

SPaG workshop for parents

Christ Church Junior

Why is grammar so important?

Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can
save a person`s life.**

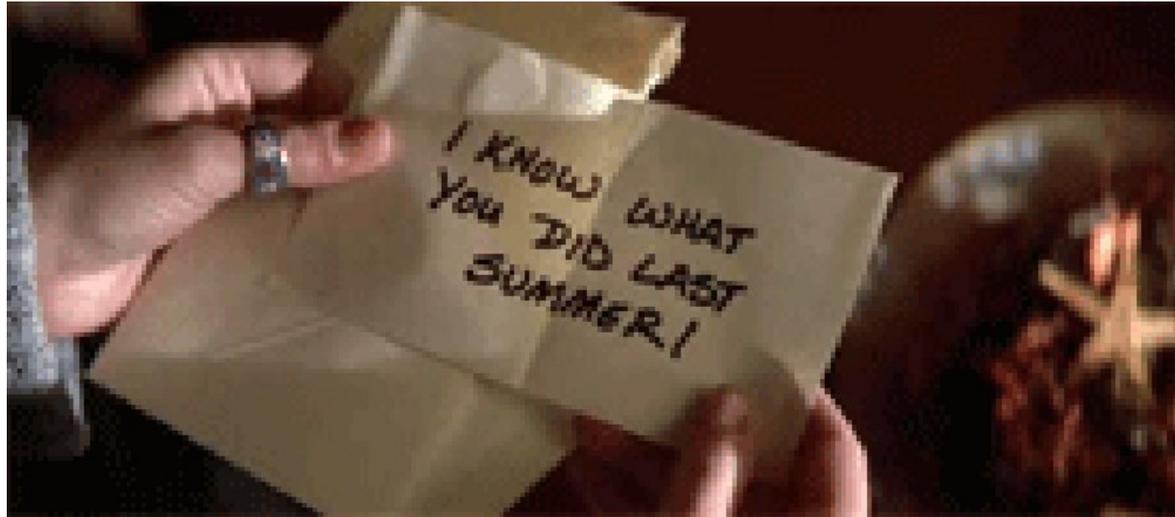
Pie Corbett



“Children need to hear how sentences are spoken, speak sentences aloud, and look at them written down before attempting to write them for themselves. **It is impossible to write down different syntactical patterns unless you can say them.**”

Pie Corbett is an English educational trainer, writer, author and poet who has written well over two hundred books. He is now best known for creating the Talk for Writing approach to learning, which is widely used within UK primary schools.

What did you do last summer?



“Children write how they speak and they learn grammar how they speak.”

Can you answer in a full sentence?

Nouns (Year 2) are used to name people, places, or things.

Task 1:

Dad hurried into the kitchen to make anjeero for breakfast.

Four cheese sandwiches were packed. Four tuna sandwiches were added. Two apples, two pears, four drinks and some anjeero were put in.

Pronouns (Year 4) are used to replace a noun in a sentence, and help to avoid having to repeat words (he, she, we, us etc.)

Pronouns often cause confusion in reading comprehension

Abdi asked his mum if his friend could borrow some toys from him.

Verb (Year 2)

A **verb** can describe

- an action or process (for example: dive, chew, heal, thaw),
- a feeling or state of mind (for example: worry, think, know, believe),
- or a state (for example: be, remain).

As you can see above, it is not simply a doing word.

Verbs can be **regular** or **irregular**

Irregular verbs have varied forms, especially in the **past tense**.

- For example: we swim, we swam, we have swum; you take, you took, you have taken



fly



dig



sleep

What is the past tense of these verbs?

Different Tenses:-Continuous/Progressive versus Simple

Present Simple

What people do regularly/as a routine

Abdi goes to school every week.

Past Simple

What people did

Abdi dug a big hole.

Present progressive

What people are doing now

Abdi is flying his kite.

Past Progressive

What people were doing at a time in the past

Abdi was digging.

Picture 1

Picture 2



In both pictures

In picture 1 whilst
but in picture 2

Past Progressive/Simple Questioning



What was Baby Ayan doing in this picture?

What do you think baby Ayan did next?

Task 2

The bus parked by the sandy beach. All the children quickly got off and they ran to the sea.

Identify:

noun verb adjective pronoun

Adjective (year 2)

Adjectives give us more information about nouns. They can come before a noun or they can come after a verb.

For example:

A **huge** feast.



The drive back was **quiet**.



Task 3: Describe Abdi using different adjectives



.....



.....



.....



.....



.....



.....

An **adverb** is a word which tells you more about:-

How something happened? e.g. she waited **patiently**; he ran **slowly**, they were **extremely** polite, he is **usually** at home

When something happened? e.g. **today, Monday,**

Where something happened? e.g. **downstairs, abroad**

What are the adverbs in this sentence?

Yesterday, Abdi marched clumsily upstairs.

Play the adverb game: act out the statements below, can your partner guess which one you acted out?

eat your dinner **greedily**

jumping **athletically**

stroking a pet **gently**

nod your head **tiredly**

clapping **loudly**

Instead of using an **adverb** you could use an **adverbial phrase (yr4)**
An adverbial phrase tells us more about the verb (where, when and how)

Where did Abdi **dig**?

On the beach,

Near the sea,

Away from the other children

When did Abdi **dig**?

First thing in the morning,

Before lunch,

After arriving on the beach,

How did Abdi **dig**?

With all his energy,

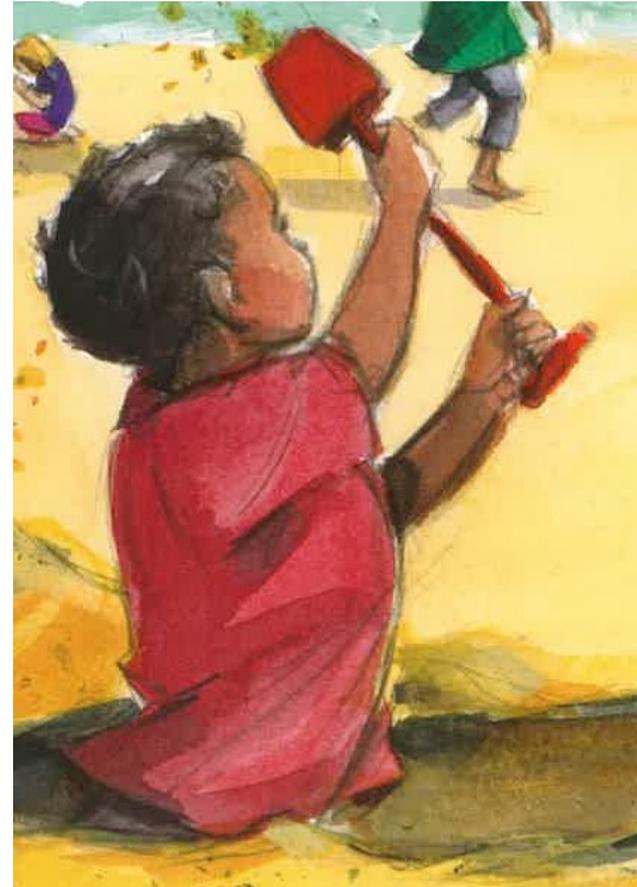
Like a pirate looking for treasure,

With great gusto/passion,

Showing great excavating skills,

In a most thorough way,

Abdi **dug** a deep hole.



Abdi dug a hole.

When ?

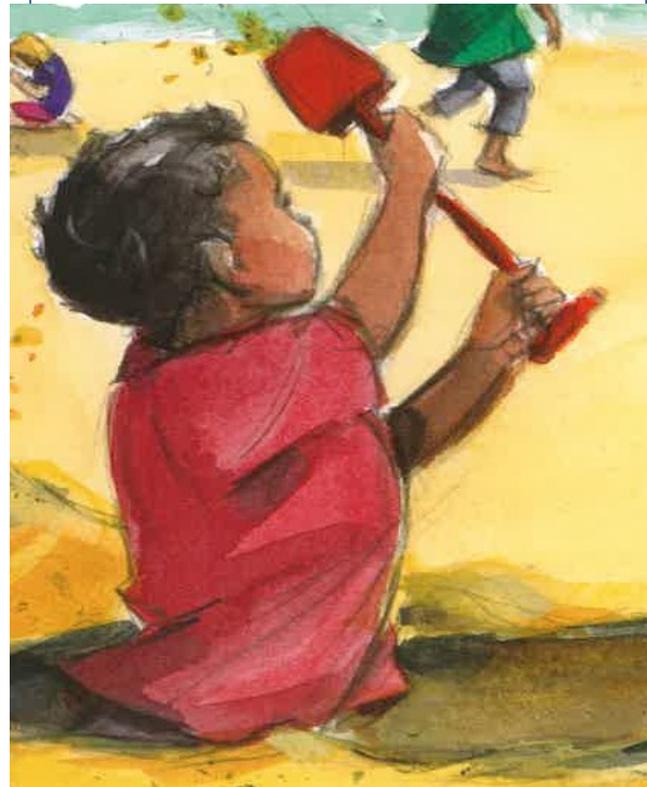
First thing in the morning,
Before lunch,
After arriving on the beach,

Where?

On the beach,
Near the sea,
Away from the other children

How?

With all his energy,
Like a pirate looking for treasure,
With great gusto/passion,
Showing great excavating skills,
In a most thorough way,



The children played football.

When ?

Where?

How?



The children lined up.

When ?

Where?

How?



Determiners (year 5)

A **determiner** specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).

Some examples of determiners are:

articles (the, a or an)

demonstratives (e.g. this, those)

possessives (e.g. my, your)

quantifiers (e.g. some, every).

Activity: Circle all the **determiners** in the sentence

Mrs Ali bundled baby Ayan and all her spare clothes into her buggy and they rushed down the road.

Some examples of determiners are:

- **articles** (the, a or an)
- **demonstratives** (e.g. this, those)
- **possessives** (e.g. my, your)
- **quantifiers** (e.g. some, every).

Conjunctions (year 3)

Conjunctions are used **to join words, phrases, or clauses in a sentence.**

For example: and, but, for, or, neither, nor, yet, although, because, if, until, unless, when, where, while, whereas.

Using conjunctions ...

How many different ways can you find to connect these sentences?

Mum was happy.

Dad did the washing-up.

and, but, for, or, neither, nor, yet, although, because, if, until,
unless, when, where, while, whereas

Mum was happy **because** Dad did the washing up.
Mum was happy **although** Dad did the washing up.
Mum was happy **whenever** Dad did the washing up!
Mum was happy **so** Dad did the washing up.
Mum was happy **but** Dad did the washing up.
Mum was happy **and** Dad did the washing up.
Mum was happy **then** Dad did the washing up...
Mum was happy **until** Dad did the washing up.
Mum was happy **after** Dad did the washing up.
Mum was happy **if** Dad did the washing up.
...and many more



Modal verbs are a type of verb that expresses degrees of possibility, probability and certainty. The core modal verbs are: **can, could, may, might, shall, should, will, would, must**



Grammar Police

When we use modal verbs to talk about events in the past we add have to the verb.

So it's **should have/should've NOT *should of***, **might have/might've NOT *might of***

Clause (year 3)

- A clause is a part of a sentence **that has its own verb.**

For example: **Miss Ryan searched frantically; the coach was due.**

A sentence can contain one or more main clauses, linked by a conjunction such as *and*, *but*, *or*, or *yet*, or by a semicolon.



Improve the sentence by adding a conjunction and another clause.



The boy tripped

CONJUNCTION

and

but

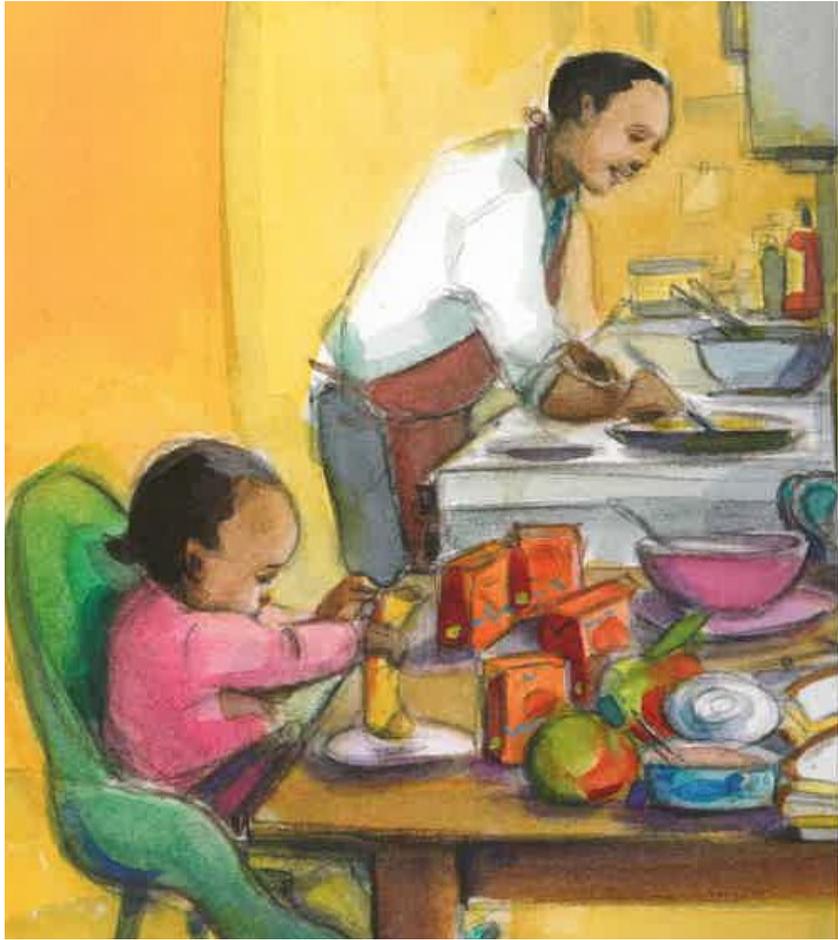
so

because

as

.....

Improve the sentence by adding a conjunction and another clause.



Abdi's dad did the washing up

CONJUNCTION

and

but

so

because

as

.....

Improve the sentence by adding a conjunction and another clause.



Abdi dug a hole

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.

You can practice writing using wonderful expanded noun phrases and you can create clever subordinate clauses.

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

Subordinating clause

Main clause

When you are at home, there is nothing interesting to do.

Abdi grabbed his spade

He/he dug and dug and dug

Miss Ryan shouted "LUNCHTIME!"

Conjunctions

when/if/that/because/after/
although/ before/even
though/ whilst

Semicolon ;

The semicolon marks a break **that is stronger than a comma but not as final as a full stop.**

"At a comma, stop a little;



at a semicolon, somewhat more."

A semicolon can link independent clauses when each clause links or relates to the previous clause.

1) Remove the **conjunction**

2) Add a **semi colon**

I ate a cream cake for lunch **because** life's too short to count calories.

I ate a cream cake for lunch; life's too short to count calories.

Abdi went on a trip **but** his family stayed at home.

Abdi went on a school trip; his family stayed at home.

Task 6

Remove the conjunction and add a semi colon in the sentences below

The teacher was worried because she couldn't find Abdi.

The children looked behind the deck chairs and they looked under the beach huts.

They looked in the shop but Abdi was not there.



Thank you.