

# Year 4 Parents' Workshop.

## Why do we teach grammar in this way?

Teaching grammar in this way focuses on instruction before practice. The teacher gives the children an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing.

## But will such a model reduce the amount of writing?

No. In every skills lesson, we expect the children to write independently showing they can apply that skill into a piece of writing (for example a paragraph) in the context of the text they are going to be writing about.

Today we are covering several skills within the session. Due to this, you will not see an example of how the children apply the skill to writing.

# The Learning Journey

## Week 1:-

- 1) Present and deconstruct the model text
- 2) Talk for Writing (Becoming familiar with the text)
- 3) Skills based lesson
  - Linked to the text
  - Modelled
  - Creative/Collaborative
  - Imitation
  - Independentapplication into writing
- 4) Skills based lesson
- 5) Skills based lesson

## Week 2:-

- 1) Return to the model text and use it to develop reading skills/Reading Comprehension lesson
- 2) Skills based lesson
- 3) Plan
- 4) Big Write
  - To Clear success criteria
- 5) Edit

Today we are sharing the model text, taking part in some talk for writing and completing several 'mini lessons' based on the structure of a skills session.

## Skill One

Talk for writing

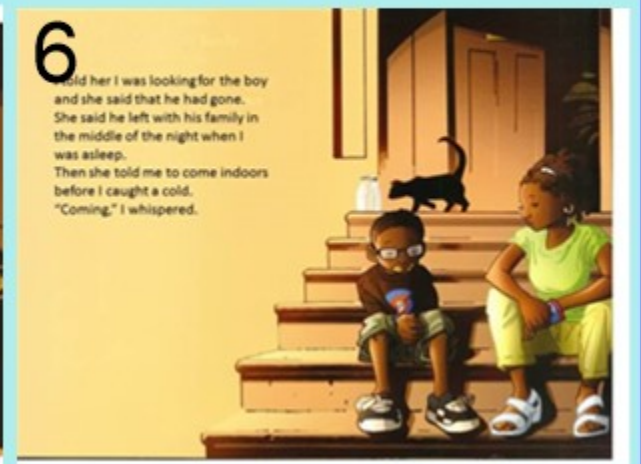
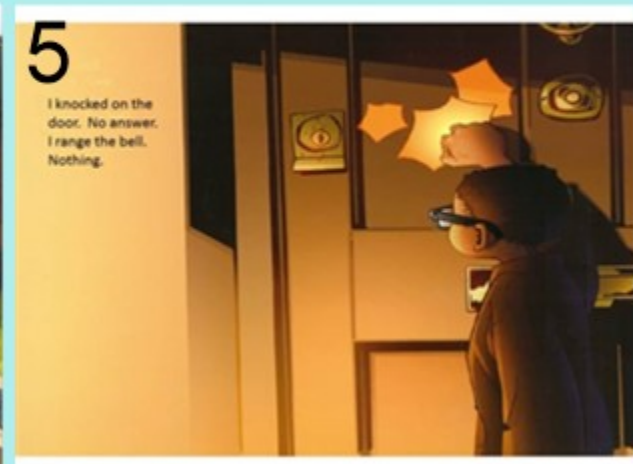
WALT: read and understand a story.

## Task One

With your child, order and retell the story.



## Order and re-tell the story



## Task Two

Look through 'A New Child in the Class'. With your child, fill in the table on the reverse. How many of the features can you find?

Can you find

Examples of different words for said with an adverb	
Expanded noun phrases with pre and post modifiers and some qualifiers.	
Sentences in the present perfect form	
Conjunctions	
2 Sentences with a subordinate clause	
Adverbial Phrases	Time
	Manner
	Place
Different ways of starting a sentence	-ing clause
	Conjunction
	Fronted Adverbial
	2 Adjective Opener
A sentence with a comma for a list.	

## Skill Two

WALT: use expanded noun phrases with qualifiers and pre and post modifiers to describe and specify.

I can use some expanded noun phrases with pre and post modifiers to describe and specify	<i>blue shirt with short sleeves</i> <i>tall tree by the river</i> <i>angry man from London</i> <i>Interesting book on the table.</i>	<b>Add a qualifier</b> <i>Lots of/A couple of/countless</i> <i>/numerous/a large number of/a few/</i> <i>hardly any interesting books on the table.</i>
--	--	--

We begin by working together:

Expand this noun phrase:

The cats

Lots of beautiful, black cats lying by the fire.

Expand this noun phrase:

## Working together as a group/ table:

Look at 'A New Child in Class'

Can you find any more examples of expanded noun phrases with qualifiers, and pre and post-modifiers?

*lots of busy children with their books*

*a multitude of running children with their balls, hoops and bats*

*numerous little children in their tiny uniforms*

## Task Four

### Working with your partner (your child)

Develop your own noun phrase

Qualifier    Pre-Modifier



trees

Post Modifier

with

from

on

under

by

.....



Now the children have worked as a class and as a group, they would complete the next stage independently.

## Develop your own noun phrase

Qualifier

Pre-Modifier



people

Post Modifier

with

from

on

under

by

.....

## Independent work- silent voices.

Working independently, improve this paragraph using expanded noun phrases with qualifiers.



My street is busy. When I go home from school there are cars. There are men repairing the road. People are standing at the bus stop. There are many houses. In front of the houses are trees.

## Skill Two

WALT: use adverbial phrases within different places in a sentence.

What's the difference between the texts?

Yesterday, I arrived hurriedly in my classroom. A new girl with long, black hair was sitting silently.

First thing Tuesday morning, I arrived, out of breath, in my classroom. In the chair next to mine, a new girl with long, black hair was sitting in silence.

An adverbial is a group of words (phrase) which tells you more about:

*How* something happened

*When* something happened

*Where* something happened...

## Task Five

In groups, discuss how we can edit and improve the sentence below by adding adverbial phrases.

I talked to the boy.

Time (when? )

Early this morning,

Place (Where? )

sitting  
on the  
step

Manner (How?)

with a strong  
feeling of  
curiosity

Early this morning, with a strong feeling of curiosity, I talked to the boy who was sitting on the step.



## Task Six

Working with your child, improve the sentence below.

The biggies were jumping and shouting.

Time (when? )

Place (Where? )

Manner (How?)



[Extend Page](#)

Now the children have worked as a class and as a group, they would complete the next stage independently.

Mum talked to me.

Time (when? )

Place (Where? )

Manner (How?)



Working independently, improve this paragraph using adverbial phrases.



We went down under the fly over. We saw some mischief-makers kicking some cans. We the decided to go home. I gave the boy a sandwich.

## Skill Three

WALT: use some subordinate conjunctions and clauses.

I can use some subordinate conjunctions eg (when/if/that/because/after/although/ before/even though/ whilst)

**When** John got home, he ate dinner.  
**Although** she was tired, she still went swimming.  
**Before** I finish my holidays, I will visit you.  
Mark ate his dinner **whilst** playing on the I pad.

We ate our sandwich.





As a group, improve the following sentence.

To improve a sentence we can add a conjunction and another clause.



They went down to the canal

CONJUNCTION

and

but

.....

so

because

as

## Co-ordinating and Subordinating Clauses

If the clauses make sense on their own they are called **co-ordinating clauses**.

We took our bags **and** we went to the library **but** it was full of children.

If one clause depends on the other for its meaning then it is a subordinating clause.

**As soon as they saw us**, they told us to wait outside the class.

## Work in a pair with your child.

Can you underline the subordinate clauses in these sentences?

Although the bell had not yet gone, we went back to the classroom. Mrs Jones and the headteacher were discussing and deliberating in serious tones when we got there . As soon as they saw us, they told us to wait outside the class. Whilst leaving the class, I realised that outside the class would be peaceful. Just as we got there, the bell went and all my class mates came in chattering and chuckling.



*Thank you for taking part in our workshop today!*

*I hope you have are leaving with a better understanding of how grammar is taught in our school.*

*Before leaving, I would appreciate your feedback on the evaluation form in order for us to plan future events effectively.*

