

No Nonsense
Grammar

A complete grammar programme

Years 5 and 6



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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

Y5/6	Strand 1b: Co-ordination and subordination	
<p>National Curriculum content:</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses. • Use of commas to clarify meaning or avoid ambiguity. • Brackets, dashes or commas to indicate parenthesis. • The difference between structures typical of informal and formal speech, and writing. 	<p>Terminology for pupils:</p> <p><i>semi-colon</i> <i>colon</i> <i>dash</i> <i>parenthesis</i> <i>bracket</i> <i>ambiguity</i></p>	
<p>Pupils need to:</p> <ul style="list-style-type: none"> • understand how different forms of punctuation can be used within and between sentences • understand and discuss how punctuation choices enhance the meaning of the text • understand how variation in sentence construction can add to the effectiveness of text in different ways, such as the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures • understand the differences between formal and informal writing; recognise the informal elements used in speech but not in writing (unless direct speech). 		
<p>Activity 1b.13: Revising sentences Resources: range of <i>Sentence Toolkit</i> tools used to date</p>		<p>Terminology for pupils:</p> <p><i>co-ordination</i> <i>subordination</i> <i>conjunction</i> <i>comma</i></p>
<p>The purpose of this activity is to revise previous learning about sentences.</p> <p>Teach Revise what pupils already know about sentences. This could be done by getting groups to produce a concept map on a sheet of A3 paper, recording and organising what they know. Share these maps and construct a class version with all the elements included.</p> <p>Pupils should be secure in the following knowledge:</p> <ul style="list-style-type: none"> • A sentence must have at least one verb. • One verb makes a simple sentence/single-clause sentence. • Multi-clause sentences can be joined by co-ordinating conjunctions (glue gun) or subordinating conjunctions (spanner) • There is a range of subordinating conjunctions that have different meanings. • All sentences have end punctuation. • Commas are used within a sentence to demarcate items in a list and after a fronted adverbial or subordinate clause at the start of a sentence. 		

Activity 1b.14: How does the eagle eat?

Resources: 'Eagle' sheet (p. 70), verb list (p. 70), hammer and *-ing*, *-ed*, *to...* spanners from the *Sentence Toolkit*

Terminology for pupils:
clause
subordination
comma

The purpose of this activity is to:

- understand how variation in sentence construction can add to the effectiveness of text in different ways, such as the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures.

Teach

This activity introduces the third way of joining clauses in a sentence: using non-finite constructions. Non-finite constructions are where a subordinate clause is formed starting with:

- the past participle of the verb (often *-ed* words)
- the present participle of the verb (often *-ing* words)
- the infinitive form of the verb (*to...*).

Use the 'Eagle' sheet to explore different verb forms and draw attention to the non-finite forms. Ask pupils to see which of the verbs (in red) could be substituted into the sentence so that it still makes sense. Try them out orally. The three forms that cannot be slotted in are:

- *eaten* (past participle)
- *eating* (present participle)
- *to eat* (infinitive).

Get pupils to explain in their own words why these will not fit in the verb slot in the sentence. Ask them to work in pairs to extend and rearrange the sentence so that they could use these three forms. They should notice that they will usually have to start the sentence with them and that they have to add another clause for the sentence to make sense.

- *Eaten by the eagle, the salmon disappeared in one gulp.*
- *To eat the salmon in one gulp, the eagle has to open his beak wide.*
- *Eating the salmon in one gulp, the eagle took off.*

Recap this learning:

- Using a non-finite verb creates a subordinate clause. Model creating one of their sentences using the relevant spanner (e.g. *to...*) Make the link to subordinating conjunctions (it is part of the subordinate clause).
- Check to see if the clauses can be rearranged (they often can, although the past participle for some verbs does not always make sense in these types of constructions).
- Discuss the need for a comma if the subordinate clause comes first.

Practise

In pairs, using the list of verbs in the Resources section, pupils should experiment with creating sentences with non-finite clauses. Ask them to group their examples according to the type of text they could come from.

Apply

Individually, pupils should write a paragraph using several of the non-finite verb sentence constructions. They should choose the purpose and form of the writing and ensure that they are writing in an appropriate voice and style.

Afterwards, get pupils to share examples with the class for others to suggest what type/form of text they think it is. Use the verb hammer to hammer out the non-finite verbs as the piece is read out.

Activity 1b.15: Clause detective

Resources: extract from *The Diamond Thief* (p. 71), *India* PDF, hammer from the *Sentence Toolkit*

Terminology for pupils:
clause

The purpose of this activity is to:

- understand how variation in sentence construction can add to the effectiveness of text in different ways, such as the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures.

Teach

Use the extract from *The Diamond Thief* in the Resources section, or pp. 12–13 of *India*. Read the text and discuss the impact it has on the reader. Model identifying the sentence construction with a particular focus on clauses ('talk the text'). Identify the different types of sentence and link this to the effect/purpose of the text.

Ask student how the text makes them think/feel, then to identify any parts that create that feeling. Look at how the sentences are working:

- Are they short or long?
- Hammer the verbs to identify clauses.
- How are the clauses linked?
- Why has the author chosen to write sentences like this at this point in the text?

Practise

In pairs, pupils practice 'talking the text' using other extracts from classroom texts. Pupils could also select their own sections of texts based on the impact they have.

Apply

Collect examples of effective use of sentences from texts they are reading and create a wall display.

Activity 1b.16: Colon or semi-colon?

Resources: punctuation screwdrivers from the *Sentence Toolkit*, cards with example sentences (pages 71–72), cards with unpunctuated sentences (p. 72)

Terminology for pupils:
semi-colon
colon

The purpose of this activity is to:

- understand how different forms of punctuation can be used within and between sentences
- understand and discuss how punctuation choices enhance the meaning of the text.

Teach

This activity introduces colons and semi-colons, and clarifies their uses and the difference between them. Show pupils the example sentences from the Resources section and ask them to look at the punctuation. What do they think the colons and semi-colons are used for? In what alternative ways could the sentences have been written and/or punctuated? Pupils present what they have found out to the rest of the class. Test their hypotheses and ensure that a clear definition of use for colons and semi-colons is agreed by the end of the lesson.

Practise

Test out pupils' findings by looking for examples in classroom texts. In pairs, pupils should produce a poster/leaflet explaining the use of the colon and semi-colon, using the examples they have found. They should also include some explanation of why the author chose to use this type of punctuation here.

Apply

Individually or in pairs, pupils could look at the unpunctuated sentences in the Resources section and try to put in the correct punctuation, including colons and semi-colons. Afterwards, ask pupils to write some unpunctuated sentences of their own that need semi-colons and/or colons for other pupils to punctuate.

Activity 1b.17: Brackets, dashes, commas

Resources: screwdrivers from the *Sentence Toolkit*, *India* PDF, *Poets of World War I* PDF, *Are Humans Damaging the Atmosphere?* PDF

Terminology for pupils:

dash
brackets
parenthesis

The purpose of this activity is to:

- understand how different forms of punctuation can be used within and between sentences
- understand and discuss how punctuation choices enhance the meaning of the text.

Teach

Look at some or all of the following examples:

- *India* (pp. 12–13)
- *Poets of the First World War* (pp. 5 and 12)
- *Are Humans Damaging the Atmosphere?* (p. 5)

Follow a similar process as in Activity 1b.16 to help pupils problem-solve the use of brackets and dashes.

- How and why are brackets used?
- What can be used instead of brackets?
- How can dashes be used?

Ask pupils to investigate what these punctuation marks are used for. How else could the sentences have been written and/or punctuated? Pupils should present what they have found out to the rest of the class. Test their hypotheses and ensure that a clear definition of use for brackets and dashes is agreed by the end of the lesson. Demonstrate their use using the screwdrivers from the *Sentence Toolkit*.

Practise

Pupils should look through classroom texts and find clear examples to illustrate the conventions for using brackets, dashes and commas for parenthesis. Display them for the whole class – try to make them funny and memorable!

Apply

Challenge pupils to use a wide range of punctuation marks in their writing, but make sure these are used appropriately. Pupils can review each other's writing to check if punctuation has been used for effect.

Activity 1b.18: Dressing up!

Resources: a range of texts that reflect different levels of formality, including fiction and non-fiction

The purpose of this activity is to:

- understand the differences between formal and informal writing; recognise the informal elements used in speech but not in writing (unless direct speech).

Teach

Set up a clothes rail (or representation of one) with informal beach wear at one end and a suit and tie at the other. Discuss the difference between the clothes and where they might be worn. Label one end 'informal/casual' and label the other 'formal'. Explain to pupils that just as we choose different clothes to suit the formality of an occasion, we also need to choose appropriate language to suit the formality of our writing. Ask for some examples of writing they think might go at each end.

In pairs, pupils should look through the texts you have selected (including non-fiction material such as letters/leaflets) to find short examples of formal and informal language. Decide where along your clothes rail they might go. Create a bookshelf image where the examples can be displayed.

Choose a few contrasting examples and use these to model identifying the features that define the formality:

- vocabulary
- sentence construction and punctuation
- verb forms
- layout and organisational devices.

Practise

Pupils can look in their own books (English and cross-curricular) to see if they can find other examples. Have they used a good enough range?

Apply

Take a well-known story such as *Cinderella*. Challenge pupils to come up with two pieces of writing linked to this story that could reflect a contrast in formality (e.g. a letter to the king complaining about the noise levels created by the ball versus a note left by the Ugly Sisters for Cinderella).

Y5/6	Strand 1c: Sentence types	
National Curriculum content: <ul style="list-style-type: none"> • The difference between structures typical of informal and formal speech, and structures appropriate for formal speech and writing. 	Terminology for pupils: None.	
Pupils need to: <ul style="list-style-type: none"> • understand the impact of the use of questions in different text types, such as rhetorical question and asides to the reader. 		
Activity 1c.10: Question this Resources: questions from different texts, ? screwdriver from the <i>Sentence Toolkit</i> , sample questions (pages 72–73)		
The purpose of this activity is to: <ul style="list-style-type: none"> • understand the impact of the use of questions in different text types, such as rhetorical question and asides to the reader. 		
<p>Teach</p> <p>This learning should be covered throughout English teaching sequences, drawing attention to the impact that questions can have in different text types.</p> <p>Focus on the use of questions by setting up an investigation using the questions in the Resources section. Pupils should work in small groups, with the questions on cards. Ask them to:</p> <ul style="list-style-type: none"> • predict what type of text each question comes from and explain their thinking • explain why the writer may have chosen to use a question. <p>They should then find other examples of the different ways questions are used and organise their thinking to present to another group.</p> <p>As a class, discuss any areas where there was disagreement or multiple predictions.</p> <p>Practise</p> <p>In guided reading, choose a text where there are some questions of any type. Pupils should discuss how and why they have been used in the context of a whole text.</p> <p>Apply</p> <p>In shared, guided or independent writing, pupils should choose a part of their own text that they think could be enhanced by using a question.</p>		

Strand 2: Nouns and noun phrases

Y5/6	Nouns and noun phrases	
<p>National Curriculum content:</p> <ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun. Use of commas to clarify meaning or avoid ambiguity. How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>). How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>). <p>(Although <i>hyphen</i> is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards.)</p>	<p>Terminology for pupils:</p> <p><i>relative pronoun</i> <i>relative clause</i> <i>subject</i> <i>object</i> <i>synonym</i> <i>antonym</i> <i>cohesion</i> <i>hyphen</i></p>	
<p>Pupils need to:</p> <ul style="list-style-type: none"> understand that noun phrases can also include relative clauses (e.g. The glistening dragon, which guarded the treasure, was snoring loudly.) understand that relative clauses are constructed using the relative pronouns <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun (e.g. The morning (when) I arrived in London was dark and gloomy.) understand that relative clauses are subordinate clauses that may or may not be embedded (e.g. <i>The knight rescued the maiden, who was very relieved.</i>) understand the use of commas with relative clauses: <ul style="list-style-type: none"> before and after the clause for adding additional information (e.g. <i>The chocolates, which were made by Thorntons, were eaten quickly.</i>) no comma when identifying which noun you are talking about (defining) (e.g. <i>The chocolates that were made by Thorntons were eaten quickly.</i>) understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. <i>cats/big cats/these animals</i>). 		
<p>Activity 2.22: Revising noun phrases Resources: a selection of images to use as noun prompts, paintbrush, tape measure and screwdrivers from the <i>Sentence Toolkit</i></p>		<p>Terminology for pupils:</p> <p><i>determiner</i> <i>pronoun</i> <i>preposition</i> <i>prefix</i> <i>hyphen</i></p>
<p>The purpose of this activity is to revise learning about noun phrases from Y3/4.</p> <p>Teach Find a range of images that have lots of 'nouns' that could be described in detail. Put pupils into pairs and ask them to choose a noun, then expand the noun into a noun phrase in as many ways as they can. Finally they should ensure that they use pre- and post-modification (before and after).</p> <p>They should then explain the features of their sentence to the rest of the class, using the correct terminology. This should include:</p> <ul style="list-style-type: none"> noun noun phrase adjective preposition (prepositional) determiner hyphen. <p>Once pupils have all had a chance to 'talk' their phrase, ask them to put it into a sentence and write it on a strip of card, with annotations to show what they have done. Display these as a starting point for the rest of the activities in this section.</p>		

Activity 2.23: Expanding nouns (1)

Resources: *Minerva Mint: The Order of the Owls* PDF (p. 53), tape measure from the *Sentence Toolkit*, relative pronoun cards (p. 74)

Terminology for pupils:
relative pronoun
relative clause

The purpose of this activity is to:

- understand that noun phrases can also include relative clauses (e.g. **The glistening dragon, which guarded the treasure, was snoring loudly.**)
- understand that relative clauses are constructed using the relative pronouns *who, which, where, when, whose, that*, or an omitted relative pronoun (e.g. **The morning (when) I arrived in London was dark and gloomy.**)
- understand that relative clauses are subordinate clauses that may or may not be embedded (e.g. *The knight rescued **the maiden, who was very relieved.***)

Teach

Use the passage from *Minerva Mint: The Order of the Owls* to show how nouns can be expanded. Discuss the purpose of the first paragraph and link this to why there is so much noun modification. Keep a focus on the impact of the noun phrases. Go through the paragraph, highlighting the nouns, then identify what extra information is given about each one. Identify the use of adjectives and prepositional phrases.

Focus on this sentence (it may help to write this on a large piece of card so you can model cutting up elements if needed):

It was nestled at the end of a cove between cliffs that towered over the sea.

Discuss what it refers to. What do we know about the cliffs? Hammer out the verbs in this sentence. There are two verbs and there are no co-ordinating conjunctions, so it must be a complex sentence. Identify *that towered over the sea* as the subordinate clause. Discuss how this clause adds more information about the noun. Model this using the tape measure from the *Sentence Toolkit*.

Ask pupils whether this clause could be moved to a different place in the sentence like other subordinate clauses. They should identify that it can't and explain why. Focus on the word *that* and the fact that it joins the clause by relating back to the noun (*cliffs*). This is one example of a *relative pronoun*.

Experiment with this sentence construction by orally generating other sentences using *that* as a relative pronoun. For example:

- *The girl walked up to the open door that creaked ominously.*
- *Elephants are large grey animals that have a long trunk.*

Go back to the passage. Ask pupils to find another example of a subordinate clause being used to expand the noun phrase. The other examples are both in this sentence:

*Its narrow streets, with **granite cottages painted white**, led down to **the harbour where there was a pebble beach strewn with fishing nets, ropes and lobster pots.***

What is the relative pronoun in each case? The second one is easier (*where*). In the first example the relative pronoun is implied: it could be *granite cottages **that** are painted white*.

Practise

Introduce the relative pronoun cards from the Resources section. Model using a picture to describe a setting, using relative pronouns. Pupils should then work in pairs to describe a setting, using all the ways they know of to expand noun phrases and including some relative clauses. Share examples and get pupils to identify and explain how the relative pronoun is used.

Apply

Pupils could write a description of a place/setting that includes relative pronouns as part of a noun phrase, in the context of English or cross-curricular learning.

Activity 2.24: Expanding nouns (2)

Resources: non-fiction texts with examples of expanded noun phrases and relative clauses, example sentences (p. 74)

Terminology for pupils:
relative pronoun
relative clause

The purpose of this activity is to:

- understand that noun phrases can also include relative clauses (e.g. *The glistening dragon, which guarded the treasure, was snoring loudly.*)
- understand that relative clauses are constructed using the relative pronouns *who, which, where, when, whose, that*, or an omitted relative pronoun (e.g. **The morning (when) I arrived in London** was dark and gloomy).
- understand that relative clauses are subordinate clauses that may or may not be embedded (e.g. *The knight rescued **the maiden, who was very relieved.***)

Teach

Repeat Activity 2.23 but with examples from non-fiction texts. A few example sentences have been provided in the Resources section, but it would be better to use a text linked to your English or cross-curricular work.

Stress that relative clauses can be used in all forms of writing to add more detail about a noun.

Practise/Apply

Ask pupils to write a non-fiction paragraph using relative clauses to expand a noun. Display some examples from fiction and non-fiction.

Activity 2.25: Commas in relative clauses

Resources: comma screwdriver from the *Sentence Toolkit*, relative clause cards (p. 75)

Terminology for pupils:
relative clauses

The purpose of this activity is to:

- understand the use of commas with relative clauses:
 - before and after the clause for adding additional information (e.g. *The chocolates, which were made by Thorntons, were eaten quickly.*)
 - no comma when identifying which noun you are talking about (defining) (e.g. *The chocolates that were made by Thorntons were eaten quickly.*)

Teach

The focus of this activity is punctuation, but it should also help consolidate understanding of relative clauses.

Show pupils this pair of sentences:

- Michael Jackson, who was a famous singer, died of an overdose.
- The man who sent the anonymous letter is the real murderer.

With pupils, hammer the verbs and identify the two clauses. Then underline the relative pronoun and the relative clause.

Ask pupils why they think the first clause has commas before and after and the second does not. They should recognise that where the relative clause is adding non-essential information, commas are used before and after. Where the additional information is essential, commas may not be used at all.

Model writing sentences with relative clauses – some that need commas and some that do not. Write each clause on a separate card and get pupils to come up with the comma screwdriver and try out commas in different places. How do the different positions change the meaning of the sentence? Discuss possible meanings and let pupils explain their thinking.

Practise

Show pupils the relative clause cards from the Resources section. Get them to add commas in the correct places. They should then extend one or more of the sentences into a short paragraph, using the correct punctuation.

Apply

Pupils should look at each other's paragraphs and peer-mark them, focusing on the use of commas in complex sentences that include relative clauses.

Activity 2.26: Linking ideas

Resources: *Mighty Lions* PDF

Terminology for pupils:
synonym
antonym
pronoun
cohesion

The purpose of this activity is to:

- understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. *cats/big cats/these animals*).

Teach

This activity is about creating cohesion in writing by using different nouns, pronouns and generalisers to avoid repetition and support comprehension.

Use the *Mighty Lions* book (or a similar text you are using) to collect all the different ways lions are referred to. There are at least seven:

- lions
- carnivores
- big cats
- cats
- the pride
- hunters
- they
- animal

Explore this list and point out that these words represent more than just replacement of a noun with a pronoun. In the list are general terms (*carnivores, animal*), names (*lions*), collective nouns (*big cats, pride*) and pronouns (*they*). Why do pupils think the author uses so many different ways of referencing lions?

Take another animal and generate as many different ways as possible of referring to it. Record these.

Practise

Pupils should write a short paragraph about the animal, considering all the different ways of referencing it. Share some of the examples and discuss which are most effective and why.

Apply

In cross-curricular writing, use a variety of ways to maintain cohesion through the use of synonyms, etc.

Activity 2.27: Describe it!

Resources: extract from *The Diamond Thief* (p. 75), short extract from a film

Terminology for pupils:

synonym
pronoun
cohesion

The purpose of this activity is to:

- understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. *cats/big cats/these animals*).

Teach

This activity is about applying cohesion in fiction writing. It would be best to use examples from your teaching sequence text, but use a standalone text if necessary.

Explain to pupils that cohesion is created through the use of synonyms, antonyms and generalisations in fiction as well as non-fiction. Pronouns are a key cohesive tool, but connections can be built and inferred through vocabulary choices too. To model this, use the paragraph from *The Diamond Thief* in the Resources section. Read this aloud and discuss pupils' responses to it. What do they think is happening? How do they know?

Identify the characters and the many different ways they are referred to or hinted about. The author has done this partly to avoid repetition but also to manage a description of a complicated series of activities without confusion.

Practise

Show pupils a short extract from a film in which two or more characters are involved in some action. They should identify the characters and generate a list of all the ways that they or their attributes could be referenced. Afterwards, they should try writing a paragraph describing the action, with a focus on maintaining cohesion throughout the piece. Share the different ways pupils have achieved this.

Apply

Collect other examples of where synonyms and other devices have been used to maintain cohesion in narrative.

Activity 2.28: Opposites

Resources: none needed

Terminology for pupils:

synonym
pronoun
cohesion

The purpose of this activity is to:

- understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms and generalisations (e.g. *cats/big cats/these animals*).

Teach

Antonyms are far less common as tools to create cohesion, but they can help to build a pattern in a text and to emphasise contrast where needed. This activity can stand alone, but would be best used in the context of a text with a strong pattern of opposites (perhaps poetry) or in a balanced argument or persuasive text. Link this to the work on synonyms above.

Generate a range of synonyms for a word. For example:

- *Dark: gloomy, bleak, spooky, black, impenetrable, sightless*

Ask pupils to take each word and match it to an opposite (antonym). For example:

- *Gloomy: bright*
- *Bleak: lush*
- *Spooky: comforting*
- *Black: white*
- *Impenetrable: open*
- *Sightless: clear vision.*

Practise

Pupils should write a short paragraph describing a dark place using as many of the synonyms as possible. They should then rewrite the paragraph using the antonyms. Share paragraphs and discuss their impact.

Apply

Pupils either write a poem or a paragraph from a description in which contrasting words are used for effect.

Strand 3: Adverbials

Y5/6	Adverbials	
<p>National Curriculum content:</p> <ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs (for example, <i>perhaps</i> and <i>surely</i>). • Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>). • Linking ideas across paragraphs using adverbials of time (for example <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>). • Grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, as a consequence</i>). 	<p>Terminology for pupils: <i>cohesion</i></p>	
<p>Pupils need to:</p> <ul style="list-style-type: none"> • understand that adverbs and adverbials help to maintain cohesion across a text • understand that adverbs can help to indicate degrees of possibility (e.g. <i>Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.</i>) • understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence, clearly, inevitably, etc.</i>) 		
<p>Activity 3.21: Links within texts (1) Resources: <i>Minerva Mint: The Order of the Owls</i> pages 112–114 PDF</p>		<p>Terminology for pupils: <i>cohesion</i></p>
<p>The purpose of this activity is to:</p> <ul style="list-style-type: none"> • understand that adverbs and adverbials help to maintain cohesion across a text • understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence, clearly, inevitably, etc.</i>) <p>Teach This activity will develop understanding of time adverbs and adverbials to maintain cohesion across a narrative text. Before you start, recap work from Y3/4 on using adverbs, adverbial phrases and clauses to help a text flow, pointing out how they work by linking the new piece of text to previous sentences and paragraphs.</p>		

Consider the text extract from *Minerva Mint: The Order of the Owls*. Identify which words, phrases and clauses connect to previous content:

- **After they'd sabotaged the fox hunt (at least for that day),** ... (link to sequence the new activity with the previous episode)
- **Once they got to the library,** ... (a series of rooms has been mentioned; now we are in a specific room – link in meaning between the two)
- **Inside** was a spiral staircase. (The door has been mentioned and the action of entering implied. Using *Inside* means it doesn't have to be stated that Ravi has gone through the doorway.)
- **When they had all gone through,** ... (refers back to the doorway)
- **As they went up,** ... (linking to the spiral staircase mentioned before)
- **At last** they reached the top. (Refers and links to the fact that they have climbed a long way – high up – which would take time.)

Practise

Refer to the text you are using in English and ask pupils to consider another extract, identifying the adverbials that are used for cohesion and discussing their effectiveness.

Apply

Ask pupils to look at drafts of their own writing and locate/add adverbials to create cohesion.

Activity 3.22: Links within texts (2)

Resources: *Mountains* PDF, adverbial examples (pages 76–77)

Terminology for pupils:
cohesion

The purpose of this activity is to:

- understand that adverbs and adverbials help to maintain cohesion across a text
- understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials *as a consequence*, *clearly*, *inevitably*, etc.)

Teach

This activity will develop understanding of time adverbs and adverbials to maintain cohesion across a narrative text.

Look at the following examples of adverbials from the *Mountains* text:

- **Then** you'll find alpine meadows. (p. 14)
- **Eventually**, you would reach... (p. 14)
- **High in the mountains**,... (p. 17) (avoids repetition of *altitude* in the heading)
- **For example**, the marmot... (p. 17)
- **Over time**... (p. 18) (relates to the *hundreds and thousands of years* in the previous sentence)
- **Like mountain animals**,... (p. 18) (previous page deals with how animals cope with thin air)
- **In the 19th century ... Today, ... In 1953, ... In 1978, ... Later, ...** (p. 23) (time connecting adverbials relate to the early explorations discussed in previous paragraphs; *Today* is used in several places to bring the reader back to the current situation)

Identify what the words, phrases and clauses connect to in the previous content. From this text and others, make a class list of reasons for using these cohesive adverbials: indicating time, cause/reason, purpose, contrast, emphasis, exemplification, persuasion, addition. Some additional examples of adverbials are given in the Resources section.

Practise

In pairs or threes, pupils discuss and sort different sets of adverbials according to their reason for use.

Apply

Ask pupils to look at drafts of their own non-fiction texts and locate/add adverbials to create cohesion. Collect examples to create a wall display.

Activity 3.23: What's the difference?

Resources: adverbial cards expressing degrees of possibility (p. 78)

The purpose of this activity is to:

- understand that adverbs can help to indicate degrees of possibility (e.g. *Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.*) (link to work on modals)

Teach

Once pupils have fully grasped the construction and uses of modal verbs, introduce the use of adverbials to express possibility and emphasise the modal element.

Look at the adverbial cards in the Resources section. Consider the meanings of the adverbials and experiment with putting some into different sentences. How does the meaning of the sentence change? Some will only have subtle difference; others will be clearly different.

Practise

Pupils should use the adverbial cards and experiment with using different ones in the sentence *I will go to the adventure park*. Discuss the differences in meaning and order the sentences according to preference. Can the adverbial slot be placed in different positions? For example:

- *I will definitely go to the adventure park.*
- *Perhaps I will go to the adventure park.*

Pupils should feed back their findings to the class and note any preferences in patterning.

Apply

Challenge pupils to use these adverbials in any key outcome that is focused on the use of modal verbs. Pupils could use the cards in different blank sentence slots to create their own sentences expressing different degrees of possibility. They should discuss the different meanings created by different adverbials.

Activity 3.24: Assessment

Resources: none needed

Terminology for pupils:
cohesion

The purpose of these activities is to assess pupils' understanding of punctuation with adverbials and the use of adverbials for cohesion. This has to be completed through considering whole texts, as cohesion is a feature of text structure.

Ask the pupils which of the following sentences has been punctuated correctly.

- 1 Immediately after, dinner we did the washing up.
- 2 Immediately after dinner we did, the washing up.
- 3 Immediately after dinner, we did the washing up.
- 4 Immediately, after dinner we did the washing up.

Share and discuss the answer.

Discuss pieces of the pupils' independent written work with them. Use key questions:

- What words have you used to help the cohesion in the text?
- What is the purpose of the cohesion? (E.g. time, cause/reason, etc.)
- How do these words help your reader?

Strand 4: Verbs

Y5/6	Verbs	
<p>National Curriculum content:</p> <ul style="list-style-type: none"> • Indicating degrees of possibility using modal verbs (for example, <i>might, should, will, must</i>). • Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>). • Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate, -ise, -ify</i>). • Linking ideas across paragraphs using tense choices (for example, <i>he had seen her before</i>). • Verb prefixes (for example, <i>dis-, de-, mis-, over- and re-</i>). • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>). • Linking ideas across paragraphs using tense choices (for example, <i>he had seen her before</i>). • Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. 	<p>Terminology for pupils:</p> <p><i>modal verb</i> <i>active</i> <i>passive</i> <i>subjunctive</i> <i>cohesion</i></p> <p>(Consolidate previous terminology for grammar and punctuation test.)</p>	
<p>Pupils need to:</p> <ul style="list-style-type: none"> • recognise the range of modal forms • understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. <i>may versus will: I may come and see you. / I will come and see you. / I should come and see you.</i>) • understand that apostrophes are used for contraction in some verb forms • understand that in the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. <i>The wall was painted (by the pupils).</i>) • understand that the passive voice is formed using any tense of the verb <i>to be</i> and the past participle (e.g. <i>He was taken to the police station. / She will be taken to the police station.</i>) • understand and explain how the passive form can be used for particular effect in both narrative and information texts • understand and use structures for formal speech and writing, including the subjunctive. 		
<p>Activity 4.16: Digging for verbs Resources: verb chart (p. 79), <i>Amazing Archaeologists</i> PDF</p>		<p>Terminology for pupils:</p> <p><i>verb</i> <i>tense (past and present)</i> <i>progressive</i> <i>perfect</i></p>
<p>The purpose of this activity is to revise previous learning about verbs.</p> <p>Teach Look at p. 5 in <i>Amazing Archaeologists</i>. Read the information then discuss what pupils notice about the text – for example, the Howard Carter paragraph and the caption next to the photo. Pupils can respond in any way to this prompt but you are trying to elicit information about the way verbs are used. Can pupils name the form? Do they know how they are constructed? Can they talk about the differences in meaning? Why do the paragraphs move from the past tense to the present when talking about the photograph? (Pupils probably won't be able to talk about <i>was dazzled</i> because it is the passive, which they do not come across until Y5.)</p>		

Practise

Give pupils more paragraphs to explore from the text. Give them a copy of the verb chart in the Resources section and ask them to group the verbs they find in the text in the right tense. What do they notice about this text so far? Which verbs are they unsure of? Create a list of these to explore and add to as you teach more about verbs.

Good sections to use might be:

- p. 6 'Lost – and forgotten?' first paragraph
- p. 7 'Fictional hero' box
- p. 30 'Digging deeper'
- p. 37 caption

What can pupils say now about the text and how it uses verbs? Ask them what tense the main body of the text is written in. Where is the present simple tense used? Why?

Activity 4.17: Could you, should you?

Resource: modal verb cards (p. 80), *Amazing Archaeologists* PDF

Terminology for pupils:
modal verb
cohesion

The purpose of this activity is to:

- recognise the range of modal forms
- understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. *may* versus *will*: *I may come and see you. / I will come and see you. / I should come and see you.*)

Teach

Read through the paragraph 'Deep and Dangerous' on p. 10 and explore its meaning. Underline the modal verbs in the text and read through those sentences. Explain that you are going to change the modal verbs. Re-read the sentence, changing *would* for *should* and *could* for *would*. Discuss the difference that it makes. How does it change the meaning?

Practise

Provide pairs of pupils with the modal verb cards from the Resources section and ask them to explore the changes in meaning that they make in a sentence. They should then team up with another pair to discuss their findings.

Apply

Ask pupils to find other sentences with modal verbs in and change the modal verb. Discuss the differences and then write about the two sentences and the meaning changes. What do pupils think the function of modal verbs is? Are modals ever used on their own? (As they are an auxiliary, they are always used with another verb.)

Activity 4.18: Are you sure?

Resources: continuum line, modal verb cards (p. 80), certainty/possibility table (p. 80)

Terminology for pupils:
modal verb
cohesion

The purpose of this activity is to:

- recognise the range of modal forms
- understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. *may* versus *will*: *I may come and see you. / I will come and see you. / I should come and see you.*)

Teach

Create a continuum line on the floor and have pupils sit around it. Label one end *not very likely* and the other end *certain*. Give out a large version of the modal verb cards from Activity 4.17 to some pupils.

Model using the card *might* and the cloze sentence *I _____ open the door*. How certain are you if you put *might* into the gap? Where would they need to stand on the continuum to show that certainty? Place the card on the line. Choose a pupil with a different modal verb and ask the class to explain where they might go on the line and why. They could discuss this in pairs first and then agree as a class. Place the card on the line. Try *may* as a class. Here you might need to ask about obligation as well as certainty.

Practise

In pairs, pupils have their own line and make up their own cloze procedure sentence and organise the cards on the line. Stick them down. In speech bubbles around the cards, get them to justify why they put the card in that place.

Apply

Give pupils a copy of the table in the Resources section. Ask them to tick one box in each row to show how the modal verb affects the meaning of the sentence.

Activity 4.19: What animal should you be?

Resources: modal text (p. 81), range of classroom fiction texts

Terminology for pupils:
modal verb
cohesion

The purpose of this activity is to:

- recognise the range of modal forms
- understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. *may* versus *will*: *I may come and see you. / I will come and see you. / I should come and see you.*)

Teach

Share the modal text from the Resources section and discuss the content. Ask pupils in pairs to count how many modals they can spot. Share the number then as a class, go through and underline them.

Model choosing an animal that you would like to be and writing part of a text that includes a range of modals like the giraffe one. Refer to the continuum you created in Activity 4.18 to ensure that you are using a range.

Practise

Ask pupils to imagine the animal that they would like to be and write a couple of paragraphs using modals in the same style. When pupils have finished, they should get a partner to read and check their writing for punctuation and spelling.

Apply

Pupils choose a fiction text, identify modal verbs in it, and copy out the sentences. They should then place them on a continuum of possibility.

Use questions about verbs from a grammar test to assess pupils' understanding in test form.

Activity 4.20: Modal contractions

Resources: modal verb contraction cards (p. 81)

Terminology for pupils:
modal verb

The purpose of this activity is to:

- understand that apostrophes are used for contraction in some verb forms.

Assess

Pupils will have already covered this in spelling, so this session is revision in the context of modal verbs. You may find that only a small group of pupils require this lesson. To assess this, dictate a short passage to the class and then go through it with them, focusing on all the spellings but the contracted modals in particular. Pupils should identify those that they have spelt correctly and those they have not.

Teach

Give pupils the modal verb contraction cards from the Resources section. Demonstrate removing a letter and adding an apostrophe. Point out that the role of the apostrophe is to indicate that something is missing: *I am* to *I'm*. Ask pupils to move from *we will* to *we'll* and share what they have written. Try *should not* to *shouldn't*. (It may not be the contraction that is the issue in spelling here but the modal verb itself).

Practise

Give pairs of pupils the modal verb contraction cards. They take it in turns to pick a card and then write the contraction. Pupils should check spellings with their partner and decide if they have spelt it correctly. Work through all the cards.

Apply

Ask pupils to create sentences for each of the contractions with a partner, but write them in their own spelling journal. You could also ask pupils to proofread their writing, looking in particular for modal verbs and contractions.

Activity 4.21: Sentence slots

Resources: blue and pink cards with nouns and verbs on them

Terminology for pupils:
subject
object
active
passive

The purpose of this activity is to:

- understand that in the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. *The wall was painted (by the pupils).*)
- understand that the passive voice is formed using any tense of the verb *to be* and the past participle (e.g. *He was taken to the police station. / She will be taken to the police station.*)

Teach

Revise with pupils the clause pattern of subject, verb, object by writing sentences with blanks in them and placing cards to make simple sentences. Have blue and pink cards so that pupils are clear about noun/noun phrases and verbs and which slot they fill in the sentence. Impose the constraint of only using the past and present simple form in the verb slot.

Show pupils that the sentences they make are active because the subject is *doing* the verb. Ask them to look through books (use ones for younger pupils) and find other examples of active sentences.

Use the short sentences you have created. Write them on the board and discuss the reason why each is an active sentence. Explain that you are going to change it into a passive sentence where the subject is not *doing* the verb. Move the object to the subject's position.

Ask pupils to finish the sentence and then talk about what they notice about the verb and the subject. Try a couple more to confirm that pupils have fully grasped the concept. Make sure that you use active sentences with past and present. Ask pupils if the noun phrase in the subject slot is *doing* the verb.

Practise

Divide the class into pairs and give each person in the pair a name (e.g. *Harry* and *The BFG*). Read out one of the active sentences created above and ask pairs to act it out – for example *Harry woke the BFG*. Ask pairs to convert the sentence to the passive and then act it out again. Establish that the same actions are going on – the *agent* is not reversed. Ask a pair to come to the front and give them an active and passive sentence to act out again. Repeat this activity until pupils understand that it is the same information, just presented differently. Have a brief discussion about any ideas they have for why an author might choose the active or the passive.

Apply

Pupils should record in their books what they understand about the passive.

Activity 4.22: The passive voice

Resource: blank pink cards, verb chart (p. 82), active and passive sentences created in the previous session, *Amazing Archaeologists* PDF, cards with pictures

Terminology for pupils:

subject
object
active
passive

The purpose of this activity is to:

- understand that the passive voice is formed using any tense of the verb *to be* and the past participle (e.g. *He was taken to the police station. / She will be taken to the police station.*)

Teach

Read out some of the active and passive sentences that the pupils created in the previous activity and put them on the board. Underline the verb phrase in each one and discuss how the passive verb is constructed (e.g. with a form of *to be* + the past participle, *-ed*). Pupils should look at their passive sentences and write the verbs on pink cards. Can you have the passive voice in the past and present? How can you tell? Look at the *to be* part of the phrase and identify the tense. You may need to conjugate the verb *to be* for some pupils because it is the form of the verb *to be*, which changes to denote tense.

Teach

Look at some paragraphs containing the passive in *Amazing Archaeologists* (e.g. 'Lost – and forgotten?' on p. 6). Pupils may notice a couple of verb phrases in the two paragraphs that contain the auxiliary *got* (e.g. *got buried*). This is a form of the passive but not one that is needed for the curriculum. Use the blank verb chart in the Resources section and model using the passive verbs with the paragraphs identified.

Practise

In pairs, get pupils to choose another couple of paragraphs from the book and then collect and categorise any verbs they recognise using the verb chart.

Apply

Create a set of cards with pictures on (e.g. kettle, keys, newspaper, television, tractor, pizza, scissors, football...). In pairs, one pupil should turn over the top card and describe what it shows in a passive sentence (e.g. for a television: *It is watched by pupils. It was invented a long time ago. Films are shown on it.*) The other has to guess what it is. Record the answers and check that they are in the passive. How do pupils know they are in the passive?

Activity 4.23: Who's to blame?

Resources: *Evening News* extract from *Minerva Mint: The Order of the Owls* pages 8–11 PDF, text about *National Geographic* (p. 83)

Terminology for pupils:

subject
object
active
passive

The purpose of this activity is to:

- understand and explain how the passive form can be used for particular effect in both narrative and information texts.

Teach

Describe a scene: two friends (the pupils) have been playing with a ball and broken the window in the house next door. Explain that pupils are going to have to go round to the house and explain what happened, but they do not want to say which one of them did it. Pupils act out this scenario in pairs. What would they say? You are trying to elicit a sentence such as *The window is/was broken*, which does not tell us who the agent is.

Explain that sometimes the passive is used to conceal in this way. Can the pupils think of other situations where it might be desirable to hide the agent?

The passive can also be used where the agent is not important or known. Other ways that it can be used are for mystery, for objectivity such as science experiments (*We added water to the chemicals.* / *Water was added to the chemicals.*)

Teach

Use a text such as the news report at the beginning of *Minerva Mint: The Order of the Owls* (pages 8–11). Read through and discuss pupils' responses to the text. Does it sound like a real newspaper report? Are there parts that sound more like a story than a news report? Which ones, and how has the author achieved that effect?

Explore the use of verb forms and tense in the piece. Identify the passive and discuss the effect that it has. Remind pupils that the passive voice is used in narrative. There is also the present and future in this text. Why have they been used?

Practise

Provide pupils with a copy of the text about *National Geographic* from the Resources section and ask them to read and respond to it. They should recognise that it is fairly formal and impersonal. Ask them to identify how the author has created that effect. They should share their thoughts with the class.

Apply

Get pupils to write a short news report about an event in school, thinking about when it would be appropriate to use the passive. With a partner, they should read each other's work and discuss the use of the passive voice and the impact it has.

Look for and collect examples in fiction texts during reading and collect and display them.

Activity 4.24: Keep your tenses straight

Resource: blank verb chart (p. 82), *Little Red Riding Duck* PDF

Terminology for pupils:

subject
object
active
passive
modal verbs
tense (past and present)
cohesion

The purpose of this activity is to understand how using a range of verb forms can create cohesion across a text.

Teach

Use the text from a reading book for younger pupils such as *Little Red Riding Duck* and model collecting and classifying verb forms on the blank verb chart from Activity 4.22. Discuss the range of forms found so far and the tense that is most common.

Practise

In pairs, pupils finish completing the chart and make a statement about the forms and tense – for example, *most of the verbs are in the past tense* or *the simple past is used most often*. Write this statement on a piece of paper and put into a box at the front of the class. Once everyone has put something into the box, pull a couple out, share with the class and discuss what they say. Unpick misconceptions and talk about what is true in each statement.

As a class, come up with a statement about the use of verb tense and form relating to cohesion in a text. Should you ever change tense in a piece of writing? Why? (The text has past simple, past progressive, past perfect, present simple, present progressive, present participle, future and infinitive.)

Apply

Get pupils to complete the same activity on a piece of their own writing, perhaps from across the curriculum. What do they notice? This activity could be continued by looking at the text you are using for a teaching sequence and then the final outcome writing that the pupils do. The charts could then be compared.

Activity 4.25: Grammar geek!

Resources: text extract and verb cards (p. 84)

Terminology for pupils:

subject
object
active
passive
modal verbs
tense (past and present)
cohesion

The purpose of this activity is to assess pupils' understanding of verb forms.

Assess

Give pupils the short piece of text and the verb cards from the Resources section. Pupils should choose a card and rewrite the piece of text using that verb form and/or tense. Look at the impact that this has and write about it. They should then repeat the process with another card. As a class, consider the impact of each verb tense/form.

Activity 4.26: If I was...

Resources: self-created cards containing *wishing* questions

Terminology for pupils:

subject
object
active
passive
modal verbs
tense (past and present)

The purpose of this activity is to:

- understand and use structures for formal speech and writing, including the subjunctive.

Teach

The subjunctive is used for expressing wishes, conditions and other non-factual information. This lesson will focus on wishes and conditions.

Look at the following sentences:

- *I was rich.*
- *If I were rich, I would travel abroad.*
- *I was hungry.*
- *If I were hungry, I would eat a starter and pudding.*

What do pupils notice about them? If they do not mention that was changes to *were*, highlight this and explain that it is a form used in formal language.

Then show pupils the following structures:

- *I was rich.*
- *I wish I were rich.*
- *I am rich.*
- *I wish I were rich.*

What do pupils notice here? What happens if you substitute **I** for *he, she, it, you* or *they*?

Practise

Give pupils a range of questions about wishing on cards (e.g. What do you wish you were doing this evening?) Pupils should answer in the subjunctive. Then they should try it with the conditional. Share the answers. Some could be quite funny!

Apply

Ask pupils to complete the following sentence so that it uses the subjunctive form:

If I _____ to have one wish, it would be for good health.

Get them to explain their answers.

Activity 4.27: Muddled tenses

Resources: text with muddled verb tenses and forms (p. 84)

Terminology for pupils:
verb
tense (*past and present*)
progressive
perfect

The purpose of this activity is to help pupils link ideas across texts with their verb choices.

Teach

Show pupils the text from the Resources section, in which the verb forms and tenses are muddled up. Ask them to identify what is not right in the text. How could they rectify it? Make the changes, discussing the alternative ways this could be done and the differences the changes make to the meaning.

Ask pupils which form of verb they should use when referring to something that has happened previously or something that is still going on.

Ask pupils to make a statement about verb tense and form for cohesion in writing.

Practise

In pairs, pupils look through a couple of paragraphs of their own writing and underline the verbs. What do they notice about the tense and forms across the paragraphs? Is it cohesive?

Apply

After creating a piece of independent writing, pupils should re-read it and work on improving the cohesion through consideration of the verb forms and tense used.

Activity 4.28: Word conversion

Resources: words and suffixes cards (p. 85)

Terminology for pupils:
verb
adjective
suffix

The purpose of this activity is to learn how to convert nouns or adjectives into verbs using suffixes.

Teach

This activity will help pupils convert nouns and adjectives into verbs. Provide them with the cards from the Resources section that contain a range of words and suffixes. Ask them to pair up the words with the suffixes and then write them in a chart, organised by the suffix used. Check that pupils have joined the two parts correctly, discussing any that they are not sure about. What do pupils notice about the words (spelling and meaning)?

Practise

In pairs, ask pupils to make a sentence for the original word and the new one that they have created. What do they notice about the word class of these words? For example:

- *I have read a **simple** book.* (adjective)
- *If you **simplify** the instructions, they will be easier to use.* (verb)

Pupils should then write sentences for a range of words in the chart and discuss their findings. Over time, collect other words that have the same suffixes and add to the chart. Discuss the meaning of the words and their word class with and without the suffix. What happens with words ending in e or y?

Apply

Put pupils in groups of three or four and give each group a set of cards. This time include the additional words in the second set in the Resources section. Pupils take it in turns to show the top card, decide which suffix can be added and then spell the word in their own journals. They should mark each other's journal for correct spellings.

Activity 4.29: Prefixes

Resources: words and prefixes cards (p. 85)

Terminology for pupils:

prefix
verb

The purpose of this activity is to use prefixes with verbs.

Teach

Using the word cards in the Resources section containing words and prefixes, show pupils how they can join the prefixes to the words to make new words. Record some examples and discuss the difference in meaning that the prefix makes, particularly when a word can be joined with more than one prefix.

Practise

Ask pupils to work in pairs and define each prefix. They should create a chart based on the example in the Resources section and collect more verbs that have the prefixes.

Apply

Read pupils the examples of sentences containing prefixes provided in the Resources section. Pupils should then make up their own sentences using as many of the prefix words in their chart as possible.

Activity 4.30: Man on the MoonResources: thesaurus, modified extract from *Neil Armstrong and Travelling to the Moon* (p. 87), original extract PDF

Terminology for pupils:

synonym
formal
informal

The purpose of this activity is to:

- understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.

Teach

Give pupils a range of verbs and ask them to use a thesaurus to find a range of synonyms for each. Record these, then ask pupils to rank the words in order of formality. You could use paint sample charts to do this on. For example:

dump
plonk
set
place
deposit

Pupils should look through their own writing and choose a range of verbs that they use frequently to utilise for the above activity. Have they used the most appropriate word for the formality they aimed for in their writing?

Practise

Share the short extract of text based on *Neil Armstrong and Travelling to the Moon* in the Resources section. Explain its purpose and audience – the writing is a formal piece in an information book for pupils. However, in this version the verbs have been changed. Discuss the verb choices and whether they suit the level of formality needed. Pupils should use a thesaurus to make the changes they think are needed, and then compare their choices with the verbs used in the original text (p. 4).

Apply

In pairs, pupils should edit a piece of writing focusing on the formality or informality of the text and the verb choices. Share changes and discuss reasoning.

Teaching resources

Strand 1b: Co-ordination and subordination

Activity 1b.14: How does the eagle eat?



The eagle **eats** the salmon in one gulp.

**is eating**

Tense: present
Form: progressive
(Uses auxiliary of the verb *be* before the present participle *eating*.)

eating

Tense: ?
Form: past participle

will eat

Tense: future
Form: simple

had eaten

Tense: past
Form: perfect
(Uses auxiliary of the verb *have* before the past participle *eaten*.)

has eaten

Tense: present
Form: perfect
(Uses auxiliary of the verb *have* before the past participle *eaten*. The action is completed, but the effects are still relevant in the present.)

to eat

Tense: ?
Form: infinitive

eaten

Tense: ?
Form: past participle

was eating

Tense: past
Form: progressive
(Uses auxiliary of the verb *be* before the present participle *eating*.)

ate

Tense: past
Form: simple

eats

Tense: present
Form: simple

add	drop	hang	kick	knit	reach
obey	scatter	visit	notice	allow	name
end	hug	land	rinse	open	jump
stay	walk	pass	vanish	talk	chase
bake	escape	imagine	use	lock	gather
work	bang	fasten	zip	itch	yell
march	promise	turn	damage	yawn	untie
call	fix	jog	grab	mix	question

Activity 1b.15: Clause detective

Extract from *The Diamond Thief* by Sharon Gosling

Rémy took a deep breath as she stood on the edge of the narrow plunge board. Above her, the old material of the big top's roof was close enough to touch. Below her was nothing at all but air dirtied by dust and tobacco smoke, and then, sixty feet below, arranged around the sawdust of the circus ring, there was the crowd. She could almost hear their silence, the collected indrawn breath of five hundred people. They were all waiting to see what she could do. They wanted to see her tumble through the air above them, to dive and swoop, hanging from a thin metal bar suspended only by two old ropes. And perhaps ... just perhaps, this time, she would fall.

Activity 1b.16: Colon or semi-colon?

Example sentences

Fortunately the car missed the cat; unfortunately for the driver, it didn't miss the kerb.

The zoo was quiet: lions lazed in the long grass; hippos wallowed in the water; meerkats groomed each other in the sun.

The Christmas ornaments are all packed away: small, shiny ones; big, bright ones; and the home-made ones.

She could smell rotten meat; she could hear ominous scratching; she could sense something moving towards her.

Other resources found in India include: bauxite, used in the manufacture of aluminium; titanium ore, a metal used in the manufacture of jet engines; natural gas; diamonds; and limestone.

Unpunctuated sentences

the school offered three clubs for its pupils art and craft
dance and chess

there is mounting evidence of global warming of course
some people will never believe it

the speakers were dr sally meadows biology dr fred eliot
animal welfare ms gerri taylor sociology and prof julie
briggs chemistry

I read the book in one evening it was not very helpful

Strand 1c: Sentence types

Activity 1c.10: Question this

**What is the cleanest,
greenest car?**

**What happens when we
squirt foam or liquid from
an aerosol can?**

Had he seen her? The boy with the odd eyes – Thaddeus, his companion had called him, Thaddeus Rec – had seemed to be staring right at her. But how could he have seen anything in this gloom?

Have you ever noticed that pennies turn darker with age?

Have you heard about fish that look like blobs or goo or glow like torches? Have you seen the antelope that can stand on their hind legs? What about a chicken that looks like it should be wearing a scarf?

Would you have followed them in dear reader?

Strand 2: Nouns and noun phrases

Activity 2.23: Expanding nouns (1)

who	whom	which
that	where	

Activity 2.24: Expanding nouns (2)

The Dobson Spectrometer is a ground-based scientific instrument that measures the amount of ozone present in the atmosphere.

This is because they are made from plants and creatures that lived on Earth over 300,000 years ago.

The first to arrive were traders, who brought spices such as cinnamon and cloves, and sold them to Europe.

They are easy to recognise, but the stripes camouflage them in the tropical forests where they live.

Activity 2.25: Commas in relative clauses

Relative clauses

**My sister who lives in France
will be calling me later.**

**Snakes that are poisonous
should be avoided.**

**I can see the boy whose
bike was stolen.**

**The pupils who were on scooters
made a lot of noise.**

Activity 2.27: Describe it!

Extract from *The Diamond Thief* by Sharon Gosling

Far below her, Rémy heard Claudette's sharp whistle echo in the distance. Glancing down, she saw Dominique canter into the sawdust circle. The little palomino wore an old tan saddle and a feather headdress to match Rémy's own, and on her back was Nicodemus. The pony circled, her pace steady as the wizened little capuchin monkey began to somersault too, over and over, copying Rémy's movements on Dominique's back. The crows roared with laughter, pointing and clapping and slapping their thighs in delight.

Strand 3: Adverbials**Activity 3.22: Links within texts (2)****Time**

initially	first	firstly	secondly
to begin with	once	prior to	then
next	soon	later	meanwhile
recently	immediately	currently	at present
after(wards)	following	previously	subsequently
in the end	finally	at last	lastly
eventually	in ... (year, month)	on (days of week)	at (time)

Exemplification

for example	for instance	such as	in other words
-------------	--------------	---------	----------------

Cause/reason

accordingly	consequently	as a result	so
therefore	thus	thereby	because of
seeing (that)	hence		

Purpose

in order that	so	so that	to
in order to	so as to		

Persuasion/showing your opinion

obviously	of course	clearly	surely
certainly	evidently	naturally	indeed
decidedly	virtually	no wonder	strangely
oddly	luckily	fortunately	unfortunately
admittedly	undoubtedly	interestingly	surprisingly
curiously	remarkably	unbelievably	absurdly

Addition

also	too	in addition	further(more)
as well as	again	what is more	moreover

Contrast

but	however	nevertheless	despite
on the contrary	instead of	on the one hand	on the other hand
unlike	in contrast	otherwise	yet
all the same	conversely	even so	then again

Emphasis

above all	in particular	specifically	especially
significantly	in fact	indeed	more importantly
explicitly	actually	simply	really

Activity 3.23: What's the difference?

Adverbials expressing degrees of possibility

actually	apparently
certainly	clearly
definitely	doubtless
hopefully	in fact
maybe	no doubt
perhaps	possibly
presumably	probably
potentially	really
supposedly	undoubtedly

Strand 4: Verbs

Activity 4.16: Digging for verbs

Present simple	Present progressive	Present perfect	Present passive	Present participle	Modals
peers					
Past simple	Past progressive	Past perfect	Past passive	Past participle	Infinitive
discovered ruled made peered was					

Activity 4.17: Could you, should you?

would	will	could	can
should	shall	might	may
ought to	must		

Activity 4.18: Are you sure?

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

Activity 4.19: What animal should you be?

I can imagine what it would be like if I were a giraffe. I would be incredibly tall. I could eat the leaves off the top of trees and could peer over rooftops. I couldn't swim, but I could run fast, galloping gracefully across the plains of Africa. I might be afraid of lions, but I don't think they are that fond of giraffe meat.

Of course, I might not live in Africa. I might live in a zoo instead, which wouldn't be so nice. People would come and stare at me and there wouldn't be room to run. Giraffes ought to be roaming free on the savannah.

Should I become a giraffe? No, I think I should stay just the way I am.

Activity 4.20: Modal contractions

we will	I will	she will
he will	should not	could not
would not	can not	will not

Activity 4.22: The passive voice

Present simple	Present progressive	Present perfect	Present passive	Present participle	Modals
Past simple	Past progressive	Past perfect	Past passive	Past participle	Infinitive

Activity 4.23: Who's to blame?

The *National Geographic Magazine* was first published in 1888. It was designed to share a world of adventure when travel was still considered to be a luxury.

In 1889, the first colour illustrations were used – pastel drawings of scenes from Nicaragua – as well as the first fold-out map. These features were soon to become an important part of the magazine.

Alexander Bell was elected as president of the society and wanted to produce a magazine that 'appealed to a wide range of people, not just the scientific'. He insisted on 'pictures, and plenty of photographs'.

The First World War was an important time for the magazine. Large maps of the fighting fronts were published throughout the war, keeping members informed about the warring countries. Stories about the conditions on the front line were shared on a regular basis. During this time, membership soared.

But this was not the only war work that the National Geographic undertook. Whatever the subject – New Guinea tribesman hummingbirds or jet aircraft – it was presented in dynamic colours and layouts. The ravages of pollution, the plight of elephants and tigers and the devastating consequences of acid rain were shared with readers in carefully balanced articles.

Today, the *National Geographic Magazine* brings the world of geography to 60 million readers around the globe each month. The magazine continues to document life on our planet and beyond.

Activity 4.25: Grammar geek!

A man climbs on a bus. He pays for his ticket and sits down next to the window. Next to him is a child with a spinning top who plays with it constantly. This is very irritating so he gets up and moves seat so that he is on his own. The bus stops at the next shelter.

past simple	present progressive	past progressive	present perfect
past perfect	present passive	past passive	

Activity 4.27: Muddled tenses

The man will be very old and has a white beard and hair. He wears a clean shirt and trousers but his clothes were worn and will be badly mended. He didn't look round at the pupils but is nodding. He was staring out to sea.

The pupils introduce themselves and he listened carefully. Then he was telling them how he lives in the place all his life, along with his family. Everyone had left now and he was the only one left lived on the island. He talks of fishing, rare visits from friends and the animals that visited more frequently. He had talked of memories and friendship.

Activity 4.28: Word conversion

real	advert	equal	-ate
false	liquid	glory	-ify
active	motive	pure	-ise

computer	central	beauty
class	captive	terror

Activity 4.29: Prefixes

de-	appear	match	arrange
dis-	place	trust	construct
mis-	confident	write	build
over-	clutter	honest	paid
re-	print	do	

de-	dis-	mis-	over-	re-

Sample sentences

I have rebuilt the house only to find that I have misplaced the doors which I will need to reconstruct.

You disappeared just as I was starting to think that I would need to rewrite and reprint the posters for the school play.

Activity 4.30: Man on the Moon

On 20 July 1969, American astronaut Neil Armstrong stopped on the bottom rung of his Lunar Module ladder and glanced down.

Then, as around 600 million people viewed from their television sets on Earth, Armstrong put his left foot onto the Moon's surface. He had just become the first human in history to tread onto another world.

Example teaching sequence

Writerly knowledge chart: *Are Humans Damaging the Atmosphere?* by Catherine Chambers

How do I feel about the text?	How did the author do that?	Examples
Clear explanation about what the atmosphere is and the issues around it.	<ul style="list-style-type: none"> • Use of questions to frame the content of sections. • Diagrams. • Technical vocabulary linked to the glossary. • The development or building of information throughout the introduction. 	
The text is quite formal but relates the issue to our real lives.	<ul style="list-style-type: none"> • Choice of topics included. • Use of the passive voice. • Technical vocabulary. • Complex sentences containing a lot of information. • Boxes of extra information, e.g. Heroes or Villains?, Biography, Did you Know? • Relative clauses to expand noun phrases. 	<p><i>Is made, are called, is measured</i></p> <p>p. 31</p> <p><i>a ground-based scientific instrument that measures the amount of ozone present in the atmosphere</i></p>
Where there is a challenge, it is communicated clearly.	<ul style="list-style-type: none"> • Use of words/phrases/ clauses to demonstrate differences in opinion or beliefs or unknowns. 	<p><i>Some scientists say</i> <i>For the moment, there are no answers</i> <i>But there are problems</i> <i>Hero or Villain?</i></p>

Key learning outcome: Write an information text based on a topic of interest

Elicitation task

Provide pupils with a question that is relevant to school life and of interest to them – for example, *Does having split playtimes help the younger pupils?* They should decide whether they agree or disagree and give their reasons. Ask pupils to write a report answering this question. Some pupils may prefer to choose their own question. *Use the outcomes from this to adapt the medium-term plan and the national standards outcomes. It will not be possible to teach everything in the sequence, so use the elicitation task to identify elements that can be removed.*

Medium-term plan

Reading

Maintain positive attitudes to reading and understanding by:

- continuing to read and discuss an increasingly wide range of non-fiction and reference books
- reading books that are structured in different ways and reading for a range of purposes.

Writing

Pupils should be taught the following:

Plan writing by:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Grammar

Develop understanding of the concepts set out in English Appendix 2 of the National Curriculum by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using passive verbs to affect presentation of information in sentences (Y6)

<p>Understanding what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language and structure and presentation contribute to meaning. <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>Proofread for spelling and punctuation errors.</p>	<ul style="list-style-type: none"> • using relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied (i.e. omitted) relative pronoun (Y5). <p>Indicate grammatical and other features by teaching pupils to use:</p> <ul style="list-style-type: none"> • devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>) (Y5) • linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis (Y6) • layout devices (e.g. headings, sub-headings, columns, bullets or tables to structure text) (Y6). <p>Terminology</p> <p>Y5: relative pronoun, relative clause, ambiguity</p> <p>Y6: subject, object, active, passive</p>
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Spoken language
Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- select and use appropriate registers for effective communication.

Working at national standards

- Use clause and phrase constructions suitable for the degree of formality in the text.
- Focus and drive the reader's interest through the use of questions for text cohesion.
- Use presentation and layout to support the reader.

Working at greater depth

- Create and build a point of view over the whole text.
- Communicate the challenging aspects of the issue clearly.

Guided group writing targets				
Group 1	Group 2	Group 3	Group 4	Group 5
Teaching			Guided work linked to sequence	Learning: I can... I know... I understand...
Familiarisation/immersion in text/analysis				
Use the 'Imitate' phase of the sequence to construct a writerly knowledge chart with pupils.				
Imitate				
Use the front cover of the book and create a concept map that reflects what pupils know about this issue. In what way does the front cover give us a clue about the point of view taken by the author? Why is the title written in the present progressive?				
Look at the contents page and decide which chapters most interest pupils. Do they need to know more about the atmosphere before reading anything else (pp. 4–9)?				
Read through pp. 4–5, asking pupils to stop you and ask a question when they are not sure about something. Model working out a solution to the problem and then continue reading. Ask pupils in pairs to try to solve the next problem raised.				
Provide pupils with the diagram of the layers of the atmosphere and ask them to work in pairs to explain in one minute what the atmosphere is and why it matters. Present the talk to groups in another class and ask for feedback about what they have understood.				
Read the rest of the chapter about the atmosphere to pupils. Although this is quite a complex subject, has the author done anything to help the reader? Draw up a list of ideas and discuss them, then write about how these help.				
In twos or threes, pupils should choose a paragraph that they find difficult. Ask pairs to try to learn and remember it in a way that suits them. This may require them to draw a map.				
Go back to the contents page and choose a chapter to read (perhaps, 'Does farming harm the atmosphere?') Discuss the issue before reading the section. Provide the class with a challenge (e.g. Mr T's class would like a list of bullet points about the ways in which farming harms the atmosphere). Model highlighting key points and then writing a list of bullet points to fulfil the task. Ask pupils to work in pairs to complete the task.				

How are questions used in this text? Give pupils photocopies of the text and ask them to investigate and feed back to the whole class about their findings. Draw attention to the questions at the end of paragraphs (e.g. *What is its function?*, p. 4). Why start a paragraph with a question, p. 14? Could you use a question in the middle of a paragraph, p. 19? Ask pupils to write a couple of paragraphs about their school for a new year 5/6 pupil to explore incorporating questions in the same way.

Model evaluating the effectiveness of the use of questions in a piece of writing. With a partner, pupils should review their writing, discussing the impact of the use of questions.

Another way to develop text cohesion is to repeat words within paragraphs and across paragraphs. Model highlighting and linking repeated words and ideas on pp. 4–5, talking about how they ‘glue’ the text together. Give pairs pp. 28 and 31 and ask them to complete the same activity. Pairs join up with another pair to share what they have found and the impact it has on the text.

Grammar

What tense is this text written in? Pupils should be given a paragraph from a section (e.g. from the farming pages) and asked to underline the verbs. Pairs pass their paragraph to another pair, who check that all the verbs are underlined. If pupils are unfamiliar with identifying verbs you will need to model this activity.

Create a large verb chart on the floor using masking tape and model deciding where a couple of verbs should go and what the headings of the columns should be. Pupils should decide where their verbs go and place them in the chart. They may have some verb forms left over. Share these verbs and decide on their placement. (This sequence assumes that pupils have already been taught how to create the passive voice. If this has not been taught, take out this activity and replace with activities that teach the passive voice.)

What do pupils notice about the tense this text is written in? Are there any past tense verbs? Why? Relate back to the text and content to provide a reason. Using a consistent tense with a range of forms is another way in which text cohesion can be achieved.

Provide pupils with a blank verb chart and watch a video clip of an eagle swooping to catch a fish (for example, <https://www.youtube.com/watch?v=j4-HEaBZaMc>). Generate a list of verbs that could be used to write about what the eagle does. Ask half the class to write a paragraph about the eagle – half of them should use the past tense and half the present tense. Pupils pair up, read each other their writing and discuss the impact of writing in different tenses. Have they used a range of forms? Would there be a difference if you only used one form of the verbs? Use the writing but put it all into the simple/progressive/perfect or passive (if possible). What impact does that have?

Return to the text and look at the impact of using the passive voice. Discuss and share points of view and then record for the working wall.

Use a noun phrase (e.g. most farmers) and ask pupils how they can expand it (use of adverb, adjectives and prepositional phrases). Who can make the longest expanded noun phrase that is still usable in writing? Introduce pupils to the relative pronouns and ask them to place them after the noun and complete it (e.g. most farmers who rear cattle). Who can make the silliest/most sensible/most appropriate? Use a zone of relevance and sort the noun phrases in order of appropriateness.

Choose a range of images from the text and label the noun phrases that include a relative clause.

Play a game where pupils have a determiner and noun and then a set of cards that ask them to add in extra elements. Pupils play in pairs, taking it in turns to choose a card and do what it says. The player who can add in the last bit of expansion where it still makes sense, wins the phrase. The text for the cards is provided on p. 95. This is an adaptation of a game for noun phrases detailed in Y3/4.

Box up the text both for the introduction and the farming section.

Innovate

The body of content that pupils will need to write their own text is considerable, so to reduce that, the Innovate stage will focus on the overview and then pupils will choose and answer their own question related to this in the Invent stage. You can also save time by using content from another curriculum area. For the purposes of this sequence, recycling has been chosen. It will also save time if pupils identify the question that they want to answer at the Invent stage now and start to research it as home learning.

Generate questions based on recycling and discuss which would be the most important ones to look at in an introduction to a text. Record all questions and display so that pupils can refer to them and think about ones that they would be interested in answering in the Invent phase.

If possible, organise a trip to a recycling centre to find out more information. Collect notes, photos and facts from the trip and sort them out and record as notes under the questions which they help to answer.

Research the questions to find more information for the answers. Include the use of infographics to find out facts. Store all information on sheets around the class so that everyone can use the information.

Box up the new information using the questions and a small amount of detail.

Collect images of recycling that relate to the text and use the noun phrase game to develop expanded noun phrases to use in writing. Label the pictures ensuring that the phrases are the most appropriate ones for this type of text.

Shared writing

Model planning the layout of the text to support the reader and then the writing with an emphasis on the elements included in the writerly knowledge chart that you have drawn up with pupils. Model writing over a couple of days to address the aspects that pupils are not including.

Pupils should write their own version of the introduction.

Model reading, writing and improving related to a particular focus (e.g. level of formality) and clear explanation about the issues.

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

If they have not already done so, pupils should choose their own questions to answer related to recycling (e.g. *How do plastic carrier bags destroy the environment?*) and generate sub-questions.

Use images to label with noun phrases if pupils still need to do this.

Plan the layout.

Teach and model a small sample of writing with the aspect that needs further development (e.g. the use of the passive or questions for cohesion within and between paragraphs).

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.

Publish a final version and make into small booklets.

Boxing up

Imitate Are humans damaging the atmosphere?	Innovate Are humans recycling enough waste?	Invent
What is the atmosphere? Did you know?	What is recycling? Did you know?	
How do we measure gases in the atmosphere?	Why is it important to recycle?	
How do we know gas levels have changed?	Will recycling reduce greenhouse gas emissions?	
Does farming harm the atmosphere? Did you know?		
What are agrochemicals and what do they do to the atmosphere? Hero or villain?		



add a prepositional phrase	add an adjective	add a relative clause
add a relative clause	add a prepositional phrase	add an adjective
add an adverb	add a noun	add an adverb
change the determiner	use a pronoun	change the determiner
use a pronoun	add a prefix to a noun	add a prefix
make one of the nouns more precise	make one of the nouns more precise	

Example

The farmer.

The busy farmer. (adjective)

The busy farmer who lives on the other side of the river. (relative clause which includes a prepositional phrase)

The busy cattle farmer who lives on the other side of the river. (noun)

The relatively busy cattle farmer who lives on the other side of the river. (adverb modifying the adjective)

The relatively busy cattle farmer in Texas who lives on the other side of the river. (prepositional phrase)

This relatively busy cattle farmer in Texas who lives on the other side of the river. (change the determiner)

Assessment criteria and diagnostic activity

The statements in bold at the bottom of each section in the table below have been taken from the *2015–16 Interim teacher assessment frameworks at the end of Key Stage 1 and Key Stage 2*. The statements come from the writing criteria for pupils working at the expected standard.

The table includes information on where effective formative assessment information can be collected through the use of the grammar activities and diagnostic assessment tools. This information could be added to the range of other assessment information gathered in order to make an overall judgement about a pupil's standard in writing.

Strand 1: Different ways to construct sentences	
Y5/6	Pupils need to:
<p>Co-ordination and subordination</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Use of the semi-colon, colon and dash, to mark the boundary between independent clauses.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>The difference between structures typical of informal and formal speech, and writing.</p>	<ul style="list-style-type: none"> • Understand how different forms of punctuation can be used within and between sentences. • Understand and discuss how punctuation choices enhance the meaning of the text. • Understand how variation in sentence construction can add to the effectiveness of text in different ways (e.g. the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures). <p>Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some correct use of semi-colons, dashes, colons and hyphens.</p>
<p>Sentence types</p> <p>The difference between structures typical of informal and formal speech, and writing.</p>	<ul style="list-style-type: none"> • Understand the use of question tags in informal structures (e.g. <i>She's lovely, isn't she?</i>) • Understand the impact of the use of questions in different text types, such as rhetorical questions and asides to the reader. <p>Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some correct use of semi-colons, dashes, colons and hyphens.</p>

Strand 2: Nouns and noun phrases

Y5/6	Pupils need to:
<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</p>	<ul style="list-style-type: none">• Understand that noun phrases can also include relative clauses (e.g. The glistening dragon, which guarded the treasure, was snoring loudly.)• Understand that relative clauses are constructed using the relative pronouns <i>who, which, where, when, whose, that</i> or an omitted relative pronoun (e.g. The morning (when) I arrived in London was dark and gloomy.)• Understand that relative clauses are subordinate clauses which may or may not be embedded (e.g. <i>The Knight rescued the maiden, who was very relieved.</i>)• Understand the use of commas with relative clauses:<ul style="list-style-type: none">• – before and after the clause for adding additional information (e.g. <i>The chocolates, which were made by Thorntons, were eaten quickly.</i>)• – no comma when identifying which noun you are talking about (defining) (e.g. <i>The chocolates that were made by Thorntons were eaten quickly.</i>)• Understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. <i>cats/big cats/these animals</i>). <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p>

Strand 3: Adverbials

Y5/6	Pupils need to:
<p>Indicating degrees of possibility using adverbs (for example, <i>perhaps, surely</i>).</p> <p>Linking ideas across paragraphs using adverbials of time, place and number (for example, <i>later, nearby, secondly</i>). In Y6 the use of adverbials <i>on the other hand, in contrast, as a consequence</i>.</p>	<ul style="list-style-type: none">• Understand that adverbs and adverbials help to maintain cohesion across a text• Understand that adverbs can help to indicate degrees of possibility (e.g. <i>Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.</i>)• Understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence, clearly, inevitably, etc.</i>) <p>Use adverbs and preposition phrases effectively to add detail, qualification and precision.</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p>

Strand 4: Verbs**Y5/6****Pupils need to:**

Indicating degrees of possibility using **modal verbs** (for example, *might, should, will, must*).

Use of the **passive** to affect the presentation of information in a **sentence** (for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me).*)

Linking ideas across paragraphs using tense choices (for example, *he **had** seen her before*).

- Recognise the range of modal forms.
- Understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. *may* versus *will*: *I may come and see you. / I will come and see you. / I should come and see you.*)
- Understand that apostrophes are used for contraction in some verb forms.
- Understand that in the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. *The wall was painted (by the pupils).*)
- Understand that the passive voice is formed using any tense of the verb to be and the past participle (e.g. *He was taken to the police station. / She will be taken to the police station.*)
- Understand and explain how the passive form can be used for particular effect in both narrative and information texts.
- Understand and use structures for formal speech and writing, including the subjunctive.

Use passive and modal verbs mostly appropriately.

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 5 and 6.

Terminology for pupils	
Year 5	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Year 6	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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 Y5/6 cards have a theme based around the environment and pollution. Pupils should be able to make a range of fiction and non-fiction sentences with varying levels of formality.

The adverbials cards (green) have a range of adverbials for different purposes. You may wish to choose to include only some of them for the basic diagnostic activity, depending on prior teaching.

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 activity: 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.

'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*).

Year 5/6 variations to the generic diagnostic activity

The following activities offer some variations on the generic diagnostic activity. 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)

Light blue: adjectives in complement slots

Cream: relative pronouns

Pink: modal and auxiliary verbs

Levels of formality

When using any of the games in Y5/6, be aware of pupils' choices of language suitable for different levels of formality and for language suited to fiction or non-fiction. Use this as an opportunity to assess and extend their understanding.

Noun phrases

Y5: expanding noun phrases using relative clauses beginning who, which, where, when, whose, that or an omitted relative pronoun.

Use the noun, verb, adverbial and punctuation cards and ask pupils to choose cards and create a simple sentence. Introduce the relative pronoun cards (cream) and ask pupils to pick one and use it to extend their sentence orally before writing it on a whiteboard. Get them to experiment with a few examples before discussing any of the following areas as appropriate:

- terminology (relative pronoun, relative clause)
- what the relative clause does (expands the noun phrase)
- when each relative pronoun is used
- the parts of the relative clause (relative pronoun, verb, etc.)
- what punctuation is needed and how it can change the meaning.

Ask pupils to write out their final expanded noun phrase on a blank blue strip. Have they remembered to include the relative clause? Ask them to add the other elements of the sentence to reinforce the different elements of the main clause.

Adverbials

Y5: devices to build cohesion within paragraphs and linking ideas across paragraphs using adverbials of time, place and number.

Y6: linking ideas across paragraphs using for e.g. adverbials such as on the other hand, in contrast, as a consequence.

Using the noun, verb, conjunction and punctuation cards, ask pupils to create a sentence with more than one clause. Discuss whether they have created a fiction or non-fiction example and the style. Provide them with the adverbial cards for cohesion. Could you use any of these to start the next sentence? Which ones work and why? Ask them to choose one of the cards to write the next sentence in the paragraph (or to begin a new paragraph depending on your focus). Explore what the adverbials add to the meaning of the sentence.

Verbs/Adverbials

Y5: indicating degrees of possibility using adverbs or modal verbs.

Create a simple SVO sentence with the group using the noun cards (blue) and the verb cards (pink).

- 1 Provide pupils with the adverbial cards (green) expressing possibility (e.g. *maybe*, *certainly*) and ask them to choose one of the words to put into the sentence. (You might want to give them blank cards so that each pair can write out the whole sentence themselves.) Discuss the positioning of the words and the function. Do the pupils know the terminology? Ask pupils to rank their sentences in order of possibility.
- 2 Return to the original sentence. Provide pupils with modal verb cards (pink) and some blank pink cards. Do they know the term for the words on the cards? Ask them to pick a card and add it to the sentence using the blank cards if they want to add other auxiliary verbs or change the tense of the main verb. Share the sentences as a group and explore the changes in meaning with different modal verbs. Rank or group them according to possibility and certainty. Ask pupils to explain when it could be useful to use different modal verbs and adverbials of possibility in their writing.

Verbs

Y6: use of the passive to affect the presentation of information in a sentence.

Ask pupils to create a simple SVO sentence using the noun (blue), verb (pink) and punctuation (white) cards. (Make sure you leave out any verb cards that are already in the passive.) Then ask them to transform their sentences into the passive voice. Will the verbs they have chosen transform into the passive voice? If not, choose another. Rehearse these sentences orally before using additional blank verb cards (pink) to record the form of the verb. Discuss the change in meaning from the active voice to the passive voice. Repeat the activity a few times and explore the form, tense and function of the passive in the examples created. Discuss leaving in/taking out the agent. What difference does it make to the meaning? If relevant, allow the pupils to experiment with pronouns in the subject position. What happens to these in the passive (e.g. *I kicked the ball.* / *The ball was kicked by me.*)?

Noun phrases (print or copy on blue card)

the heap of rubbish	this incredible plant	recycling centres
delicate wildflowers	the world's climate	paper bags
harmful chemicals	a fairly disgusting smell	his rather shabby home
lots of broken bottles	piles of plastic	thick smoke
scientists	pollution	a wonderful place
the twisted metal, like alien plants	old fridges and televisions	rubbish dumps
the ozone layer	fumes from cars	charity shops
an ugly world	the poison pool	this man-made environment

rusty metal and broken glass	the hot sun	dark green moss
happy children	an overgrown path	plastic
the world's oceans	carbon dioxide	the old man
plants and trees	creatures of all types	humans
people	the old shed	a bright-eyed blackbird
a thin, stray cat	the government	the sun's rays
the earth	the oceans	wild birds
poisonous fumes	landfill sites	plastic bags

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

I	I	I
he	he	she
she	it	it
we	we	you
you	they	they

me	you	him
her	it	us
them		

Verbs: main tenses (print or copy on pink card)

forms	increases	pollutes
help	know	inform
destroys	have discovered	are researching
have linked	believe	have studied
burn	began to trickle	emerged
entered	lived	thrived
is dying	had risen	managed to survive
will manage to survive	hope	want to persuade
have burnt	started to grow	contribute

provide	are producing	cleared up
releases	had decreased	was reducing
sprouted	slept	was healing
disappeared	contributes	break down
is used	are cut down	were destroyed
kills	recycle	re-use
make	made	melted
biodegrade	had thought	had helped
rusted		

Adverbials (print or copy on green card)

perhaps	maybe	surely
possibly	certainly	first
next	after that	eventually
finally	furthermore	alternatively
on the other hand	meanwhile	in contrast
as a consequence	more importantly	therefore
however	for example	also
in addition	obviously	in time

in the atmosphere	on Earth	by the rubbish tip
under broken cars	out of old bins	from the tangled rubbish
over the years	into the air	on land
from polluting engines	towards the warm sun	into a green paradise
with a smile	out of the gloom	amongst the rubbish
astonishingly	gradually	very slowly
hopefully	peacefully	noisily

Conjunctions (print or copy on yellow card)

and	but	(and) then
or	before	while
as	since	when
because	if	as soon as
after	in spite of	despite
whatever	even if	whenever
wherever	unless	just in case
until	instead	although
even though		

Punctuation (print or copy on white card)

.	.	.
CL (capital letter)	CL (capital letter)	CL (capital letter)
,	,	,
!	!	!
?	?	?
;	;	;
:	:	:
...	...	—
—	()
()	

Adjectives in complement slots (print or copy on light blue card)

rather smelly	destroyed	very dangerous
broken	beautiful	extremely dense
sharp	poisonous	completely useless
foggy and grey	polluted	endangered
totally extinct	hopeful	optimistic

Relative pronouns (print or copy on cream card)

who	which	that
where	when	whose
who	which	that
where	when	whose

Modal and auxiliary verbs (print or copy on pink card)

will	shall	would
should	may	might
can	could	must
won't	shan't	wouldn't
shouldn't	may not	might not
can't	couldn't	mustn't

am	are	aren't
is	isn't	was
wasn't	were	weren't
have	haven't	has
hasn't	had	hadn't

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)

1 *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.*

2 *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.*

3 *The directors recommend that he **not attend** the hearing.*

The structures explained in example 2 can also be formed in the negative.

4 *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.

5 *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.

6 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	forsook	forsook
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

