

GRAMMAR WORKSHOP

TUESDAY 22ND NOVEMBER 2016



SESSION AIMS

- ❖ To explain the grammatical terms that your children talk about at home.
- ❖ To give ideas on how to support your child in their development of grammar skills throughout Key Stage 1.

THE KEY TO GRAMMAR SUCCESS

- ❖ Children can only begin to write in a grammatically correct way when they can speak in a grammatically correct way.
- ❖ Reading is so important.
- ❖ Excellent role models.

THE BASICS

- ❖ We put letters together to make words, words together to make sentences but it isn't a sentence until we punctuate it with a capital letter and full stop.

the quick brown fox jumped over the lazy dog

The quick brown fox jumped over the lazy dog.

LETTERS

- ❖ Children learn the letter sounds but they must know the letter names.
- ❖ They need to know capital letters and where they are used.
- ❖ Year 2 children learn about vowels and consonants to help them apply spelling rules.

PUNCTUATION

- ❖ Year 1 children will learn about full stops and begin to use exclamation and question marks.

. ! ?

- ❖ Year 2 children will use commas, apostrophes and ellipsis.

, ' ...

WORD CLASS

- ❖ Words are classified according to their purpose in a sentence.
- ❖ Children will learn the names of these types of words and should be able to identify word types.
- ❖ They should use different word types for effect in their writing.



NOUNS

NAMING WORDS

People, places, animals, things.

NOUNS

❖ Spot the noun in the sentence...

The bird ate the apple.



PLURAL NOUNS

❖ To make a singular noun plural we add **-s**.

apple → apples

❖ If the noun ends with **s, x, z, ch, or sh**, we add **-es**.

brush → brushes



ADJECTIVES

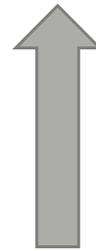
DESCRIBING WORDS

They add detail to a sentence.

ADJECTIVES

❖ Spot the adjective in the sentence...

The bird ate the juicy apple.



NOUN PHRASES

- ❖ A noun phrase is when you use an adjective to describe a noun.

The blue sky, a cuddly teddy, a bouncy kangaroo.

- ❖ An expanded noun phrase is when more than one adjective describes the noun.

A fresh, juicy orange.



ACTION WORDS

That's what's happening.

VERBS

❖ Spot the verb in the sentence...

The bird ate the juicy apple.



PAST TENSE VERBS

- ❖ When we put a regular verb in the past tense we add **-ed**.

Jumped, crawled, walked, talked, brushed.

- ❖ If the verb ends in **-e** we just add a **-d**.

Smiled.

- ❖ If the verb has a short vowel sound, we double the consonant before adding **-ed**.

Hopped, skipped, flapped.

- ❖ Some verbs are irregular and we changed the word completely.

Sat, sang, swam, caught, threw.



Adverbs

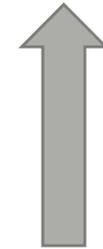
DESCRIBE THE VERB

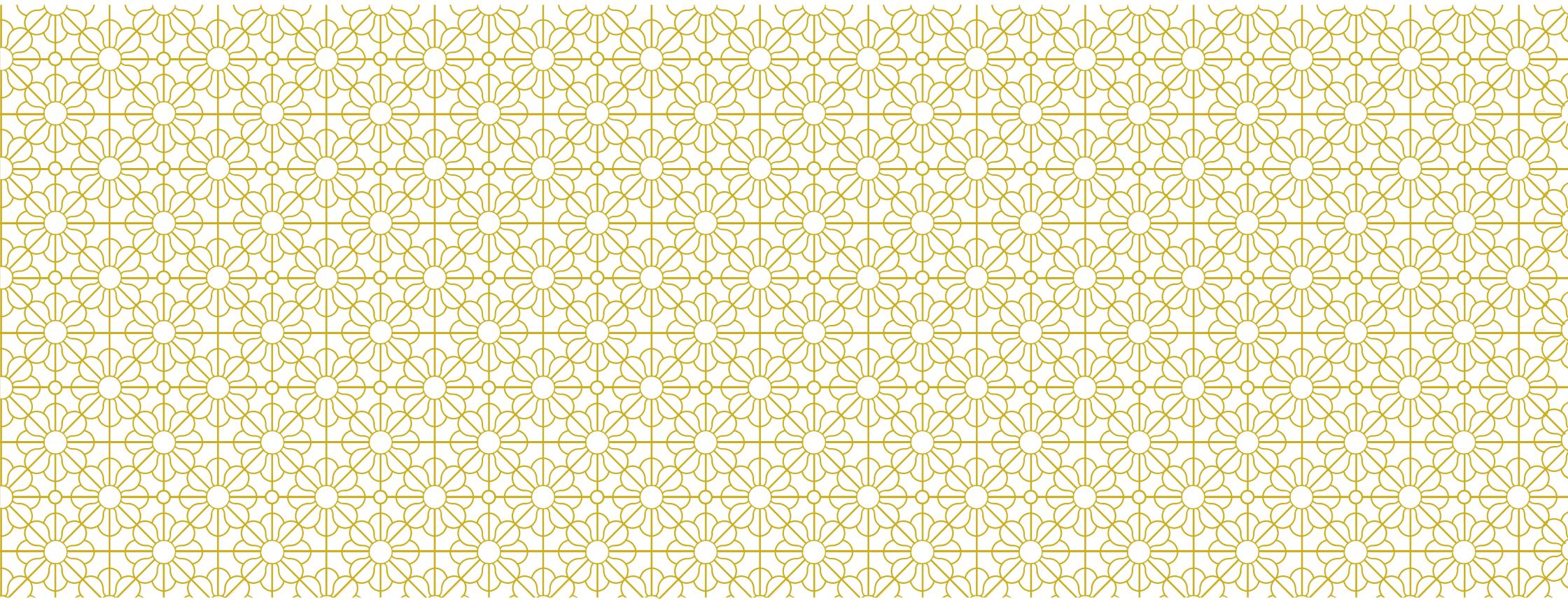
How, when or how often.

ADVERBS

❖ Spot the adverb in the sentence...

The bird ate the juicy apple greedily.





CONJUNCTIONS

Joining words.

Conjunction

Conjunctions link words or groups of words in a sentence. They are sometimes called joining words.

Examples of conjunctions:

and but or

I have a sandwich **and** an apple.

conjunction

Would you like a cake **or** a biscuit?

I ate the cake **but** I left the sandwich.



Challenge!

Conjunctions that link words or groups of words that are equally important are called **co-ordinating conjunctions**.

I like cats **and** I love dogs.

co-ordinating
conjunction

equally important ideas

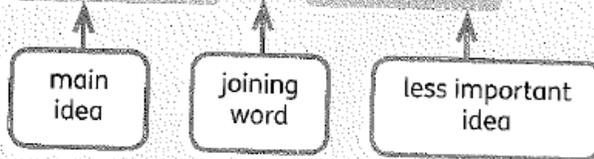
Coordinating Conjunctions

Some conjunctions link words or groups of words which add extra meaning but which are less important than the rest of the sentence

Examples of this type of conjunction:

after although as because if that when while

I like running races **when** it is playtime.



I like swimming **because** the water is warm.

I got a medal on sports day
although I did not come first.

Which is the
conjunction in
this sentence?



Challenge!

Joining words that link to less important ideas are called **subordinating conjunctions**.



Subordinating Conjunctions

PREFIXES AND SUFFIXES

❖ We add prefixes to the beginning of words or suffixes to the end to change the meaning, purpose or class of a word.

Jump → Jumped

Care → Careful

Sing → Singing

Fast → Faster

Sad → Sadly

Happy → Unhappy

COMPOUND WORDS

- ❖ Compound words are made up from two other words.



SENTENCE TYPES

- ❖ In Year 2, children should be able to identify and use different sentence types.
 - Statement, command, question, exclamation.

Put your coat on quickly.

What a fantastic day it was!

How old are you?

Penguins are my favourite animal.

EXCLAMATION SENTENCES

- ❖ Exclamation marks can be used for effect anywhere in writing.
- ❖ To make it an exclamation sentence, it must start with 'what' or 'how' and contain a verb.

What a beautiful day it is!

How much fun was that!

What an amazing time we had at the park!

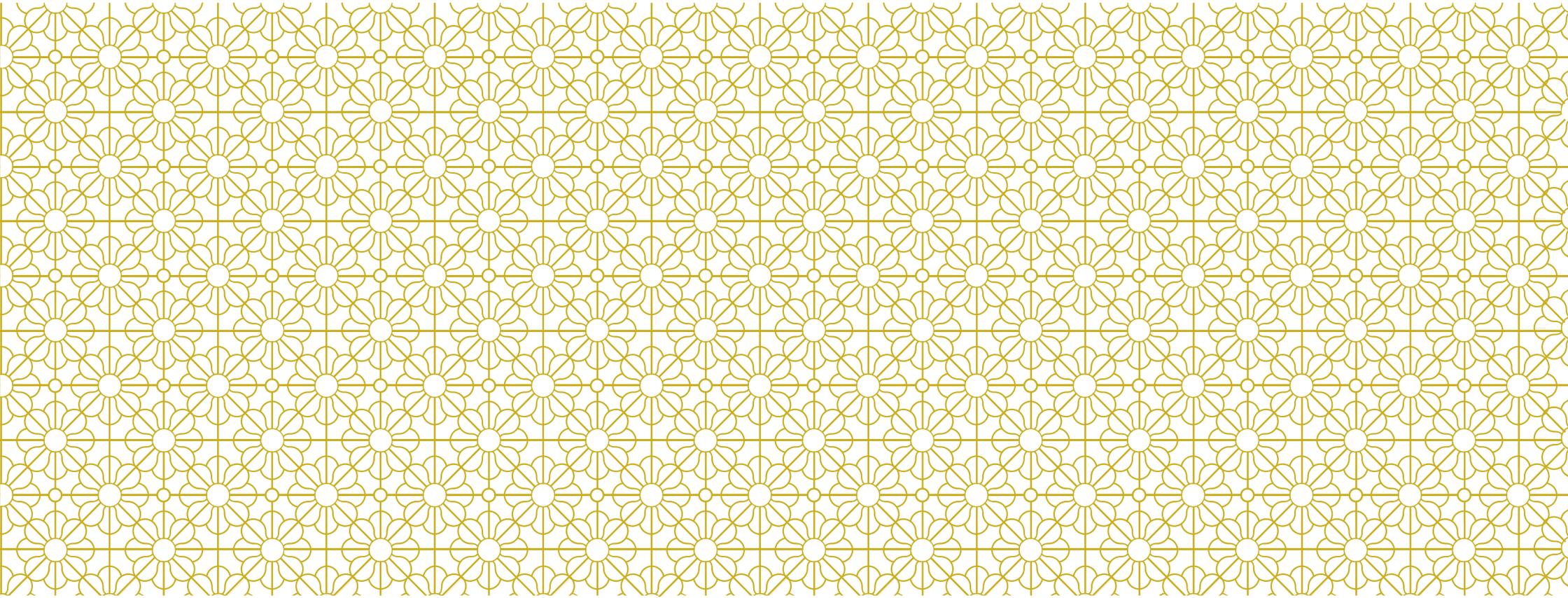
APOSTROPHES

❖ In Year 2 apostrophes are taught for contractions...

Can not-can't, I will-I'll, could not-couldn't

❖ They are also taught for singular possession...

Today's menu, Sam's shoes, Mum's car.



THANK YOU FOR COMING

Any questions?