the school
 - ▶ Always building on previous knowledge and skills
 - ▶ Building terminology through the key stage
- 

The new tests

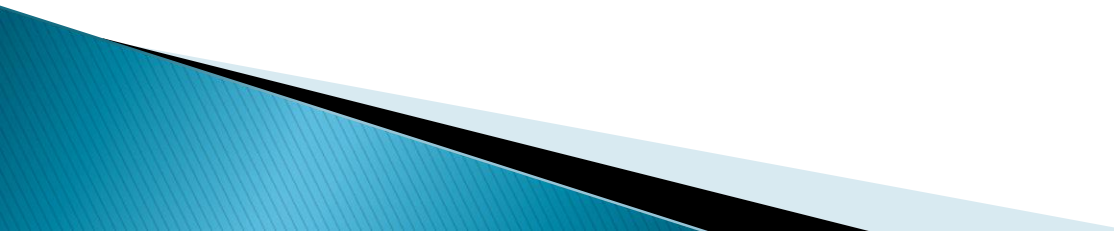


www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials

Scaled scores

- ▶ Each child will be awarded a scaled score
 - ▶ This will be based on their raw score but this will be translated differently each year
 - ▶ 100 will always represent the national standard
 - ▶ There will be upper and lower end points
 - ▶ For KS1 Conversion charts will be published on GOV.UK by the end of May
 - ▶ For KS2 conversion tables will be published in July
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The KS2 GPS test

- ▶ 2 papers
 - ▶ Paper 1: questions (49 questions, 50 marks)
 - ▶ Paper 2: spelling (20 marks)
 - ▶ Paper 1 is timed at 45 minutes
 - ▶ Paper 2 will take approximately 20 minutes (not strictly timed)
 - ▶ Paper 1 contains a range of question types
- 

Spelling in KS2

- ▶ discover
- ▶ mission
- ▶ loose
- ▶ sign
- ▶ country
- ▶ gymnastics
- ▶ edible
- ▶ posture
- ▶ sleigh
- ▶ delicious
- ▶ scent
- ▶ illusion
- ▶ re-enter
- ▶ parachute
- ▶ abundance
- ▶ unavoidably
- ▶ dissolve
- ▶ ominous
- ▶ drawer
- ▶ possession

From the KS2 GPS
sample test (July 2015)

Multiple choice (16)

30

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

Circling or underlining (8)

43

Underline the longest possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

Table (7)

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Completing (5)

12

Complete the sentence with an **adjective** formed from the verb create.

The artist was very _____ and produced many original works.

Short written (5)

21

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

Converting (3)

32

Rewrite the sentence below as **direct speech**.
Remember to punctuate your answer correctly.

She asked if he wanted a banana.

She asked him, _____

Multiple choice completing (2)

49

Which **punctuation mark** should be used in the place indicated by the arrow?

“Why did you do that?” he asked Harry was surprised by his classmate’s actions.



Tick **one**.

exclamation mark

full stop

question mark

comma

Matching (2)

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

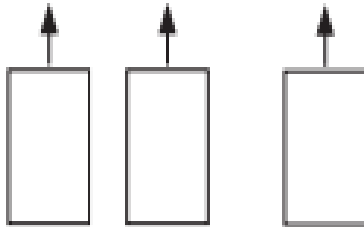
straight

Labelling (1)

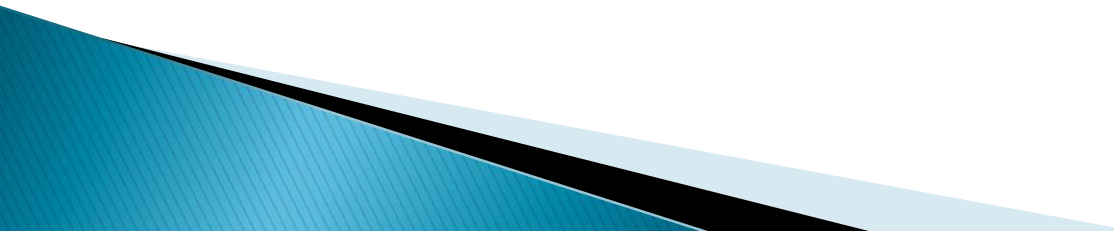
25

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.

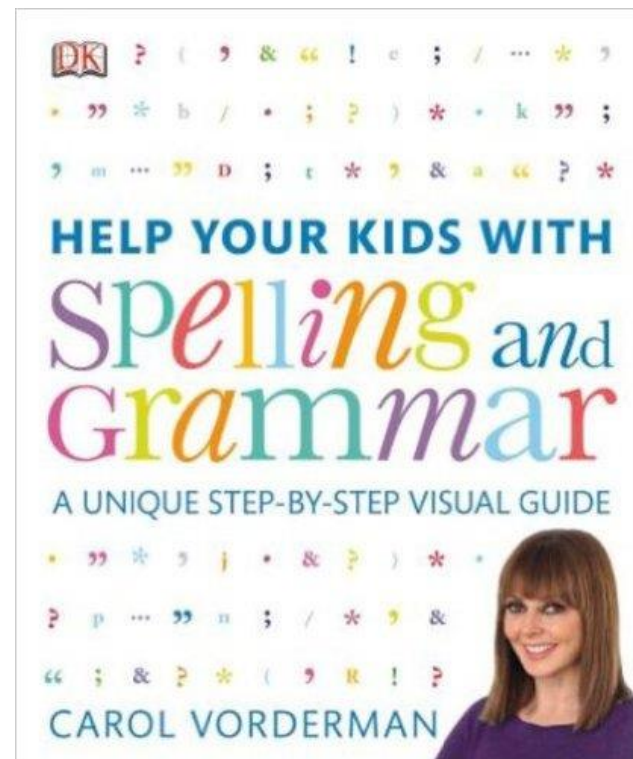


How we are preparing children for the test

- ▶ Using the correct terminology
 - ▶ Ensuring the children see it written down
 - ▶ Practising the question types regularly e.g. a daily grammar challenge
 - ▶ Ensuring the children read the questions carefully
- 

How you can help at home

- ▶ Support children with any grammar homework
- ▶ Espresso – KS2 English– English Grammar
 - fun games and activities



Any questions?

