



Guidance

Curriculum and
Standards

Primary

National Strategy

Excellence and Enjoyment:

Learning and teaching for bilingual children in the primary years

Teaching units to support guided sessions for writing in English as an additional language (pilot material)

**Headteachers,
teachers and
teaching assistants in
Key Stages 1 and 2,
primary consultants**

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Creating Opportunity
Releasing Potential
Achieving Excellence

Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years

**Teaching units to support guided sessions
for writing in English as an additional language
(pilot material)**

This folder and CD-ROM contain material to be piloted in 2007-08. They include guided teaching units to supplement sentence level work for children in Years 2-6.

N.B. The CD-ROM contains resources using Clicker 5 and a full version of the contents of this folder in a PDF document.

Your feedback is essential in improving the materials. Please use the feedback form in the introduction (pages 20-21) for your comments and suggestions for improvement.

An electronic version of this form can be found on the accompanying CD-ROM (00170-2007CDO-EN).

Acknowledgement

We gratefully acknowledge the contribution of Crick Software (with Clicker 5) in assisting to produce the materials available on the CD-ROM (00170-2007CDO-EN) accompanying this publication.

Teaching units to support guided sessions for writing in English as an additional language (pilot material)

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Defining terms

EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.

Minority ethnic group is used in this publication for all those groups other than the White British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are White.

Part 1

Introduction and rationale

Aims of the materials and intended outcomes for learners

This folder and CD-ROM contain pilot materials in the form of guided teaching sessions that aim to address the specific needs of advanced EAL learners in developing writing. The materials are designed to be used by a trained adult working with small groups of children in Years 2–6 as part of day-to-day ‘quality first teaching’.

In recent years significant progress has been made in raising standards for children in primary schools. Many individual children from minority ethnic groups, including those for whom English is an additional language, are achieving impressive results. However, this is not true for all children who are learning EAL or learning through EAL.

There is a strong emphasis in *Excellence and enjoyment: a strategy for primary schools* (DfES 0377-2003), which outlines the Primary National Strategy, on personalising learning to meet individual children’s needs and on ensuring that the education system is not discriminating against any particular group of children. Personalised learning aims to tailor education to ensure that every child achieves and reaches the highest standards possible and involves adapting educational provision to meet the needs and aspirations of individual learners to maximise their achievement and create independent, lifelong learners. Schools are encouraged to establish their own approaches to personalising learning, depending on their local context and unique circumstances. These materials aim to contribute to this process by providing resources tailored to meet the identified aspects that impact on EAL learners in terms of achieving their potential in writing at the end of Key Stage 2.

By the end of Key Stage 2 children working at age-related expectations can:

- write in a range of forms in a lively and thoughtful way;
- sustain ideas and organise them effectively for the reader;
- choose words adventurously and for effect;
- begin to extend meaning in complex yet grammatical sentences;
- spell accurately (including polysyllabic words with regular patterns);
- make accurate use of punctuation, including capital letters, full stops and question marks;
- demonstrate the use of fluent joined and legible handwriting.

Primary Framework for literacy and mathematics (DfES 02011-2006BOK-EN)

The continuing professional development (CPD) materials *Excellence and enjoyment: learning and teaching for bilingual children in the primary years* (DfES 0013-2006PCK-EN), published in 2006, support teachers and teaching assistants in understanding the distinctive pedagogy for bilingual learners and in using a range of teaching strategies to support language development as well as access to the curriculum. Unit 2 of the materials, *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN), provides analyses of specific needs as well as a range of teaching strategies for developing writing at text, sentence and word level.

The teaching units for guided work in this folder aim to address specific aspects of grammar identified by research as requiring focused and explicit teaching for EAL learners. The units aim to develop children's understanding of language as well as their ability to talk about it. Together with the guidance provided in the 2006 Primary Framework, CPD materials *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, teaching resources such as *Developing Early Writing* (DfEE 0055/2001) and *Grammar for Writing* (DfEE 0107/2000)*, these materials provide a useful resource to enable children to sustain ideas and organise them effectively for the reader; choose words adventurously and for effect; and begin to extend meaning in complex yet grammatical sentences. They are intended for use during guided group work.

Guided group work

In guided group work, the group works with an adult who guides the learning through a planned sequence of tasks and discussions. Guided group work offers opportunities for focused teaching and assessment. The small number of children involved allows teaching to be fine-tuned to particular needs and for the level of challenge to be pitched appropriately.

Across the whole curriculum, guided group work supports the development of language for effective oral as well as written communication, and is particularly supportive of bilingual learners. Through use of talk frames and focused input by teachers and practitioners, it provides an opportunity to listen to and use the specific language required in a range of genres.

Excellence and enjoyment: learning and teaching in the primary years Unit 2 *Creating the learning culture: making it work in the classroom*
(DfES 2133-2006DCL-EN)

* Note: these resources are due to be updated in 2007 to align them with the renewed Framework.

The sentence level learning that forms the focus of these guided sessions should be reinforced in whole-class work through explicit attention to it during shared and guided reading. This learning should be applied in shared, guided and independent writing across the curriculum to improve overall proficiency in writing in English. The materials aim to enable teachers to make personalised provision to meet individual needs as part of 'quality first teaching' to accelerate progress and raise standards in writing so that children meet or exceed age-related expectations.

Implementing the 2006 Primary Framework

The 2006 Primary Framework aims to support and increase all children's access to excellent teaching, leading to exciting and successful learning. These guided teaching sessions aim to complement the use of the Primary Framework by providing EAL learners with opportunities to access appropriate challenge and support through tailored teaching which maximises their chances of success in developing writing.

The teaching activities are based on literacy objectives grouped under the following headings.

- Speak and listen for a wide range of purposes in different contexts
- Read and write for a range of purposes on paper and on screen.

They are linked in particular to the following strands from the literacy Framework.

- Creating and shaping texts
- Text structure and organisation
- Sentence structure and punctuation.

They aim specifically to address key aspects of literacy learning and teaching foregrounded in the Primary Framework.

Language is an integral part of most learning and oral language in particular has a key role in teaching and learning. A recurring message from the research into spoken language is that talk is fundamental to children's development and learning and has a central role to play in developing their knowledge and understanding. Speaking and listening play an important role in children's social, emotional and cognitive development. Excellent teaching of speaking and listening will therefore enhance children's learning and raise standards further.

Talk is the underlying key factor in the development of literacy as well as a central feature of any successful teaching and learning.

Speaking and listening, reading and writing are not only interdependent but mutually enhancing. Teaching and learning about language and how it is used in the different modes will develop all four aspects. The objectives for speaking and listening complement the objectives for reading and writing. The speaking and listening objectives reinforce and extend children's developing reading and writing skills. Most children try out ideas in talk long before they are able to pin them down in writing.

Good literacy teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. Children are challenged to think. The teacher provides children with good support but requires independence as and when appropriate. The balance between adult-led and child-initiated activity is an important element of planning within the EYFS (Early Years Foundation Stage) but similarly throughout the primary phase. Opportunities should be provided for children to initiate their own learning and to use and apply the literacy skills they have been taught.

Extracts from

Primary Framework for literacy and mathematics (DfES 02011-2006BOK-EN)

Use of these materials can readily be incorporated into overall planning for teaching and learning using the Primary Framework. They are designed to enable teachers to integrate listening, speaking, reading and writing to support the development of academic writing.

Using the materials

Targeting support

The materials are designed for children who are conversationally fluent but require support in developing academic language, particularly for writing.

Schools routinely use summative assessment data to identify children who are underachieving and target support to meet their needs. Quantitative data

such as National Curriculum levels should help identify children who are not making the progress required to meet or exceed age-related expectations. Day-to-day assessment of writing should be used to identify the specific areas which require additional teaching. Appendix 1 includes examples of annotated texts to illustrate assessment for learning.

The materials are designed to be used with bilingual learners in Key Stage 2 who are at level 2C or above in writing.

Children in Year 2 working at age-related expectations may benefit from the units for Year 2 if their writing demonstrates the need to develop these particular aspects of language. Some older children may need to work through the whole programme systematically. However, most children are likely to need particular aspects and teachers must select the appropriate units. It is also possible that a child in Year 5 requires support in aspects identified in Year 4 and so works on those units.

It is also important that the impact of the use of these teaching units is monitored and assessed through ongoing assessment of writing across the curriculum. Regular progress reviews should include an analysis of whether the focused work is improving children's writing, and lead to a review of provision if progress is slow.

Organising and managing support

The materials have been constructed so that they can be used in a number of different ways. This flexibility has been developed in recognition of the different needs, resources and pressures within individual schools. For example, some schools may have a group or groups of EAL learners who could benefit from the programme while other schools may have only a single child learning EAL.

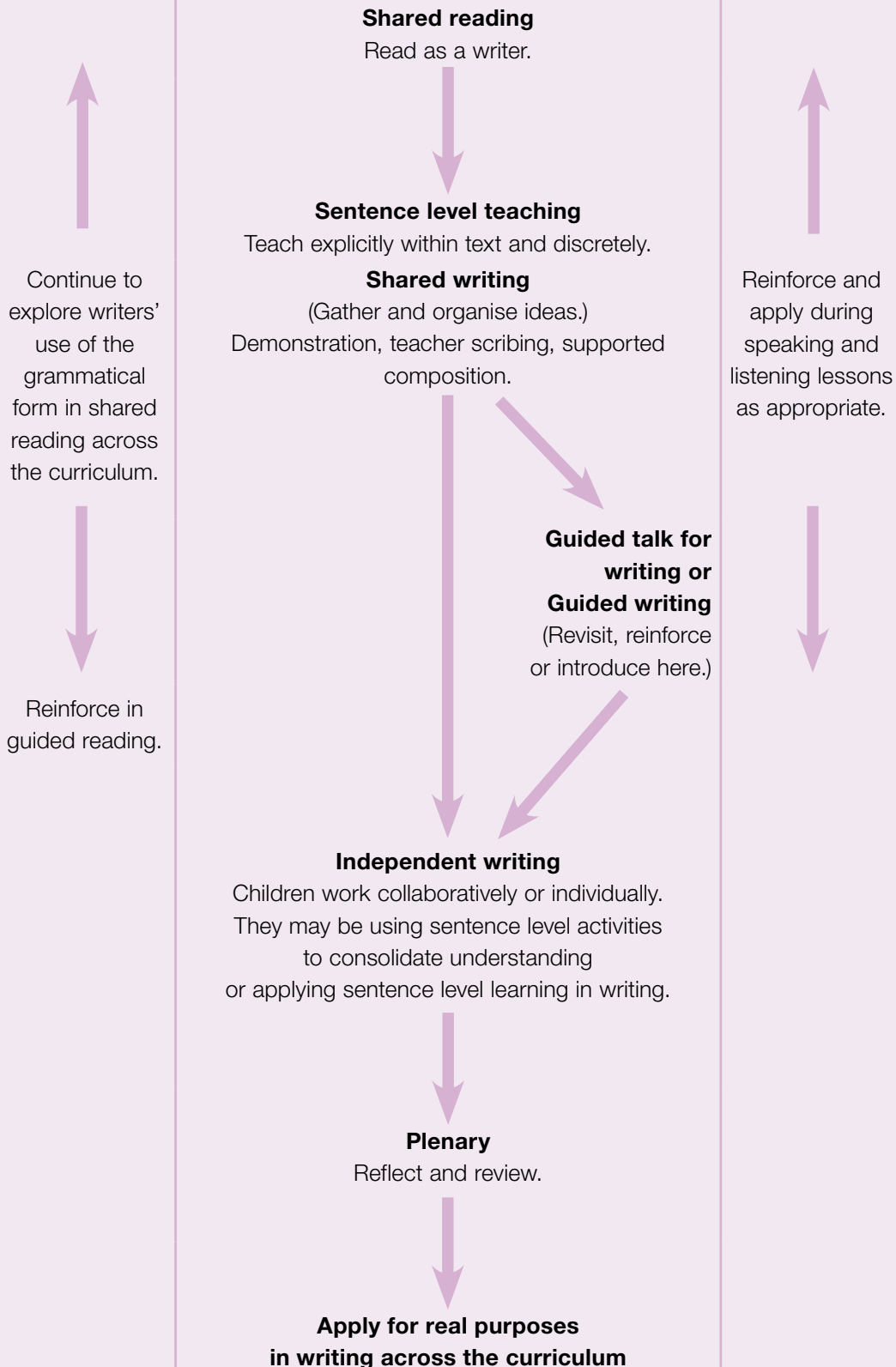
Grouping for learning

The programme has been designed to be used with a small group (of 4–6 children) rather than an individual. The interactive approaches contained in the activities are particularly beneficial for EAL learners. However, as well as EAL learners, the teaching group should include children for whom English is the mother tongue to provide good peer role models. It is also possible that there may be other children in the classroom who would benefit from the work even though they are not EAL learners. Where there is only one EAL learner, it is important to keep the size of the group small in order to allow for as much adult–child and peer-to-peer interaction as possible.

Writing at sentence level

It is also very important to ensure that explicit links are made between teaching and learning in guided sessions and teaching and learning in whole-class lessons, as set out in the teaching sequence for writing.

A teaching sequence for writing



Writing at sentence level

It is important that sentence level work is grounded in exploration and investigation of written texts, applied in shared writing and supported in guided group work where possible.

Developing Early Writing and *Grammar for Writing* provide guidance and a wealth of valuable practical strategies which support all children, including those learning EAL, to achieve their writing targets. These exemplar teaching units address the level objectives and the relevant strand in the 2006 Primary Framework.

Many aspects of grammar at sentence level likely to present particular challenges for children learning EAL, and highlighted by Lynne Cameron, are covered extremely well in both publications. Teachers and practitioners should use the generic sentence level activities in these publications as they can be adapted to address all the sentence level issues for EAL learners described below.

Excellence and enjoyment: learning and teaching for bilingual children in the primary years Unit 2 Creating the learning culture: making it work in the classroom (DfES 2133-2006DCL-EN)

Learning and teaching

The materials can be used either as part of literacy sessions or at other times, according to how the school wishes to organise this particular intervention. Sessions could be delivered by a class teacher, a teaching assistant or an EAL teacher. The activities have been constructed with a progression in mind so it is essential to schedule at least one session per week so that EAL learners gain full benefit from the programme. **It is also essential that the activities are delivered in the order in which they are laid out.** There are texts provided to be used in particular activities, but it is also possible to substitute these with texts being used in the classroom as long as the selected texts contain the essential language elements.

Many of the activities use generic games which are also used in *Grammar for Writing* and *Developing Early Writing*. The instructions for these are provided in appendix 6. Where one-off activities such as Dictogloss are used, the instructions are provided in the unit. For further information on activities such as barrier games and Dictogloss, see *Excellence and enjoyment: learning and teaching in the primary years Unit 2 Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN)

Each unit identifies the learning objectives and each activity includes a success criterion that needs to be shared with the children. It is important to involve children in assessing their own progress – see appendices 2–4,

extracts from *Excellence and enjoyment: learning and teaching in the primary years* Unit 1 *Planning and assessment for learning: assessment for learning* (DfES 0521-2004G).

It is important that teaching in the guided sessions is first introduced or referred to in the whole-class lesson and learning from the guided sessions is reinforced during whole-class teaching. Shared and guided reading, where explicit attention is drawn to features of writing, is an important starting point for developing the language children use in writing. Explicit teaching of these language features to consolidate learning, including during shared writing where application of these features is demonstrated to create and shape texts, is crucial.

Developing Early Writing and *Grammar for Writing* provide opportunities to focus on the aspects of grammar that present children learning EAL with particular challenges. The grid in appendix 5 identifies the particular teaching units from these publications which can be used to reinforce and consolidate learning from guided sessions during whole-class teaching.

The CPD materials *Excellence and enjoyment: learning and teaching for bilingual children in the primary years* Unit 2: *Creating the learning culture: making it work in the classroom* provide additional suggestions for whole-class or group teaching.

The pilot materials in this folder exemplify the use of the teaching approaches and strategies identified in all these publications, in this case for use with small groups of children identified through assessment for learning as likely to benefit from targeted support of this nature. Many of the activities use the generic activities from *Grammar for Writing*. The instructions for the generic activities are provided in appendix 6.

Using ICT

The pilot materials are supported by activities and resources on a CD-ROM using Clicker 5 (Crick Software <http://www.cricksoft.com>) which enables text construction with pictures and speech. Any other text construction software may be used.

Roles and responsibilities

The guided sessions may be delivered by a class teacher, a teaching assistant or a specialist EAL teacher. Successful use of the guided sessions requires:

- use of assessment for learning to identify aspects of language that need additional teaching (see appendix 1 for examples);
- selection of appropriate teaching units by the class teacher or specialist teacher;
- partnership between practitioners to plan links between guided and whole-class work, and to share information on children's engagement and learning;
- regular review of progress;
- links between the guided sessions and whole-class teaching as well as independent work.

Practitioners may require support in developing subject knowledge as well as pedagogic understanding. Leadership in school has a key role in supporting CPD. Teachers with specialist expertise in EAL or LA advisory/consultancy staff could provide whole-school professional development, working in partnership with literacy coordinators. The support could involve CPD in subject knowledge for teaching sentence level work as well as modelling and demonstrating effective use of the pilot materials.

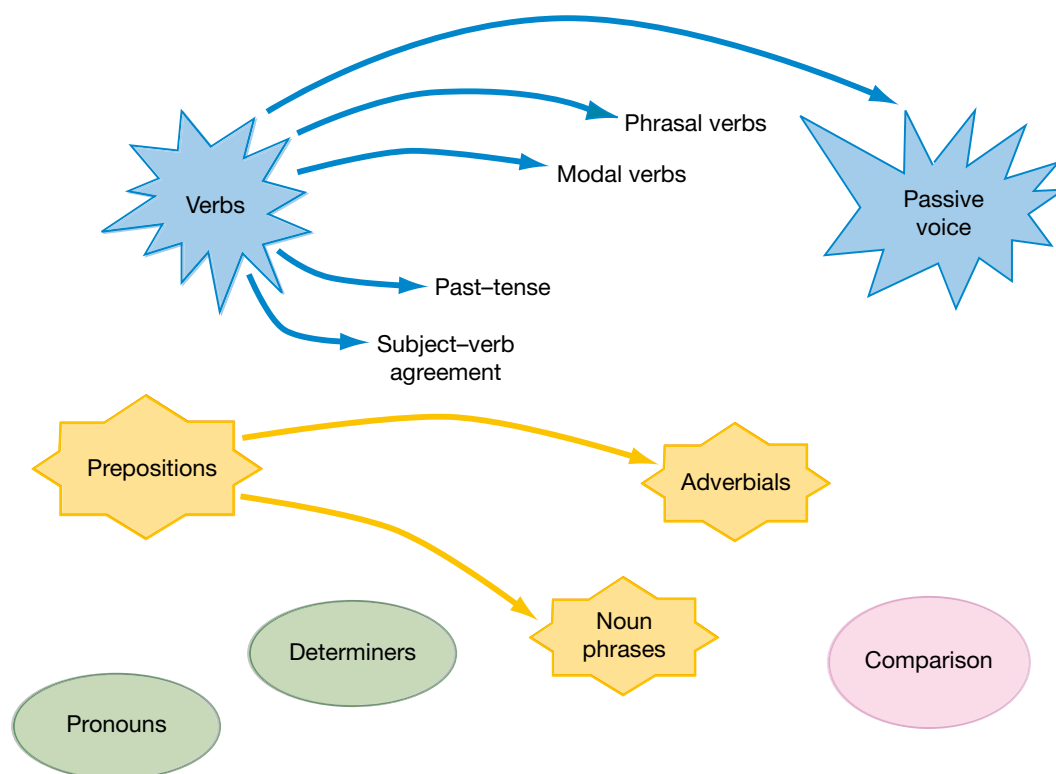
Practitioners could also use the self-study modules: *Grammar knowledge for teachers* which are available at www.standards.dfes.gov.uk/primary/profdev/literacy/571599

Overview of the teaching units

In *Writing in English as an additional language at Key Stage 2* (Cameron and Besser, 2004, DfES Research report 586) the authors identify features of grammar that children learning EAL need to develop to improve their writing. EAL learners need to:

- increase the range and accuracy of adverbials to give information about time, manner, place and purpose and use mobility of adverbials with confidence;
- increase the range of noun and verb phrases used for detail;
- use adverbials, modals, subject–verb agreements, verb tenses and endings, and subordinators more confidently and accurately;
- increase their accuracy in use of determiners, prepositions and short phrases where words are bound together, e.g. *his best friend* (not *his best of all friend*).

Grammatical features presenting particular challenges for EAL learners



Teaching units to support guided work

| Year | Aspect of grammar | Aspect of grammar | Aspect of grammar | Aspect of grammar |
|--------|------------------------------|---|-----------------------|-----------------------------------|
| Year 2 | Unit 1 Prepositions | Unit 2 Past and present tense verbs | Unit 3 Determiners | |
| Year 3 | Unit 4 Adjectives | Unit 5 Prepositions | Unit 6 Determiners | Unit 7 Subject- verb agreement |
| Year 4 | Unit 8 Adverbs | Unit 9 Phrasal verbs | | |
| Year 5 | Unit 10 Adverbial phrases | Unit 11 Modal verbs | | |
| Year 6 | Unit 12 Adverbial clauses | | | |

Research that informs the materials

Analysis of National Curriculum tests

To reach a secure level 4 by the end of Key Stage 2, children should be able to:

- use subordinate clauses to develop ideas and thoughts in the sentence, e.g. *because I hate theme parks;*
- develop a significant event from different points of view, to interest or amuse the reader, e.g. *Tom: Sara fell off and had to swim there; Sara: First I fell off the ferry;*
- use changes in time or place to create sections of text, e.g. *When we went under the net;*
- demarcate most sentences correctly with capital letters and full stops, using question marks and exclamation marks carefully, according to meaning;
- use punctuation in the sentence, e.g. placing commas correctly to support divisions;
- develop coverage of content to include relevant and informative detail, e.g. *People use its skin to make gloves; dry, sandy places;*
- group related information within a section by using cohesive links, e.g. *These creatures can change colour; an animal like this;*

- maintain consistent level of formality according to purpose;
- use adverbials to vary sentence construction;
- use words and phrases for effect and precision;
- adapt their writing to the purpose and characteristics of different genres and text types.

To reach level 5 by the end of Key Stage 2, children should be able to:

- vary sentence type to create interest and authenticity, e.g. questions and commands to indicate conversational language in a diary;
- establish contrasting viewpoints to create reader interest or amusement in the writers' characterisations, e.g. *As I was feeding it I felt a tickling sensation all across the palm of my hand*;
- use sections or paragraphs to develop detail about an event, maintaining links in the text through varied reference, e.g. *my little demon-of-a-brother*; *my rotten brother*;
- select punctuation within the sentence for meaning, e.g. brackets or dashes for an inserted comment: *my ice cream (which mum had just got me) went all over my hand*;
- use expanded noun phrases to convey detailed information economically and clearly, e.g. *the fat, juicy insects living in the jungle*.

Implications for teaching and learning from the 2006 national curriculum tests
(QCA/06/2907)

EAL pedagogy

Research over the past two decades into the development of young bilingual learners has resulted in the development of a number of theories and principles that underpin the distinctive pedagogy for children who are learning EAL – children for whom the additional language being learned is also the medium of education.

The development of EAL pedagogy has been influenced by social constructivist theories which emphasise the importance of scaffolding learning, and those which highlight the importance of socio-cultural and emotional factors. Children learning EAL will be affected by attitudes towards them, their culture, language, religion and ethnicity. A distinction needs to be made between interpersonal communicative skills and cognitive and academic language proficiency.

Generally speaking, children learning an additional language can become conversationally fluent in the new language in two to three years, but may take five years or longer to catch up with monolingual peers in the development of cognitive and academic language. The distinction between these two types of language and their rates of development is recognised in the Ofsted framework for inspecting EAL in primary schools.

There is research evidence that bilingualism confers intellectual advantages. It also highlights the important role of the first language in the child's learning and in their acquisition of additional languages. Once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English.

Bilingual learners face two main tasks in the school or setting: they need to learn English and they need to learn the content of the curriculum. Learning a language is more than just learning vocabulary, grammar and pronunciation; it involves using all these appropriately for a variety of real purposes or functions.

There are language functions (such as questioning, analysing, hypothesising) that children will need for mathematics, science, history and so on. These functions are clearly linked to thinking and learning skills and should be explicitly taught.

It is important to recognise that children learning EAL are as able as any other children, and the learning experiences planned for them should be no less cognitively challenging. High challenge can be maintained through the provision of contextual and linguistic support.

*Excellence and enjoyment: learning and teaching in the primary years
Creating a learning culture: classroom community, collaborative and personalised learning (DfES 0522-2004G)*

Cameron and Besser, 2004

Cameron and Besser (2004) identified specific areas of writing, particularly grammar, that pose particular difficulties for children learning EAL. This study looked at writing by children with English as their mother tongue and children for whom English was an additional language, analysing 264 scripts from the end of Key Stage 2 tests in 2003. The scripts were analysed using an integrated framework for writing that looked at both the text as a whole (e.g. control, use of genre) and language use at sentence, clause, phrase and word level.

Key findings about the writing of children learning EAL

What they do well

- The best writers use grammar, vocabulary, direct speech, punctuation and rhetorical features with flexibility and adaptability to create strong story characters and plots and effective writing.
- Writing by Key Stage 2 EAL learners in 2004 was more fluent and more accurate than writing by Key Stage 4 EAL learners in 2003 – the difference can be ascribed to teaching received through the National Literacy Strategy.

What they need to develop

EAL learners need to:

- handle adaptation to a variety of genres;
- increase the range and accuracy of adverbials to give information about time, manner, place and purpose and use mobility of adverbials with confidence;
- increase the range of noun and verb phrases used for detail;
- use adverbials, modals, subject–verb agreements, verb tenses and endings, and subordinators more confidently and accurately;
- increase accuracy in their use of determiners, prepositions and short phrases where words are bound together, e.g. *his best friend* (not *his best of all friend*).

Key recommendations

- EAL learners need extensive opportunities to encounter and work with genres of written English, i.e. they need to encounter a rich reading repertoire and have opportunities to write for a range of purposes and audiences across the curriculum.

- EAL learners should notice the ways in which writers develop plots and characters, link ideas, bring stories to an end and use features of grammar, and EAL learners should receive direct (explicit) teaching in these aspects.
- They should receive explicit and direct teaching of features of language – modal verbs, adverbs, prepositional phrases and other features of grammar.
- They should extend their vocabulary through a range of activities.

Could they do even better? (HMI 2452, 2005)

Key recommendations

Schools need to:

- make better use of school data to identify and tackle the particular needs of bilingual learners and to set appropriately challenging targets;
- analyse closely the writing of children learning EAL to identify the specific difficulties they face when writing in English;
- make sure that language policies and schemes of work reflect the specific linguistic needs of bilingual learners, at both the early and more advanced stages of language acquisition;
- clarify the role of ethnic minority achievement specialists and deploy them effectively to focus on the specific needs of children learning EAL;
- provide direct instruction about specific features of writing and give detailed feedback to children on their writing;
- build on children's cultural and linguistic experiences by encouraging them to talk about writing done at home and by forging closer links with families to understand the ways they try to support their children with writing at home;
- introduce children to good quality texts and a wide range of genres and styles of writing, so that children learning EAL experience the full diversity of written texts, as recommended by the Primary National Strategy;
- make sure that staff are fully aware of how to meet the specific linguistic needs of children learning EAL by making available key research and relevant training.

The teaching approaches and activities in the materials incorporate the key messages and recommendations from research.

- They support teachers in using data to identify particular needs.
- They supplement other Primary National Strategy materials; this supports teachers in keeping cognitive challenge high and supports the development of academic language.
- They provide children learning EAL with opportunities to hear and use new language.
- They focus on the writing strand of the 2006 Primary Framework: 'Sentence structure and punctuation' for specific aspects of grammar and application of the knowledge in 'Creating and shaping texts'.
- They incorporate the use of ICT to make learning interactive and engaging.

Excellence and enjoyment: learning and teaching for bilingual children in the primary years

Teaching units to support guided sessions for writing as an additional language (pilot material)

Feedback form

Thank you for taking the time to try these pilot materials and for providing feedback. Your comments are essential in improving the materials.

Year group: _____ Number of children involved: _____

| |
|--|
| Which units did you use? |
| Who took overall responsibility for the delivery of the sessions (e.g. class teacher, teaching assistant, EAL teacher)? |
| If the guided teaching was shared, e.g. between a teacher and a teaching assistant, or a class teacher and a specialist teacher, how did you ensure continuity for children? |
| How did you timetable the delivery of the sessions? How did you link the work to unit plans for literacy? |
| How useful were the units overall? Please provide details. How useful were the Clicker 5 resources? Please provide details. |
| Are the aims and instructions for activities clear? If not, please say what can be improved. |

How long did each activity take? How many 20-minute sessions would be needed to complete all activities in the units you used?

Did you use all the activities in the units? If not, please tell us why.

Did the activities engage the learners? If not, please tell us why not.

What was the impact on children's learning, particularly in writing?

How did you assess the impact?

What additional information or aspects of teaching sentence level work for writing would be useful?

Any other comments?

We would appreciate further discussions with you. Please provide your name, the name of your school and your email address if you are happy for us to contact you.

Name:

School:

Local authority:

Email address:

Please send this form to:

eal@capita.co.uk

An electronic version of this form can be found on the accompanying CD-ROM (00170-2007CDO-EN).

Capita is the data processor for the National Primary and Secondary Strategies. By completing and returning this form you are giving your consent for your data to be processed for the administration, management and implementation of the National Strategies. This data will not be passed to third parties (other than the DfES and those organisations with a direct interest in the National Strategies) without your consent. Your data will be destroyed when it is no longer required by the National Primary and Secondary Strategies, or when it is found to be out of date. Please update us with any change of contact details.

Frequently asked questions

Can I use these materials for older new arrivals who are beginners in English?

The materials are designed for children who are conversationally fluent and require support in developing academic language. Some older new arrivals may have a passive knowledge of English that is greater than their active use, and may be more proficient in reading and writing in English than in their oral use. If their writing meets the requirements of National Curriculum level 2 or above the units may support their oral and written language development. An analysis of writing should be used to identify which aspects need to be taught. Older new arrivals may have knowledge of grammar in their first language that can be used to scaffold learning in English. However, the links to whole-class teaching, grouping these learners with supportive peers and providing opportunities to use the language orally across the curriculum are crucial.

The units do provide a progression on specific aspects of grammar, which would support new arrivals. For further guidance for assessing the writing of children learning EAL see *Marking progress: training materials for assessing English as an additional language* (DfES 0196-2005).

Who should deliver these units?

The units may be delivered by the class teacher, a teaching assistant or a specialist EAL teacher. It is important that additional adults work closely with the class teacher to share information on progress and make links to whole-class teaching and learning. Practitioners will require subject knowledge to make their teaching effective. Self-study modules *Grammar knowledge for teachers* are available at www.standards.dfes.gov.uk/primary/profdev/literacy/571599

Can I start on any units and any activities?

The units should be identified through analysis of children's writing. However, the activities provide a progression in knowledge and skills so it is important to work through the activities in the order they appear. For some aspects of grammar, there are multiple units so decisions will have to be made about the first unit depending on where the learner is.

How can guided work to meet the needs of one or two EAL learners in a class be fitted in without additional adults?

Guided group work offers opportunities for focused teaching and assessment. The small number of children allows teaching to be fine-tuned to particular needs and for the level of challenge to be pitched appropriately. The work can be part of guided writing sessions in the literacy lessons or guided sessions in other areas of the curriculum.

Many of the activities lend themselves to whole-class work as well and can be incorporated into shared reading and writing as well as explicit whole-class sentence level teaching.

The use of ICT, particularly Clicker 5, enables the materials to be used with peer support through paired work. When children are asked to write stories, they may use any story writing software.

I teach in Year 5 and an EAL learner makes errors in use of prepositions. In the materials the prepositions units are for Years 2 and 3. How can I support this learner?

The units are designed to meet individual needs and accelerate progress. The units from other years can be used just as planning for the whole class involves tracking back to earlier objectives in the Primary Framework to identify the starting point for some children. Guided work enables children to catch up so that they can access the age-appropriate objectives.

The range of approaches used in the activities can be used with older children although the texts need to reflect the age and interests of children.

Many activities use interactive whiteboards and I do not have access to one. What do I do?

Interactive whiteboards provide the facility to show different aspects of text at the same time and also support understanding of vocabulary with visual support. However, the activities can be easily delivered using flipcharts or whiteboards and pictures.

Part 2:

Teaching units to support guided sessions

Year 2 Unit 1

Prepositions

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 2: Write simple and compound sentences and begin to use subordination in relation to time and reason

Literacy, strand 10 (Text structure and organisation)

Year 2: Make adventurous word and language choices appropriate to the style and purpose of the text

Why prepositions?

Prepositions can indicate time, position, direction and possession. Developing their use will bring detail, and richness of meaning to children's writing. Using them will also help children be more precise in their writing and add variety to the sentences they produce.

Principles and explanation

A **preposition** is a word such as *at*, *over*, *by* or *with*. It is usually followed by a noun phrase.

Prepositions often indicate time (*at midnight*, *during the film*, *on Friday*), position (*at the station*, *in a field*) or direction (*to the station*, *over a fence*). There are many other meanings, including possession (*of this street*), means (*by car*) and accompaniment (*with me*).

For a more detailed explanation of prepositions, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL need to learn that prepositions signal a wide range of meanings. They can be used in many different ways including figuratively (*She was in tears*) and mathematically (*multiply by*). The same preposition can be used in different ways and will have different meanings in different contexts.

The word order in many languages is different from that found in English. Prepositions may occur in different places or orders or perhaps not occur at all. This can create difficulties for children learning EAL. Cameron found evidence that many EAL learners will often either omit prepositions or use them incorrectly (Cameron and Besser, 2004).

EAL learners learn language best in context; they learn it best in meaningful situations. Therefore, the teaching of grammatical elements such as prepositions would be best taught through practical activities such as those described in this unit. Developing experience in using prepositions in oral situations prepares children for using them in writing.

Activity 1

Objective: To develop a familiarity with simple prepositions

Success criterion: Children are able to understand prepositions in the context of a story

Resources

- Book such as:
 - *Where's Spot?* by Eric Hill (Puffin Books, ISBN 0140504206)
 - *Bears in the night* by Stan and Jan Berenstain (Collins, ISBN 0001712713)
 - *We're going on a bear hunt* by Michael Rosen and Helen Oxenbury (Walker Books, ISBN 0744523230)

that contain a number of prepositions visually presented

- Resource sheet Y2U1.1 – one copy for each child

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y2U1.1 The naughty rabbit and Clicker 5 Y2U3.1 Make a book.

Read the book with the children. Act out the actions in the story as much as possible to enable children to attach meaning to the text, particularly in relation to the prepositions. Use gestures to emphasise the prepositions.

Ask children to complete resource sheet Y2U1.1 as you read the story again.

Now ask children to role-play the story with emphasis on the prepositions. This can be done using classroom furniture such as chairs and tables, items such as hoops and rings but also through imaginary miming.

Through shared writing, devise an alternative version of the text, e.g. Spot could be in different places in the home, the bears in the night could go to different places outside (e.g. a city scene). Scaffold children's thinking by providing pictures. Elicit ideas from children. Ensure that they are providing sentences including prepositions as in the model text. Use miming and gestures with children to help them evaluate whether the sentences they are providing make sense.

Plenary

Read the alternative version of the story. Ask children which version they prefer. Ask children how the prepositions chosen affected the sentences in the story.

Activity 2

Objective: To use prepositions appropriately

Success criterion: To give comprehensible instructions in a barrier game

Resources

- Picture 1 – Make a line drawing of a scene such as a playground, shop or street scene – photocopied onto card, one for each child
- Picture cards – Make a collection of various pictures that can be placed onto picture 1, e.g. boy, girl, cat, apple, ball, sun, car – photocopied and cut up so that each card shows an object, one set for each child
- Barrier
- Resource sheet Y2U1.2 – photocopied onto card, one copy for each child
- Green and blue strips of cloth

Explain: *Today we're going to play a type of game called a barrier game. You'll be in pairs for this game. In this game we use a barrier so that you can't see what the other pair is doing. Both pairs will have a copy of this picture and these objects. The first pair will put the objects on their picture and then they'll tell the other pair where to put the objects on their picture so that when we take away the barrier, both pictures will look the same.*

Show children picture 1.

Explain: *Let's look at this picture and talk about what we can see on it.*

Talk about the picture to ensure that children have the vocabulary they need to talk about the elements of the picture.

Show resource sheet Y2U1.2.

Explain: *Now let's look at the objects that we can put on the picture and the sorts of places we could put them.*

Using the picture cards cut from picture 2, show objects that will be put on the picture.

Model putting an object over, on, under and next to one of the elements in the picture, using a sentence describing where the object is being put. For example, 'Put the boy above the car'.

Explain: *This is a speaking frame. It's designed to help you remember what to do in a barrier game. The words in green are there to help the pair who is giving the instructions and the words in blue are there to help the pair who is listening. I have some pieces of green and blue cloth that you can tie around your wrists to help you remember which words are there to help you.*

Go through the sentences on the resource sheet.

Explain: *Now we're going to play a barrier game. You're going to play it in pairs, with two people on each side of the barrier. Both of you will have a picture and cards showing objects that you can put on the picture. One person from one pair will put a card on the picture and then describe where it goes.*

Give an example, demonstrating with the picture and a cut-out.

Explain: *The second pair will listen to the description of where to put the card. They place it as directed onto their own picture. If they're not sure where to put it, they can ask questions. Once the second pair has placed the card on their picture, the first pair chooses another card and places it on their picture. The game continues in this way until the first pair has described where to put four or five items. Then we'll remove the barrier to see whether the pictures look the same, with the cards placed in exactly the same places.*

Explain: *Now I'm going to show you how to play the barrier game. I'm going to play it with one of you. When you do it, you'll do it in pairs, but to demonstrate it we're just going to do it with one person on each side of the barrier.*

Choose a child to participate in modelling how to play the barrier game. Put the child behind the barrier so they can't see the picture. Make sure that the other children can see you putting the object cards onto the picture. Model the activity, asking questions for clarification and using resource sheet Y2U1.2.

Distribute the strips of blue and green cloth, as appropriate.

Children play the barrier game, working in pairs.

Plenary

Ask children to comment on what elements make instructions easy to understand. Ask children if they could have given instructions without using prepositions.

Activity 3

Objective: To use prepositions appropriately

Success criterion: Children can write clear statements using appropriate prepositions

Resources

- Enlarged copy of picture 1
- Enlarged copy of picture 2 – objects cut out with reusable adhesive on the back of each one
- Picture 1 – as used in previous activity
- Picture 2 – pictures of objects to place onto the picture card as used in previous activity
- Individual whiteboards

Explain: *In our last session we played a barrier game. One person gave instructions and the other person placed the pictures where they were told. And then we looked to see whether the pictures looked the same at the end of the instructions. What did the person giving the instructions need to think about?*

Elicit that the instructions had to be accurate so that the other person could understand them.

Explain: *Today we're going to do some writing. We're going to use the same pictures. The difference is that today you're going to put the pictures where you want and then you're going to write the instructions.*

Show children picture 1. Ask a child to come up to the front and choose another object to place onto the card.

Ask: *Who can tell me where he/she placed the object?*

Elicit the sentence describing where the object is, e.g. *The boy is under the tree.*

Write the sentence on the board.

Explain: *This sentence describes part of the picture.*

Move the object so that only the preposition in the sentence would change, e.g. if the boy is under the tree, place him above the tree.

Ask: *What changes in the sentence when I move the object? Do I have to change all of the sentence or part of it?*

Elicit that only one word changes, the word that describes the position.

Ask: *What is the new sentence when I write where the object is now?*

Elicit the sentence and write it on the board.

Ask another child to come up and place an object on the picture.

Ask: *Where is the object? Who can give me a sentence describing where the object is?*

Elicit an appropriate sentence describing where the child has placed the object.

Ask children to write the sentence on their whiteboards. Select one of the children to read their sentence and write it on the whiteboard.

As before, move the object. Ask children to change any words on their whiteboards so that they are describing where the object has now been placed.

Ask: *How many words did you change in your sentence?*

Elicit that it was only necessary to change one word, the word describing the position of the object.

Explain: *The words we've been changing when we move the objects are position words.*

Ask: *What are the words in each of these sentences that show the position of the objects?*

Circle prepositions as children identify them.

Ask: *Can you think of any other words that we used yesterday to describe*

the position of an object?

Elicit words such as *on, under, above, next to* as appropriate. Write them on the board to provide a word bank for children when they are writing.

Explain: *These are words that we're going to need to use in our writing. I want you to take your object pictures and place them wherever you want in your picture – just like we did yesterday. But today we're going to write our instructions rather than say them. You're going to write them just the way I've written the ones on the board.*

Children work independently to do the writing as described above.

Plenary

Ask children to read their instructions to other children. The other children have the picture card and objects pictures. They try to place the objects according to the written instructions. Check whether all children place the objects in the same place. Ask children whether the instructions were clear. Ask children if prepositions were used accurately.

Activity 4

Objective: To further develop the use of prepositions

Success criterion: Children are able to use prepositions accurately to describe a location

Resources

- Small bear or other small toy – you will need to adapt the commentary and resource sheet text if a bear is not used
- Various places to hide the bear, e.g. under a hat, in a box, on a shelf
- Enlarged photocopies of resource sheets Y2U1.3 and Y2U1.4
- Resource sheet Y2U1.4 – one copy for each child

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y2U1.4 *Where's that bear?* and Clicker 5 Y2U1.4 *Write your own poem.*

Ensure that there are a number of places where you can hide the bear.

Explain: *Today we are going to play a game called *Where's the bear?* I've got this little bear and I'm going to hide it. Look at all the places I could hide it in this room. Who can tell me some of the places I could hide it?*

Elicit responses containing prepositions. As children give a possible hiding

place, go to the place they're suggesting and put the bear where they describe and repeat after them, affirming along the lines of 'Yes, *I could hide the bear in the box*'. This will reinforce their understanding of prepositions.

Explain: *These are all good places for hiding the bear. I'm going to have to think hard to decide where I want to hide it. Now, I want you all to close your eyes while I hide the bear. No peeking!*

Ensure that all children have closed their eyes. Hide the bear.

Ask: *You can open your eyes now! Where's the bear? Who would like to guess?*

Ensure that children use complete sentences using prepositions when describing where they think the bear is, e.g. *It is in the box*. The child who correctly guesses where the bear is hides it next.

Repeat this game several times.

Explain: *Now we're going to do some writing about looking for the bear. I've got a poem here that describes looking for the bear. Let's read it together.*

Read the poem on resource sheet Y2U1.3 with the children. Ask them what they think of the poem.

Explain: *I want us to write a poem that's a bit like this. I've got a writing frame to help you.*

Display resource sheet Y2U1.4.

Ask: *Can you think of some places where we could look for the bear? Possible places could be somewhere in your house or somewhere in the school or in a shop. Use your imagination.*

Elicit responses in the same form as the poem and write them on the resource sheet on the lines provided.

Explain: *Now I'm going to give each of you a copy of the writing frame so that you can write your own poem. Think of where you might want to look for your bear.*

Give each child a copy of resource sheet Y2U1.4. Ask children to complete their own versions of the poem.

Plenary

Ask children to read their poems aloud to the group. Ask children what they think about the places selected to look for the bear. Ask whether prepositions have been used accurately to describe the places the child looked for the

bear (e.g. *in a table* doesn't demonstrate correct use of prepositions).

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years, Unit 2 Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 58
- *Speaking, listening, learning: working with children in Key Stages 1 and 2* poster: 'Listening: making it work in the classroom' (DfES 0624-2003)
- *Grammar for Writing*, Units 42 and 44 (DfEE 0107/2000)

See also: Cameron and Besser (2004) *Writing in English as an additional language at Key Stage 2* (DfES Research report 586)

Resource sheet Y2U1.1

Listening frame – prepositions

Listen to the story. Put a mark next to each preposition used.

in

on

under

over

through

above

below

Resource sheet Y2U1.2

DON'T LOOK!
DON'T LOOK!



Explain.

Listen carefully.

Wait.

Ask a question if you're not sure.

Check that they've understood.

Explain again if necessary.

Build it.

Say when you're ready for the next instruction.

Resource sheet Y2U1.3

I looked for the bear.

I looked and I looked everywhere.

I looked

on the table,
behind the clock,
under the chair,
in Dad's sock.

He wasn't there.

Not anywhere.

I looked

in the birdcage,
under the mat,
on the bookshelf,
in Mum's hat.

He wasn't there.

Not anywhere.

I looked

and I looked
and I looked
and I looked.

Until I finally

found that bear!

Resource sheet Y2U1.4

I looked for the bear.

I looked and I looked everywhere.

I looked

He wasn't there.

Not anywhere.

I looked

He wasn't there.

Not anywhere.

I looked

and I looked

and I looked

and I looked.

Until I finally

found that bear!

Year 2 Unit 2

Present and past tense verbs

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 2: Compose sentences using tense consistently (present and past)

Literacy, strand 9 (Creating and shaping texts)

Year 2:

- Sustain form in narrative, including use of persona and time
- Maintain consistency in non-narrative, including purpose and tense

Why present and past tense verbs?

Understanding the difference between past and present tense verbs will enable children to be able to use them appropriately in writing. Consistent use of tense will improve text cohesion as well as improving children's ability to indicate time. It will demonstrate a greater sense of control by children in both narrative and non-narrative writing.

Principles and explanation

A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence *Mark is tired and wants to go to bed, is, wants and go* are verbs. Sometimes two or more words make up a verb phrase such as *are going, didn't want, has been waiting*.

A verb can be expressed in the present or past tense:

I wait/she waits. (present)

I waited/she waited. (past)

For a more detailed explanation of verbs, see appendix 8: Glossary of grammatical terms.

Additional notes

Because many frequently used verbs in English tend to be irregular, (e.g. make/made, catch/caught, see/saw, come/came) children learning EAL often find the use of the past tense difficult and make a significant number of errors when using it. They need considerable practice to embed the use of past tense verbs.

Activity 1

Objective: To develop an understanding that verb tenses can indicate past and present

Success criterion: Children are able to sort verbs according to past and present tenses

Resources

- Enlarged photocopy of resource sheet Y2U2.1
- Resource sheet Y2U2.2 – photocopied onto card and cut up, one set of cards for each pair of children
- Whiteboard for each pair of children

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y2U2.4 Speaking and listening using present and past tense verbs, Clicker 5 Y2U2.4 Writing using the present tense and Clicker 5 Y2U2.4 Writing using the past tense.

Explain: *Today we're going to look at a piece of text telling us about someone's grandfather. This text tells us a bit about what this grandfather's life was like when he was a boy and also what it is like now.*

Read the text on resource sheet Y2U2.1 to the children.

Ask: *Do you think Grandfather's life has changed much? Why do you think that? Would you like to live on a farm as Grandfather did when he was a boy? Why or why not?*

Explain: *Now I want us to look at the writing in this text. I'm going to read it again and I want you to think about the difference between the first paragraph and the second paragraph.*

Read the text again with the children.

Ask: *What is the difference between the first paragraph and the second paragraph?*

Elicit that the first paragraph is talking about when Grandfather was a boy and the second paragraph is talking about Grandfather's life today.

Remove the text from the display.

Explain: *I'm going to give you some sentence strips. These sentence strips come from the text we've just been reading. I want you to work with your partner and sort the sentence strips into two groups. I want you to put the sentences telling us about grandfather when he was a boy into one pile. I want you to put the sentences telling us about grandfather now into another pile.*

Distribute sentence strips on cards cut from resource sheet Y2U2.2 for children to sort into two piles according to whether sentences contain past or present tense verbs.

Ask children which sentences they have put into the pile telling us about Grandfather when he was a boy. Ask what they thought about when they were deciding which pile to put the sentences in.

Explain: *I'd like you to look at the sentences that tell us about Grandfather when he was a boy. I want you to look at the underlined words in those sentences.*

Ask: *What do you notice about the underlined words?*

Elicit that these words are verbs. Ensure that all children understand what a verb is.

Ask: *I'd like you to look at these verbs with your partner. What do you notice about the endings of these verbs?*

Elicit that many of the verbs end in *ed*.

Explain: *Usually when we see -ed at the end of a verb, it indicates that something has already happened. For example, we could say He played yesterday. He jumped yesterday. These are past tense verbs.*

Explain: *Now I'd like you to look at the pile of sentences that tell us about Grandfather now. Look at them with your partner. The underlined words in these sentences are also verbs.*

Ask: *What do you notice about the endings of these verbs? Discuss it with your partner.*

Elicit that many of the verbs end in -s.

Explain: *I'd like you to work in pairs and write some sentences about Grandfather when he was a boy and Grandfather now. You're going to use Clicker to write these sentences. Remember that when you're writing about the grandfather when he was a boy you must use the past tense. And when you're writing about the grandfather as he is now you must use the present tense.*

Children work in pairs to write sentences about the grandfather as a boy and as he is now.

Plenary

Ask a child to read one of their sentences. Ask the other children whether it is a sentence that takes place in the past or now. Ask them whether the verb in the sentence is a past tense verb.

Independent activity

Children ask their parents and/or grandparents about their lives when they were children. They then write a short piece of text in the past tense about what they've learned.

Activity 2

Objective: To reinforce understanding of past tense verbs

Success criterion: Children are able to tell part of a story using the past tense

Resources

- Story such as *Winnie the witch* by Valerie Thomas and Korky Paul (Oxford Children's Books, ISBN 0192721976). Ensure that the story is written in the past tense and contains little or no dialogue.
- Four sequencing pictures from the story, one set for each group of four (adapt as necessary depending on the number of children)

Explain: *Today we're going to read a story. I'm going to read the first two pages of the story to you. I want you to listen carefully so that you can decide whether this story has already happened or is happening now.*

Read a couple of pages (as appropriate) of a story written in the past.

Ask: *When does this story take place?*

Elicit that the story takes place in the past.

Explain: *We're going to read the story together now.*

Read the story with the children. Ask questions from time to time based on the meaning of the story. Phrase questions so that children are able to answer using the past tense.

Explain: *Now I'm going to divide you into groups of four. I'm going to give each person in the group a sequencing picture. You're not allowed to show your picture to anyone else.*

Give one sequencing picture to each child (one set to each group). Ensure that children don't show their pictures to one another.

Explain: *What I'd like you to do now is look at your pictures and think about the part of the story that the picture comes from. Think about how you could describe what's happening in your picture to the other children in your group. Remember that the story happened in the past so you need to talk about it using the past tense.*

Give children time to think about how they would describe their picture.

Explain: *What I'd like you to do now is for each person in the group to take a turn describing your picture. You mustn't show your picture. You can only talk about it. Once everyone in the group has described their picture, you need to decide as a group the order of the pictures in the story – whose picture comes first in the story, whose comes second, whose comes third and whose comes last. You're not allowed to look at anyone's picture other than your own until the group has decided the order for the pictures. Once you've decided, put the pictures down on the table in the order you've decided.*

Ask children to describe their pictures in turn to their groups. Ensure that children are using the past tense when describing their pictures.

Once all children in the group have described their pictures they decide as a group what the order of the pictures should be. Ask them to lay down the pictures in the order they've decided and check whether they still agree that the order is correct. If time allows, ask them to retell the story.

Plenary

Ask children in groups to retell the stories, this time using the present tense. Ask them why they think most stories are told in the past tense.

Activity 3

Objective: To use the past tense in speaking

Success criterion: Children are able to recount a personal experience using the past tense

Resources

- Resource sheet Y2U2.3 – one copy for each child

Explain: *Today we're going to do some talking. We're going to talk about our news. Our news can be something that we've done or something that has happened to us recently. We're going to be talking about something that has already happened so we must use the past tense. You'll remember that we read the text about the grandfather. It told us about the grandfather when he was a boy. It also told us about his life now. Which part of the text was written in the past tense?*

Elicit that the part that talked about the grandfather as a boy was in the past tense.

Explain: *When we talk about something that has already happened, we use the past tense. We use words like walked instead of walk and played instead of play. I want you to use the past tense when you're talking about your news because you're going to be talking about something that has already happened. It happened in the past.*

Give children resource sheet Y2U2.3.

Explain: *We're going to use this speaking frame to help us talk about our news. A speaking frame helps us remember what we need to include when we're talking. As you can see, this speaking frame shows us that we need to include where, when, who and what happened. I'm going to give you a few minutes to think about your news and what you're going to say. But first I'm going to tell you my news so you can see how to do this activity. Listen to my news and then, if you have any questions, you can ask them at the end.*

Model how to talk about news. Ensure that you are talking in the past tense. Point to the appropriate parts of the speaking frame as you talk.

Ask: *Does anyone want to ask me any questions about my news?*

As children ask questions, encourage them to use the past tense.

Explain: *Now I'm going to give you a few minutes to think about what you're going to say and how you're going to say it. Use your speaking frame to help you plan your talk.*

Give children time to plan their news telling.

Ask each child in turn to tell their news. Prompt them to use the speaking frame and extend their speaking. Ensure that they are speaking in the past tense. If children make errors in their use of tenses, e.g. use the wrong tense or use an incorrect form of an irregular verb, the best way to correct them is through recasting what they have said. Recasting is where the teacher takes a statement the child has made and recasts it in a corrected form. For example, the child might say 'I goed to the shops'. The teacher would then recast the child's sentence 'Oh, you went to the shops'.

When each child finishes their recount, ask the others if they have any questions. Model asking questions to encourage children to ask their own. Ensure that questions are all in the past tense.

Plenary

Ask children questions about the different recounts. Ensure that they answer in the past tense. Ask them why it's important to use the past tense when giving a recount.

Independent activity

Children write their news. Remind them to write in the past tense.

Activity 4

Objective: To apply knowledge of past tense and present tense to writing

Success criterion: Children are able to use past tense and present tense appropriately in writing

Resources

- Photographs of babies and young children (to a maximum of age 6 or 7) preferably of the same child – you could ask children to bring in their own pictures
- Resource sheet Y2U2.4 – one copy for each child

- Whiteboards for each pair of children

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y2U2.4 Speaking and listening using present and past tense verbs, Clicker 5 Y2U2.4 Writing using the present tense and Clicker 5 Y2U2.4 Writing using the past tense.

Explain: *Today we're going to talk about you. We're going to talk about when you were a baby and we're going to talk about you now. Do you remember the text we read about Grandfather? It talked about his life as a boy, which was a long time ago, and his life now.*

Display photographs.

Explain: *I have some pictures here of babies and of children.*

Ask: *Who can tell me something about when they were a baby? I just want one or two examples. What were some things you did when you were a baby? What were some things you couldn't do? Remember that you were a baby in the past so I'd like you to speak in the past tense.*

Elicit one or two examples such as when they were a baby they crawled, they only drank milk, they smiled, they couldn't feed themselves, they couldn't walk, they couldn't talk. Ensure that they use the past tense to talk about when they were a baby.

Write their statements on the whiteboard under the heading *Then*.

Ask: *What about now? What can you do now that you couldn't do when you were a baby? Again, I only want one or two examples. Remember that we're talking about what you can do now so you need to use the present tense when you're talking about it.*

Elicit one or two examples from children. Ensure that they use the present tense.

Write their examples on the whiteboard under the heading *Now*.

Explain: *I'm going to give you a sheet, divided into two sections. One section says 'Then' and the other says 'Now'. The section that says 'Then' is where you're going to draw pictures or write short phrases about when you were a baby. For example, when you were a baby you crawled. You could either write the word crawled or you could quickly draw a picture of a baby crawling. The section that says 'Now' is where you're going to draw pictures or write short phrases about what you can do now. For example, you can read now so you could draw a picture of a child reading a book or you could write the words read books.*

Give children time to draw pictures or write phrases on resource sheet Y2U2.4.

Ask: *Who can give me some examples of things you did when you were a baby?*

Elicit examples from children.

Ask: *Who can give me some examples of things you do now?*

Elicit examples from children.

Explain: *Now I'd like you to write some sentences about what life was like when you were a baby and what life is like now. You're going to work in pairs and write the sentences. You can use the pictures and words you've just done to help you.*

Plenary

Ask children to read the sentences they have constructed. Ask other children to identify which sentences are in the past tense and which are in the present tense. Ask if the tenses have been used appropriately. Ask how children decided which tense to use.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years, Unit 2 Creating the learning culture: making it work in the classroom (DfES 2133-2006DCL-EN) page 56*
- *Developing Early Writing, Units 10, 12, D and H (DfEE 0055/2001)*

Resource sheet Y2U2.1

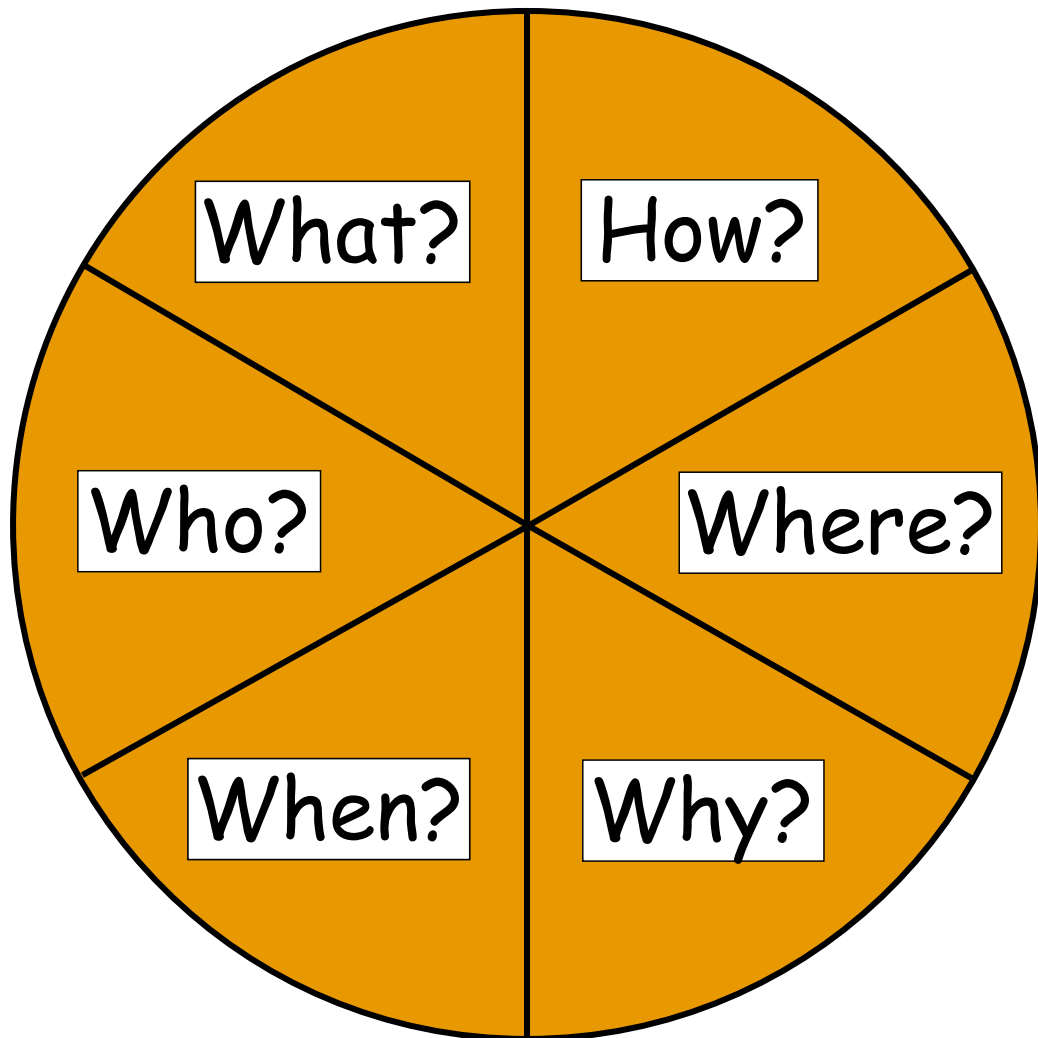
Long ago, when Grandfather was a boy, he lived with his family in a country far away. They lived in a little wooden house. His parents were farmers. They grew rice in the field near their house. They also had chickens and a cow. The chickens clucked around his mother as she fed them each morning. Grandfather milked the cow every morning. Then he walked to school.

Now Grandfather is old. He lives in the city in a small flat. He grows flowers in pots on his balcony. He buys rice and milk and eggs from the supermarket. He drives his car to our house and he tells us stories about when he was young.


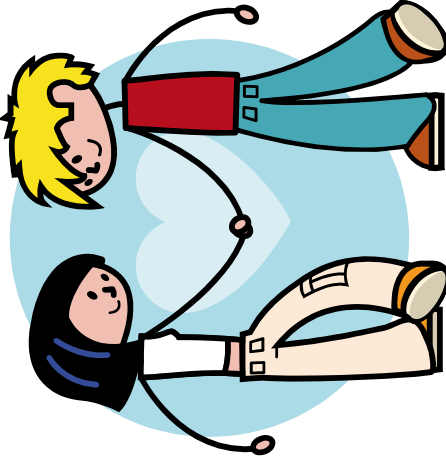
Resource sheet Y2U2.2

| | |
|--|---------------------------------|
| They <u>grew</u> rice. | He <u>grows</u> flowers. |
| He <u>milked</u> the cow. | He <u>buys</u> milk. |
| He <u>lived</u> in a small wooden house. | He <u>lives</u> in a tiny flat. |
| He <u>was</u> a boy. | He <u>is</u> old. |
| He <u>walked</u> to school. | He <u>drives</u> his car. |

Resource sheet Y2U2.3



Resource sheet Y2U2.4

| | |
|-------------|--|
| <p>Then</p> |  |
| <p>Now</p> |  |

Year 2 Unit 3

Determiners

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 2: Write simple and compound sentences and begin to use subordination in relation to time and reason

Literacy, strand 9 (Creating and shaping texts)

Year 2:

- Sustain form in narrative, including use of person and time
- Maintain consistency in non-narrative, including purpose and tense

Why determiners?

Using determiners is an essential element in designating persons and amounts. Correct usage will provide precision and enable cohesive links to be made at sentence and text level in oral and written texts.

Principles and explanations

Determiners include many of the most frequent English words, e.g. *the, a, my, this*. Determiners are used with nouns (*this book, my best friend, a new car*) and they limit (i.e. determine) the reference of the noun in some way.

Determiners include:

| | |
|----------------|---|
| articles | <i>a/an, the</i> |
| demonstratives | <i>this/that, these/those</i> |
| possessives | <i>my/your/his/her/its/our/their</i> |
| Quantifiers | <i>some, any, no, many, much, few, little, both, all, either, each, every, enough</i> |

For a more detailed explanation of the range of determiners, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL need to learn the appropriate use of articles, possessive pronouns and quantifiers. They need to understand that the indefinite articles (*a, an*) are used for singular, common nouns and the definite article (*the*) is used for the particular noun (*the red pencil*) or with mass nouns (*the evidence, the air*). They need to learn that the definite article is not used with people's names but may be used with other proper nouns (*The Indian Ocean* but not *the Mr Malik*). They also need to learn to use a range of possessive pronouns.

This unit focuses on articles and possessive pronouns.

EAL learners learn language best in context: they learn it best in meaningful situations. Therefore the teaching of grammatical elements such as determiners would best be taught through modelling and practical activities. For example, labelling of objects throughout the classroom using appropriate determiners provides a meaningful context for consolidating understanding.

Activity 1

Objective: To develop understanding of the use of definite and indefinite articles

Success criterion: Children demonstrate some understanding of definite and indefinite articles

Resources

- Various classroom objects placed around the room, e.g. pencils, rubbers, paper clips – in each case ensure that examples are of different sizes, colours, etc.
- Resource sheet Y2U 3.1 Label cards related to the classroom objects. Blank cards are provided for teachers to put in their own objects using indefinite and definite articles.

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y2U3.1.

Explain: *I'm going to start today by asking you to bring me something. I'm going to ask you to bring me things that are in the classroom. You must listen very carefully, though, to what I ask you to bring. There are some words I will use that will tell you more about what I want you to bring me. For example, if I say 'Bring me a pencil', you could bring me any pencil you like. But if I say 'Bring me the pencil', you'll have to ask me which one I want. I'll then tell you whether I want a big pencil or a small pencil or a blue or yellow or green pencil. If I say 'Bring me the pencils', then I want you to bring me all the pencils.*

I have these cards here. You can see that one says 'a pencil' and another says 'the pencil'. When I ask you to bring me something, I'll hold up a card. The cards will help you understand what I want you to bring me.

Play the game with children, asking them to bring a/an or the object/objects. Use labels to support understanding. Then ask children to give the instructions. Ensure that other children correctly follow the instructions.

Plenary

Display the label cards.

Ask: *Which one of these would I use if I knew which pencil I wanted? Which one would I use if I wanted all the pencils? Which one would I use if I didn't care which pencil I got?*

Display cards to match children's answers. Repeat with other objects.

Independent activity

Children write sentences, e.g. *I gave my teacher a/an/the,...* using Clicker. Use Clicker 5 Y2U3.1 Making sentences.

Activity 2

Objective: To explore the rationale behind the use of determiners such as definite and indefinite articles and demonstratives

Success criterion: Children are able to insert articles and personal pronouns accurately into a text

Resources

- Resource sheets Y2U3.2 and Y2U3.3 – displayed on an interactive whiteboard (IWB) or enlarged photocopies of each
- Resource sheet Y2U3.3 – one copy for each child
- Individual whiteboards

Display resource sheet Y2U3.2 on the IWB. Read the text aloud with the children. Ask children if they think there was really a teacher called Mrs Gomez. Ask them why they think this.

Display resource sheet Y2U3.3. Read the first sentence. Ask children to write on their whiteboards which word they think goes in the first blank. They can choose from the words at the bottom and use each word more than once. Ask children to hold up their whiteboards to assess how many inserted a into the blank.

Elicit that the word *a* should be inserted into this blank. Display this on the IWB.

Explain: *We know that it has to be a teacher because at this point there's no specific information about her. She's just one of a number of teachers. This is just like picking one pencil from a handful of pencils without any thought as to which one you want.*

Ask: *Which word goes in the next blank?*

Ask children to write their answers on their whiteboards and hold them up.

Display the sentence with *her* inserted.

Ask a child who has the right answer why they chose the word *her*.

Elicit that it's because Mrs Gomez is a woman. *Her* refers to a woman. Ask children what they would use if the teacher was Mr Gomez. Elicit *his*.

Ask children to decide what goes in the blank of the next sentence in the same way.

Elicit that *the* would be the word to go in the blank. This is because it is referring to a specific group of children, i.e. children in that particular school.

Distribute resource sheet Y2U3.3 for children to complete in pairs.

Plenary

Go through the answers for resource sheet Y2U3.3. Ask the following questions using the context of the answers.

Ask: *How do we know when to use a/an and when to use the? Which one would we use for something specific? Which one would we use when it doesn't matter which one, it could be any from a group? How do we know when to use his or her? What's the difference between my and me?*

Independent activity

Using a photocopy of a piece of text from guided reading books, children highlight personal pronouns and articles in the text. This could be done individually or working in pairs.

Activity 3

Objective: To apply knowledge of personal pronouns and articles

Success criterion: Children are able to reconstruct text accurately using personal pronouns and articles

Resources

- Resource sheet Y2U3.4 – photocopied onto card and cut up, one set for each pair of children
- Resource sheet Y2U3.5

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y2U3.3 Word detective.

Explain: *Today we're going to be word detectives. I have a text that's been cut up and I need your help to put it back together.*

Ask: *What sorts of things can help us put the text back together? What do we need to be thinking about when we're looking at these bits of sentences?*

Elicit that children need to think about the meaning of the sentences. They also need to think about word order and which words make sense when being put together.

Distribute shuffled sets of cards cut from resource sheet Y2U3.4 and ask children to work in pairs to reconstruct the text.

Plenary

Display resource sheet Y2U3.5. Ask children whether their reconstruction looks the same. If not, ask them how they decided where to put words such as articles and personal pronouns. Ask them to read the specific parts of their text that don't match. Ask other children whether these parts 'sound right'.

Ask: *What did you think about when you were deciding how to reconstruct the text? Were there any words or phrases that were more difficult to place than others?*

Activity 4

Objective: To apply knowledge of personal pronouns and articles

Success criterion: Children are able to reconstruct text

Resources

- Resource sheet Y2U3.5 – displayed on the IWB with capacity to click on a designated word or phrase and make it disappear (vanishing cloze). Resource sheet Y2U3.6 is provided to show which words or phrases should be available to disappear in chunks. Yellow highlighted phrases are priority but should sometimes be interspersed with green highlighted words or phrases.

Explain: *Now we're going to do an activity. This is called vanishing cloze. I'm going to make parts of this text disappear, but we're going to read it as if all the words are still there. We're going to make this text disappear gradually, but we're going to keep reading. Let's start by reading through the whole text with only this word missing.*

Using resource sheet Y2U3.6 on the IWB, click on one of the yellow highlighted words or phrases in the text to make it disappear. Read the text with the children.

Explain: *That was very good. We just had to remember to include that word/phrase even though we couldn't see it. Let's make another word/phrase disappear.*

Click on another yellow highlighted word or phrase and then read the text as if that word or phrase was still visible. Continue until all highlighted words or phrases have been removed. Continue further if suitable for this particular group.

Ask children to work in pairs to begin reconstructing the text.

Plenary

Ask children to read aloud what they have written. Ask other children to listen for correct use of determiners. Compare children's versions with the text on resource sheet Y2U3.5. Ask other children how accurate the versions are. Ask whether it was easy or difficult remembering which determiners to use. Ask children whether any words or phrases were more difficult to remember than others.

Activity 5

You may need two sessions to complete this activity.

Objective: To develop a clearer understanding of the meaning of quantifiers, e.g. *many, several, some, few, all*

Success criterion: Children are able to rank a selection of quantifiers appropriately

Resources

- Enlarged photocopy of resource sheet Y2U3.7
- Resource sheet Y2U3.8 – photocopied onto card and cut up, one set of cards for each pair of children
- Washing lines – one for each pair of children plus one for demonstration
- Clothes pegs

Explain: *Today we're going to be talking about words called quantifiers. Quantity is a word that means how much and these determiners are named that because they give us an idea of how much of a particular noun we're talking about. We're going to look at a text with quantifiers in it to get an idea.*

Read the text on resource sheet Y2U3.7 to the children.

Ask: *Why is Mrs Hope writing this letter? What will happen at the parents' evenings?*

Ask children to look at the first sentence in the text.

Explain: *The determiner in the first sentence is both. What I want us to do is to rank some of these determiners to see where they go on the washing line. The quantifiers that signify the least number of people or objects go on the left-hand side of the washing line and the ones that signify the most go on the right-hand side. Let's read the first sentence of the text.*

Read the first sentence with the children.

Ask: *The underlined word in this sentence is both. I've got a card here that has the word both written on it. If we say both are we talking about lots of evenings or not very many evenings? Do we know exactly how many evenings we're talking about when we say both?*

Elicit from children that *both* only means two.

Explain: *Because both only means two, we're going to put it at this end of the washing line. This is the end where we'll put words that only mean a few. Who would like to put the card onto the washing line?*

Select a child to attach the card with the word *both* onto the washing line.

Explain: *Now I'd like you to look at the next sentence.*

Ask children to read the sentence.

Ask: *The underlined word is all. Where would it go on the washing line? Are we talking about more than both or less than both?*

Elicit that the determiner *all* means every single one – as many as there are – and it would therefore go at the far right-hand side of the washing line.

Ask children to look at the next sentence.

Explain: *It's the word all again. Let's go on to the next sentence with an underlined word.*

Ask: *What is the first underlined word in this sentence? Where would it go on the washing line?*

Elicit that the first underlined word is *many*. *Many* indicates more than *both* and less than *few*. It would therefore go between these two words on the washing line.

Ask a child to attach the card with *many* onto the washing line.

Distribute a set of cards cut from resource sheet Y2U3.8 to each pair of children.

Explain: *I'm giving you a set of cards and I want you to work with your partner to decide where they should go on your washing line. I don't expect everyone's washing line to be exactly the same, but I want you to think carefully and talk about where you're placing these determiners. Remember, the ones that show the fewest number go on the left and the ones that show the most go on the right.*

Plenary

Ask each pair of children to show their washing lines. Ask them to look for differences between theirs and others. Discuss why there might be differences in where the determiners have been placed on the washing line. Ensure that children have a clear understanding of the more explicit quantifiers. Also ensure that they understand that some quantifiers are less precise in their meaning than others.

Independent activity

Children write a paragraph about going shopping and buying items in different shops, e.g. *I went to the supermarket and bought a few bananas. I bought some rice and some noodles. Then I went to the bakery and bought all the biscuits.*

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, Unit 2 *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 61
- See Units B, C, G, H and 3 in *Developing Early Writing* and Units 7, 11, 12, 13, 20 39 and 40 in *Grammar for Writing* for further suggestions for whole-class and guided teaching units

Resource sheet Y2U3.1

| | |
|--------------|----------------|
| a pencil | the pencil |
| a paper | the paper |
| a rubber | the rubber |
| a paper clip | the paper clip |

| | |
|-----------------|--------------|
| an envelope | the envelope |
| the pencils | the rubbers |
| the paper clips | the |
| a | an |

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Resource sheet Y2U3.2

Some time ago Mrs Gomez was a teacher at this school. My big brother was in her class. He told me that all the children wanted to be in Mrs Gomez's class. She gave an apple to each child every morning. Mrs Gomez told the children that these apples were different from other apples. My brother said that when he ate the apple it gave him extra brain power. Suddenly, the school work was easier! I wish I could have a magic apple to help me with my school work.

Resource sheet Y2U3.3

Some time ago Mrs Gomez was _____ teacher at this school. My big brother was in _____ class. He told me that all _____ children wanted to be in Mrs Gomez's class. She gave _____ apple to each child every morning. Mrs Gomez told _____ children that these apples were different from other apples. _____ brother said that when he ate _____ apple it gave him extra brain power. Suddenly, _____ school work was easier! I wish I could have _____ magic apple to help me with _____ schoolwork.

| | | |
|-----|-----|-----|
| a | an | the |
| his | her | my |

Resource sheet Y2U3.4

| | | |
|--------------------------------|-------------------------------|---------------------|
| There were no lights on at the | house. We walked | slowly up to the |
| door and turned the | knob. | owl hooted |
| in the | distance and we jumped at the | sound. We felt like |
| running away, but | we opened the | door instead. The |
| first thing we saw was | spider scuttling | across the |
| floor. We went towards the | stairs. A | shadow glided past. |
| And that's when we | saw the | ghost! |
| An | the | a |

Resource sheet Y2U3.5

There were no lights on at the house. We walked slowly up to the door and turned the knob. An owl hooted in the distance and we jumped at the sound. We felt like running away, but we opened the door instead. The first thing we saw was a spider scuttling across the floor. We went towards the stairs. A shadow glided past. And that's when we saw the ghost!

Resource sheet Y2U3.6

There were no lights on at the house. We walked slowly up to the door and turned the knob. An owl hooted in the distance and we jumped at the sound. We felt like running away, but we opened the door instead. The first thing we saw was a spider scuttling across the floor. We went towards the stairs. A shadow glided past. And that's when we saw the ghost!

Resource sheet Y2U3.7

Dear Children,

Parents' evenings will be held tonight and tomorrow night. Both evenings should offer an excellent opportunity for all parents, carers and families to talk to the teachers. We would like all parents and carers to attend.

There will be many displays of work and some children from Year 6 will be performing several songs and dances. Each appointment will last 10 minutes. That should be enough time to discuss one child's progress.

There are few evenings at the school that are as exciting and important as parents' evenings. No excuses will be accepted for not attending! Tell your parents!

Regards,

Mrs E. Hope,
Headteacher

Resource sheet Y2U3.8

| | | |
|---------|--------|--------|
| both | all | every |
| neither | either | each |
| few | much | little |
| some | many | no |

Year 3 Unit 4

Adjectives

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 3: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact

Literacy, strand 9 (Creating and shaping texts)

Year 3: Select and use a range of technical and descriptive vocabulary

Why adjectives?

Adjectives provide one of the means for creating a richness of meaning in writing. Children are able to be more precise in the meanings they are trying to communicate.

Principles and explanations

An **adjective** is a word that describes somebody or something. *Old, white, busy, careful* and *horrible* are all adjectives. Adjectives either come before nouns or after verbs that link nouns with a complement, e.g. *The man was old*.

For a more detailed explanation of adjectives, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL need to understand and apply the conventions governing the order of adjectives describing a noun. For example, we say *a big old round black and white football* and never *a white and black round old big football*. The range of adjectives for precision and use of adjectival phrases to add richness to text also needs to be developed.

Guidance on the conventions governing the order of adjectives in English can be found on page 86.

Activity 1

Function

Objective: To understand the function of adjectives

Success criterion: Children are able to identify adjectives and their functions in a sentence

Resources

- Enlarged photocopy of resource sheet Y3U4.1
- Resource sheets Y3U4.2 and Y3U4.3 – one copy of each resource sheet for each child
- Individual whiteboards
- Picture(s) to illustrate the text, e.g. of a dark wood, setting sun.
- Interactive whiteboard (IWB)

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y3U4.1 Identifying adjectives.

Explain: *We're going to start today by looking at this picture.*

Preteach some of the vocabulary children will encounter in the story given on resource sheet Y3U4.1 Scaffold children's understanding by using pictures, objects and miming. Show pictures and talk about them using the target vocabulary. For example, a picture of the sun setting could be used to talk about the sun sinking down. A jagged object could be used to talk about what we mean by the word *jagged* and then related to shadows. A picture of trees in a storm could be used to talk about the shivering trees. Miming shivering could also support children's understanding and vocabulary development. Pictures could be displayed on the IWB.

Explain: *Now we're going to look at this text. We're going to read through it together.*

Read resource sheet Y3U4.1 sentence by sentence with the children, referring back to the pictures to reinforce vocabulary introduced prior to reading. Ensure that children have a clear understanding of all the vocabulary in the text.

Read through the text a second time, focusing on the meaning of the text as a whole.

Ask: *How do you feel when you read this text? How do you think Laila was feeling?*

Explain: *There are some words in this text that are underlined. We're going to look at these words and try to work out what their purpose is in the sentence. I want us to start, though, with a review of nouns and verbs because remembering what these words do in a sentence will help us to understand what other types of words do.*

Ask: *Can anyone remember what a noun is?*

Elicit that a noun is a word that denotes somebody or something in a sentence.

Ask: *And what about a verb? What is that?*

Elicit that a verb tells about an action or a happening.

Explain: *Let's look at the first sentence.*

Read the sentence *Laila was lost in the dark woods and didn't know which way to go.*

Ask: *What is the underlined word in that sentence? What is it adding to the sentence? Why is it in the sentence?*

Elicit that the word *dark* is describing the woods. Ask what kind of word *woods* is, a noun or a verb. Elicit that it is a noun because it labels or names something.

Explain: *So the word dark is telling us something about the woods. The word woods is a noun. That means that dark is an adjective because adjectives tell us something about nouns. They describe nouns. Let's see whether the underlined words in the next sentence are also adjectives.*

Read the next sentence. Ask what the word *sick* is doing in the sentence.

Elicit that it is describing the grandmother. Ask what kind of word *grandmother* is. Elicit that it is a noun.

Ask: *So is the word sick an adjective in this sentence? Remember, adjectives are words that describe nouns.*

Elicit that *sick* is an adjective.

Repeat this process with the word *deep*.

Explain: *Now I'd like you to work in pairs. I want you to look at the next sentence and decide whether or not the underlined words are also adjectives. If you think they are adjectives, then you need to decide what words they are describing. Write your answers on your whiteboards.*

Children should identify the words *sinking* and *tall* as adjectives. The words they are describing are *sun* and *trees*.

Explain: *I want you to read through the next sentence and again decide whether the underlined words are adjectives. If they are adjectives, then write down the words that they are describing. Just to let you know, there is an underlined word somewhere in the text that is not an adjective.*

Ask children to identify the words *narrow* and *gloomy* as adjectives. The words they are describing are *path* and *light*.

Ask: *How do you know which noun the adjective is describing? Where is it usually located in the sentence?*

Elicit that the noun usually follows the adjective.

Explain: *Now I want you to read through the text and see whether you can identify the underlined word that is not an adjective. See if you can find the word and then talk with your partner to say which word you've identified and why you think it's not an adjective. Then write it down on your whiteboards. If you don't agree with your partner, you can each write down a different word, but you must be able to explain why you think it's not an adjective.*

Elicit that the word *loudly* is not an adjective because it gives further detail about a verb. It describes an action (*howled*) rather than something or somebody.

Explain: *I want you to go back and read through the rest of the sentences. I want you to identify which words the adjectives are describing. Work in pairs and write the answers on your whiteboards.*

Children work through the text, identifying adjectives and the nouns they are describing.

Explain: *You'll notice that in the last sentence there's a blank in front of the word *light*. I want you to think of a word that might go in that blank, a word that would describe *light*.*

Plenary

Ask children what functions adjectives serve in a text. Show them resource sheet Y3U4.2 and ask them how this text differs from the text on resource sheet Y3U4.1.

If time allows show them resource sheet Y3U4.3. How does this version differ from the others? Which version do they prefer?

Activity 2

Improve

Objective: To explore selecting appropriate adjectives

Success criterion: Children insert adjectives into text to make it more interesting

Resources

- Enlarged photocopies of resource sheets Y3U4.4 and Y3U4.5
- Resource sheet Y3U4.6 – photocopied onto card and cut into two items: text with words missing and a set of cards. Each pair of children will need the text and one set of shuffled cards

Note: This activity is also available as a Clicker resource, see Clicker 5 Y3U4.2 Using adjectives.

Read resource sheet Y3U4.4 with the children.

Ask: *What do you think of this text? Is it an interesting text? Has the writer used adjectives?*

Explain: *In this text the writer has used adjectives, but she hasn't chosen them very well. The writer keeps using the same ones. It's boring and the adjectives aren't very interesting ones. Why do you think these adjectives aren't very interesting?*

Elicit that these particular adjectives do not give much information. They are quite vague in meaning.

Ask: *What could we do to make this text more interesting?*

Elicit that the boring adjectives could be replaced with more interesting adjectives.

Explain: *Let's have a try at improving this text. I've got another copy of it. This copy has blank spaces where those boring adjectives were. It also has a bank of adjectives that we might use to put into those blanks. You're going to play a game with this text in a minute, but I want to show you something about some of the adjectives that are in the word bank.*

Display resource sheet Y3U4.5.

Read the text with the children. Show them the word card from resource sheet Y3U4.6 that says *special*.

Explain: *I have a word card here. The word on it is special. I want you to think about where you would put this word in the text.*

Allow children time to think about where the word *special* could go in the text. The important thing to emphasise is that it can go in several places.

Ask: *We know that this word could go in several different places. But which place do you think is the best for it?*

Explain: *Now I'm going to give out copies of this text on card. I've also got word cards to place in the blank spaces. I want you to work with your partner to decide what word you want to put in each blank. Think about where would be the best place for each word.*

Children complete the text using the cards from resource sheet Y3U4.6.

Plenary

Ask children to read their texts aloud to the others. Discuss word choice. Does each text make sense? Are there any adjectives that could only go in one place? Are there any adjectives that aren't in the best place? What did they think about when deciding where to place certain adjectives?

Independent activity

Children write a story about a girl buying a present for her brother. Remind them to include adjectives.

Activity 3

Objective: To explore the importance of meaning when using adjectives

Success criterion: Children are able to a sequence a set of words according to meaning

Resources

- Resource sheet Y3U4.7 – photocopied onto card and cut up, but keep the three different sets of cards separate. You will need only one set of hot/cold word cards. Give each pair of children one set of either good/bad or big/little word cards, distributing sets as evenly as possible

- Washing lines for each pair of children and one for demonstration
- Clothes pegs
- Pictures to illustrate some of the words on resource sheet Y3U4.7

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y3U4.3 Ordering adjectives

Explain: *We've been talking about adjectives in our last two sessions. Who can remind me what an adjective is?*

Elicit that an adjective is a word that describes a noun.

Ask: *Why are adjectives useful to writers?*

Ensure that children understand that writers use adjectives to add variety and richness to their writing.

Explain: *In our last session, we looked at how boring adjectives will make a piece of writing boring rather than more interesting. We've also seen that it's important to think about which adjectives we use. Today we're going to look at this idea of thinking about the right adjective to use. We're going to look at a set of words. Some of these words mean nearly the same thing, but it's important for us to understand how they are different. I'll give you an example. If we think about objects described by the words cool and freezing, which one do you think would be colder?*

Show the hot/cold word cards cut from resource sheet Y3U4.7. Elicit that the *freezing* object would be colder than the *cool* one.

Explain: *That's right. Cool is a bit cold and freezing is very cold so freezing would be at one end of the scale and cool towards the middle.*

Attach these two words to washing line placing *freezing* at one end and *cool* towards the middle.

Explain: *I'm going to put the word freezing here at the end of the washing line to show that freezing is colder than cool. And I'm putting cool here to show that it's not as cold as freezing.*

Ask: *What about the word hot? Where would that go on our washing line?*

Elicit that it would go on the opposite side of *freezing* as it's warmer than *cool*. Place it on the washing line.

Ask: *Let's look at the word sizzling. Where would that go on our washing line? Is it a hot word or a cold word? Is it warmer than hot or cooler than hot? Who wants to put it on the washing line?*

Give the card to one of the children to place on the washing line. Ask the other children whether they agree with where it has been placed. If they disagree, ask them where they would place it and why.

Explain: *Sizzling is a word that describes something that is very hot. For example, we can talk about food sizzling in a pan when we're cooking.*

Ask: *What about the word warm? Talk with your partners about where you would put it.*

Children talk with their partners before giving answers as to where they would place *warm*.

Continue in this vein until all the words are on the washing line. Some of the words may be unfamiliar to children or they may not have a good sense of the meaning of the word. In these cases give examples in sentences and relate the word to the others on the washing line.

Explain: *Now I've got some other sets of words. One of them contains words which means degrees of big/little and the other contains words which mean degrees of good/bad. I'm going to give each pair one set of cards and a washing line. I want you to attach your words to the washing line the same way we've done it with the hot/cold words. You'll need to talk with your partner to decide the best place to put the words.*

Give pairs of children a set of word cards (big/little or good/bad) and ask them to attach them to their washing lines.

Plenary

Ask children who worked with big/little word cards to show their washing lines to the class. Are they the same? Why might they be different? Do the other children disagree with where any of the words have been put? Repeat this with the displays of good/bad word cards.

Activity 4

You might need two sessions to complete this activity.

Objective: To apply knowledge of adjectives to writing

Success criterion: Children are able to insert suitable adjectives into a piece of writing

Resources

- Resource sheet Y3U4.8 displayed on an interactive whiteboard (IWB)
- Individual whiteboards
- Picture illustrating a boat in a storm. This picture should be used to introduce some of the vocabulary the children will encounter in the text on resource sheet Y3U4.8. The picture could be displayed on the IWB

Read resource sheet Y3U4.8 with the children.

Explain: *We're going to start today by looking at this picture. Who can tell me what's happening in the picture?*

Elicit that it's a picture of a boat in a storm. Discuss the picture further and what it would be like in a storm. Use the discussion to introduce vocabulary the children will encounter in the text on resource sheet Y3U4.8.

Ask: *What did you think about that text? Did you find it exciting? Do you think it could be improved? How could we improve it?*

Elicit that the text doesn't contain any adjectives and that adjectives would make the writing more interesting and exciting.

Explain: *I want us to start by thinking about adjectives that we could insert into this text. I want you to read the first sentence and write down any adjectives that you can think of that would sound good in this sentence.*

Ask: *Which word in this sentence do you think needs an adjective?*

Elicit *storm*.

Explain: *I'd like you to think of words that could describe the storm.*

Children suggest words to describe the storm. Read the sentence with each suggestion and then decide as a group which one to insert. Type it into the appropriate place in the sentence.

Ask children to look at the next sentence.

Explain: *I'd like you to discuss with your partner which word or words need an adjective and what adjectives you would insert. Write your suggestions on your whiteboards.*

Ask children to hold up their whiteboards to show suggestions. Insert the agreed adjectives into the appropriate places in the sentence using the IWB.

Repeat this process with the next sentences.

Explain: *Now we're going to write the ending to this story. We're going to write it together. I want you to think of some ideas for the ending. The boat is sinking and there are sharks circling. What can the sailors do? What's going to happen? Write your ideas on your whiteboards. Discuss your ideas with your partner and write them on your whiteboards.*

Give children time to discuss their ideas for continuing the story with their partner and to write their ideas on their whiteboards.

Ask children to share their ideas with the whole group. Decide as a group which idea for an ending they like best.

Explain: *I want us just to think about some of the adjectives we might want to use for this idea. Write any adjectives you think we might be able to use on your whiteboards. Discuss them with your partner.*

Children talk with their partners and write potential adjectives on their whiteboards.

Review each sentence with children, asking whether they like the way it sounds, if there's a better way to write it, or if it needs some description. Ensure that children include adjectives in most sentences.

Plenary

Read the entire text with the children including the newly completed ending. Ask children whether adjectives used are suitable and appropriately placed. Ask if they want to make any further changes. Ask what we need to think about when we are including adjectives in our writing.

Independent activity

Children write their own endings to the story.

Activity 5

Objective: To apply knowledge of adjectives to writing

Success criterion: Children use adjectives appropriately in writing

Resources

- Enlarged photocopy of resource sheet Y3U4.9
- Individual whiteboards

Explain: *Today we're going to do some writing. I have a text here which we're going to read together. Then we're going to write the ending to the story. Let's begin by reading the story together.*

Read resource sheet Y3U4.9 with the children. Ensure that they understand all the vocabulary.

Ask: *What do you think it would be like to shrink to the size of a tiny mouse? What would things look like to you?*

Explain: *I'd like you to think of some ideas for an ending to this story. Talk the ideas over with your partner.*

Give children time to discuss their ideas with their partners. Then ask them to relate their ideas to the whole group.

Explain: *Each of you is going to write the ending to this story on your own. So you need to decide which idea you want to use in your writing. I also want you to spend a few minutes thinking of some adjectives you could use in your story. Write these on your whiteboards.*

Give children time to think of adjectives they might use in their writing. Ask them to share some of the adjectives they've thought of. Create a word bank of these adjectives on the whiteboard.

Ask children to begin writing their own endings to the story. Stop them after they have been writing for a while. Ask a child who has done a good job of including adjectives to read what they have written so far. Give explicit praise on the use of adjectives.

Ask children to read their own work so far and look for opportunities to add adjectives. Then ask them to carry on with writing the ending to the story.

Plenary

Ask each child to read their story endings to the group. Ask other children about the use of adjectives in the writing. Ask them whether the story makes sense and whether it has an interesting ending. Ask them for any suggestions to improve the work.

Links

- *Grammar for Writing*, Unit 10 (DfEE 0107/2002)

Conventions governing the order of adjectives in English

Adjectives of colour, origin, material and purpose usually go in that order, e.g. *black Moroccan leather riding boots*.

Other adjectives usually go before words of colour, origin, material and purpose. It is impossible to give exact rules, but adjectives of size, length and height often come first.

- *The round glass table* (not *The glass round table*)
- *Long, flexible steel poles*
- *A tall, ancient oak tree*

Adjectives that express judgements or attitudes usually come before all others. Examples are: *pure, absolutely, extremely, perfect, wonderful, silly*.

- *A lovely hot cup of tea*
- *Who's that beautiful tall woman over there?*

Numbers usually go before size adjectives.

- *Six large eggs*

First, next and *last* most often go before *one, two, three*, etc.

- *The first few days*
- *His last two jobs*

Age would normally go after adjectives of size, length and height, but before colour, origin, material and purpose.

- *A big old yellow straw hat*

Thus, a complete list could be:

(article) + number + judgement/attitude + size, length, height + age + colour + origin + material + purpose + noun

- *A lovely long brown leather coat*
- *A charming old stone holiday cottage*

Resource sheet Y3U4.1

Laila was lost in the dark woods and didn't know which way to go. She'd been to visit her sick grandmother who lived on the other side of the deep forest. But she'd left late, just as the sinking sun disappeared behind the tall trees. She knew the narrow path that led to home well, but in the gloomy light it was hard to find it. Shivering trees loomed above her, blocking out the pale moon. Jagged shadows fell across her feet and the chill wind howled loudly around her like a lost wolf. She tugged at her thin coat, trying to warm her frozen body. *And then she saw a _____ light. What could it be?*

Resource sheet Y3U4.2

Laila was lost in the woods and didn't know which way to go. She'd been to visit her grandmother who lived on the other side of the forest. But she'd left late, just as the sun disappeared behind the trees. She knew the path that led to home well, but in the light it was hard to find it. Trees loomed above her, blocking out the moon. Shadows fell across her feet and the wind howled around her like a wolf. She tugged at her coat, trying to warm her body.

Resource sheet Y3U4.3

Laila was lost in the big deep dark woods and didn't know which way to go. She'd been to visit her favourite old grandmother who lived on the other side of the huge deep forest. But she'd left late, just as the sinking yellow afternoon sun disappeared behind the big tall leafy trees. She knew the narrow winding dirt path that led to home well, but in the gloomy flickering light it was hard to find it. Shivering shaking whispering trees loomed above her, blocking out the pale round silver moon. Jagged black shadows fell across her feet and the strong sharp chill wind howled loudly around her like a lonely lost wolf. She tugged at her thin red wool coat, trying to warm her frozen shivering body.

Resource sheet Y3U4.4

It was a nice day. I went with my nice friend to the nice shop. I wanted to buy a good toy for my nice brother. I wanted him to have a good present for his birthday. The nice lady showed me the good toys.

Resource sheet Y3U4.5

It was a _____ day. I went with my _____ friend to the _____ shop. I wanted to buy a _____ toy for my _____ brother. I wanted him to have a _____ present for his birthday. The _____ lady showed me the _____ toys.

Resource sheet Y3U4.6

It was a _____ day. I went with my _____ friend to the _____ shop. I wanted to buy a _____ toy for my _____ brother. I wanted him to have a _____ present for his birthday. The _____ lady showed me the _____ toys.

| | | | |
|-----------|-----------|--------|-----------|
| friendly | best | nearby | special |
| favourite | new | toy | wonderful |
| little | fantastic | old | cheapest |
| kind | great | big | helpful |

Resource sheet Y3U4.7

| | | |
|------|-----------|----------|
| huge | large | small |
| tiny | enormous | gigantic |
| big | miniature | little |

| | | |
|------|---------|----------|
| cold | chilly | freezing |
| icy | hot | cool |
| warm | burning | sizzling |

| | | |
|-----------|----------|---------|
| good | bad | naughty |
| perfect | terrible | lovely |
| wonderful | kind | helpful |

Resource sheet Y3U4.8

There was a storm. The boat was tossed about on the sea. The rain poured down. Lightning flashed across the sky. Suddenly there was a sound and the mast fell into the water. There was a hole in the boat. It was sinking. The sailors could see sharks circling the boat.

Resource sheet Y3U4.9

Agata went to stay at Aunt Irena's house. It was an unusual house, with a lopsided roof and crooked windows. The only lighting was from dim candles so the rooms were dark and gloomy. Agata slept in a tiny room on a hard mattress.

Aunt Irena was a terrible cook. She prepared a disgusting meal for Agata, a lumpy stew with strange ingredients. But Agata was an obedient child so she ate what she was given. Little did she realise, though, that this stew was magic. It contained a special powder that would make Agata shrink until she was the size of a tiny mouse.

Year 3 Unit 5

Prepositions

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 3:

- Show relationships of time, reason and cause through subordination and connectives
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact

Literacy, strand 10 (Text structure and organisation)

Year 3: Signal sequence, place and time to give coherence

Why prepositions?

Developing the use of prepositions will bring clarity, precision and a richness of meaning to children's writing. Using prepositions will also help children to be more adventurous in their writing and add variety to the sentences they produce.

Principles and explanation

Prepositions are words like *at*, *over*, *by* and *with*. They are used in phrases which add detail to nouns (*A man with a long beard*) and verbs (*They arrived in the morning*).

Prepositions often indicate time (*in the morning*, *at midnight*, *during the film*, *on Friday*), position (*at the station*, *in a field*) or direction (*to the station*, *over a fence*). There are many other meanings, including possession (*The end of the street*), means (*He travelled by car*) and accompaniment (*She came with me*).

For a more detailed explanation of prepositions, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL need to learn that prepositions signal a wide range of meanings. They can be used in many different ways including figuratively (*She was in tears*) and mathematically (*multiply by*). The same preposition can be used in different ways and will have different meanings in different contexts.

The word order in many languages is different from that found in English. Prepositions may occur in different places or perhaps not occur at all. This can create difficulties for children learning English as an additional language. Cameron found evidence that many EAL learners will often either omit prepositions or use them incorrectly (Cameron and Besser, 2004).

Activity 1

Objective: To revise familiar prepositions

Success criterion: To give clear, detailed instructions in a barrier game

Resources

- Resource sheet Y3U5.1 – photocopied onto card and cut out. Make a hole at the end of each card, then tie the cards together with string to make a prepositions fan – one copy for each child
- Enlarged photocopy of resource sheet Y3U5.2
- Resource sheet Y3U5.2 – one copy per child
- Object such as a teddy or a car
- Basket, bowl or bin to put the object in
- A variety of interlocking building bricks in different shapes and sizes – two of each type of brick, so that pairs have the same set when the bricks are shared
- Barrier
- Green and blue strips of cloth

Explain: *Today we're going to play a game. It's a barrier game. In this game one person builds a structure out of building bricks and then tells the other person how to build it. We'll see if the two structures look the same.*

This game will give us some practice in using prepositions. Today we're going to use prepositions that tell us where things are. I'm going to give you some fans and these fans have some prepositions written on them.

Give the children the preposition fans made from resource sheet Y3U5.1.

Explain: *I'm going to put this teddy in different places. For example, I might put him in this basket. I won't tell you that he's in the basket. I'll just say 'the basket'. I want you to look on your fan and find the preposition that describes where the teddy is. So in this case you would find the word in because the teddy is in the basket. Once you've got your fan showing the right word, you hold it up to show me. Before we start, I'm going to show you the different places I'm going to put the teddy.*

Demonstrate the different prepositions on the fans through placing the teddy in different positions around the room, e.g. under the chair, on the table, above your head. Then play the game as described with children. Check that they have an understanding of basic prepositions.

Explain: *Now we're going to play the barrier game. I'll ask two of you to build a structure with the building bricks. But you'll build it behind this barrier where we can't see it. Then you'll describe how to build it to two of the other children here. They'll be on the other side of the barrier where they can't see your structure and you can't see theirs. First you'll tell them how to put one building block onto a base. You'll wait until they've done it. They might ask a question or two if they're not sure exactly where to put it. Then your partner will take a turn explaining how to put the next brick into the structure. When the two of you have finished explaining how to build your structure, we'll all have a look at both structures and see whether their structure looks the same as yours. What we want is for them to be exactly the same. That will show good describing and good listening.*

Display resource sheet Y3U5.2.

Explain: *This is a speaking frame. It's designed to help you remember what to do in a barrier game. The words in green are there to help the person describing how to build the structure and the words in blue are there to help the person who is listening and building the structure. I'll be giving you each a blue piece of cloth or a green piece of cloth. If your cloth is blue the blue statements on the speaking frame will help you. If your cloth is green the green statements will help you. Let's go through the statements.*

Go through the resource sheet with children to show them how to use it. Give each child a copy. Distribute strips of blue or green cloth as appropriate to remind children which phrases on the resource sheet will help them.

Explain: *Now I'm going to show you how to play the barrier game. I'm going to play it with one of you. When you do it, you'll do it in pairs, but to demonstrate it we're just going to do it with one person on each side of the barrier.*

Choose a child to participate in modelling how to play the barrier game. Put the child behind the barrier so they can't see the structure you've built. Make sure that the other children can see the structure. Demonstrate how to play the barrier game. Point to the part of the structure you're giving an instruction about. Demonstrate using the speaking frame. Model asking if the other person has understood or if they have any questions.

Children play the barrier game working in pairs. Ask other children to observe. Ask them to say what they thought the children playing the barrier game did well.

Plenary

Ask: *Did you enjoy playing this game? Did you find anything in it difficult? Why? Do you think you could have played this game without using any prepositions?*

Independent activity

Children build a structure with interlocking building bricks then write instructions to tell a friend how to build it. They use the prepositions on the preposition fan to help them.

Activity 2

Function

Objective: To identify the functions of different prepositions

Success criterion: Children understand that prepositions can be used for different purposes within a sentence

Resources

- Resource sheet Y3U5.3 – displayed on an interactive whiteboard (IWB). The IWB shows the text first of all without any words underlined. After the children have read through the text the teacher clicks so that the prepositions are underlined. The prepositional phrases could also be displayed below the text along with their functions as these are identified.

- Individual whiteboards

Explain: *We're going to start today by reading through this text. It's a story about a girl named Sofia and she's lost her reading book. Have any of you ever lost your reading book? What did you do when you lost it? Where did you find it? Let's see what happened when Sofia lost her reading book.*

Read through resource sheet Y3U5.3 text with the children. Talk about the story, what happened in it, how the girl was feeling, who put the book in the fridge, etc.

Explain: *Now we're going to read through the text again and this time we're going to look at the underlined words and phrases. We're going to be thinking about these words and what they do in the sentences.*

Display the text on the IWB with the prepositions underlined.

Read the first sentence. Point out that there aren't any underlined words in this sentence so you'll move onto the next one.

Read the sentence *It wasn't in her book bag.*

Ask: *What is the underlined word? What kind of word is it?*

Elicit that the underlined word is *in* and it is a preposition.

Ask: *What words are working with the word in to form a phrase?*

Elicit that the phrase is *in her book bag*. Highlight the phrase on the IWB.

Ask: *What is the phrase in her book bag telling us? What information is it adding to this sentence?*

Elicit that *in her book bag* is telling us where. Below the text display the phrase and put the word *where* beside it.

Explain: *Now, I'd like you to read the next sentence with your partner. Find the underlined word and then decide which words it's working with to form a phrase. Write the phrase on your whiteboards.*

After a short time, ask children to hold up their whiteboards and see whether they've all identified the phrase *for school*. Highlight the phrase on the IWB.

Ask: *What information is this phrase giving us?*

Elicit that the phrase is telling us why Sofia needed the book.

Explain: *I'd like you to work in pairs to look at the next sentence. Identify which words go with in to form the phrase. Write the phrase on your whiteboards with the function of the phrase underneath.*

Ask children to show their whiteboards. Agree that *in all her drawers* is the phrase and it tells where Sofia looked. Highlight the phrase on the IWB.

Continue in this vein to the end of the text.

Plenary

Explain: *I'm going to show you what the story would be like without any prepositions.*

Use the IWB to display the text without the prepositional phrases.

Explain: *I've taken away all the prepositions and the words they were working with to form phrases. Let's read through the story now and see what we think of it.*

Read through the text with the children.

Ask: *What did you think of the story that time? Which version do you think is best? Why?*

Activity 3

Objective: To explore the meaning of different prepositions and how substituting them can change a sentence

Success criterion: Children are able to insert appropriate prepositions into a text

Resources

- Resource sheets Y3U5.3 and Y3U5.4 – displayed on the IWB as a complete text (Y3U5.3) and as a cloze exercise for prepositions (Y3U5.4) For the cloze exercise, display at the top the prepositions to be reinserted into the text
- Resource sheet Y3U5.5 – photocopied onto card with prepositions cut up into cards, one copy of the text and one set of cards for each pair of children.

- Guided reading book
- Book bag

Note: You may also use Clicker 5 Y3U5.3 Choosing prepositions.

Ask: *Do you remember when we read a story about Sofia. Who can remember what happened in the story?*

Elicit that the story was about a girl who'd lost her reading book and looked in different places for it.

Ask: *What kinds of words gave us information about where she was looking?*

Elicit prepositions.

Explain: *Today we're going to look at that same text, but this time the prepositions are missing. I want us to try to insert the prepositions that make sense into the text. The prepositions that we need are all listed. We don't have to write it exactly the same as the original text. We just need to make sure it makes sense. Let's do the first one. Look at the prepositions and try them out in the sentence. Find one that makes sense.*

Display resource sheet Y3U5.4 on the IWB. It is resource sheet Y3U5.3 as a cloze exercise.

Ask: *Look at the second sentence. Which of the prepositions listed could go in the sentence?*

Elicit either:

It wasn't in her book bag

or:

It wasn't on her book bag

or:

It wasn't under her book bag

Write on the whiteboard whichever phrase is suggested. Then elicit the other examples as follows.

Ask: *Are there any other prepositions that you can see that could also go in this sentence and still make sense?*

Elicit either *in*, *on* or *under*.

Write the sentence on the whiteboard.

Ask: *Do all of these sentences make sense? Do they mean exactly the same thing or do they have different meanings?*

Elicit that they make sense, but they don't mean exactly the same thing. Choose a child to come up and, using the book bag and reading book, demonstrate *in the book bag*, *on the book bag* and *under the book bag* to show the difference.

Ask children which preposition would go in the next sentence. Elicit that it would be *for*. Ask them if there are any other prepositions that could be inserted there that would make sense. Children may suggest that *in* could be inserted. Ask them if it would change the meaning. Elicit that the meaning would be different.

Explain: *For school tells us why Sofia needs the book. In school tells us where the book is supposed to be.*

If necessary, do another example or two from the text.

Explain: *I'm going to give you some sentence strips. These sentences come from the text we've been looking at. There are gaps because the prepositions are missing from the sentences, but we have the prepositions on bits of card. I want you to work in pairs to decide which preposition goes in which sentence and put the right card into each gap. Remember that there are some places where different prepositions would work, but there are other places where only one preposition will work.*

Give each pair of children the cards and text with missing prepositions from resource sheet Y3U5.5. They then reconstruct the text.

Plenary

Ask the other children whether the prepositions used make sense and whether they are in the correct place.

Independent activity

Children create sentences containing prepositions using the Clicker 5 resource Y3U5.3 Choosing prepositions.

Activity 4

Objective: To explore the use of prepositions in writing

Success criterion: Children use prepositions appropriately in writing

Resources

- Enlarged photocopy of resource sheet Y3U5.6
- Resource sheet Y3U5.7 – one copy for each child
- Resource sheet Y3U5.1 – one fan per child

Explain: *We've had a couple of sessions now looking at the story about Sofia losing her reading book. Today we're going to look at something different. It's a poem and it's also about Sofia losing her reading book. It's not quite the same as the story, but it has a lot of the same ideas. Let's look at the poem.*

Read resource sheet Y3U5.6 with the children. Ask them which they like better, the poem or the story.

Ask: *Does this poem have many prepositions in it? Can you give me examples of them?*

Elicit that most of the prepositions are in the second verse where it tells where Sofia was looking.

Ask: *What are some other places Sofia could have looked for her reading book? What's another place where she could find it?*

Write down ideas on the whiteboard. Ensure that ideas contain prepositions.

Explain: *I want you to look at the second verse.*

Give each child a prepositions fan made from resource sheet Y3U5.1.

Read through the second verse of the poem.

Explain: *See how the writer has used one thing like the bed and had Sofia look under it, on it and in it. All the writer is doing is changing the prepositions. It gives the poem rhythm and pace. What I want us to do now is to write the second verse of the poem a different way. We're going to do a bit of it together and then I'm going to ask you to write your own second verse to the poem. You can use your preposition fans to help you.*

Ask: *So where in the house shall we have Sofia look?*

Elicit from children an object in the house and model the thinking behind writing their own second verse to the poem.

Explain: *Now I'd like each of you to write your own version of the second verse of the poem. Think about the original poem and also the version we've just done. I have a writing frame to help you. I want you to work on your own. You can use your preposition fans to help you think of prepositions. We've talked about some ideas of places where Sofia might look.*

Give each child a copy of resource sheet Y3U5.7 and ask them to write on it their own second verse to the poem.

Plenary

Ask children to read their versions of the poem aloud. Ask other children to listen to see whether the prepositions have been used correctly, i.e. does the poem make sense? Have they used an object with more than one preposition, e.g. *on* the chair, *under* the chair?

Activity 5

Objective: To apply knowledge of prepositions to writing

Success criterion: Children are able to use prepositions appropriately in writing

Resources

- Resource sheet Y3U5.8 – displayed on the IWB
- Resource sheet Y3U5.8 – photocopied onto card and cut up, enough copies to give four cards to each child. Children working near each other should not be given the same cards
- Resource sheets Y3U5.9 and Y3U5.10 – one copy of each sheet for each child
- Glue sticks

Explain: *Today we're going to do some writing. We're going to use story cards to help us get ideas for writing the story. I have some cards here and they show us some different places and things we can use in our stories. The story we're going to write is about a treasure hunt. We're going to write about the journey to get to the treasure.*

Reveal four of the story cards from resource sheet Y3U5.8 on the IWB.

Draw a treasure map outline on a large sheet of paper.

Explain: *Let's start by looking at each of these story cards and think of prepositions that would go with them, (e.g. over the bridge and under the bridge, under the tree, on the train).*

Write next to the picture the prepositional phrases the children come up with. Repeat this process for all four pictures.

Ask: *I want you to try to include some of these prepositional phrases in our story.*

Explain: *Next we need to think of some ideas for things that could happen in our story. We don't want it to be just He went under the bridge or He saw the treasure in the well. For example, if you have a picture of the bridge and you want to say He went under the bridge, you need to think about why. Was it because he was hiding or because he wanted to sleep? Or did he go over the bridge? So what I want you to do now is to think about what order you are going to put these pictures in. Talk about it with your partner, discussing ideas for your story.*

Allow children time to think about their story, then elicit various ideas to go with the four story cards.

Ask: *We've got some good ideas to go with each of the cards. But which do we think would be the best one for the beginning of the story?*

Guide the children into deciding that the map would be a good picture to start with.

Explain: *I think our first sentence should be about finding the map. Where was it found? Who can make that into a sentence for me?*

Write under the picture a sentence provided by children.

Ask: *Does this sentence have a preposition in it?*

If there is a preposition, ask children to identify it and the words it's working with. If not, ask whether they can add a phrase with a preposition in it. Guide them into looking at the list of prepositions on the IWB.

Read the sentence containing a preposition that children have suggested.

Ask: *Can we write another sentence to go with the picture of the map?*

If possible, elicit a second sentence to go with the picture of the map. It might be something about what they saw on the map. Write the sentence the children come up with. Ask them to identify any prepositions in the sentence.

Explain: *We've been writing this story together. I've shown you how we write a story using the story cards. Now I'm going to give each of you some story cards. First, I want you to decide what order you want them in. I'm going to give out different cards to people so the ones you have will be different from ones I give to the person next to you. I want you to think about what could happen in your story using these cards. I want you to think of this writing on the board as being the first two sentences of your story. But you don't have to copy it. Your writing will start with one of your story cards. So decide what order you want for your story cards.*

Give each child four story cards, ensuring that children working close to each other are not given the same selection. Give them time to decide on an order for their story cards. Ask them to stick their story cards in order onto resource sheet Y3U5.9.

Explain: *Now that you've put your story cards in order, I'd like you to tell the story to your partner.*

Children tell their story to their partner.

Explain: *I want you to write the story. First we'll read the first two sentences together and then you'll do your writing.*

Read the first two sentences composed by one pair, then give children time to write their own story.

Plenary

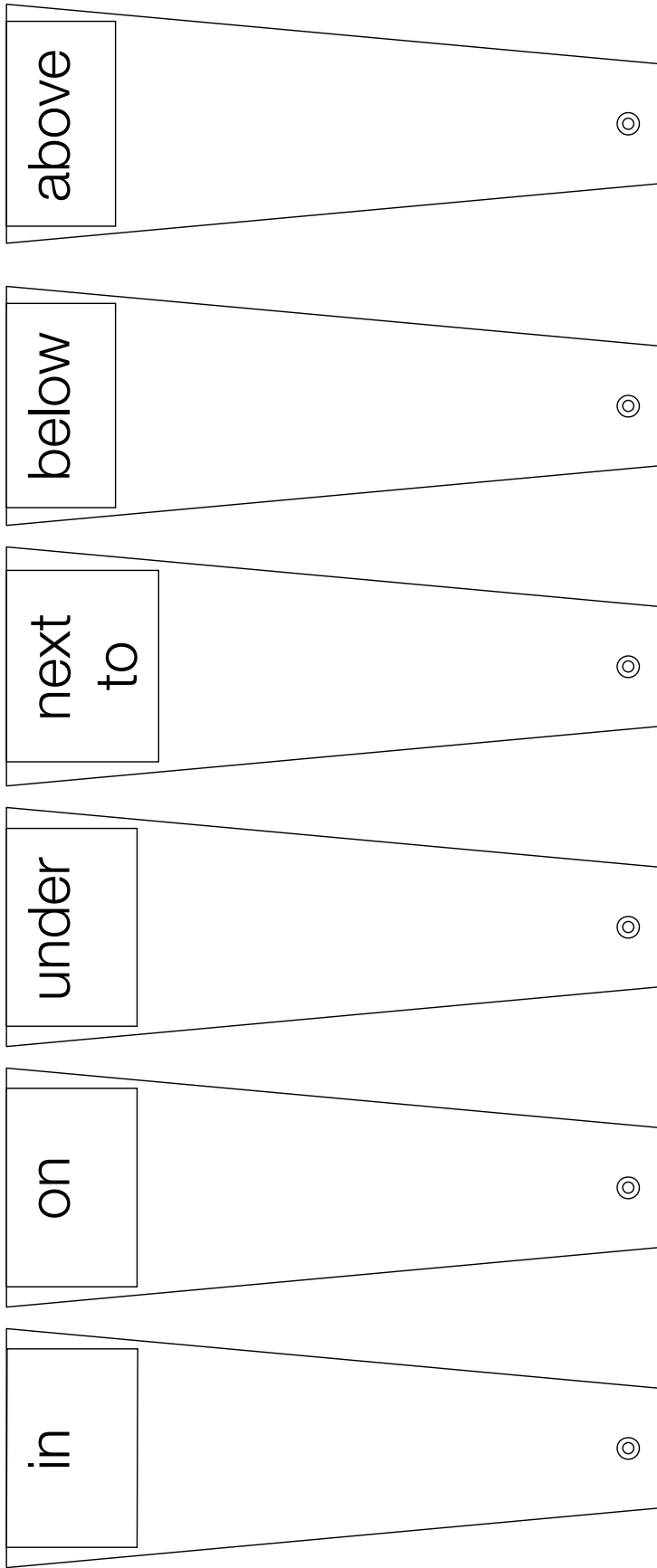
Ask children to read their stories aloud. Ask other children to listen and, on resource sheet Y3U5.10, put a mark against the prepositions used. Reflect on the role prepositions played in the stories. Highlight some sentences with prepositions and ask how the sentences would be different if the prepositions in them were changed.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years Unit 2 Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 58
- *Speaking, listening, learning: working with children in Key Stages 1 and 2* poster: 'Listening: making it work in the classroom' (DfES 0624-2003)
- *Grammar for Writing*, Units 42 and 44 (DfEE 0107/2000)

See also: Cameron and Besser (2004) *Writing in English as an additional language at Key Stage 2* (DfES Research report 586)

Resource sheet Y3U5.1



Resource sheet Y3U5.2

DON'T LOOK!

DON'T LOOK!



Explain.

Listen carefully.

Wait.

Ask a question if you're not sure.

Check that they've understood.

Explain again if necessary.

Build it.

Say when you're ready for the next instruction.

Resource sheet Y3U5.3

Sofia couldn't find her reading book. It wasn't in her book bag. She was worried because she needed it for school. First she looked in all her drawers. It wasn't there. Then she looked under her bed. It wasn't there either. So she looked on her shelves. Still no book. Sofia didn't know where it could be. She'd been reading it with her mother at the weekend. Sofia decided she was hungry. She went into the kitchen and opened the fridge. Suddenly, she saw her book. It was in the fridge with the milk! But how did it get there?

Resource sheet Y3U5.4

Sofia couldn't find her reading book. It wasn't _____ her book bag. She was worried because she needed it _____ school. First she looked _____ all her drawers. It wasn't there. Then she looked _____ her bed. It wasn't there either. So she looked _____ her shelves. Still no book. Sofia didn't know where it could be. She'd been reading it _____ her mother _____ the weekend. Sofia decided she was hungry. She went _____ the kitchen and opened the fridge. Suddenly, she saw her book. It was _____ the fridge _____ the milk! But how did it get there?

into for on at
with in under

Resource sheet Y3U5.5

| | | |
|-----------------------|-----------------------------------|--------------|
| First she looked | all her drawers. | |
| Then she looked | her bed. | |
| Next she looked | her shelf. | |
| She'd been reading it | her mother | the weekend. |
| Sofia went | the kitchen and opened the fridge | |
| She saw her book | the fridge | the milk. |

| | | | |
|------|-------|----|------|
| into | under | on | in |
| in | with | at | with |

Resource sheet Y3U5.6

Sofia couldn't find her reading book
The one that she needed for school

And so she had to look and look
To try and find that silly lost book.
And where did she look?

On the bed
In the bed
And under the bed, too.

On the table
Under the table
And in her shoes, too.

In the fridge
In the oven
And in the microwave, too.

Behind, in front, beneath, above,
Over and under, too.

She searched the whole house through and through.
She needed that reading book for school

And did she finally find her book?

Yes, she found it at last.

But only because she looked and looked
Did she find it in her school book bag?

Resource sheet Y3U5.7

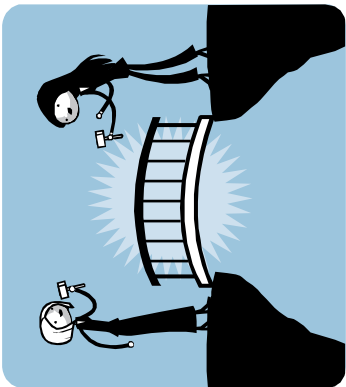
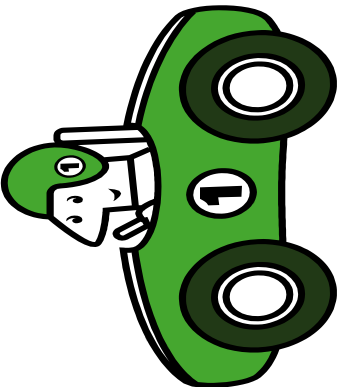
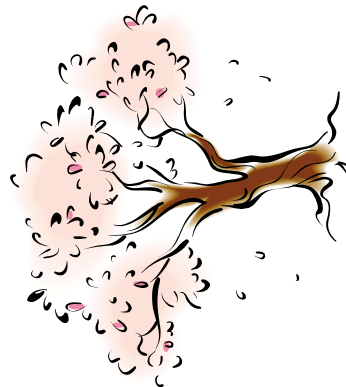
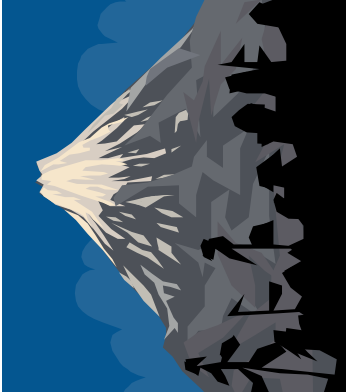
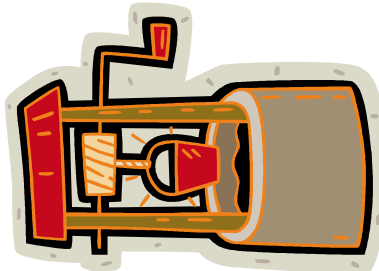

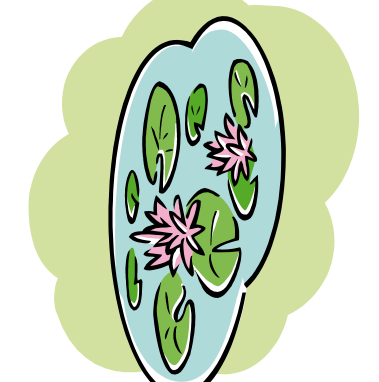

Sofia couldn't find her reading book
The one that she needed for school
And so she had to look and look
To try and find that silly lost book.

And where did she look?



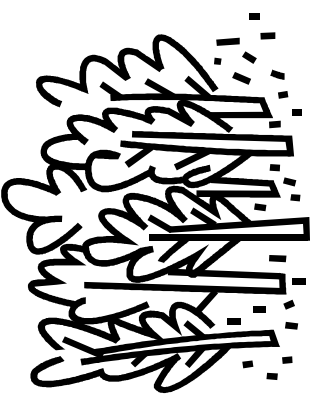
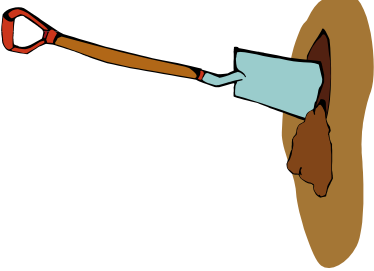



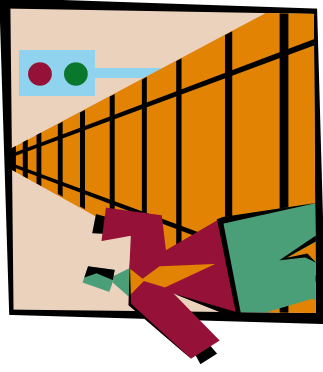


Sofia looked and looked and looked for
her book.

Until she found it.

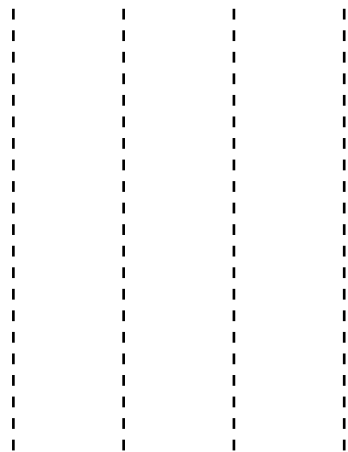
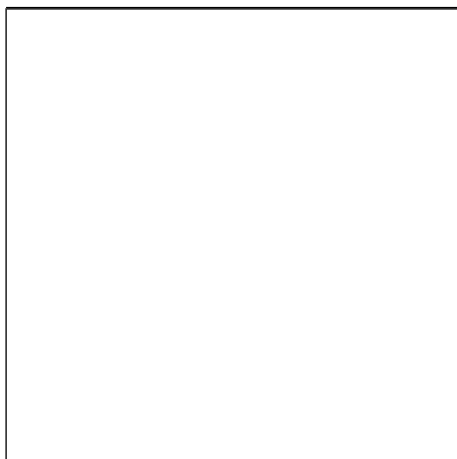
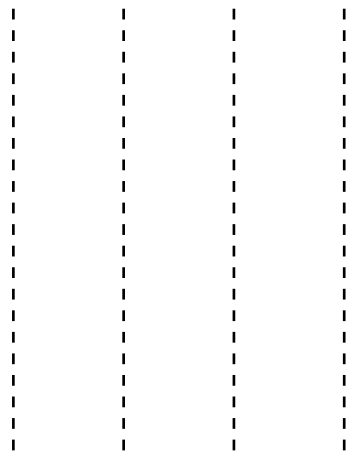
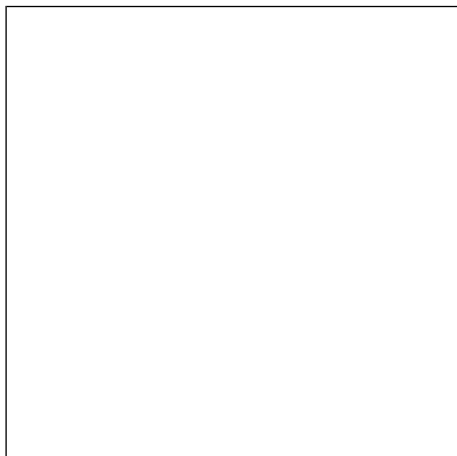
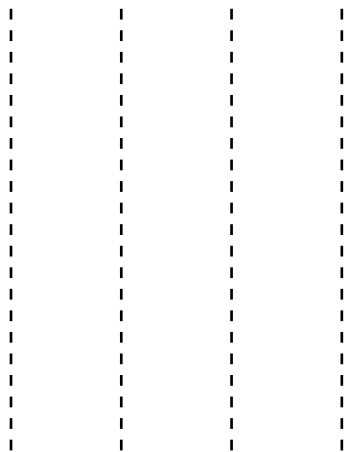
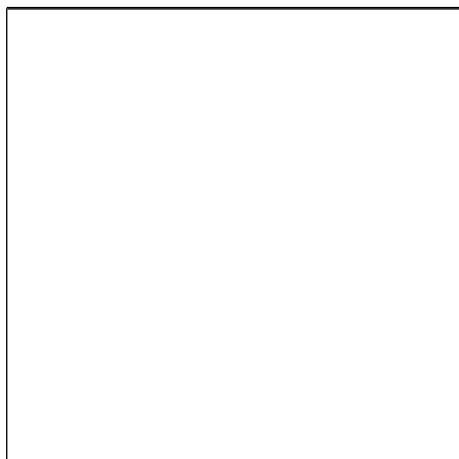
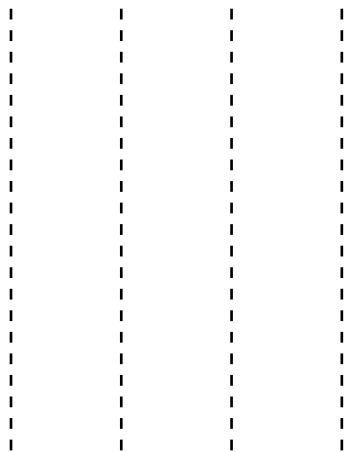
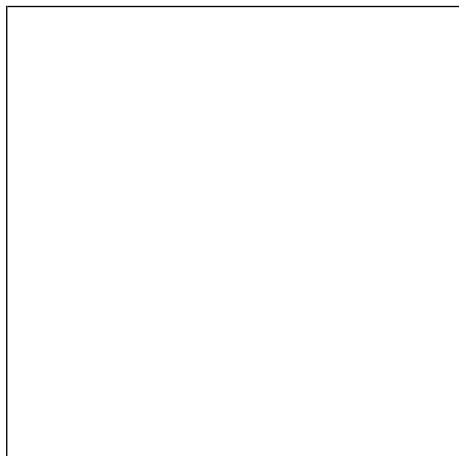
Resource sheet Y3U5.8

| | | | |
|--|--|---|--|
|  |  |  |  |
| bridge | car | tree | mountain |
|  |  |  |  |
| well | old house | pond | big rock |

Resource sheet Y3U5.8

| | | | | |
|--|--|---|--|--|
|  |  |  |  |  |
| swamp | grass hut | forest | hole | swamp |
|  |  |  |  |  |
| boat | train | railway line | tunnel | boat |

Resource sheet Y3U5.9



Resource sheet Y3U5.10

Listening frame

Listen to the story. Put a mark next to each preposition used.

in

on

under

over

through

above

below

Year 3 Unit 6

Determiners

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 3: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact

Literacy, strand 9 (Creating and shaping texts)

Year 3: Select and use a range of technical and descriptive vocabulary

Why determiners?

Using determiners is an essential element in designating persons and amounts. The correct usage will provide precision and enable cohesive links to be made at sentence and text level in oral and written texts.

Principles and explanations

Determiners include many of the most frequent English words, e.g. *the, a, my, this*. Determiners are used with nouns (*this book, my best friend, a new car*) and they limit (i.e. determine) the reference of the noun in some way.

Determiners include:

| | |
|----------------|--|
| articles | <i>a, an, the</i> |
| demonstratives | <i>this, that, these, those</i> |
| possessives | <i>my, your, his, her, its, our, their</i> |
| quantifiers | <i>some, many, few, half, three</i> |

For a more detailed explanation of the range of determiners, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL need to learn the appropriate use of articles, possessive pronouns and quantifiers. They need understand that the indefinite articles (*a, an*) are used for singular, common nouns and the definite article (*the*) is used for the particular noun (*the red pencil*) or with mass nouns (*the evidence, the air*). They need to learn that the definite article is not used with people's names but may be used with other proper nouns (*The Indian Ocean* but not *the Mr Malik*).

They also need to learn to use a range of possessive pronouns.

Activity 1

Objective: To provide experience in the use of countable and uncountable quantifiers

Success criterion: Children are able to match appropriate quantifiers to items in the pictures

Resources

- Resource sheet Y3U6.1 – photocopied onto card and cut out, one set of cards for each pair of children
- Resource sheet Y3U6.2 – one copy for each pair of children
- Pictures of sweets and chocolates – enlarged, photocopied onto card and cut out, one set of cards for each pair of children. Include some blanks in each set. Use a website such as <http://images.google.co.uk>, pictures from Clicker 5, or pictures from the Microsoft software you have available to find pictures of sweets and chocolates

Explain: *Today we're going to talk about quantifiers. Quantifiers give us an idea of how much of something we're talking about. Some quantifiers have very precise meanings. For example, both means two. Other quantifiers just give us a general idea of how much they mean. Some is one of these words. After all, we can't give an exact number when someone asks us to give them some sweets.*

Place a stack of picture cards of sweets and chocolate face down on each table.

Explain: *I'm placing some cards face down on your tables. Most of these cards have a picture on them. The pictures are of sweets and chocolate. There are also a few blank cards in each stack.*

Next place two sets of cards from resource sheet Y3U6.1 on each table, face up.

Explain: *These cards each have quantifiers on them. I am putting the quantifier cards face up so that you can see them.*

Explain: *I want each of you to take one picture card from the stack of cards that is face down. First, I'd like you to look at the picture card. Then I'd like you to look through the quantifier cards and select the ones that could apply to your picture. Even if you don't have a picture on your card, there is a quantifier card you can take.*

Ask children to take a picture card and then find the quantifier cards that would apply to that picture.

Ask various children the appropriate question about their picture of sweets or chocolate, e.g. beginning *How many...?* for children with pictures of sweets and beginning *How much...?* for children with pictures of chocolate. Ask children to answer the questions using quantifiers. Correct through remodelling the response. Ensure that each child has the opportunity to answer a question.

Ask: *Who didn't have **any** sweets or chocolate on their picture card?*

Ask these children how many quantifier cards applied to them. The answer will be just one card – the one that said *none*.

Ask these children if they can think of another way to answer the question *How many did you have?*

Elicit the response *I didn't have any*.

Explain: *Now I'd like you to work in pairs. Each pair will need a set of quantifier cards, which I want you to sort. You need to decide which quantifiers can be used to talk about sweets and which ones can be used to talk about chocolate. There may be some that could be used to talk about both sweets and chocolate. I'm giving you a grid and I want you to place each card in the right place on the grid. Because we can actually count how many sweets there are, we say that sweets are a countable noun. Chocolate, though, can't be counted. So we call it an uncountable noun.*

Check that each pair of children has a set of quantifier cards, which they position on the grid on resource sheet Y3U6.2.

Plenary

Ask children which are the countable quantifiers, i.e. which quantifiers they put into the Sweets column of the grid. Ask them which are the uncountable quantifiers, i.e. which quantifiers they put in the Chocolates column of the grid. Then ask which quantifiers can be used to talk about both sweets and chocolate.

Ask children to think about the way we ask and answer questions about amounts of other familiar things (include plural nouns and uncountables such as potatoes, apples, bread, milk, hair, furniture).

Ask children what is different about *tons of*. Ask when we could use this phrase and when it wouldn't be appropriate. When would we use *a large quantity of*? Ensure that the children understand that *tons of* would be used in an informal situation and *a large quantity of* would be used in a formal situation.

Activity 2

Objective: To develop a deeper understanding of the meanings of various quantifiers

Success criterion: Children are able to insert quantifiers appropriately into a text

Resources

- Resource sheets Y3U6.3 and Y3U6.4 – displayed on an interactive whiteboard (IWB)
- Resource sheet Y3U6.5 - one copy for each child
- Resource sheet Y3U6.1 – photocopied onto card and cut out, one set of cards for each pair of children
- Individual whiteboards
- Washing lines – one for each pair of children
- Clothes pegs

See also: Clicker 5 resource Y3U6.2 Determiners cloze

Explain: *In our last session we looked at countable and uncountable quantifiers. But even an uncountable quantifier gives us some idea of how much we're talking about. Today we're going to look at some of these quantifiers and compare them.*

Show children quantifier cards which say *a bit of* and *tons of*.

Explain: *I want to put these on a washing line to show which one indicates more and which one indicates less.*

Ask a child to come up and attach the cards to the washing line to illustrate this.

Show children the quantifier card that says *a little*. Ask them where they would place it on the washing line in relation to *a bit of*. Because these are uncountable quantifiers, some children may decide that the meaning of these is the same. In this case, attach one to the other. Other children may decide that one of these means less than the other. Attach it to show this.

Explain: *Now I'd like you to work with your partner and attach the quantifier cards to your washing lines. I want you to place them in order, starting with the ones that mean the least on the left and the ones that mean the most on the right. If you think any of the cards have the same meaning then attach them to one another.*

Children work in pairs to attach quantifier cards along a continuum on the washing lines.

Ask one pair of children to show their washing line. Ask the other children if their washing lines look the same. If not, why have they put some of the quantifiers in a different place?

Explain: *Next we're going to read this text.*

Display Y3U6.3 on the IWB. Read the text with the children.

Ask: *How did you feel when you read the text?*

Explain: *We're now going to look at a different version of the text. In this version, some of the quantifiers are in the wrong place. We've got a list of all the quantifiers in this text at the bottom. You also have your washing lines with the quantifier cards attached to illustrate their meanings. Let's start by looking at the first sentence.*

Display resource sheet Y3U6.4 on the IWB and read the first sentence to the class.

Ask: *Do you think this quantifier makes sense? Is it in the right place?*

Elicit that this particular quantifier doesn't make sense in this sentence. It's in the wrong place.

Explain: *We've decided that this is the wrong quantifier. So we've got to find the right one to put in this place. I'd like you to discuss with your partner which quantifier you think would be the best one to put here. Then I want you to write it on your whiteboards.*

When children have discussed with their partner which quantifier would work best in the sentence and written their answers, ask them to hold up their whiteboards so that all answers can be seen. Select one pair's answer. Using the IWB, replace *some* in the sentence with the quantifier suggested. Ask the other children if they think it sounds right and makes sense there. If agreed, move onto the next sentence.

Continue in this manner for several sentences.

Give each child a copy of resource sheet Y3U6.5. Ask them to work in pairs to rewrite the text using appropriate quantifiers. Remind them that some of the quantifiers can be used more than once.

Continue until all the quantifiers are in the correct place.

Plenary

Ask children to read their versions of the rewritten text. Ask the other children to listen for the use of quantifiers. Have they been used appropriately? Does the text make sense? Are all the rewritten versions the same? Why not?

Independent activity

Ask children to complete a cloze version of the text, using resource sheet Y3U6.5 or the Clicker 5 resource Y3U6.2 Determiners cloze.

Activity 3

Objective: To apply knowledge of quantifiers when writing

Success criterion: Children are able to use quantifiers in writing

Resources

- Enlarged photocopy of resource sheet Y3U6.3
- Resource sheet Y3U6.6 – displayed on the IWB
- Resource sheet Y3U6.7 – one copy for each child
- Individual whiteboards

- Clicker 5 resource Y3U6.3 Quantifiers

Explain: *In our last session we read a text about two children going into a house. We're going to start today by reading that text again.*

Read resource sheet Y3U6.3 with the children.

Ask: *Can you tell me some things you think might be in the house? What do you think the children will see? I'd like you to talk about your ideas with your partner and write them on your whiteboards.*

After a few minutes elicit ideas, which may include spiders, cobwebs, dust, ghosts, etc.

Display resource sheet Y3U6.6 on the IWB.

Note: This activity is also available as a Clicker 5 resource, see Clicker Y3U6.3 Quantifiers.

Explain: *We're going to write some of our ideas in this grid. We're also going to think of quantifiers that would go with our ideas.*

Ask: *For example, if we put spiders into the grid, which quantifiers could we use? There's a list of quantifiers at the bottom to help you.*

Elicit from children quantifiers that could be used with spiders. Record them on the grid on resource sheet Y3U6.6.

Use one of the ideas from the children for the next part of the grid. Once again, ask children which quantifiers could be used with that particular noun. Ask if it's a countable or uncountable noun.

Complete several examples on the grid.

Explain: *Now we're going to write an ending to the story. I'm going to give you a writing frame. The writing frame has three boxes at the top. You can jot down ideas for your story ending here. Or you can draw pictures to help you remember. I only want you to spend a couple of minutes planning your story ending. You'll also notice that your writing frame has a list of quantifiers at the bottom. This is to help you use them in your writing.*

Hand out resource sheet Y3U6.7 for children to record ideas for their ending to the story.

Plenary

Ask one of the children to read their story ending. Ask the other children to listen for how quantifiers have been used. Give them resource sheet Y3U6.8 and ask them to tick quantifiers when they hear them. Ask whether they think the quantifiers have been correctly used.

Activity 4

Many bilingual pupils in schools in this country speak a first language that does not use articles as determiners in the way that English does. EAL learners sometimes use articles with names, e.g. *The Mr Malik*. Errors may also occur where nouns are uncountable, e.g. *the air, some butter, the evidence*. Many abstract nominalisations (nouns formed from other parts of speech) are uncountable, e.g. *happiness, decay, information*. Some nouns are countable in some contexts and uncountable in others, e.g. *hair* and *hairs*. Uncountable nouns that are countable in the bilingual child's first language can lead to the child making errors such as *He is wearing a blue trouser*. Errors may also occur in the spoken and written language of children learning EAL where countable nouns do not need an article in a particular context, such as *church/mosque* or *town* while other similar-seeming nouns do, such as *library* or *village*. Errors become more likely the more abstract and academic the language becomes.

Objective: To provide experience in the use of articles

Success criterion: Children are able to reconstruct text using articles accurately

Resources

- Resource sheets Y3U6.9 and Y3U6.10 – displayed on the IWB

Explain: *We're going to begin today by reading a text.*

Reveal resource sheet Y3U6.9 on the IWB and read it.

Ask: *How do you think Mr Malik was feeling when he arrived? How many of you can remember arriving here after an aeroplane journey? What did you see? How did you feel?*

Explain: *We're now going to look at a different version of this text. It's a version that has some mistakes in it. We're going to look at it and try to correct the mistakes. All the mistakes in it are to do with articles.*

Elicit that articles are *a, an* and *the*.

Ask: *How do we know when to use a/an and when to use the?*

Elicit that we use *the* when we are talking about a specific object, place or person and we use *a/an* when the object, place or person is unspecified. We never use articles in front of the name of person or a place.

Reveal resource sheet Y3U6.10 on the IWB.

Explain: *In this text there are going to be places where the wrong article has been used. There are also places where an article is missing and places where an article has been put in which shouldn't be there. We're going to work out where the mistakes are.*

Ask: *Let's read the first sentence: The Mr Malik came out of airport. Can you see any mistakes in this sentence?*

Elicit that Mr Malik does not need an article.

Explain: *We never use articles in front of the name of someone.*

Ask: *Can you find any other mistakes in this sentence?*

Elicit that airport needs the article the.

Explain: *When we're talking about a specific object or place, we use the. If it's not a specific object or place, we use a. We're now going to look at the next sentence. It had been an long journey, but he'd finally arrived.*

Ask: *Can you see any mistakes in this sentence? I'll give you a clue. There's only one mistake.*

Elicit that an long journey is incorrect.

Explain: *An is used for unspecified objects or places. But we only use it in front of a word that starts with a vowel. So we would say an aeroplane if we weren't talking about a specific aeroplane.*

Ask: *The next sentence says He looked around in a amazement.*

Explain: *Amazement can't be counted, so we don't use a with it.*

Ask: *What about the next sentence? This was a first time he'd been to the England. Can you find any mistakes in this sentence?*

Elicit that it should read the first time.

Explain: *The first time is always specific, it only happens once so it has to have the as its article.*

Also elicit that the England is incorrect.

Explain: *England is the name of a place. The names of places don't have articles. Neither do the names of people.*

Continue to go through the text as above, identifying errors and then explaining why they are errors.

Explain: *We've been through the text and we've identified the mistakes. So*

what we're going to do now is to rewrite the text. I'd like you to look at the first sentence and think about how to write it correctly.

Ask: *Can anyone give me a correct version of the first sentence?*

Elicit that the first sentence should read *Mr Malik came out of the airport.*

Write the sentence on the whiteboard.

Continue in this manner until the entire text is rewritten.

Plenary

Ask: *What are some of the things you need to think about when using articles? How do you decide which ones to use and when to use them? What are some of the rules we've discussed today?*

Activity 5

Objective: To apply knowledge of articles to writing

Success criterion: Children are able to use articles appropriately when reconstructing text

Resources

- Resource sheet Y3U6.9 – one A4 copy and one copy enlarged for display

Explain: *In our last session we looked at the text about Mr Malik. We're going to use that text again. We're going to do a thing called dictogloss. I'm going to begin by reading the text to you once. I want you to just sit and listen to it. Then I'm going to read it again. This time you can take notes to help you remember the text. I'll read the text another time. You can add to your notes. Then I'll read it a final time. Again, you can add to your notes. After I finish reading, you'll work with your partner to reconstruct the text. You'll work together to try to write it. I want you to try to make it sound as much like the original as possible.*

Read the A4 copy of the text to the children as described above, at a normal pace. Before you start, remind the children to listen the first time and to make notes during the second, third and fourth readings. Once you have read the text a fourth time, children work in pairs to reconstruct the text.

Plenary

Display resource sheet Y3U6.9. Ask children to read their versions aloud to the others. Compare their versions with the original, particularly in relation to the articles used. Have they used articles accurately?

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years* Unit 2 *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 61
- See Units 3, B, C, G, H in *Developing Early Writing* (DfEE 0055/2001) and Units 7, 11, 12, 13 in *Grammar for Writing* (DfEE 0107/2000) for further opportunities to teach and practise the use of determiners

Resource sheet Y3U6.1

| | | | |
|---------------------|-------------------|---------|------------|
| lots of | a great deal of | some | hardly any |
| a large quantity of | a couple of | a few | a little |
| a bit of | plenty of | several | none |
| a large amount of | a large number of | tons of | a lot of |

Resource sheet Y3U6.2

| Sweets | Chocolate | Sweets and chocolate | |
|--------|-----------|----------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Resource sheet Y3U6.3

‘I’m a little scared,’ whispered Samir. ‘It’s so dark. There’s hardly any light.’

‘It would be nice to have a bit of light, though’ I replied, trying to make my voice sound as brave as possible.

‘I’ve brought a few matches,’ he said. ‘They won’t give us much light, but I think it will be enough for us to find our way around.’

‘Didn’t you think about bringing a torch? Then we’d have plenty of light.’

‘I have a torch at home but no batteries,’ replied Samir.

We crept up to the door. I placed both hands on the knob so it wouldn’t make any sound. We heard each creak as it twisted. And then we heard some strange noises.

‘Maybe it’s time to light a couple of matches,’ said Samir, his voice quivering with fear.

Resource sheet Y3U6.4

‘I’m **some** scared,’ whispered Samir. ‘It’s so dark. There’s **both** light.’

‘It would be nice to have **each** light.’ I replied, trying to make my voice sound as brave as possible.

‘I’ve brought **a little** matches,’ he said. ‘They won’t give us **a couple of** light, but I think it will be **much** for us to find our way around.’

‘Didn’t you think about bringing a torch? Then we’d have **hardly any** light.’

‘I have a torch at home but **a bit of** batteries,’ replied Samir.

We crept up to the door. I placed **plenty of** hands on the knob so it wouldn’t make **enough** sound. We heard **plenty of** creak as it twisted. And then we heard **much** strange noises.

‘Maybe it’s time to light **each** matches,’ said Samir, his voice quivering with fear.

| | |
|------------|-------------|
| a bit of | each |
| hardly any | some |
| both | a little |
| plenty of | enough |
| much | a couple of |
| any | |

Resource sheet Y3U6.5

‘I’m _____ scared,’ whispered Samir. ‘It’s so dark. There’s _____ light.’ ‘It would be nice to have _____ light, though.’ I replied, trying to make my voice sound as brave as possible. ‘I’ve brought _____ matches,’ he said. ‘They won’t give us _____ light, but I think it will be _____ for us to find our way around.’ ‘Didn’t you think about bringing a torch? Then we’d have _____ light.’ ‘I have a torch at home but batteries,’ replied Samir. We crept up to the door. I placed _____ hands on the knob so it wouldn’t make _____ sound. We heard _____ creak as it twisted. And then we heard _____ strange noises. ‘Maybe it’s time to light _____ matches,’ said Samir, his voice quivering with fear.

| | | |
|-------------|------------|-----------|
| a little | enough | plenty of |
| much | hardly any | no |
| both | some | each |
| a bit | any | a few |
| a couple of | | |

Resource sheet Y3U6.6

| Possible quantifiers | Item | | | |
|----------------------|---------------------|---------|-------------------|--|
| | spiders | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Possible quantifiers | | | | |
| lots of | a great deal of | some | hardly any | |
| a couple of | a large quantity of | a few | a little | |
| a bit of | plenty of | tons of | a number of | |
| several | a large number of | none | a large amount of | |
| not any | a lot of | much | too much | |

Resource sheet Y3U6.7

| | | |
|--|--|--|
| | | |
|--|--|--|

Quantifiers

| | | | |
|-------------|---------------------|---------|-------------------|
| lots of | a great deal of | some | hardly any |
| a couple of | a large quantity of | a few | a little |
| a bit of | plenty of | tons of | a number of |
| several | a large number of | none | a large amount of |
| not any | a lot of | much | too much |

Resource sheet Y3U6.8

Quantifiers

| | | | |
|-------------|---------------------|---------|-------------------|
| lots of | a great deal of | some | hardly any |
| a couple of | a large quantity of | a few | a little |
| a bit of | plenty of | tons of | a number of |
| several | a large number of | none | a large amount of |
| not any | a lot of | much | too much |

Resource sheet Y3U6.9

Mr. Malik came out of the airport. It had been a long journey, but he'd finally arrived. He looked around in amazement. This was the first time he'd been to England. He saw the red buses. He saw the black cabs. He saw the green grass. He heard an aeroplane take off. He was full of happiness. He'd come to visit Abdul. Abdul was his oldest friend. They hadn't seen each other in many years.

Resource sheet Y3U6.10

The Mr Malik came out of airport. It had been an long journey, but he'd finally arrived. He looked around in a amazement. This was a first time he'd been to the England. He saw a red buses. He saw a black cabs. He saw a green grass. He heard an aeroplane take off. He was full of the happiness. He'd come to visit the Abdul. An Abdul was his oldest friend. They hadn't seen each other in a many years.

Year 3 Unit 7

Subject–verb agreement

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 3: Compose sentences using adjectives, verbs and nouns for precision, clarity and impact

Why subject–verb agreement?

Understanding subject–verb agreement is an essential element of using language, and verbs in particular, precisely. Consistent agreement will improve text cohesion as well as clarity. It will demonstrate a greater sense of control by children in both narrative and non-narrative writing.

Principles and explanation

In some cases the form of a verb changes according to its subject (so the verb and subject ‘agree’). This happens with the verb *be*:

I am/he is/they are

I was/you were

And the third person singular (*he/she/it*) of the present tense:

I like/she likes

I don't/he doesn't

For a more detailed explanation of verbs and agreement, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL may find subject–verb agreement difficult. A common error is to omit the final *s* in the third person singular form of the simple present tense (verb + *s*). This tense is a feature of the report text-type and is used to describe routines and behaviour or habits.

Activity 1

Objective: To explore subject–verb agreement

Success criterion: Children are able to orally insert verbs and pronouns that provide subject–verb agreement

Resources

- Resource sheet Y3U7.1 – displayed on an interactive whiteboard (IWB)
- Verbs from Y3U7.1 keyed in two lists (first person, third person) – for display on the IWB
- Individual whiteboards

Explain: *Today we're going to look at a piece of text. It's about a girl and her little sister. The girl thinks her little sister is quite annoying. Do any of you have a little sister? Does she ever do things to annoy you? Let's see what this little sister does that's so annoying.*

Display resource sheet Y3U7.1 on the IWB. Read the text with the children.

Ask: *Did you enjoy this text? What do you think the little sister will do when the older sister copies her? Do you think copying her little sister is a good idea? Why/why not?*

Explain: *Now we're going to look at the different sentences in the text. We're going to look at the verbs used.*

Ask: *Who can remind me what a verb is?*

Elicit that a verb is a word that describes an action, happening, process or state.

Explain: *We're going to look at some of the verbs in this text.*

Display the third sentence: *If I hop, she hops.*

Ask: *Can you identify a verb in this sentence?*

Elicit that *hop* is a verb. Children may also identify *hops* as a verb.

Explain: *This sentence has two parts to it. We call them clauses. The first clause is If I hop and the second clause is she hops. Each clause has a verb. In this sentence, the verbs are quite similar.*

Display *If I hop, she hops* one above the other and not as a sentence. Read the two clauses.

Ask: *In the text the girl tells us that she and her sister are doing the same thing. Her little sister is copying her. Why doesn't the verb look the same in both of these?*

Elicit that one has *I* before it and the other has *she*.

Explain: *When we use I or we in writing or talking, we are using what is called the first person. When we use she, he, it or they, we are using what is called the third person. Verb endings depend on whether we're using the first or third person. When we're talking about using they, it also depends on how many we're talking about. Today we're just going to be focusing on the third person, using she. I want us to look at several sentences and see if we can find a pattern.*

Display *If I read a book, she reads a book*. Read the sentence.

Ask: *I'd like you to look at this sentence. Which clause is the one using the first person? Write the answer on your whiteboards.*

Ask children to hold up their whiteboards so that all answers are displayed.

Explain: *If I read a book is the clause that is written in the first person. She reads a book is the part of this sentence written in the third person. I'm going to record the verbs that are in the first person all together and the verbs that are in the third person all together.*

Display:

| First person | Third person |
|---------------------|---------------------|
| <i>I hop</i> | <i>She hops</i> |
| <i>I read</i> | <i>She reads</i> |

Explain: *Let's do one more and see if we can see a pattern emerging.*

Display *She drinks and then I drink*.

Ask: *The first clause in this sentence is She drinks. The second clause is and then I drink. Which clause is written in the third person? Write it on your whiteboards.*

Ask children to hold up their whiteboards so that all answers are displayed.

Explain: *She drinks is the clause in the third person. I'm now going to add these two clauses to our list.*

Display the following.

| First person | Third person |
|---------------------|---------------------|
| <i>I hop</i> | <i>She hops</i> |
| <i>I read</i> | <i>She reads</i> |
| <i>I drink</i> | <i>She drinks</i> |

Ask: *Can you see a pattern in the verb endings?*

Elicit that in third person an -s is added to the word.

Ask: *Look through the text and see if you can find some other examples that follow this pattern. Write them on your whiteboards.*

Elicit that *run/runs* and *laugh/laughs* follow the pattern.

Display these in the lists of first person and third person.

Ask: *Can you find any verbs that don't seem to follow this pattern?*

Elicit that *cry/cries* doesn't follow the pattern above.

Explain: *The pattern for cry/cries does still follow the pattern. We're still adding an -s to these words when they are in the third person. Because cry has a long vowel, we must change the y to -ies when we want a word like cry to be in the third person.*

Display all the examples.

| First person | Third person |
|---------------------|---------------------|
| <i>I hop</i> | <i>She hops</i> |
| <i>I read</i> | <i>She reads</i> |
| <i>I drink</i> | <i>She drinks</i> |
| <i>I run</i> | <i>She runs</i> |
| <i>I laugh</i> | <i>She laughs</i> |
| <i>I cry</i> | <i>She cries</i> |

Ask: *So if I have the clause I copy, how would you change it to the third person?*

Elicit *She copies*. Add *copy/copies* to the list.

Ask: *Can you find any other verbs that don't follow the pattern? I'll give you a clue. There's only one and the first person and third person don't appear together. Discuss it with your partner and write it on your whiteboards.*

Elicit that *I do* and *She does* is an example that doesn't follow the pattern.

Explain: *Some verbs in English are irregular. They don't follow the pattern.*

Add *I do/She does* to the list.

Ask: *We have another example in the text of an irregular verb. But it's only in the first person. Can you find it? Talk with your partner and when you find it write it on your whiteboards. I'd like you also to write what you think we would say when using this verb in the third person.*

Elicit that *have* is an irregular verb.

Explain: *We say I have when we use the first person. And we say he or she has when we use the third person.*

Add these examples to the list. Go through the list with the children. Then display resource sheet Y3U7.1 in its entirety.

Explain: *Now we're going to do something fun. We're going to do an activity called vanishing cloze. We're going to use the same text we looked at last time. We're going to read it together. After we've read it one time, I'm going to delete a couple of words and then we're going to read it again. We've got to remember the words I've deleted, though, and read it as if they were still there. Then I'll delete some more words and we'll read it again, making sure we read it as if all the words were still there. We'll keep repeating this until nearly all the text is gone.*

Read the text with the children. Then delete two or three verbs, leaving space to indicate where they were. Select verbs scattered throughout the text. Read the text again, including the omitted words in the reading. Delete two more verbs and then read it with the children as if the verbs were still there. Next delete two or three pronouns and read the text again, including the pronouns. Delete two more verbs and read the text again. Continue until all verbs and pronouns are omitted. Then, if time allows, begin deleting other words.

Plenary

Ask children what clues they used to help them recall erased words. Did they think about the verb endings? How did they decide which verb ending to use? How did they know which pronoun to use?

Activity 2

Objective: To develop understanding of subject–verb agreement

Success criterion: Children are able to achieve subject–verb agreement when replacing words in sentences

Resources

- Resource sheet Y3U7.2 – photocopied onto card, one copy for each child
- Clicker 5 resource Y3U7.33 My morning routine and Y3U7.3 Sam's after-school routine

Explain: *Today we're going to do some talking. We're going to talk about what we do when we leave school. I'd like one of you to come up here and tell me about where you go after school. I'd like to know things such as who comes to get you. Is it usually your mother, your father, your brother, your sister, your friend, your childminder or somebody else? I'd like to know if you go home or go somewhere else after school. Some of you may do things like going swimming, or playing football. Some of you may go to someone else's house rather than your own. Some of you may go to an after-school club. Do you go in a car or do you walk? What do you do when you get there?*

Give children resource sheet Y3U7.2.

Explain: *This is a speaking frame. It will help you remember the important questions.*

Read the questions on the resource sheet.

Ask: *Who would like to come up and begin?*

Select a child. Ask the child to talk about their afternoon routine. Encourage the child to use the speaking frame. If necessary, extend their talk by asking questions such as: Who comes to school to collect you? Where do you go after school? What do you do when you get there? Do you do the same thing every afternoon? Ensure that they talk about their routine in the first person (using *I*). If children make errors in their use of subject–verb agreement, reflect back to them a corrected version of their sentence. For example, if a child says *I goes to my friend's house after school* rephrase their sentence to say *Oh, you go to your friend's house after school*.

Explain: *I'd like to write two sentences from this talk on the whiteboard so I'm going to ask X to say a couple of the sentences again.*

Ask the child to repeat a sentence they used (but it's not necessary for them to repeat it exactly). Write the sentence on the whiteboard. Then ask the child to repeat another sentence and write that on the whiteboard.

Read the sentences out loud to the class.

Explain: *Now I'd like someone else to come up here to talk about X's afternoon.*

Select a child (Y).

Ask: *When Y comes up, are they going to use exactly the same sentences that X used? What will be different about the way they talk about X's afternoon?*

Elicit that instead of using *I*, Y will be using *he* or *she* (as appropriate).

Ask Y to tell the class about X's afternoon. Ensure that the whiteboard is behind Y so that they aren't tempted to use the same sentences used by X. This will help to ensure that Y uses *he/she* rather than *I*.

As above, ask Y to repeat sentences so that you can write them down. Try to elicit sentences that are related to the sentences provided by X. For example, if X said, *I go home with my mother*, try to elicit a sentence along the lines of *X goes home with his/her mother*.

Explain: *I want you to work in pairs now. You will take turns telling one another about your afternoon routines. After that, you're going to talk about your partner's afternoon routine. But this time you'll be telling it to a new partner. When you're listening, I want you to think about whether your partner is using the first person or third person.*

Ask children to take it in turns to talk about their afternoon routines. Next ask them to tell a new partner about their previous partner's afternoon routine.

Plenary

Ask children what was different about when they talked about their routine and when they talked about their partner's routine.

Independent activity

Children write about their daily routines using the Clicker 5 resource Y3U7.3 My morning routine and Y3U7.3 Sam's after-school routine.

Activity 3

Objective: To apply knowledge of subject–verb agreement to writing

Success criterion: Children are able to construct sentences accurately demonstrating subject–verb agreement

Resources

- Resource sheet Y3U7.3 – photocopied onto card and cut into six strips
- Enlarged photocopy of Y3U7.1
- Individual whiteboards

Explain: We were talking in our last session about subject–verb agreement.

Ask: *Who can tell me what pronouns we use for the first person?*

Elicit that we use *I* or *we* for the first person.

Ask: And what pronouns do we use for the third person?

Elicit that we use *he*, *she*, *it*, *they* for the third person.

Explain: *We use the same verb form for he, she and it. That's because each of these pronouns is only talking about one person or thing. We have to use a different verb form when we're using they.*

Select the card with *hops* on it and fold it so that children cannot see the *He/She* portion.

Ask: *Do you think this verb is for when we're using first person or third person?*

Elicit that *hops* is used for the third person.

Explain: *I'd like you to write a sentence using hops on your whiteboards. Discuss it with your partner and then write the sentence using a third person pronoun.*

Give children time to decide on and write a sentence using *hops* and a third person pronoun, then ask them to hold up their whiteboard to show their answers.

Explain: *Here's my answer.*

Unfold the card so that it reads *He/She hops*.

Ask one child with a more elaborate sentence to read theirs. Explicitly praise how children have extended their sentences beyond the simple sentence on the card.

Show another card, folded to hide the pronouns. Ask children, in pairs, to think of with a sentence using the verb with an appropriate pronoun and write the sentence on their whiteboards.

As above, ask children to hold up their whiteboards and then ask a pair with a more elaborate sentence to read their suggestion.

Alternatively, ask a pair with a limited sentence how they could extend theirs.

If children have had no difficulties, move on to showing irregular verbs (*has, am*).

Explain: *I'd like us to look again at the text about the annoying little sister who always copies what her big sister does.*

Read through resource sheet Y3U7.1 with the children.

Explain: *What you're going to do now is write your own version of this text. You're going to work with your partner and together you're going to write about an annoying little brother or sister who copies you.*

Plenary

Ask children to read their versions of the text. Ask other children to listen for subject–verb agreement. Ask them what they need to think about to ensure that the subject and verb agree in a sentence.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years, Unit 2 Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 56
- See *Developing Early Writing* (DfEE 0055/2001) Units 13, 15, B and *Grammar for Writing* (DfEE 0107/2000) Units 9, 14, 20, 21 for further suggestions

Resource sheet Y3U7.1

My little sister is so annoying. She always copies what I do. If I hop, she hops. If I read a book, she reads a book. If I cry, she cries. I have an idea, though. I'll copy what she does. She drinks and then I drink. She runs and then I run. She laughs and I laugh. If she annoys me I'll annoy her!

Resource sheet Y3U7.2

What do you do when you get there?

Who collects you?

How do you get there?

Is your routine the same every afternoon?

Where do you go?

Resource sheet Y3U7.3

| | |
|--------|-------|
| He/She | hops |
| He/She | cries |
| It | has |
| We | copy |
| They | laugh |
| I | am |

Year 4 Unit 8

Adverbs

Primary Framework objective

Literacy, strand 11 (Sentence structure and punctuation)

Year 4: Clarify meaning and point of view by using varied sentence structure (phrases, clauses, adverbials)

Literacy, strand 10 (Text structure and organisation)

Year 4: Use adverbs and conjunctions to establish cohesion in paragraphs

Literacy, strand 9 (Creating and shaping texts)

Year 4:

- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

Why adverbs?

Adverbs extend the meaning of sentences, thus adding richness to them. They provide clarity and precision and can be used effectively to create a specific feel to a piece of writing. Because they can be placed in different positions in a sentence, they also add variety to sentences.

Principles and explanation

An **adverbial phrase** is a group of words that functions in the same way as a single **adverb** for example, *by car, to school, last week, three times a day, first of all, of course*.

They left yesterday. (adverb)
They left a few days ago.
 (adverbial phrase)

She looked at me strangely. (adverb)
She looked at me in a strange way.
 (adverbial phrase)

For a more detailed explanation of adverbs, adverbial phrases and adverbial clauses, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL tend to provide less information through the use of adverbials (adverbs, adverbial phrases and adverbial clauses) than their monolingual peers. They need to develop the use of adverbials to add detail in their writing about place, time and frequency, manner and cause or reason.

EAL learners also tend to place adverbials more at the end of the sentence than other learners. Developing an understanding of the mobility of adverbials will support children learning EAL in developing a more varied range of sentence structures in their writing.

Activity 1

Function

Objective: To identify the functions of adverbs

Success criterion: Children are able to recognise whether the adverbs in a text tell how, when or where

Resources

- Enlarged photocopy of resource sheet Y4U8.1
- Clicker 5 resource Y4U8.1 Identifying adverbs 1

Display resource sheet Y4U8.1.

Explain: *Today we're going to be looking at a type of word called an adverb. The words that are underlined in this piece of writing are adverbs. We're going to look at these words and work out what the functions of adverbs are in a sentence. First, though, I want us to read the text.*

Read the text aloud to the children to model reading with expression. You may then allow time for children to read through the text on their own.

Explain: *Let's look at the first sentence.*

Read the sentence *First the spider climbs up the tree or branch.*

Explain: *The underlined word in this sentence is first. First is an adverb. What is this adverb telling us? What information is it giving us? I want you to also think about which word it's giving us information about.*

Elicit that *first* gives us more information about the climbing because it tells us *when* the spider climbs up the tree or branch.

Explain: *Telling us when something happens is just one of the jobs that adverbs do. Let's see if we can discover some of the other functions. Read the next sentence to yourselves and then discuss with your partner what you think this adverb tells us. I'd also like you to discuss which word in the sentence it's telling us more about.*

Elicit that *carefully* tells us how the spider selects the branch or twig. The word that *carefully* describes is *selects*.

On the board write *first climbs* and *carefully selects*. Underline *climbs* and *selects*. Ask the children to tell you what kind of words *climbs* and *selects* are.

Elicit that they are verbs. Explain that one function of adverbs is to tell us more about verbs.

Write the heading *How* on the whiteboard and then write *carefully* underneath it. Write the heading *When* with *first* written underneath it.

Explain: *Here are two of the functions of adverbs: telling us when and how the verbs happened. Let's read some more and see if we can find more examples of these functions and find other functions.*

Ask children to read the next sentence and discuss in pairs the function of the adverb *now*. Take responses. Add *now* to the *When* list on the whiteboard. Do the same with the next sentence and add *slowly* and *securely* to the *How* list.

Elicit from children that *out* tells us where. Ask them what word *out* is describing. Elicit that it is describing the verb *comes*. Create a third category of list on the whiteboard, writing *Where* as a new heading next to *When* and *How*. Write *out* underneath *Where*.

Ask children to read through the rest of the text, looking at the underlined words. Tell them that one of the underlined words is not an adverb. Ask them to identify it.

Plenary

Ask children to think of other adverbs to add to the *How*, *When* and *Where* lists. Record these on the whiteboard.

Independent activity

Using a photocopy of a portion of text from their guided reading books, children read a portion of a text, looking specifically for adverbs. They highlight the adverbs as they read. Then, once they've gone through the text, they record on a separate sheet the adverbs they've highlighted, along with whether that particular adverb tells when, how or where.

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y4U8.1 Identifying adverbs 1

Activity 2

Objective: To review the function of adverbs in a sentence

Success criterion: Children are able to sort adverbs accurately according to their functions

Resources

- Resource sheet Y4U8.2 – photocopied onto card and cut up, one set for each pair of children
- Resource sheet Y4U8.3 – one copy for each pair of children
- Individual whiteboards
- Clicker 5 resources Y4U8.2 Sorting adverbs and Y4U8.2 Using adverbs

Ask: *Who can remember what a verb is? Can you think of some verbs? I'm going to write down some of the ones you tell me.*

Elicit various verbs and write them down.

Explain: *Verbs are words that tell you what's happening in a sentence or what kind of situation or event the sentence describes. Today we're going to continue to talk about adverbs. Adverbs give us more information about verbs.*

Write *The lion roared* on the whiteboard.

Explain: *We can use adverbs to make this sentence more interesting. For example, we could put in adverbs such as fiercely or loudly to describe*

how the lion roared. Or we could put in adverbs such as suddenly or finally to describe when it roared. Or we could put in adverbs such as outside or everywhere to describe where it roared.

Write the verb *talked* on the whiteboard.

Explain: *I'd like you to think of as many adverbs as possible to go with the word talked. I want you to work in pairs and write down your ideas on your whiteboards.*

Give children time to think of adverbs to go with *talked*. Ask them to hold up their whiteboards so that several examples can be selected and recorded on the class whiteboard.

Ask children whether each example tells how, when or where. Ask them to act out various examples.

Repeat the process, one by one, with the verbs *walked*, *played* and *wrote*.

Remind children that adverbs can tell us how, when or where.

Explain: *Now I'm going to give you a set of cards containing various adverbs and a grid with columns headed How, When and Where. I want you to sort these cards according to whether they tell us how, when or where and put them in the correct column on the grid.*

Give each pair of children a set of cards cut from resource sheet Y4U8.2 and shuffled and a copy of resource sheet Y4U8.3 and give them time to place each card on the grid.

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y4U8.1 Sorting adverbs.

Plenary

Write *The bird flew* on the whiteboard. Ask a child to tell you one of the adverbs they placed in the *When* column. Add the adverb to the sentence *The bird flew*.

Ask for another adverb the children have identified as telling when something happened and write a new sentence with *The bird flew* and the new adverb.

Ask children what has happened to the meaning of the sentence. Has it changed or remained the same?

Elicit that changing the adverb changes the meaning of the sentence. Repeat the process with adverbs from other categories to demonstrate that changing the adverb, whatever its function, changes the meaning of the sentence.

Independent activities

Children use the Clicker grid to insert adverbs into the given sentences. See Clicker Y4U8.2 Adverbs.

Children work from a photocopy of a piece of text, with the adverbs underlined. They think of adverbs they could substitute for the underlined ones and write them in the margin.

Activity 3

Construct

Objective: To understand that adverbs can appear in different places in sentences and will sometimes change the meaning according to where they appear

Success criterion: Children are able to place adverbs in different parts of sentences

Resources

- Resource sheet Y4U8.4 – photocopied onto card (ensure that there is at least one set of cards for each pair of children)
- Resource sheet Y4U8.5 – cut up as a set for each child so that words for each sentence are in a different colour
- Clicker 5 resource Y4U8.3 Moving adverbs

Ask: *Today we're going to be talking about adverbs again. Who can tell me what adverbs do in a sentence?*

Elicit that adverbs can tell how, when or where in a sentence. They often describe verbs.

Explain: *I have some cards here that make up a sentence. I need three children to come up here.*

Show the cards cut from resource sheet Y4U8.4 containing the words *the lion roared suddenly*.

Mix up the cards and give one to each of the three children.

Ask the children to form a human sentence using the cards.

Explain: *Now we have a sentence.*

Read the sentence the children have formed. Write it on the whiteboard.

Ask: *Do you think they could move any of the words and make another sentence?*

Elicit that moving the word *suddenly* to a different position would create a different sentence. Ask the children holding the cards to move to demonstrate this sentence.

Write the sentence on the whiteboard.

Ask: *Could they make another sentence by moving around?*

Elicit that moving the word *suddenly* again would create yet another sentence. Ask the children holding the cards to move to demonstrate the sentence.

Write the sentence on the whiteboard.

Explain: *Let's look at these three sentences.*

Ask three different children to read the sentences (one each).

Explain: *In each of these sentences the lion has roared. The roaring has occurred suddenly. But the meaning in these three sentences is not exactly the same. The impact and imagery is different. We're going to compare a couple of these sentences. Close your eyes while I read the first one and think about how you feel when I read it.*

Read the sentence *Suddenly the lion roared.*

Ask: *Open your eyes. How did you feel when I read that sentence?*

Elicit that the sentence creates a feeling of tension and surprise.

Explain: *Now I'm going to read another sentence. Close your eyes and listen.*

Read the sentence *The lion roared suddenly.*

Ask: *What is the difference between these two sentences?*

Elicit that the second sentence contains much less tension and excitement. The impact of the sentence is much less. The second sentence also contains the idea that the lion might have been doing something else before it roared.

Explain: *Writers think about the impact and the imagery when they are deciding where to put an adverb in a sentence.*

Select three children and give them each a card from the resource sheet (*the boy, walked and quickly*). Repeat the process described above, asking the children to create three different human sentences. As each sentence is formed, discuss the impact and imagery of that particular sentence.

Reordering

Resources

- Resource sheet Y4U8.5 – photocopied onto card and cut up, one set of cards for each pair of children

Give each child a set of cards which make up one or two sentences.

Explain: *I'm giving each pair a set of cards. I want you to make a sentence with these cards. You will write it on a sheet of paper. First, I want you to decide whether the sentence makes sense and sounds right. If it does, then you put a tick next to it. If it doesn't you put a cross next to it and make a new sentence with the cards. If the sentence makes sense, I want you to talk about the impact and imagery of this sentence with your partner. You may even want to draw a picture to illustrate it. Then I want you to move the cards around to make another sentence. You will repeat the process from the first sentence, writing it, deciding if it makes sense and sounds right. I then want you to discuss the impact and imagery of this sentence and how it differs from the previous sentence.*

Explain: *Now I'd like you to work in pairs to create your own sentences. Remember to move the adverb to different places in the sentence.*

Children work in pairs, manipulating cards to form a sentence. They write the sentence on paper and evaluate whether it makes sense and sounds right. Next they discuss together the impact and imagery of the sentence. They may want to draw a picture to illustrate the sentence. They then repeat the process using the same set of cards.

Plenary

Children read sentences and discuss how moving the adverb changed the impact and imagery of the sentence.

Activity 4

Objective: Children are able to apply knowledge of adverbs to writing

Success criterion: Children consider meaning, imagery and location within a sentence when incorporating adverbs into their writing

Resources

- Enlarged photocopy of resource sheet Y4U8.6
- Individual whiteboards

Read resource sheet Y4U8.6 with the children.

Ask: *How did you feel reading this text? What are some of the things the writer did to make you feel scared?*

Ask: *The adverbs the writer used are underlined. Why do you think the writer chose these adverbs to use?*

Elicit that these adverbs help create the frightening mood of the text. Also point out that the writer has used quite a lot of adverbs, but not every sentence has adverbs.

Explain: *We're going to write the next part of this story. I'd like you to talk with your partner and think of some ideas of what could happen next. Then I'd like you to think of a sentence that could come next in the story. I'd like you to write that sentence on your whiteboards.*

Give children time to talk in pairs generating ideas for what could happen next in the story. Ask them to write a suggested next sentence on their whiteboards. Remind them to include an adverb in their sentence.

Ask each pair to share their sentence and to talk a bit about what could happen next. Select one of the sentences and write it on the whiteboard. Read the text again, including this new sentence.

Ask: *Do you think this new sentence fits in well with the text?*

If the sentence contains an adverb, ask children whether they think the adverb selected is effective. Put the adverb in different places in the sentence to see where it sounds best.

Ask children for suggestions for the next sentence. Talk about the new sentence as described above.

Continue in this vein generating three or four new sentences.

Explain: *Now I'm going to ask you to finish writing the story individually. Just start writing from where we stopped. Remember to think about using adverbs. Think about what the most effective adverb would be and where it should go in the sentence.*

Children write the ending to the story.

Plenary

Ask children to read their individual story endings to the others. Ask those listening to record any adverbs they hear. Ask whether the adverbs made the story more interesting. Can children provide any examples? Have they thought about where to put the adverbs to change the meaning?

Independent activity

Children redraft their story endings, thinking about the suggestions made in the plenary.

Activity 5

Objective: To be able to use adverbs to enhance meaning in speaking and writing

Success criterion: Children's writing demonstrates effective use of adverbs

Resources

- Resource sheet Y4U8.7 – enlarged and photocopied onto card
- Y4U8.8 (example text for teacher's reference only)

Explain: *Today we're going to talk about an experience that we've had.*

Show children resource sheet Y4U8.7.

Explain: *This is a speaking frame. Speaking frames help us remember to include certain things when we're talking. What words are on this speaking frame? What kind of words tell us where, when and how?*

Elicit that these are adverbs. Point to the examples and emphasise that these are only a few of the many adverbs children could use in their speaking or writing.

Ask: *Can you give me some additional examples of adverbs? I'd like you to give me some to go in each category of Where, When and How.*

Write children's examples on the whiteboard, listed according to their categories.

Explain: *I want you to think about using adverbs when you are speaking. The speaking frame will help you do this. I'm going to go first and show you what I mean.*

Model giving a personal recount. An example for reference is provided as resource sheet Y4U8.8. In your personal recount include as many adverbs as possible, particularly time connectives. As you use adverbs, point to the speaking frame to underline their meaning. Then let children ask questions about your recount. Try to use sentences with adverbs in your answers.

Give each child the opportunity to give an oral personal recount. Guide their use of adverbs through using the resource sheet.

Explain: *I'd like you each to write, at the top of your paper, two or three adverbs that you used in your speaking. This is to help you remember to use adverbs in your writing. Then write your personal recount, using adverbs to add to the meaning and visual imagery.*

When children have written their personal recounts ask them to swap recounts with a partner. Children underline the adverbs used and look for places where additional adverbs could be inserted.

Plenary

Ask children to read some sentences their partner has written that use adverbs well. Then ask them to read a sentence where an additional adverb could be inserted or where the adverb might sound better if it was moved.

Activity 6

Repeat activity 4, but use a non-fiction text, for example the one on spiders on resource sheet Y4U8.1

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years, Unit 2 Creating the learning culture: making it work in the classroom (DfES 2133-2006DCI-EN) page 60*

Resource sheet Y4U8.1

First the spider climbs up the tree or branch. It carefully selects a branch or twig. Now it can begin its web. The spider slowly releases some silk and attaches it securely to the branch. The silk comes out of the spider as a liquid, but instantly becomes solid when it meets the air. The spider then releases more silk which drifts away in the breeze. The spider quickly scurries to another branch and attaches the silk there. Next it will turn around and around, moving from branch to branch, precisely weaving its web.

Resource sheet Y4U8.2

| | | |
|-----------|------------|------------|
| quickly | suddenly | away |
| wearily | before | out |
| happily | eventually | here |
| fast | sometimes | inside |
| well | always | there |
| fearfully | never | outside |
| loudly | first | everywhere |
| rudely | next | up |
| badly | afterwards | down |

Resource sheet Y4U8.3

| How | When | Where |
|-----|------|-------|
| | | |

Resource sheet Y4U8.4

| | |
|----------|---------|
| the lion | roared |
| suddenly | the boy |
| walked | quickly |

Resource sheet Y4U8.5

| | | | | | | | |
|-------|-----------|---------|-----------|--------|---------|---------|---------|
| Tara | opened | the | door | softly | | | |
| he | tiptoed | quietly | out | of | the | door | |
| Janna | scribbled | on | the | wall | rapidly | and | ran out |
| you | should | think | seriously | about | this | problem | |

Resource sheet Y4U8.6

She was sitting silently, staring out of the window. The sun was sliding down behind the hills. Dark shadows were appearing everywhere. Suddenly, she heard a sound in the hall. She rose fearfully, turning her head sharply towards the door. The doorknob was glistening brightly in the final rays of sunlight. Then she noticed that the knob was turning, turning slowly without a sound. Someone wanted to get in. Her eyes opened wide, her heart pounded wildly. She held her hand tightly over her mouth so that she couldn't cry out.

And then the door creaked open ...

Resource sheet Y4U8.7

How?

happily slowly quietly around open
And more!

When?

first now then today earlier suddenly
And more!

Where?

here there away out inside
And more!

Resource sheet Y4U8.8

It was a sunny day and I was feeling hot. I went to the beach. I drove there. The sand glistened brightly and the waves crashed magnificently. But then I saw a small boy. He was standing alone and he was quietly crying. He looked frightened. I looked around. No one else was there. I slowly walked over to the boy. 'What's wrong?' I asked. I spoke gently. Suddenly, a motorboat appeared. Its engine roared loudly and a woman called out. 'There you are! I was so worried.' The boy ran over and she lifted him up. Then the boat sailed away.

Year 4 Unit 9

Phrasal verbs

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 4: Clarify meaning and point of view by using varied sentence structure (phrases, clauses, adverbials)

Literacy, strand 9 (Creating and shaping texts)

Year 4:

- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

Why phrasal verbs?

Phrasal verbs have specific meanings and can therefore create a precision of meaning when used in writing. Their usage provides a specific feel and image, thus adding to the richness of children's writing.

Principles and explanation

Phrasal verbs take a number of forms. These may be:

verbs with prepositions: *I agree with you.*
She asked for a pencil.

verbs with adverbs: *The car broke down.*
When he grew up.

Many verbs that are followed by adverbs or prepositions are not phrasal verbs because the adverbs or prepositions don't combine with the verb to make a completely new meaning. For example, *stand on* would be a phrasal verb in *stand on ceremony* but not in *stand on the cat's tail* for example, *stand in* would be in *stand in for the manager* but not in *stand in a puddle*.

The examples below are all phrasal verbs in the first context but not in the second (Some are verbs with adverbs, some are verbs with prepositions)

blow up (the chimney) but not *blow the papers up the street*
bring up (that subject) but not *bring the cases up the stairs*
gone off (eating meat) but not *the book has gone off the shelf*
run over (that point again) but not *I heard the car run over the kerb*
break off (talks) but not *he broke off the handle*.

The following are all phrasal verbs

Verbs + adverbs examples (with no object):

He sat down
They came back
She went away.

Verbs + adverbs examples (with object):

I picked Ali up or I picked up Ali
She put her coat on or she put on her coat
I switched the light off or I switched off the light.

But with pronouns the two parts of the phrasal verb have to stay together

I picked him up but not I picked up him
I switched it off but not I switched off it.

Verbs + prepositions examples:

This type of phrasal verb always has an object, e.g. *he referred to my letter, he referred to it*. Sometimes the verb has an object and so does the preposition, e.g. *he asked the waitress for the bill*.

Verb + adverb + preposition examples:

Put up with
Looking forward to ...
Look out for ...

Additional notes

Phrasal verbs can often present difficulties for children learning EAL. Sometimes their meaning can be guessed from the meaning of the parts, but more often this is not the case. Most phrasal verbs have a meaning that is distinct from its parts. Because phrasal verbs are more often found in spoken than written language, it is more difficult for children learning EAL to have sufficient experience of them. It is therefore important for children to develop familiarity with them in order to understand them and use them to create a more informal feel in their writing.

Activity 1

Objective: To understand some phrasal verbs when reading

Success criterion: Children are able to elicit meaning when reading a text containing phrasal verbs

Resources

- Enlarged photocopy of resource sheet Y4U9.1

Explain: *We're going to start today by looking at the first sentence in this text. You'll see that there are phrases underlined. A phrase contains two or more words that are working together in a sentence. The underlined phrases form what we call a phrasal verb. Let's read the first sentence and see whether anyone knows the meaning of the phrasal verb.*

Read the first sentence with the children.

Ask: *Is Hassan looking at something? Do we know how Hassan is feeling?*

Point to the phrase *looking forward* to emphasise that this is where the clue to the answer is. If necessary, ask whether the words mean that Hassan is standing still and looking to the front or that he is excited.

Explain: *Now I want us to look at these two words individually. Let's start with forward. If we have the word forward on its own, what does it tell us?*

Elicit that *forward* is a direction.

Explain: *So if we just put these words together, all they would tell us is that Hassan is looking at something in front of him. But that's not what looking forward means here. Looking forward means that he can't wait for something to happen, he's excited about it. And this is what is interesting and special about phrasal verbs. Phrasal verbs are when we put together*

these two types of words – a verb and either an adverb or a preposition – and we get a new meaning. It's like magic! Let's read the next sentence.

Ask children to read the next sentence: *He hoped lots of people would turn out.*

Ask: *Does anyone know what Hassan is hoping for? Can we work it out by looking at the words turn and out individually?*

Elicit that the words *turn* and *out* don't help us understand the meaning of the sentence.

Explain: *Putting the words turn and out together has created a new meaning. Turn out means to come to an event. Hassan hopes that lots of people will come to the park to play on Saturday.*

Continue to go through the text sentence by sentence, looking at the phrasal verbs and discussing their meaning, both as individual words and as phrasal verbs.

Plenary

Ask children how they would be able to identify a phrasal verb. Ensure that they note that it contains a verb combined with either an adverb or a preposition and that it contains a meaning different from that derived from looking at its parts in isolation.

Independent activity

Children look at a text containing some phrasal verbs. They read through the text and underline the phrasal verbs, guessing the meaning from the context surrounding the phrasal verbs.

Activity 2

Objective: To understand the meanings of various phrasal verbs

Success criterion: Children are able to accurately reconstruct text containing phrasal verbs

Resources

- Resource sheet Y4U9.2 – cut up into cards, one set for each pair of children, placed in an envelope. (Do not give children the reconstructed text, which also appears on the resource sheet, but keep one copy for reference.)

Note: This activity is also available as a Clicker 5 resource, see Clicker 5 Y4U9.2 Word detective.

Ask: *Today we're going to look at phrasal verbs again. We talked about phrasal verbs in our last session. Who can remember what a phrasal verb is? How can we tell that something is a phrasal verb?*

Elicit that a phrasal verb contains a verb combined with a preposition or an adverb but the meaning is different from that obtained simply by looking at the meanings of the words in isolation.

Ask: *Can anyone think of any examples of phrasal verbs? Can you remember any from the text we read yesterday?*

Possible examples could include: *turn out, look forward, bring up, turn up, playing at, picked on, blew up, turn down.*

Explain: *Today we're going to do an activity called Word detective. I've got some envelopes here. Inside each envelope are words and phrases that make up some sentences. There will be phrasal verbs in some of the sentences. The sentences are similar to – but not the same as – the ones in the text we read in our last session. I want you to work in pairs to put this text back together.*

Children work in pairs, using the cards from resource sheet Y4U9.2, to reconstruct the text.

Plenary

Ask children to read their versions of the reconstructed text. Ask whether phrasal verbs have been used accurately. Ask whether children found it easy or difficult to put the text back together. What did they have to think about when they were deciding where to put the phrasal verbs? During the discussion refer to the reconstructed text on resource sheet Y4U9.2 if this is helpful.

Activity 3

Objective: To reinforce the idea that the meaning of a phrasal verb is different from that of its individual parts

Success criterion: Children are able to identify phrasal verbs in a text

Resources

- Enlarged photocopy of resource sheet Y4U9.3
- Resource sheet Y4U9.3 – one copy for each pair of children

- Resource sheet Y4U9.4 – displayed on the interactive whiteboard (IWB) for a vanishing cloze exercise
- Clicker 5 resource Y4U9.3 Phrasal verbs cloze

Write the phrases *turn left* and *turn down* on the board.

Ask: *What is the meaning of each of these phrases? Which of these is a phrasal verb? How can you tell?*

Ensure that children understand that phrasal verbs are when we have a phrase that contains a verb and either a preposition or an adverb and the meaning is different from what it would be if we thought about the words in the phrase individually.

Explain: *I want us to think of some examples of phrasal verbs now. You can give me examples from the writing yesterday or other examples. How will we check whether each one you suggest is a phrasal verb?*

Elicit the response that the meaning will be not be the same as it would be from a simple combination of the meanings of the individual words.

For each example provided by the children, ask them the meaning of the phrasal verb to check that it is a phrasal verb. If possible, elicit examples from the last session's text (resource sheet Y4U9.1).

Explain: *We're going to do something fun now. You can see that I've written one of the texts from our last session on the whiteboard. I'm going to erase a word or phrase and then we're going to read through all the sentences together, including the word that I erased. Then I'm going to erase another word and we'll read it again. I'm going to keep on erasing words and we're going to keep reading the text, including the words I've erased.*

Go through the text (supplied as resource sheet Y4U9.4) erasing phrases and words, ensuring that phrasal verbs are erased as a phrase. Continue until the text is erased.

Explain: *Now I'm going to see whether you can recognise phrasal verbs in a piece of writing. The phrasal verbs are underlined, but there are other phrases containing a verb and a preposition or adverb that are also underlined. Now remind me. How can you tell whether it's a phrasal verb or not?*

Elicit that the meaning of the phrasal verb is not evident from its individual parts.

Hand out resource sheet Y4U9.3 and read it with the children, ensuring that they understand the meaning of phrases. Discuss the underlined phrases as a whole when discussing meaning. Then ask the children to work in pairs, reading through the text to identify which of the underlined phrases contain phrasal verbs and which do not. Ask them to highlight the phrases they think are phrasal verbs.

Plenary

Go through the text with children, discussing which phrases they have identified as phrasal verbs. Ask them why they believe each example is a phrasal verb and ask for suggestions of a word they could substitute for the phrasal verb.

Independent activity

Children use the texts to create a small glossary of phrasal verbs, including writing words that could be used as substitutes. This task would be more effective if done in pairs.

Note: For an additional independent activity see the Clicker 5 resource Y4U9.3 Phrasal verbs cloze.

Activity 4

Objective: To understand that phrasal verbs create a more informal style in writing

Success criterion: Children create a more formal sample of writing through substituting other words for phrasal verbs

Resources

- Enlarged photocopies of resource sheets Y4U9.1 and Y4U9.5
- Resource sheet Y4U9.6 – one copy for each pair of children

Display resource sheets Y4U9.1 and Y4U9.5 and indicate the list of phrasal verbs on resource sheet Y4U9.5.

Ask: *Do you remember that in our last two sessions we were talking about phrasal verbs? The phrases at the bottom of this page are phrasal verbs. How can we tell when a phrase like this is a phrasal verb?*

Elicit that phrasal verbs are when a verb is combined with either a preposition or an adverb and a new meaning is formed that isn't clear from looking at the individual words.

Explain: *Now I want us to read through this text and put the phrasal verbs where they belong. We're going to have to think about the meaning of each of these phrasal verbs.*

Referring to resource sheet Y4U9.1 if necessary, read the text on resource sheet Y4U9.5 with the children, inserting the phrasal verbs provided at the bottom of the sheet into the correct spaces.

Explain: *I want us to rewrite this text now. But this time we're not going to use any phrasal verbs. Let's look at the first sentence. Who can give me a word that has a similar meaning to looking forward? It's probably a word that's telling us how Hassan's feeling.*

Elicit a word such as *excited*. Then write a sentence along the lines of *Hassan was excited about Saturday*. Point out to the children that writing *Hassan was excited to Saturday* wouldn't make sense so you've had to change it to *Hassan was excited about Saturday*.

Ask: *What about the sentence He hoped lots of people would turn out? If we get rid of the phrasal verb in this sentence, what can we put in its place? Do we need to change other parts of the sentence for it to make sense?*

Elicit a sentence along the lines of *He hoped lots of people would come*.

Ask children to work in pairs and give each pair a copy of resource sheet Y4U9.6. Ask them to finish rewriting the text, replacing the phrasal verbs and making other adjustments as needed. Emphasise that the words replacing the phrasal verbs should be as close as possible in meaning.

Plenary

Ask each pair to read their rewritten versions of the text. Do the others agree that the texts have a similar meaning to the original? Ask them to think about the original text. Which of the versions have a more formal feel? Ensure that children understand that phrasal verbs give a more informal feel to a sentence or piece of writing.

Activity 5

Objective: To be able to use phrasal verbs accurately in writing to create a more informal style

Success criterion: Children's writing contains phrasal verbs

Resources

- Enlarged photocopy of resource sheet Y4U9.1

Generate ideas for a word bank of phrasal verbs, writing alongside each one any words that could be substituted for it. Elicit examples used in the previous activities.

Read resource sheet Y4U9.1 with the children. Remind them that the use of phrasal verbs creates a more informal feel to the writing. Ask them, in pairs, to explore ideas about what could happen next in the story.

Give time for pairs to discuss ideas, then take suggestions.

Ask them for some sentences they might use in their writing that contain phrasal verbs. Refer to the word bank.

Ask pairs to write the ending to the text about Hassan. Stop them halfway through the activity and ask a couple of children to read sentences where they've used phrasal verbs. Then ask children to continue writing the ending.

Plenary

Ask children to exchange stories with one another. Ask them to read through the story they've been handed, identifying the phrasal verbs used. Then ask some children to read the texts aloud. Discuss the use of phrasal verbs – have they been used appropriately? Do they give a more formal or informal feel to the writing?

Independent activity

Children rewrite stories (either the one they produced or one from another pair) substituting other vocabulary for the phrasal verbs.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years, Unit 2 Creating the learning culture: making it work in the classroom (DfES 2133-2006DCL-EN) page 57*

Resource sheet Y4U9.1

Hassan was looking forward to Saturday. They'd decided to have a game in the park. He hoped lots of people would turn out. No one would bring up the subject, but he wasn't sure he wanted Ivo to turn up. Sometimes it was difficult to know what Ivo was playing at. He often picked on Hassan and sometimes he blew up over nothing. It wasn't often, though, that he would turn down the chance to play.

Resource sheet Y4U9.2

| | | | | |
|--------|-----|-------|-----------------|-----------|
| Hassan | was | to | looking forward | Saturday. |
| didn't | but | he | turn up. | want |
| Ivo | to | and | picked on | often |
| Ivo | he | over | blew up | sometimes |
| Hassan | of | the | unfortunately, | nothing. |
| Ivo | a | game. | turned down | rarely |
| chance | | | | |

Reconstructed text should read:

Hassan was looking forward to Saturday. But he didn't want Ivo to turn up. Ivo often picked on Hassan and sometimes he blew up over nothing. Unfortunately, Ivo rarely turned down the chance of a game.

Resource sheet Y4U9.3

Today was the day. The winners of the story writing competition would be announced. Ali was looking forward to finding out if he'd won. He'd slaved away, working on his story for days. He passed up chances to play football, to ride his bike and to go to the cinema. 'Why don't you put down that pencil and come out to play with us?' asked his friends. 'Or have you gone off us?' He was tempted at times to give up. But when he handed in the story, he felt excited and happy.

As soon as he got home he went into his room and put on his lucky scarf. He sat down and turned on the television. His sister and his brother came into the room. They were talking loudly so he couldn't hear. 'What are you playing at?' he asked. They ignored him. 'The things I have to put up with,' he muttered to himself.

He turned up the volume. His mother came in. 'Turn down that television,' she said as she put down a plate of biscuits. 'It's too loud.'

'I give up,' said Ali. He was just about to turn off the television when his brother shouted, 'Hang on! I think they just called out your name!'

Resource sheet Y4U9.4

Hassan was looking forward to Saturday. But he didn't want Ivo to turn up. Ivo often picked on Hassan and sometimes he blew up over nothing. Unfortunately, Ivo rarely turned down the chance of a game.

Resource sheet Y4U9.5

Hassan was _____ to Saturday.

They'd decided to have a game in the park. He hoped lots of people would

_____.

No one would _____ the subject, but he wasn't sure he wanted Ivo to _____.

Sometimes it was difficult to know what Ivo was _____.

He often _____ Hassan and sometimes

he _____ over nothing. It wasn't

often, though, that he would _____

the chance to play.

blew up

playing at

turn down

picked on

turn up

bring up

looking forward

turn out

Resource sheet Y4U9.6

Hassan was _____ to Saturday. They'd decided to have a game in the park. He hoped lots of people would _____. No one would _____ the subject, but he wasn't sure he wanted Ivo to _____. Sometimes it was difficult to know what Ivo was _____. He often _____ Hassan and sometimes he _____ over nothing. It wasn't often, though, that he would _____ the chance to play.

Year 5 Unit 10

Adverbial phrases

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 5: Adapt sentence construction to different text-types, purposes and readers

Literacy, strand 9 (Creating and shaping texts)

Year 5: Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail

Why adverbial phrases?

Adverbial phrases extend the meaning of sentences, thus adding richness to them. They provide clarity and precision and can be used effectively to create a specific feel to a piece of writing. They can vary the pace of a piece of writing through adding variety to sentences.

Principles and explanation

An adverbial phrase is a group of words that functions in the same way as a single adverb, for example, *by car*, *to school*, *last week*, *three times a day*, *first of all*, *of course*.

They left yesterday. (adverb)
They left a few days ago.
(adverbial phrase)

She looked at me strangely. (adverb)
She looked at me in a strange way.
(adverbial phrase)

For a more detailed explanation of adverbs, adverbial phrases and clauses, go to appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL tend to provide less information through the use of adverbials (adverbs, adverbial phrases and adverbial clauses) than their monolingual peers. They need to develop the use of them in order to add detail in their writing about place, time and frequency, manner and cause or reason.

EAL learners also tend to place adverbials more at the end of the sentence than other learners. Developing an understanding of the mobility of adverbials will support children learning EAL in developing a more varied range of sentence structures in their writing.

Activity 1

Function

Objective: To identify the functions of adverbial phrases

Success criterion: Children are able to tell whether an adverbial phrase tells when, where or how

Resources

- Enlarged photocopy of resource sheet Y5U10.1

Explain: *Today we're going to be looking at adverbial phrases. We're going to investigate what their function is. In other words, we're going to look at why we have them in a piece of writing. We're going to think about what they are adding to the sentence. Remember that a phrase is formed from two or more words working together. In this piece of text, the adverbial phrases are underlined. Let's start by reading through the text.*

Read resource sheet Y5U10.1 with the children.

Explain: *Let's look at the first sentence. It contains two adverbial phrases.*

Read the first sentence to the children.

Explain: *The first adverbial phrase is in the evening.*

Ask: *What is this phrase telling us? What information is it giving us?*

Give children time to discuss the answer in pairs.

Elicit that the phrase *in the evening* is telling us when the walking happened. The word it's describing is *walked*.

Write *When* as a heading on the whiteboard with *in the evening* under it.

Explain: *Telling us when something happened is just one of the functions of adverbial phrases. Let's see if we can discover some more.*

Read the first sentence again.

Ask: *What is the second adverbial phrase telling us? Discuss this with your partner.*

Ask children to read the sentence again and discuss what the phrase *to Maria's house* is telling them.

Elicit that *to Maria's house* is telling us where the writer is walking.

Write *Where* on the whiteboard as a heading and then write *to Maria's house* under it.

Ask: *What do these two phrases have in common?*

Elicit that they are both describing the walking. One adverbial phrase is telling us *where* and the other adverbial phrase is telling us *when*.

Explain: *So we've discovered two of the functions of adverbial phrases. They can tell us where and they can tell us when. Now I want you to read the next sentence and discuss with your partner the function of the first underlined phrase.*

Ask: *What is the function of the adverbial phrase all around me? Discuss it with your partner.*

Elicit that it is telling *where* the dark was.

Write *all around me* under the heading *Where* on the whiteboard.

Ask children to go through the remainder of the text, working in pairs to identify the function of each adverbial phrase. Ask them to write their answers on their whiteboards.

Plenary

Ask children what functions they identified for the adverbial phrases in the text.

Ask children to look again at the text and think about how they might determine whether a phrase is an adverbial phrase or not. Give them time to discuss this with their partner.

Elicit that adverbial phrases can be identified through their functions. Also point out that many of the adverbial phrases in the text start with a preposition, but ensure that children understand that not all adverbial phrases start with a preposition.

Independent activity

Children read through a piece of text with adverbial phrases underlined and identify the function of each adverbial phrase.

Activity 2

Objective: To compare the use of single adverbs and adverbial phrases

Success criterion: Children are able to substitute single adverbs for a number of adverbial phrases

Resources

- Individual whiteboards
- Resource sheet Y5U10.2 – on an interactive whiteboard (IWB)
This will contain the sentences below (from resource sheet Y5U10.1) which can be revealed at the appropriate times and easily compared. It will also enable the children to make choices between the two when rewriting some of the text.
- Enlarged photocopy of resource sheet Y5U10.1
- Resource sheet Y5U10.1 – one copy per pair of children
- Red and blue pens

Explain: *Today we're going to look at adverbial phrases again. Can you remind me of some of the functions of adverbial phrases?*

Elicit that adverbial phrases give information such as place, time, frequency and manner.

Explain: *We're going to explore the difference between using a single adverb and using an adverbial phrase. I'm going to reveal some sentences to you and we're going to see if we can substitute a single adverb for the adverbial phrase. Here's the first sentence.*

Reveal on the IWB *I hoped we'd get there before long.*

Ask: *The adverbial phrase in this sentence is before long. What is the adverbial phrase before long telling us in this sentence? In other words, what is its function?*

Elicit that *before long* is telling us when the narrator wanted to get to the house. He's hoping that it won't take a long time to get to the house.

Explain: *I want you to see if you can think of a single adverb that you could substitute for before long. We want the sentence to still have the same – or nearly the same – meaning. So you need to think about when the narrator wanted to get to Maria’s house. Talk over your ideas with your partner and then write the sentence with the single adverb on your whiteboard.*

Display on the IWB *I hoped we’d get there _____* .

Then display *I hoped we’d get there before long* on the IWB.

Children work in pairs to think of a single adverb to put in place of *before long* and write the new sentence on their whiteboards.

Explain: *Here is our original sentence. I’m going to ask you to read your sentences and we’re going to check each one to see whether they have the same meaning. I’m going to type in the words that you give me so that we can look at the original sentence and the sentences you give me at the same time.*

Ask one of the children to read their sentence. Type the word they’ve come up with into the blank on the IWB.

Ask: *Look at the original sentence and the new sentence. Do they have the same or nearly the same meaning?*

Do this with each of the adverbs children have come up with. It might be useful to display each example as a list. Some children may have changed the sentence slightly. Ask whether the meaning is still the same or nearly the same. Ask whether they needed to change the sentence to use the adverb they thought of.

Explain: *Now we’re going to do the same thing with another sentence.*

Reveal on the IWB *I heard Sheba bark in a strange way.*

Ask: *The adverbial phrase in this sentence is in a strange way. Can you think of a single adverb we could substitute for that phrase? Talk with your partner about what word you could put in place of the adverbial phrase. Write the new sentence on your whiteboard.*

Display on the IWB *I heard Sheba bark _____* .

As above, children talk with their partners to think of a single adverb to replace the adverbial phrase *in a strange way*. They write the new sentence on their whiteboards.

Elicit suggestions from the children. Insert each suggestion into the sentence and discuss whether substituting the adverbial phrase for the single adverb they’ve chosen has changed the meaning.

If the children have not come up with the word *strangely*, suggest that they focus on the word *strange* and remember that many adverbs end in *-ly*. (Remind them, though, that not all adverbs end in *-ly* and not all words ending in *-ly* are adverbs.)

Ask which suggestion is closest in meaning to the adverbial phrase *in a strange way*.

Reveal on the IWB *My dog Sheba ran on ahead*.

Repeat the process used for the previous sentences. In this case the closest adverb is likely to be *ahead*.

Repeat the process with the sentence *There were no lights in sight*. Support the children's thinking, if needed, by asking where the narrator could see lights. The children may come up with a sentence such as *I could see lights nowhere* or *I could see no lights anywhere*. Point out that minor adjustments might need to be made to the sentence when a single adverb is being substituted for an adverbial phrase.

Reveal on the IWB *Lightning streaked across the sky*.

Ask: *Let's look at this sentence. Which part of it is the adverbial phrase?*

Elicit *across the sky*.

Underline *across the sky*. Then display *Lightning streaked _____*.

Ask children to write *Lightning streaked* with a single adverb on their whiteboards. Tell them to talk with their partner and choose a word to put in place of the adverbial phrase. As above, elicit their responses, recording them on the IWB and questioning how close in meaning they are to the original sentence. Elicit that in this case it is not possible to create a sentence that means the same.

Explain: *Now I'd like you to read through the text with your partner. I want you to look at each of the adverbial phrases. Which ones could be replaced by a single adverb without changing the meaning? Which ones can't be replaced without changing the meaning?*

Check that children understand the task. Ask them to circle in blue the adverbial phrases that can be replaced by a single adverb. Ask them to circle in red the adverbial phrases that cannot be replaced by a single adverb.

Plenary

Go through the text with children, asking them which adverbial phrases cannot be substituted by a single adverb.

Ask children why we sometimes use a single adverb and sometimes use an adverbial phrase.

Elicit that adverbial phrases add variety to writing and sometimes give a more precise meaning. Using adverbial phrases creates longer sentences, therefore varying the length of sentences in a text.

Independent activity

Children rewrite the text, using single adverbs in some places and adverbial phrases in others.

Activity 3

Construct

Objective: To understand that adverbial phrases can be placed in different positions in a sentence

Success criterion: Children are able to move adverbial phrases in sentences

Resources

- Resource sheet Y5U10.3 – first page photocopied onto card and cut up, one set of cards for each pair of children (do not give children the sample reconstruction on page 2 of the resource sheet)
- Clicker 5 resource Y5U10 Word detective

Explain: *I want you to pretend that you are word detectives. I've found this message and it contains information about a secret meeting. But it's all cut up. I want you to work with your partner to put the message back together. There aren't any capitals to help you put it together, but there are some full stops that you can put in where you think they might belong. There's more than one way to put this note together so the way you put it together may be different from the other word detectives. We'll do an analysis of the results later.*

Children work in pairs to reconstruct the text given on resource sheet Y5U10.3.

Explain: *There's more than one way to put this note together. Now I'd like to hear how each of you have done it.*

Ask each pair read to out their version of the message. Ask the others at the end of each reading whether they thought that version sounded right and made sense.

Ask: *What's the main difference between these different versions?*

It is likely that some of the adverbial phrases will have been put into different places. Elicit this from children.

Ask: *What about the meaning? We need to know when this secret meeting will take place. Let's see whether we've all got the same information even if the messages don't read the same.*

Write *When, Where, Who* as headings on the whiteboard.

Ask each to pair give you information for each category. Check that they've all found the same information.

Plenary

Ask children whether they think moving the adverbial phrase in a sentence makes a difference to the meaning. Ask them for specific examples to back up their opinions.

Independent activity

Children use the Clicker 5 resource Y5U10.3 Word detective to make different versions of the message. This would best be done working in pairs.

Activity 4

Objective: Use adverbs and adverbial phrases to extend the meaning and enhance the imagery of sentences when writing

Success criterion: Children's writing demonstrates effective use of adverbials

Resources

- Enlarged photocopy of resource sheet Y5U10.1
- IWB (optional)
- Individual whiteboards

Explain: *In a previous session we looked at this text. We used it to look at the functions of adverbial phrases. Can you remind me of some of the functions of adverbial phrases? Can you show me an adverbial phrase in the text that's an example of that function?*

Elicit from children that adverbial phrases give information such as place, time, frequency and manner. Ensure that children use an adverbial phrase from the text to illustrate each particular function. Ask them for examples not in the text.

Explain: *We used this text again in another session to look at how sometimes we can use single adverbs and other times we can use adverbial phrases. What do we need to think about when we're deciding whether to use a single adverb or an adverbial phrase?*

Elicit that sometimes adverbial phrases can give more detailed information than in the examples used. Also elicit that using both adverbial phrases and single adverbs in a piece of writing helps to vary the length of sentences, which makes writing more interesting.

Explain: *Today we're going to read through this text once again. It's really just a story beginning and I want us to write the rest of the story. We're going to be writing the story ending together. First, I want us to read through the text one more time.*

Read the text with the children. Ask them what they're feeling at the end of the text. Then ask them to talk in pairs about ideas for what happens next.

After a short time, ask children to share their ideas with the rest of the group. Ask the class which idea they like best and then generate details of the idea, thinking about who, what, when, where, why. Write ideas on the whiteboard. (You could use an IWB instead of an ordinary whiteboard here.)

Explain: *I want to start our writing by looking at this text and seeing whether we want to rewrite any of these sentences. Let's look at this first sentence.*

Read *In the evening I walked to Maria's house*. Point to the sentence on the enlarged photocopy of resource sheet Y5U10.1.

Explain: *I'm going to write the sentence without the adverbial phrases just to see what it looks like.*

Write *I walked*.

Ask: *Do you think that's a very interesting sentence? Why not?*

Elicit that the sentence isn't giving us a visual image; it's not telling us much.

Explain: *Let's look at the adverbial phrases and see whether we want to keep them, change them or leave them out. What about to Maria's house? Do you think we need that adverbial phrase?*

Elicit that this phrase gives specific information and is therefore very important.

Ask: *Where is the best place to put this phrase?*

Elicit that it would be possible to rearrange these phrases to read *To Maria's house I walked*. In this case it sounds better with the adverbial phrase at the end.

Add to the written sentence so that it reads *I walked to Maria's house*.

Ask: *What about the other adverbial phrase – in the evening. Do we want to include this adverbial phrase? Or can you think of a different way to say this? Could we use a single adverb?*

Elicit that including an adverb or adverbial phrase will extend the meaning of the sentence and make it more interesting. Write whatever choice the children make – a single adverb, a different adverbial phrase or the original phrase.

Ask: *What about the next sentence? Who can tell me what I should write if I leave out the adverbial phrase?*

Elicit *It was dark*.

Ask: *Can you think of a single adverb – perhaps one we came up with the other day – that we could substitute for the adverbial phrase all around me? Or do you want to use the adverbial phrase? Why?*

Continue in this manner until the original text has been rewritten.

Read through the rewritten text. Ask children if they're happy with it.

Explain: *Now we're going to start writing the next part of the story. I want you to all write on your whiteboards what the next sentence could be. Try to include a single adverb or an adverbial phrase.*

When children have written a possible next sentence, ask them to hold up their whiteboards. Look for good use of single adverbs and adverbial phrases and comment positively on these. Also comment on other positive aspects, such as use of an interesting sentence, a complex sentence, active verbs, interesting vocabulary. Then choose one of the sentences and write it, continuing the story. Ask children whether they think the sentence is fine as it is or could be improved. Ensure that children don't use too many single adverbs or adverbial phrases. Ask them questions about varying sentence length, best placement of adverbials in a sentence, etc.

Repeat the process for two or three more sentences. Ask children to close their eyes. Read the shared writing to them. Ask them to try to visualise the text as you read it. Ask them how they're feeling at the end of the reading.

Explain: *We've got quite a good start on writing this story together, but now I want you to write the rest of it by working with your partner. I want the two of you to talk about constructing the sentences, thinking about adverbial phrases, single adverbs, the meaning of the sentence, the visual picture, varying the length of the sentence, varying where you put the adverbs and adverbial phrases.*

After a few minutes of children writing the ending in pairs, remind them to use adverbial phrases and single adverbs.

Plenary

Ask children to read their stories aloud. Ask the other children to listen for the adverbials used. Have the adverbials added to the story? Where have children placed them and why? Could they have varied the placement a bit more? Have they moved between the use of single adverbs and adverbials to vary the length of the sentences?

Independent activity

Pairs swap story endings. Pairs go through the story they have been handed and suggest improvements in the areas of varying where adverbials are placed, mixing the use of single adverbs and adverbial phrases and varying the length of the sentences.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, Unit 2 *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 60
- *Grammar for Writing*, Units 23, 28, 32 and 39 (DfEE 0107/2202)

Resource sheet Y5U10.1

In the evening I walked to Maria's
house. It was dark all around me.
My dog Sheba ran on ahead,
barking at the trees. Or was she
barking at someone? There were
no lights in sight. I hoped we'd
get there before long. Suddenly,
lightning streaked across the sky.
And then I heard Sheba bark in
a strange way. I was filled with
fear.

Resource sheet Y5U10.2

I hoped we'd get there
before long.

I heard Sheba bark
in a strange way.

My dog Sheba ran on ahead.

There were no lights in sight.

Lightning streaked
across the sky.

Resource sheet Y5U10.3

| | | | |
|-------------------------|----------|-------------|----------|
| at midnight | I | will arrive | meet |
| at the shopping centre. | I'll go | there | me |
| across from me | for you | I'll wait | man |
| on the top floor | there | will be | a |
| under the clock | in a hat | next to me | sit |
| after the concert | down | I'll be | by train |
| on a bench | the | with a scar | one |
| on my face | . | . | . |
| . | . | . | . |

Sample reconstruction:

At midnight I will arrive at the
shopping centre. I'll go there by
train after the concert. Meet me
on the top floor. I'll wait for you
under the clock on a bench.
There will be a man in a hat next
to me. Sit down across from me.
I'll be the one with a scar on my
face.

Year 5 Unit 11

Modal verbs

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 5: Adapt sentence construction to different text-types, purposes and readers

Literacy, strand 9 (Creating and shaping texts)

Year 5: Reflect independently and critically on their own writing and edit and improve it

Why modal verbs?

Modal verbs can be applied to specific text-types. For example, it would be difficult to write a piece of persuasive text or a science investigation without the use of modal verbs. Modal verbs provide a precision and thus a clarity of meaning.

Principles and explanation

The **modal verbs** are:

can/could

may/might

will/would

must/ought

shall/should

These auxiliary verbs are used to express such ideas as possibility, willingness, prediction, speculation, deduction and necessity. They are all followed by the infinitive and *ought* is followed by *to* + infinitive:

I can help you.

Stephanie will be here soon.

We might go out tonight.

I wouldn't do that if I were you.

You ought to eat something.

I must go now.

These verbs can occur with other auxiliary verbs (*be* and *have*):

I will be leaving at 11:30 am.

You should have asked me.

They must have been working.

Additional notes

Children learning EAL need to develop the ability to use modal verbs. Using these accurately will enable children to express degrees of probability, possibility, certainty, necessity, obligation and willingness. Children need to develop the ability to use modal verbs in order to predict, speculate and make deductions.

Activity 1

Cloze

Objective: To explore the functions of various modal verbs

Success criterion: Children understand that changing the modal verb can change the meaning of the sentence

Resources

- Resource sheet Y5U11.1 – displayed on an interactive whiteboard (IWB).
- Resource sheet Y5U11.2 – photocopied onto card and cut up, one set of cards for each pair of children

See also: Clicker 5 resource Y5U11.1 Modal verb cloze and Clicker 5 resource Y5U11.1 Modal verb sentences

Explain: *Today we're going to look at a type of verb called a modal verb. We're going to look at a text that's using some modal verbs. But first we're going to read through the text and just think about its meaning.*

Read through resource sheet Y5U11.1 with the children.

Ask: *Did you enjoy the text? What do you think of the writer's ideas about being a giraffe? Could you add any more ideas? What animal would you like to be?*

Explain: *Now I want us to look at this text sentence by sentence, thinking about the underlined words. These words are called modal verbs. I want you to think about the meaning of these words and these sentences. We're going to read each sentence – and sometimes just a portion of a sentence. We're going to read it first with the modal verb the writer has chosen. Then we're going to change the modal verb to another one to see what the difference between the sentences is.*

Read *I can imagine*.

Reveal *I should imagine*.

Ask: *What is the difference between I can imagine and I should imagine?*

Elicit that *I can imagine* tells us that the writer is able to imagine what being a giraffe is like. *I should imagine* could mean that the writer thinks it's something she has to do, an obligation, but not something she's done yet.

Ask: *Do both of these short sentences make sense?*

Elicit that they do.

Explain: *So the important thing is thinking about what you're trying to communicate. In this particular text, the writer wants us to know that she is able to imagine what it's like being a giraffe. In fact, that's what the whole piece of writing is about. Putting in the word should could communicate that she doesn't really want to imagine it, but feels she has to.*

Explain: *Now let's read the entire sentence.*

Read *I can imagine what it would be like if I were a giraffe*.

Explain: *The next modal verb in this sentence is would. Now I'm going to show you the sentence where would has been replaced by the modal verb might.*

Display *I can imagine what it might be like if I were a giraffe*. Read this sentence.

Ask: *What is the difference between these two sentences? In which one is the writer communicating more certainty?*

Elicit that in the sentence using *would* the writer is more certain. The writer feels she has more of an idea about being a giraffe. In the sentence using *might* she's not quite as sure.

Explain: *The next sentence is I would be incredibly tall.*

Display *I would be incredibly tall*.

Explain: *The modal verb in this sentence is would. Now I'm going to replace it with should.*

Display *I should be incredibly tall*.

Ask: *Does the meaning change when I swap would for should?*

Elicit that *should* tells us that the giraffe isn't incredibly tall. It's the way it's supposed to be, but it's not that way at the moment.

Explain: *So we can sometimes change the meaning of a sentence quite a lot by changing the modal verbs. Let's look at the next few sentences. They are all using the modal verb could. Why do you think the writer chose to use could instead of might or should?*

Elicit that these are things that giraffes are able to do. So if the writer were a giraffe, these are things she could choose to do.

Ask: *What about the next sentence? I might be afraid of the lions. What is this telling us?*

Elicit that the writer isn't sure whether she would be afraid of the lions or not. There is a possibility but not a certainty.

Explain: *Now we're going to do an activity with Clicker using this text. The modal verbs have all been removed. We have to decide which one to insert in each blank. There's a list of modal verbs to help you.*

Give out sets of cards from resource sheet Y5U11.2 for children to refer to. Go through the cloze exercise with children, asking them which modal verb they would include and why (because it shows certainty, uncertainty, obligation, etc.) according to the discussion above.

After doing a few sentences with children, determine whether they are ready to work in pairs. If they are, have them complete the cloze activity in pairs. If not, continue as a whole group.

Plenary

Ask children to read sentences aloud to the group. Ask the other children to listen to which modal verbs were chosen. Ask whether the modal verbs used were the best selection. Ask children what they needed to think about when deciding which modal verb to use in a sentence.

Independent activity

Children write sentences containing modal verbs using the Clicker 5 resource Y5U11.1 Modal verb sentences.

Activity 2

Objective: To explore the nuances in meaning of modal verbs

Success criterion: Children are able to demonstrate understanding of the meanings of some modal verbs

Resources

- Resource sheet Y5U11.1 – displayed on an IWB or an enlarged photocopy
- Enlarged photocopy of resource sheet Y5U11.2 (to provide a word bank of modal verbs)
- Resource sheet Y5U11.2 – enlarged, photocopied onto card and cut out
- Resource sheet Y5U11.3 – one copy for each child
- Washing line and clothes pegs

Ask: *In our last session we were talking about modal verbs. Can anyone give me an example of a modal verb?*

Elicit an example of a modal verb. Write it on the whiteboard.

Ask: *Any other examples?*

Elicit other modal verbs. Write them on the whiteboard.

Ask: *What function do modal verbs serve in a sentence? What are they there to tell us?*

Elicit that modal verbs give information about certainty and uncertainty.

Show children the cards from resource sheet Y5U11.2.

Explain: *I've got these modal verbs on cards. I've also got a washing line and pegs. We're going to try to think where these words go in relation to one another. Some of them have quite similar meanings so we might have to attach them to one another. But there are others that have quite different meanings. For example, let's start with the word might.*

Ask: *If you say you might do something, are you feeling very certain about it?*

Elicit that you wouldn't be feeling very certain, i.e. it's not certain whether you'll do it.

Explain: *I'm going to attach the word might to this end of the washing line. This is the end where we'll put the words that have more uncertainty about them.*

Attach *might* to the washing line.

Ask: The next modal verb I want us to put on the washing line is *can*. How much certainty do we have when we use the word *can*? How does it compare to *might*?

Elicit that *can* shows the ability to do something so there is more certainty than with *might*.

Choose a child to attach *can* to the washing line. Ensure that it is placed towards the opposite end of *might*.

Ask: What about the modal verb *ought*? If we say we *ought* to do something, how much certainty and obligation is there? Where do you think it goes on our washing line?

Elicit that *ought* has more obligation than *might* but not as much certainty as *can*.

Choose a child to place *ought* on the washing line. Ensure that it is placed closer to *might* than *can*.

Ask: What about the modal verb *will*? Where do you think we should put this one?

Elicit that *will* has a great deal of certainty about it. There is little doubt about something happening if we say we *will* do it. We feel sure about it. The word *will* should therefore go on the side of the washing line where *can* has been attached.

Ask: Which side of *can* do we put *will*? Do we want to put it on the side that's closer to *might* and *ought* or the side that's further away from them?

Elicit that it goes on the far side from *might* and *ought* because it carries more certainty than *can*.

Ask: What about the modal verb *may*? Where do you think it should go? How much certainty or uncertainty does it carry? How much obligation?

Elicit that *may* means roughly the same as *might*. It should therefore be attached to *might* to indicate this.

Attach *may* to *might* rather than to the actual washing line to indicate similarity of meaning.

Continue in the same vein until all ten modal verbs have been placed on the washing line. There may be some discussion over where some of them go in relation to one another.

Explain: In our last session we read a text about imagining what it would

be like to be a giraffe. I'd like us to read this text again to help us remember how the writer wrote about being a giraffe.

Read through resource sheet Y5U11.1 with the children.

Explain: *I want you to think about what animal you'd like to be. I want you to think about things you could do, things you would do, things you might do and things you must do. I want you to also think about things you couldn't do, things you shouldn't do and things you wouldn't do. I want you to think about this on your own. Write notes on your thinking grids. You can refer to the washing line to help you think about the modal verbs.*

Hand out the thinking grid on resource sheet Y5U11.3. Give children time to think about what animal they would like to be and to imagine what it would be like. Ensure that they write some notes on the thinking grids to help them remember their ideas.

Plenary

Ask each child to share one or two of their ideas from their thinking grids. Ask them whether the thinking grid containing the various modal verbs helped their thinking. Ask them whether they feel confident in understanding the differences between the different modal verbs.

Activity 3

Objective: To demonstrate understanding of modal verbs

Success criterion: Children are able to use modal verbs accurately in writing

Resources

- Enlarged photocopy of resource sheet Y5U11.1
- Completed resource sheets Y5U11.3 (thinking grids) from last session, amended, if necessary, by the teacher

Ask: *In our last session we talked about the difference in meaning between various modal verbs. Who can give me an example of a modal verb that shows quite a bit of certainty?*

Elicit responses such as *can, will, could, must*.

Ask: *Can you give me some examples of modal verbs that show quite a bit of uncertainty?*

Elicit responses such as *may, might*.

Explain: *We also looked at a text in our last session where the writer described what it would be like to be a giraffe. I'd like us to read through that text again so that we can remember how the writer used modal verbs and how she described her ideas.*

Read through resource sheet Y5U11.1 with the children.

Explain: *I've looked at your thinking grids and I can see you have some interesting ideas about what it would be like to be the animal that you chose. I'm going to give them back to you so you can read through them and remember what your ideas were.*

Hand children their completed thinking grids (resource sheet Y5U11.3). Give children time to read through their grids to remember their thinking from the last session.

Explain: *You've had time to look over your ideas. What I want you to do now is tell your partner what it would be like to be the animal that you've chosen. First one of you talks about your ideas and then you swap. You can use your thinking grid to help you talk about your ideas.*

In pairs, children describe to each other what it would be like to be the animal of their choice. Ensure that both children in each pair have enough time to relate their ideas.

Explain: *We're going to read through this text one more time. The reason we're doing this is to look at how the writer put her ideas together. I want you to see that when you do your writing you don't just write sentences as if you were putting together a list of what you can and can't do. This text had other bits in it and it was written in a way that made sense and was interesting to the reader.*

Read through resource sheet Y5U11.1 again with the children.

Explain: *Now I want you to write, on your own, about what it would be like if you were the animal of your choice.*

Children write independently about what it would be like to be the animal they chose. They may use their completed thinking grids to support their writing.

Plenary

Children read their writing aloud. Ask others what they think of it. Ask whether modal verbs have been used appropriately.

Independent activity

Children write a version that doesn't say which animal they are talking about. Other children could then read it and try to guess which animal it is describing.

Activity 4

Objective: To demonstrate understanding of modal verbs in reading

Success criterion: Children are able to accurately place modal verbs in text reconstruction

Resources

- Resource sheet Y5U11.4 – photocopied onto card and with the second section cut up, one set of cards for each pair of children
- Enlarged photocopy of resource sheet Y5U11.4 intact
- Washing line from previous session

Explain: *Today we're going to do something fun. We're going to be word detectives. A newspaper reporter has written an article about a burglary at Elmo's Stop and Shop. Unfortunately, the article got caught in a fan. It's all torn up. The reporter needs you to reconstruct his article so that he can turn it in on time. There are some modal verbs in this text so you might want to refer to our washing line. Remember that the words here are attached so that we have some idea of certainty and uncertainty. I want you to work in pairs on this.*

Ask: *What do you need to think about when reconstructing this text?*

Elicit that children need to think about the meaning of the sentences.

Give each pair of children a set of cards cut from resource sheet Y5U11.4 and shuffled. Children work in pairs to reconstruct the text.

Plenary

Show the enlarged photocopy of resource sheet Y5U11.4, which gives the text intact and cards positioned to read correctly. Read the text aloud so that children can check whether they have reconstructed it correctly. Ask children what they found most difficult about reconstructing the text. What did they find easy? Did they refer to the washing line when thinking where to put the modal verbs?

Activity 5

This activity may need to be done over two sessions.

Objective: To apply knowledge of modal verbs to writing

Success criterion: Children use modal verbs accurately in writing

Resources

- Enlarged photocopy of resource sheet Y5U11.5
- Resource sheet Y5U11.6 – one copy for each child

Explain: *Today we're going to do some writing. We're going to write a piece of persuasive text. Persuasive text is used when you're trying to convince someone of your point of view.*

Show children resource sheet Y5U11.5.

Explain: *I've laid some ideas out in this writing frame. I've written arguments for both sides. There are also some phrases and words to help me do persuasive writing. The writing that we're going to do is going to be about school uniforms. Some people like the idea of school uniforms and others don't. When we do a piece of persuasive writing, it's important to include points from the opposite side.*

For example, we use phrases such as some people may think or it might be. We use these phrases to give the points we don't agree with. We then follow these phrases with a connective. But or however are some of the connectives we would use. They give more power to the second part of the sentence, the part we agree with.

You can see that this writing frame shows both points of view. It also gives us some phrases that we can use. This writing frame also gives our opening sentence: I am going to tell you why I think children should wear school uniforms.

Write the opening line on the whiteboard.

Explain: *I'm going to begin this next sentence with the phrase Some people might say. How could we finish this sentence?*

Elicit a sentence along the lines of 'Some people might say that school uniforms are expensive' or 'Some people might say that school uniforms encourage conformity'. The sentence should come from the arguments against column.

Write the elicited sentence on the board.

Explain: *We're going to argue against this statement. We're going to begin our next sentence with a connective. I think we should use but or however. Choose a statement that would be the opposite of the one in our first sentence.*

Elicit from children something along the following lines. If the previous statement is that some people say that school uniforms encourage conformity, then the next sentence could read along the lines of 'However, the wearing of school uniforms removes the pressure to wear the latest fashions. This makes it better for children who can't afford the latest fashions.'

Write the sentence on the whiteboard.

Continue in this vein until all points have been included. Encourage children to come up with sentences and then discuss the sound and sense of them. Model the thinking behind selecting words, phrases, etc.

It isn't necessary to use all the phrases provided.

Explain: *When we have reached the end of the points we want to make, we write a conclusion. A conclusion could be very simple. It could just say that you conclude that children should wear school uniforms.*

Ask: *Who would like to give me a conclusion?*

Elicit a conclusion and write it on the whiteboard.

Explain: *I'm going to give you a blank writing frame now. I want you to jot down your ideas about a school selling off part of its field so that a supermarket could be built there. Think about why it would be a good idea and why it would be a bad idea. Write your ideas into the appropriate place in your writing frame. Then I want you to write a persuasive text in order to convince me that your point of view is right. I want you to work in pairs. I think you'll have more ideas that way.*

Give each child a copy of resource sheet Y5U11.6. They work in pairs, using the blank writing frame, to write down their ideas for a persuasive text on the topic of a school selling off part of its field to a supermarket.

Plenary

Ask children to read their texts to the whole group. Ask other children whether the points are made clearly or there are parts of the texts they don't understand. Ask them whether the texts are convincing. Ask whether modal verbs have been used accurately.

Independent activity

Children plan persuasive writing using their completed copy of resource sheet Y5U11.6. Then they write a piece of persuasive text independently.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, Unit 2 *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 56
- *Grammar for Writing*, Unit 37 (DfEE 0107/2002)
- *Speaking, listening, learning: working with children in Key Stages 1 and 2: Teaching objectives and classroom activities* (DfES 0627-2003G) Year 5 term 1, page 52

Resource sheet Y5U11.1

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 tops of trees. I 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 the 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. That wouldn't be so nice. People would come and stare at me. There wouldn't be enough room to run. And giraffes ought to be roaming free on the savannah.

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

Resource sheet Y5U11.2

| | |
|-------|--------|
| can | could |
| will | would |
| shall | should |
| may | might |
| must | ought |

Resource sheet Y5U11.3

| | |
|------------------------------------|--|
| Which animal would you like to be? | |
| would | |
| could | |
| should | |
| might | |
| wouldn't | |
| couldn't | |
| shouldn't | |

Resource sheet Y5U11.4

A burglary took place last night at around 11 o'clock at Elmo's Stop and Shop. Several eyewitnesses have been interviewed by police. But there may be more eyewitnesses and police would like to interview anyone who might have been in the area at the time of the burglary. Police Constable Clark said, 'We should be able to make an arrest with the information we've already gathered. But if there's anyone out there who might have seen anything, they must come forward immediately. We would like to make an arrest as soon as possible. This burglar could strike again.'

| | | | |
|---------------------------------|---------------------------|-----------------------|-----------------------|
| A burglary took place | last night | at around 11 o'clock | Elmo's Stop and Shop. |
| Several eyewitnesses have | been interviewed | at | may |
| be more eyewitnesses | and police | would | like to interview |
| anyone who | might | have been | in the area |
| at the time of the burglary. | Police Constable Clark | said, 'We | should |
| be able to make | an arrest with | the information we've | already gathered. But |
| if there's anyone out there who | might | have seen anything, | they |
| must | come forward immediately. | We | would |
| like to make | an arrest | as soon as possible. | This burglar |
| could | strike again.' | | |

Resource sheet Y5U11.5

I am going to tell you why I think children should wear school uniforms.

| Main arguments for | Main arguments against |
|--|---------------------------------------|
| removes pressure to wear latest fashions | freedom of expression |
| shows pride in the school | encourages conformity |
| easy to think what to wear when you get up | impossible to get one everybody likes |
| helps avoid conflicts between rich and poor children | teachers don't wear them |
| easier than enforcing a dress code | |
| My conclusion is: | |

however because therefore but so

If ... then

- You may have heard
- You should know
- ... must believe
- There could be
- You will have heard
- It might be
- You may think
- Some people might say
- You ought to/should think about

Resource sheet Y5U11.6

I am going to tell you why I think:

| Main arguments for | Main arguments against |
|--------------------|------------------------|
| | |
| My conclusion is: | |

however because therefore but so

If ... then

- You may have heard
- You should know
- ... must believe
- There could be
- You will have heard
- It might be
- You may think
- Some people might say
- You ought to/should think about

Year 6 Unit 12

Adverbial clauses

Primary Framework objectives

Literacy, strand 11 (Sentence structure and punctuation)

Year 6: Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways

Literacy, strand 10 (Text structure and organisation)

Year 6: Use varied structures to shape and organise text coherently

Literacy, strand 9 (Creating and shaping texts)

Year 6: Integrate words, images and sounds imaginatively for different purposes

Why adverbial clauses?

Adverbial clauses extend the meaning of sentences, thus adding richness to them. They provide clarity and precision and can be used effectively to create a specific feel to a piece of writing. Because adverbial clauses can be moved about, they can vary the pace of a piece of writing through adding variety to sentence structures.

Principles and explanation

An **adverbial clause** functions in the same way as an adverb. For example:

It was raining *yesterday*. (adverb)

It was raining *when we went out*. (adverbial clause)

For a more detailed explanation of adverbs and adverbial clauses, see appendix 8: Glossary of grammatical terms.

Additional notes

Children learning EAL tend to provide less information through the use of adverbials (adverbs, adverbial phrases and adverbial clauses) than their monolingual peers. They need to develop the use of adverbials in order to add detail in their writing about place, time and frequency, manner and cause or reason.

EAL learners also tend to place adverbials at the end of the sentence more than other learners. Developing an understanding of the mobility of adverbials will support children learning EAL to develop a more varied range of sentence structures in their writing and create more interesting texts.

Activity 1

This activity assumes that children have been taught and understand what clauses are, and have been introduced to main and subordinate clauses during whole-class work.

Objective: To explore the functions of adverbial clauses in sentences

Success criterion: Children are able to identify the functions of adverbial clauses

Resources

- Resource sheet Y6U12.1 – displayed on an interactive whiteboard (IWB)
- Individual whiteboards
- Coloured pens

Explain: *Today we're going to be learning about adverbial clauses. We're going to start by looking at a text. This text includes a number of adverbial clauses. But before we begin to discuss what an adverbial clause is, I want you to read the text.*

Ask children to read resource sheet Y6U12.1 from the whiteboard and think about the picture it creates about Rajan's life.

Ask: *What did you think about the text? How did you feel when you were reading it? Did you have a good picture in your mind of where Rajan lived? Did you feel you knew much about his life? What did you think about the way it was written? Was there variety in the types of sentences used?*

Explain: *One way of creating variety in writing is through the use of adverbial clauses. First I have to explain what a clause is. A clause is a group of words that usually has a noun and a verb. Every sentence contains at least one clause. Some sentences contain only one clause. The dog ran is a clause that forms a simple sentence. It's a clause that can stand on its own. Some sentences have more than one clause. For example, The dog ran and the girl watched contains two clauses. Both of these clauses could stand alone. In this case they're in a sentence together but we could also write them as two simple sentences: The dog ran. The girl watched. There are other sentences, though, where there are two or more clauses and they have to be in the sentence together. For example: The girl cried when the dog ran away. The first clause is The girl cried and the second clause is when the dog ran away. You could have The girl cried on its own, but you couldn't have when the dog ran away on its own. The idea in when the dog ran away isn't finished. It needs to go with another clause. In this case, we can't separate the clauses into two sentences because one of the clauses depends on the other. We have names for each of these types of clauses. Clauses that can stand on their own are main clauses. Clauses that must be used with another clause are called subordinate clauses. Today we're going to be talking about a particular type of subordinate clause. It's called an adverbial clause. Let's look at the first sentence.*

Reveal *Rajan lived where the forest was thick and lush.*

Ask: *Can you tell me what the two clauses in this sentence are?*

Elicit *Rajan lived* and *where the forest was thick and lush.*

Ask: *Can either of these clauses stand alone, making a complete sentence?*

Elicit *Rajan lived* and that it makes a complete sentence, but it's not a very good sentence.

Ask: *You've identified the other clause as where the forest was thick and lush. Can that clause stand alone?*

Underline the clause.

Elicit that it needs more information to make it a sentence that makes sense.

Explain: *So this sentence has a main clause – one that can stand on its own – and a subordinate clause – one that depends on the main clause. We're looking at a particular type of subordinate clause today which is an adverbial clause. So in this text we're going to have main clauses and adverbial clauses.*

Ask: *What we want to do now is think about what the function of the adverbial clause is. In other words, we have the main clause Rajan lived. What information is the other clause adding to the main clause?*

Elicit that it is telling us about location.

Explain: *This adverbial clause is giving us detail about location. Elicit Rajan lived in the thick and lush forest. We are not told, for example, that he lived in the forest near the city, in the forest in the mountains, in the one where his cousin lived. Let's look at the next sentence.*

Reveal the next sentence.

Ask: *How many clauses can you see in this sentence?*

Elicit that there is only one clause in the second sentence.

Reveal the third sentence.

Ask: *How many clauses are there in this sentence?*

Elicit that there are two clauses: *When he wanted a mango or coconut and he simply plucked one from the tree.*

Ask: *Which of these clauses is the main clause? In other words, which of these could stand alone as a complete sentence?*

Elicit that *he simply plucked one from the tree* is the main clause.

Underline *When he wanted a mango or coconut.*

Explain: *This is the adverbial clause. It's giving us additional information about the main clause. What information is it giving us? What is its function in this sentence?*

Elicit that *When he wanted a mango or coconut* is telling us *when* he plucked one from a tree.

Reveal the next sentence.

His family had a cow so that they could have fresh milk every day

Ask: *What are the two clauses in this sentence? Which is the main clause and which is the adverbial clause?*

Elicit that *His family had a cow* is the main cause and *so that they could have fresh milk every day* is the adverbial clause.

Ask: *What is the function of the adverbial clause? What information is it giving us?*

Elicit that *so that they could have fresh milk every day* is telling us *why* they had the cow.

Reveal the next sentence.

Explain: *This time I'd like you to look at the sentence with your partner. I want you to identify the main clause and the adverbial clause and then I want you to tell me the function of the adverbial clause. You can write these things on your whiteboards.*

Children work in pairs to identify the main clause (*it was Rajan's job to milk the cow*), the adverbial clause (*Because he was the oldest child*) and what the function of the adverbial clause is (cause/why).

Ask children to share their answers with the whole group. If children have identified the main clause, the adverbial clause and the function accurately, hand out the copies of the text (resource sheet Y6U12.1). If children have not identified these features accurately, ask them to work on another sentence using the whiteboards.

When children have resource sheet Y6U12.1, ask them to work in pairs to underline the main clause in one colour and the adverbial clause in another colour. Ask them to write in the margin the function of the adverbial clause.

Plenary

Go through the answers children have come up with, particularly the functions of the adverbial clauses. Ask them whether they think it's better to use a single adverb, an adverbial phrase or an adverbial clause.

Elicit that it is best to use a combination of these because it adds variety to writing.

Activity 2

Construct

Objective: To explore the mobility of adverbial clauses

Success criterion: Children understand that adverbial clauses can come before or after the main clause

Resources

- Resource sheet Y6U12.2 – one copy for each pair of children
- Resource sheet Y6U12.2 – displayed on an IWB with the capacity to swap the places of the main clause and adverbial clause
- Resource sheet Y6U12.6. Instead of an IWB displaying resource sheet Y6U12.2, the same game could be played with sentence strips where children physically move clauses and explore changes in effect. The teacher should scribe the sentences made on a flipchart or whiteboard to keep a record. Resource sheet Y6U12.6 provides the clauses.
- Individual whiteboards

Ask: *In our last session we talked about adverbial clauses. Who can tell me how we know whether a group of words is a clause?*

Elicit that clauses usually have a noun and a verb. Every sentence has at least one clause.

Ask: *What's the difference between a main clause and a subordinate clause?*

Elicit that a main clause can stand alone as a sentence. A subordinate clause needs to be attached to a main clause.

Ask: *What can you tell me about an adverbial clause?*

Elicit that adverbial clauses cannot stand on their own. Also elicit some of the functions of adverbial clauses.

Explain: *We must remember that there are other types of clauses, but the ones we're talking about at the moment are adverbial clauses. We're going to start with looking at the text we used yesterday. But today we're going to try moving the adverbial phrases around. We're going to see whether it makes a difference to the meaning of the sentence. Let's look at the first sentence.*

Display *Rajan lived where the forest was thick and lush.*

Explain: *I'm going to move Rajan lived from the beginning of the sentence to the end. I want you to think about whether moving this clause changes the meaning of the sentence.*

Using the IWB, swap the positions of the two clauses in this sentence.

Each time read the sentence aloud so that children can hear the difference in emphasis.

Ask: *What do you notice about this new sentence?*

Elicit that the meaning hasn't changed, but the sentence doesn't sound right.

Ask: *Let's look at the third sentence: When he wanted a mango or coconut, he simply plucked one from a tree. Does it change the meaning of the sentence when we swap the two clauses?*

Use the IWB to swap the two clauses.

Elicit that this doesn't change the meaning.

Explain: *Now I want you to go through the text in pairs. I want you to swap the clauses and write the new sentence. Then I want you to decide whether the meaning has changed by moving the adverbial clause to a different position in the sentence. The adverbial clauses are underlined to help you identify them.*

Children work in pairs, rewriting each sentence with an adverbial clause on their whiteboards. Remind them to record whether the meaning of the sentence has been changed by moving the adverbial clause.

Ask children to read the new sentences aloud. Ask whether the meaning has remained the same or changed when the adverbial clause is moved.

Ask: *Did any of these sentences sound better the way they were before?*

Elicit that most of the sentences sound just as good with the adverbial clause in the new position. A couple of the rewritten sentences are acceptable, but probably sound better in the original state.

Ask: *I want you and your partner to look at the text again. I want you to think about where the writer has placed the adverbial clauses. Does the writer place it in front of the main clause most of the time or after the main clause?*

Elicit that the writer sometimes puts the adverbial phrase before the main clause and sometimes after the main clause.

Plenary

Ask children what they think the writer considers when deciding where in the sentence to place the adverbial clause.

Independent activity

Children reconstruct a text that has been cut up into clauses.

Activity 3

Objective: To identify words that can signal an adverbial clause

Success criterion: Children compile a list of subordinating conjunctions

Resources

- Enlarged photocopy of resource sheet Y6U12.2
- Individual whiteboards

Explain: *Today we're going to look at the same text we looked at in our previous sessions. I want us to read through it and think about the words that can signal an adverbial clause. These words usually appear at the beginning of the adverbial clauses. Let's look at the first sentence.*

Ask: *Which of these clauses is the adverbial clause and which is the main clause?*

Display resource sheet Y6U12.2 and elicit that the underlined clause is the adverbial clause and the other is the main clause.

Ask: *How can you tell?*

Elicit that the main clause can stand alone while the adverbial clause needs another clause to complete its meaning.

Explain: *What we're going to be looking for in the text this time is what we call subordinating conjunctions. A conjunction is a word that joins two clauses together. A subordinating conjunction goes at the beginning of a subordinate clause. Remember that a subordinate clause is a clause that cannot stand alone. It needs the main clause. We know that adverbial clauses are a type of subordinate clause. So what we want to do today is identify the subordinating conjunction.*

Ask: *Which word in the adverbial clause do you think is the subordinating conjunction?*

Elicit *where*.

Explain: *That's interesting because when we looked at the function of this adverbial clause, we agreed that it was telling us where. So that adverbial clause begins with the subordinating conjunction where and it's giving us*

the location – or in other words, telling us where. Look at the next sentence with an adverbial clause. Look at it with your partner and decide which word is the subordinating conjunction. Also decide what the function of that adverbial clause is.

Children look at the third sentence to identify the subordinating conjunction and the function of the adverbial clause.

Ask: *What is the subordinating conjunction? What is the function of that adverbial clause?*

Elicit that *when* is signalling that this is an adverbial clause and the function of this adverbial clause is time (e.g. when).

Explain: *I want you to look at the rest of this text with your partner and make a list of the subordinating conjunctions. I want you to also write down the function of each adverbial clause. We did that the first day we were looking at this text so it shouldn't be too difficult. I think it will be useful to look at the subordinating conjunction next to the function.*

Children go through the text, identifying the subordinating conjunction and the function of each adverbial clause.

Plenary

Ask children to tell you the subordinating conjunctions they've identified. Ask them also what function they've identified in relation to each adverbial clause. Ask them whether they think that the subordinating conjunction gives a clue to the function of the adverbial clause.

Ask children whether they think that these words always signal an adverbial clause. Ask them for examples where they don't (e.g. *When is he going? Where are you going? He goes after me.*) Ask why it might be useful to know that subordinating conjunctions can be used at the beginning of an adverbial clause.

Independent activity

Children look at a text such as a guided reading book and identify the subordinating conjunctions.

Activity 4

Objective: To improve a text through the use of adverbial clauses

Success criterion: Children are able to reconstruct a text so that it contains adverbial clauses

Resources

- Enlarged photocopies of resource sheets Y6U12.3, Y6U12.4 and Y6U12.5
- Resource sheet Y6U12.3 cut into separate cards containing clauses and subordinating conjunctions – one set of cards for each child
- Individual whiteboards
- Clicker 5 resource Y6U12.4 Adverbial clauses 1 and 2

Show children resource sheet Y6U12.3. Tell them it is about some of the process of making a mummy. Read it with the children.

Ask: *What do you think of this text? Is it well written? Is it interesting? Do you think the writing could be improved? Does it have any adverbial clauses?*

Explain: *We've been talking about adverbial clauses and how they make a piece of writing more interesting. They make it more interesting because they add variety to the sentences. Today we're going to look at a piece of text which doesn't have any adverbial clauses. We're going to try to improve it by creating some adverbial clauses.*

Ask: *What do we need to think about to add adverbial clauses?*

Elicit that they need to think about what should be the main clause in a sentence and what should be the adverbial clause. Also elicit that they need to think about variety in whether the adverbial clause is in front of the main clause or behind it.

Explain: *I'm going to demonstrate. Let's look at the first two sentences. First, we need to decide whether we could make one of them an adverbial clause and the other one a main clause. We need to look at the list of subordinating conjunctions to see if there are any that would work with one of these sentences to transform it into an adverbial clause.*

Write *The person died* and *It was important to begin work immediately* on the whiteboard.

Explain: *I'm going to choose a few subordinating conjunctions for us to try*

out. We could try them out with either of the two sentences at this stage. First, I'm going to try where.

An alternative way of doing this is to provide the clauses and subordinating conjunctions from resource sheet Y6U12.3 on strips of card, and physically assemble the sentence before scribing it.

Write *Where the person died it was important to begin work immediately.*

Ask: *Do you think that makes sense? Was it a good choice of subordinating conjunction?*

Elicit that it wasn't a good choice because it doesn't really make sense.

Write *The person died where it was important to begin work immediately.*

Ask: *What about if I put where with the other sentence? Does it work any better there?*

Elicit that it still doesn't make sense.

Ask: *What's another subordinating conjunction we might try? How about while?*

Write *While the person died it was important to begin work immediately.*

Ask: *What do you think of this sentence?*

Elicit that it doesn't make sense.

Write *The person died while it was important to begin work immediately.*

Ask: *Does this one make sense?*

Elicit that it doesn't, that it's the wrong choice of subordinating conjunction.

Explain: *I'm going to try one more.*

Write *After the person died it was important to begin work immediately.*

Ask: *Does this sentence make sense? Does this subordinating conjunction work with these sentences?*

Elicit that it does. It's telling when people began work.

Ask: *Do you think it sounds better if we put the adverbial clause in front of the main clause or behind it?*

Elicit that it sounds fine both ways.

Explain: *Now I want you to try to rewrite this text working in pairs. I want you*

to think about which sentence to make the main clause and which to make the adverbial clause. But we don't want every sentence to contain an adverbial clause. You'll want to leave some of the sentences as they are. In other words, some of the sentences will remain exactly as they already appear in the text. You need to decide which ones should be combined with a subordinating conjunction so that you have a main clause and an adverbial clause. Use your whiteboards to try out ideas. Once you've decided how a sentence should read, write it down. You're going to read your new texts to all of us at the end.

Give children the clauses and conjunctions on cards cut from resource sheet Y6U12.3 so that they can physically move them around to explore the meaning and effect before selecting and writing the text.

Children rewrite the text, using adverbial clauses as appropriate.

Plenary

Begin by showing children resource sheet Y6U12.5. Explain to them that everyone's text will be different so they shouldn't worry if theirs is not the same. Read the text on resource sheet Y6U12.5. Then ask children to read their versions of the text. Ask the other children whether the versions make sense. Ask whether good selections have been made when choosing which subordinating conjunction to use, and which sentence to make the main clause and which to make the adverbial clause. Also ask whether the adverbial clauses have been put in a variety of places in sentences.

Independent activity

Using Clicker 5 resources Y6U12.4 Adverbial clauses 1 and 2, children put together sentences by creating adverbial clauses using subordinating conjunctions.

Activity 5

Objective: To apply knowledge of adverbial clauses to writing

Success criterion: Children include adverbial clauses in their writing

Resources

- Resource sheet Y6U12.4 – one copy for each child
- Enlarged photocopy of resource sheet Y6U12.2
- Individual whiteboards
- Story planner (use one that children are familiar with)

Explain: *Today we're going to do some writing. We're going to take the text about Rajan that we've looked at several times before and we're going to write the ending to it. You are each going to write the ending independently. I want you to include adverbial clauses in your writing. I'm going to give you the list of some examples of subordinating conjunctions to help you think about adverbial clauses. I'd like us to start by thinking of some adverbial clauses that could begin the next sentence.*

Hand out resource sheet Y4U12.4 and display resource sheet Y6U12.2. Elicit adverbial clauses such as *when he got home, while he was standing outside the school, after he left the school.*

Explain: *I want you to jot down your ideas for the ending to this story on the story plan. These adverbial clauses should help you think of what you want to write.*

Give children time to plan their story ending.

Explain: *Now I want you to talk with your partner about your ideas for the story. I want one person to talk about their ideas until I tell you to swap roles. The person who is listening should ask questions and offer suggestions. Write any additional ideas on your story plan.*

Children discuss their ideas in pairs. Give them enough time to be able to ask questions and make suggestions to one another. Ensure that both partners have enough time to discuss their ideas.

Explain: *You should be clear now about what you want to write. I'd like you to begin writing the ending to the story. Remember to use adverbial clauses in your writing. They'll provide variety to your sentences and make your writing more interesting.*

Children write an ending to the story.

Plenary

Ask children to read their story endings. Ask whether they have used adverbial clauses. Ask them whether they think the adverbial clauses have made a difference to their writing. Also ask them to comment on the content of the story ending.

Independent work

Ask children to write an autobiography using adverbial clauses.

Links

- *Excellence and enjoyment: learning and teaching for bilingual children in the primary years*, Unit 2 *Creating the learning culture: making it work in the classroom* (DfES 2133-2006DCL-EN) page 60
- *Grammar for Writing*, Units 44 and 46 (DfEE 0107/2002)

Resource sheet Y6U12.1

Rajan lived where the forest was thick and lush. There were trees everywhere. When he wanted a mango or coconut, he simply plucked one from a tree. His family had a cow so that they could have fresh milk every day. Because he was the oldest child, it was Rajan's job to milk the cow. Each morning as he was milking the cow, Rajan would dream about school. He would dream about school because he couldn't go any longer. Although his family had fresh fruit, fresh milk and fresh water, they were still a poor family. Since his father had died, they had had little money. Rajan walked into town each day so that he could sell the baskets his mother made. Before he went home, though, he wandered by the school. He loved the sound of the teachers' voices and chalk scratching across the blackboard. He would listen to the voices wistfully until it was time to go home.

Resource sheet Y6U12.2

Rajan lived where the forest was thick and lush. There were trees everywhere. When he wanted a mango or coconut, he simply plucked one from a tree. His family had a cow so that they could have fresh milk every day. Because he was the oldest child, it was Rajan's job to milk the cow. Each morning as he was milking the cow, Rajan would dream about school. He would dream about school because he couldn't go any longer. Although his family had fresh fruit, fresh milk and fresh water, they were still a poor family. Since his father died, they had had little money. Rajan walked into town each day so that he could sell the baskets his mother made. Before he went home, though, he wandered by the school. He loved the sound of the teachers' voices and chalk scratching across the blackboard. He would listen to the voices wistfully until it was time to go home.

Resource sheet Y6U12.3

The person died. It was important to begin work immediately. First the body was taken to the banks of the Nile. It was given a ritual washing. This was the sign of the rebirth of the dead person. Then it was taken to a tent or building. The insides were removed. The brain was removed and thrown away. A cut was made in the stomach. The insides were removed. The heart, however, remained in the body. The removed parts of the body were dried and placed in jars. They were buried with the mummy.

Resource sheet Y6U12.4

Some examples of subordinating conjunctions

after

before

until

while

because

since

so that

if

unless

although

where

Resource sheet Y6U12.5

It was important to begin work immediately after the person died. But before the work could begin the body was taken to the banks of the Nile. It was given a ritual washing because this was the sign of the rebirth of the dead person. After the body was washed, it was taken to a tent or building so the insides could be removed. The brain was removed and thrown away. A cut was made in the stomach for the removal of the insides. The heart, however, remained in the body. The removed parts of the body were dried and placed in jars so they could be buried with the mummy.

Resource sheet Y6U12.6

| | | |
|------------------------------------|--|--------------------------------|
| Rajan lived | where the forest was thick and lush | |
| he simply plucked one from a tree | when he wanted a mango or a coconut | |
| his family had a cow | so that they could have fresh milk every day | |
| it was Rajan's job to milk the cow | because he was the oldest child | |
| every morning | as he was milking the cow | Rajan would dream about school |
| he would dream about schools | because he couldn't go any longer | |
| they were still a poor family | although his family had fresh milk and fresh water | |
| they had little money | since his father died | |

Appendix 1: Assessment for learning: analysing writing to identify learning needs

Sample 1

Some houses were very old and they have no toilet. The houses have big rooms and many people lived in one rooms. Children have to sleep together with mummies and have to play outside in the cold.

The extract from the writing of a child in Year 3 shows:

- compound sentences using ‘and’
- some understanding of plurals (houses)
- some understanding of past tense (houses were)

Points for development

- Consistent use of past tense (they have)
- Use of singular and plurals (one rooms)
- Extend sentences using conjunctions other than ‘and’
- Add descriptive detail through adjectives and adverbs

Sample 2

1 It was a bright sunny morning when Paul and his mom, went to the market. Paul had light
2 blonde hair, light blue green eyes, that looked like a cats eyes. His ears were small
3 as a acorn, hand that were big as a Gorilla’s hands. They were walking past a shop when
4 Paul saw a new game called ‘catch the Rat buy it for five pounds, when its gone it’s
5 gone!!’ Paul said to his mom ‘Mom, Mom can I buy that new game please?’ Then his mom
6 whispered ‘O.K but if we have to stay longer than an hour I’m going home.
7 Paul waited with his mom they waited and waited, then Paul shouted ‘WHEN IS THE
8 SHOP OPENING!!!’ After that they waited ten more mintues then the door opened.
9 Everyone rushed in and grabbed the game catch the Rat and lined up to pay for it.
10 There was one Catch the Rat left, then Paul ran and from the other side a girl with

11 black hair, brown eyes that looked like dogs eyes, she was running to. They both
 12 grabbed it and shouted 'Thats mine. No it isn't'. They both argued for ten mintues.
 13 Straight away a man ran to them to say what is the matter then Paul shouted 'I
 14 grabbed the game first' The man whispered 'who's got a p.c.' Straight a way, even
 15 faster than a flash Sharon whispered 'Me l've got a p.c. at home.'
 16 The tall ugly man got a cd with the name Catch the Rat. They both paid five pounds.
 17 First they went to Paul's house. They played the game, then in the afternoon Paul went
 18 over to Sharon's house, he ate supper there and played on the p.c. They became best
 19 friends. Finally Paul and Sharon were best friends, when they went some they always
 20 told each other, if you want to come or not.

| | |
|---|--|
| Narrative development: Setting Characters Problem Resolution | Setting: Minimal description in opening phrase. Characters: Description in first paragraph. Figurative language in lines 2–3, and again in line 12. The man (line 14) is rather mysterious – the reader needs more information. Problem: lines 12–13. Resolution: line 14 on. Rather confusing. It seems that 'they both paid' (line 16) is the resolution. Good use of time phrases and subordinators to move the story along. |
| Direct speech | Good mixture of direct speech and narration. Punctuation is correct in some places but not consistent. There is variety in the vocabulary introducing the direct speech – shouted, whispered – but it is not always clear what this adds to plot. |
| Subordination | Four subordinate clauses and 15 main clauses, so index is low. Most sentences are main clauses. |
| Subject | Six subjects are pronouns, five are names + 'the door' No adjectives in the subject slot. |
| Object/complement | Long phrases with adjectives. |
| Adverbials | Bare prepositional phrases; no adjectives. |

| | |
|---------------------------------------|---|
| Verbs | Little variety in verb tenses and forms – mostly past tense, one past continuous 'were walking'. No errors |
| Phrasal verbs and collocations | Errors: 'even faster than a flash' (line 15) Last line (20) 'told each other if...' |
| Determiners | 'a acorn' (line 3) |

Points for development

- Accurate use of determiners
- Use of a wider range of verb forms
- Use of descriptions to develop the setting
- Use of noun phrases and adverbials to develop description
- Use of subordinators to construct longer and more interesting sentences

Adapted from Cameron, L. and Besser, S. (2004) *Writing in English as an additional language at Key Stage 2* (DfES Research report 586)

Sample 3

1 It was a summers day. The face of the moon disappeared and the golden chariot moved
 2 across the horizon. The lush green grass danced with the daffodiles, whilst, the leaves
 3 swayed swiftly, side to side. The big day everyone was waiting for had finally arrived. There
 4 was a long queue accross the street in Wakefield town. The games shop was selling their
 5 brand-new game. - it was the magnificent game everyone was longing for ever since last
 6 month! More and more people gradually joined the queue. Peter was becoming extremely tired
 7 waiting there; since, he queued up at seven in the morning
 8 For hours and hours he had been waiting.
 9 'Mother', he whispered, 'when will the shop open?'
 10 'Not for another hour or so!' she replied pleasantly.
 11 Peter began to get impatient - his face was going red. He gazed at the advertizement on the
 12 crystal windows and sighed.
 13 'I will get that fantastic game!' he mumbled. The crowd was getting longer and longer (longer
 14 that that narrow street). There came a loud noise like a bee buzzing. Buzz buzz here... buzz
 15 buzz there.
 16 Finally, the doors slowly opened. Everyone rushed in and pushed the door back. The
 17 security fell back with a loud thump.
 18 'Slow down! Slow down!' he exclaimed, 'Plenty games for all of you!'
 19 All the children rushed in, as fast as lightening, taking hold of their treasure. Peter was
 20 amazed! He had never seen as many games as he did... he was speechless!
 21 All the adults queue at the counter; in order to get ready to pay for their purchase.
 22 Peter was such in shock that he couldn't move. His family were not as wealthy, as the others
 23 on their street; therefore, he did not buy any accessories to play with. Nevertheless, he
 24 saved up his birthday money, ever since he was seven and it was the day to spend it. Games
 25 were piled all over the vast shelves, ever on the floor! New ones and old ones: such as 'Harry
 26 one' and 'Pop the balloon in the crash course'.
 27 Suddenly, Peter identified only one of the new games. The others had taken them all. A
 28 young girl, with blue eyes ran like a wind to grab it. Peter examined her and leaped out to
 29 take hold of it first.
 30 'Oh, please my name's Anna,' the girl cried, 'please may I have that game?'
 31 'Sorry' Peter replied as he strolled happily to his mother. 'Come on! Stir your stumps', his
 32 mother shouted.
 33 The little girl began to cry; therefore Peter allowed her to play with the game with him at
 34 home. From that day on, they became the best of mates; furthermore, they shared all their
 35 precious possessions with one and another.

| | |
|---|--|
| Development: Setting Characters Problem Resolution | <p>Setting: Lot of description in opening lines and throughout. Figurative language (lines 1–3, 14).</p> <p>Characters: Peter developed through description and speech. At points throughout story e.g. lines 22–24, background information builds empathy from reader.</p> <p>Mother only developed through speech (lines 10, 32)</p> <p>Girl developed through figurative language, description and speech.</p> <p>Problem: late in the story in line 28</p> <p>Resolution: line 33–34. Low key, no writer comment. Implicit moral.</p> <p>Time phrases, talk and subordinators move story along.</p> <p>Feels incomplete because it is not connected to the well-developed character or setting. Ending is rather weak compared to opening.</p> |
| Direct speech | <p>Good mixture of direct speech and narration.</p> <p>There is variety in the vocabulary introducing the direct speech – mumbled, replied, cried – and this adds to development of characters.</p> |
| Subordination | <p>4 subordinate clauses and 9 Main clauses, so index is high.</p> <p>Subject and Object relative clauses in first 100 words. advanced subordinators. ‘whilst’ (line 2) ‘since’ (line 7) but followed by verb tense error</p> |
| Subject | 5 Subjects are pronouns, 6 are phrases with adjectives – very sophisticated. |
| Object / Complement | Phrases with adjectives and adverb ‘extremely’. |
| Adverbials | adverb but no adjectives. |
| Verbs | <p>Variety in verb tenses and forms – past tense, past continuous, past perfect ‘had arrived’. some errors in advanced verb tenses</p> <p>Past perfect/continuous tense needed: line 5 – was longing for instead of had been longing for line 7 – queued up at instead of had started to queue line 24 – saved up instead of had been saving</p> |
| Phrasal verbs and collocations | Errors: ‘ever since last month’ (line 5) since ‘plenty games’ (line 18) plenty of ‘ran like a wind’ (line 28) the wind ‘with one and another’ (line 35) with one another |
| Determiners | a / the in ‘ran : n like a wind’ |
| Prepositions | ‘plenty games’ – omitted ‘of’ |

Areas for development

- Accuracy in use of advanced verb forms
- Accuracy in use of determiners and prepositions
- Develop effective endings

Adapted from Cameron, L. and Besser, S. (2004) *Writing in English as an additional language at Key Stage 2* (DfES Research report 586)

Appendix 2: Sharing learning objectives and success criteria

Sharing learning objectives and success criteria provides the focus for feedback from teachers or practitioners and other children, and for children's self-evaluation. There are two elements of sharing learning objectives:

- sharing all the learning objectives across a unit of work as a way of keeping connections clear as the unit of work progresses;
- sharing learning objectives and success criteria for individual lessons.

Sharing the unit coverage as a means of keeping connections clear

Some teachers and practitioners have successfully used the following strategies:

- Discussing with children at the start of a unit of work what they already know about this topic and what they would like to know and learn about. Concept mapping and Mind-maps® are often used as devices to help children put together their initial thoughts.
- Providing a visual display of the coverage of a unit of work, which is then used at beginnings and ends of lessons to draw together what has been learned and the connections with future learning.
- Presenting the unit coverage as a list of questions to be explored.

Sharing objectives and success criteria for individual lessons

Sharing learning objectives and developing success criteria with children leads to children and teachers and practitioners being more focused on the learning than on the activity and enables the children to become more self-evaluative. Many teachers and practitioners use simple language as a way of sharing learning objectives and success criteria with children, for example:

- 'We are learning to ...' when referring to learning objectives;
- 'Remember to ...' when referring to success criteria.

Examples of ways in which some teachers and practitioners share success criteria

Just before the children start to work, ask 'So what do you need to remember to do or include in order to ...(achieve the learning objective)?' Their responses are written up and used by the children as criteria for their focus, self-evaluation and feedback.

The success criteria are gathered and written up during the teaching part of the lesson.

The success criteria are pre-printed and displayed in the classroom.

Excellence and enjoyment: teaching and learning in the primary years Unit 1 Planning and assessment for learning: assessment for learning (DfES 0521-2004G)

Appendix 3: Providing effective oral and written feedback to children on their learning

Oral feedback

The language of the classroom, especially the incidental talk that goes on while children are working, gives strong messages to children about their achievement. Some schools and settings have changed the way in which they talk to children about difficulties, focusing on the fact that challenge means that new learning is taking place. Instead of saying, for instance,

'I know you are having difficulty with this. Don't worry – I'm going to help you.'

teachers and practitioners began to use language such as:

'It's making you think because you are learning something you didn't know before and I am here to help.'

'When you find something challenging, it is an opportunity to learn something new.'

'Now you'll learn something that you didn't know before. Then it won't be hard the next time you meet it.'

'This is how we learn. If everything is easy, it means you already knew how to do it, so there's no new learning.'

These teachers and practitioners said that they noticed, as a result of this language, that children were less afraid to make mistakes, that children with special educational needs and those of higher ability had increased their self-esteem and that children were more able now to admit their difficulties.

Assessment for learning involves creating an ethos in a school or setting where speaking freely about learning is encouraged. This makes children more willing not only to articulate their self-evaluation, whether of successes or of improvement needs or help required, but also to give feedback to teachers and practitioners and each other more readily.

Talking about the learning – with individuals

Oral feedback is an extremely powerful form of feedback, but it needs to be planned for. Practitioners in the Foundation Stage are often very skilled at giving effective individual oral feedback to young children. Observations of approaches used in the Foundation Stage can provide a useful focus for discussions with colleagues about developing effective oral feedback.

Success and improvement against the learning objective of the task is one of the most effective focuses for feedback. **This does not mean ignoring mistakes but treating them as opportunities for improvement and a focus for teaching and support.**

Some schools and settings have developed pupil discussion groups as an opportunity to give oral feedback.

Talking about the learning – with the whole class or group

A powerful model for oral feedback is whole-class or group marking of one piece. The teacher or practitioner takes the lead but invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling. Children are more able to take ownership of marking for themselves if they have been involved in shared marking. Many teachers and practitioners plan regular sessions of this kind so that children can benefit from the experience on a regular basis.

Written feedback

Some researchers claim that traditional marking has mainly consisted of a focus on four elements:

- presentation;
- surface features (punctuation, grammar and especially spelling);
- quantity of work;
- effort involved.

While these elements are, of course, important, it is argued that traditional feedback can lead to an unbalanced focus.

Focusing on the learning objective

Children need some situations in which their focus and the teacher's feedback revolve only around the learning objective and related success criteria. When too many criteria are in question, children focus only on those elements that they believe matter most to the teacher or practitioner. Focusing instead on identifying elements of success and on one or two

areas to improve is more effective in helping children to develop skills and concepts.

Over-marking pieces of work can look impressive, but research shows that when there is too much written feedback it becomes largely inaccessible to children. It is more effective to have a smaller number of items linked to the success criteria as the focus for marking and feedback.

Children need to be given classroom time to read any feedback and, most importantly, carry out an improvement on the piece of work in question. They are unlikely to be able to embed any suggestions for improvement and apply them to later work unless they are given time to respond to feedback – assessment becomes formative when the evidence is actually used to meet learning needs (Black et al, 2002).

As time management is an issue, teacher modelling and whole-class marking can be used to train children gradually to be able to identify their own successes and improvement needs, individually or in pairs. Constant self-review becomes an expectation of lessons, as well as teacher feedback. This eventually reduces the need to find extra time for children to make improvements after the lesson.

Excellence and enjoyment: teaching and learning in the primary years Unit 1 Planning and assessment for learning: assessment for learning (DfES 0521-2004G)

CASE STUDY

Marking against the learning objective**An example of a model of marking focusing on success and improvement adopted by some schools**

- 1 Showing success.
- 2 Indicating improvement.
- 3 Giving an improvement suggestion.
- 4 Making the improvement.

Note: This example illustrates one approach. Schools have different ways of implementing the four stages of marking outlined here.

1 Showing success

The teacher finds the three *best* places in the child's work that link with the learning objective and then highlights, circles or underlines these. This avoids having to write things that will be largely inaccessible to the child.

2 Indicating improvement

The teacher uses a symbol, such as an arrow, to indicate precisely where on the work improvement could be made (again avoiding text).

3 Giving an improvement suggestion

The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- **reminder** (reminding the child of the learning objective);
- **scaffold** (providing examples of what they need to do);
- **example** (giving exact sentences, words or processes to copy).

With young children, with some children with special educational needs and for practical subjects these prompts are often used orally, there and then.

4 Making the improvement

Classroom time is given for children to read the successes and the improvement suggestion and to make their improvement (typical total maximum time needed: 10 minutes). While most of the class is making the improvement, time is then generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who need support in either reading or understanding the teacher's feedback.

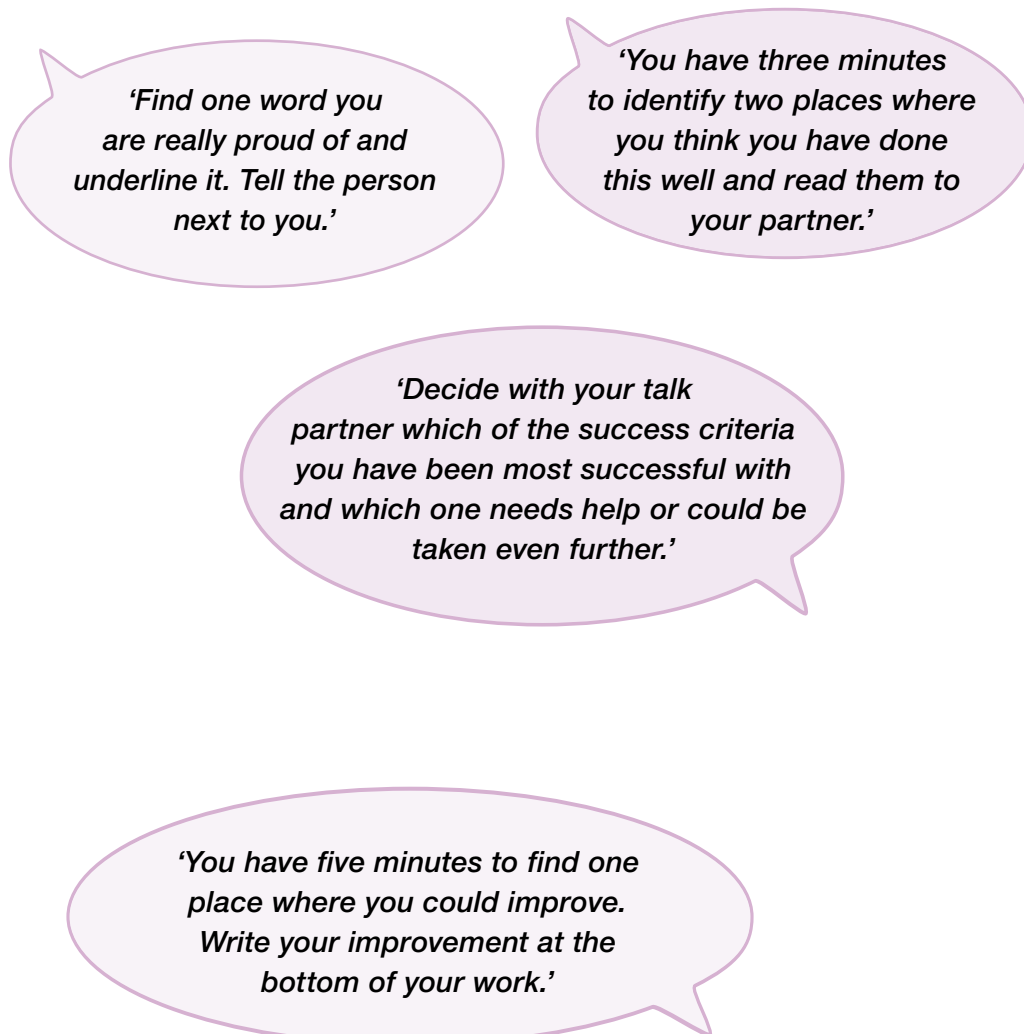
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Appendix 4: Developing peer and self-assessment

Peer and self-assessment are not replacements for teacher or practitioner marking and feedback. They are important additional forms of assessment which engage children in becoming self-critical and independent.

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition to oral and written feedback from teachers and practitioners. The aim is to involve children in the analysis and constructive criticism of their own work. Time is built in to the lesson for reflection in structured ways:

After whole-class sharing for a minute or two ...



CASE STUDY

Dunnington CE Primary School

Well, I think Sam could make the relationship between paragraphs closer by using a sentence that makes the reader want to continue. He should ...

This was one child from Dunnington Primary School, York, telling group members about Sam's work. Meanwhile, Sam is using the feedback to set a target for his next piece of writing. It's part of a scheme set up so children understand what they get marks for. Children feel grown up marking work and enjoy 'knowing the secrets'.

The teacher compiles a list of child-friendly objectives that children use to discover what is important in writing. Children set their own targets and see the next step to improvement.

Having read their own writing, or that of a partner, they answer questions about the work,

based on the objectives. To get a particular mark, all criteria within the band must be achieved.

Following this, children produce targets to help get the next mark and try to include this in subsequent work. At all times, children are aware of what they need to improve on, as are their teacher and their peers (who may help with a friendly 'Have you remembered to use adverbial phrases?'). Children are aware of current progress when setting targets. They make the targets small, manageable and appropriate. Children make regular improvement and everyone is involved in identifying next steps.

This process helps to raise children's self-esteem and enthusiasm for writing. The comments the teacher makes when marking are easier to understand because children are always aware of exactly what the comments mean.

Excellence and enjoyment: teaching and learning in the primary years Unit 1 Planning and assessment for learning: assessment for learning (DfES 0521-2004G)

Appendix 5: Teaching units in *Grammar for Writing and Developing Early Writing* which support whole-class teaching

| <p>Opportunities for sentence level language development for children learning EAL within or compatible with the teaching units in:</p> <ul style="list-style-type: none"> • NLS <i>Developing Early Writing</i> (DEW) • NLS <i>Grammar for Writing</i> (GfW) and the teaching sequences in: <ul style="list-style-type: none"> • <i>Speaking, listening, learning: working with children in Key Stages 1 and 2 (SLL)</i> (Speaking strand: Spk; Group discussion and interaction strand: Grp) | | | | | | | |
|--|-----------|-------------------------------------|-------------------------------------|----------------------------|---------------------|-------------------------------|-------------------------|
| Grammatical subject | RY | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Subject-verb agreement | | | Units 13, 15 and B DEW | Units 9 and 14 GfW | Units 20 and 21 GfW | Unit 33 GfW | |
| Past tense verbs | | Term 1 Spk SLL | Units 10, 12, D and H DEW | Units 1, 2 and 14 GfW | Unit 21 GfW | | |
| Modal verbs | | Term 1 Grp SLL | Unit I DEW | Term 3 Grp SLL | Unit 31 GfW | Unit 37 GfW Term 1 Grp SLL | Unit 51 GfW |
| Phrasal verbs | | Term 1 Grp SLL | Term 2 Grp SLL | | | Unit 35 GfW | |
| Prepositions | | Barrier games SLL Listening leaflet | Barrier games SLL Listening leaflet | | | Unit 42 GfW | Unit 44 GfW |
| Adverbials | | Unit 4 DEW | Unit I DEW | | Units 28 and 32 GfW | Units 39 and 42 GfW | Units 44 and 46 GfW |
| Determiners | Unit 3 DE | | Units B, C, G and H DEW | Units 7, 11, 12 and 13 GfW | Unit 20 GfW | Units 39 and 40 GfW | |
| Pronouns | | | Units 13 and B DEW | Unit 15 GfW | | Unit 41 GfW | |
| Comparison | | Barrier games SLL Listening leaflet | Unit 15 DEW | | Units 26 and 30 GfW | | |
| Noun phrases | | | | Unit 10 GfW | | Unit 39 GfW | Unit 44 GfW |
| Passive voice | | | | | | Unit 41 GfW | Units 45, 48 and 49 GfW |

See the glossary in *Grammar for Writing* (DfEE 0107/2000) for definitions of grammatical terminology.

Appendix 6: Instructions for the generic sentence level activities

Function

Purpose

To give children the opportunity to investigate the function of a word class, sentence structure or punctuation mark.

Resources

Page of enlarged text with all the words (approximately 10) of the particular focus (eg adjectives), underlined and one word near the end which is underlined but not in the word class

Instructions

Tell the children the objective of the lesson.

Read through the text and then read again the first sentence which contains an underlined word.

Discuss the function of the underlined word in the text, eg the **wise** man – **wise** is telling us more about the man.

- Ask the children to discuss in pairs the function of the next underlined word; take responses.
- Relate the function of this word to the function of the first word to see the commonality.
- Do the same with the next few words until you are sure that most children have understood.
- Tell them the name of the word class if no one has suggested it already.
- Ask the children to carry on to the end to find the underlined word which is not in the same class. This word is also in italics in the book, but not on the disk.

Follow-up

The children can look out for words in this category in their reading.

Collect and classify

Part 3, Section 3

Section 3

Purposes

- To give children practice in identifying elements such as word class, sentence structure or punctuation marks.
- To give children the opportunity to investigate their subtypes or different functions of words.

Resources

Depending on the objective, either a page of enlarged text containing a number of examples of the feature to be taught, or a collection of examples from a number of texts

Instructions

- Tell the children the objective of the lesson and highlight the first two examples of the focus for the activity.
- Ask the children to name the focus element (eg commas).
- Find all the examples of the focus element.
- Classify according to categories defined in the teaching unit.

Compare

Purpose

To give children the opportunity to deduce principles governing a grammatical feature by comparing two texts containing different facets of the same feature.

Resources

Two versions of the same text illustrating the feature of the lesson, eg one in the present tense, the other in the past tense

Instructions

- Tell the children the objective of the lesson and underline/highlight the first example of the difference(s) between the two versions.
- Discuss the differences with the children.
- Highlight and discuss the next two or three examples.
- Where appropriate make a list to categorise the differences, eg past tense can be present tense with **-ed** added (**work/worked**) or it can be a different word entirely (**catch/caught**).
- Between you, highlight the remaining examples in the text.
- Discuss the merits of one form over another in terms of writing purpose.

Cloze

Purpose

- To give children the opportunity to consider the effectiveness of a particular word within a sentence and to practise using effective language to suit the audience and purpose of the text.

Resources

- Page of enlarged text with all the examples of a particular word class obscured with concealing tape
- Dry-wipe boards, one between two

Instructions

- Tell the children the objective of the lesson and point to the first concealed word.
- Ask the children, in pairs, to discuss what word the tape might be obscuring and to write down their suggestion on their dry-wipe boards.
- Discuss alternative suggestions.
- Compare with the original word, and discuss its effectiveness.
- Encourage divergence of response, eg for later work in poetry, rather than clichés.

Variation

Leave some of the words at the end uncovered so that children have an opportunity to identify examples of the word class.

Construct

Purpose

To allow children to experiment with sentence structure to reinforce knowledge of word classes and sentence construction.

Resources

Coloured word/phrase cards to construct the focus sentence in the lesson, one word per child, eg noun-verb-adverb **dogs bark loudly**, or one phrase per child, eg subject verb-object/complement **The friendly Alsatian is swimming in the lake.**

Instructions

- Give out cards to children. (Any extra children can be used to monitor the activity and could be given the task of being the scribe and writing down the sentences.)
- Put large pieces of paper and thick felt tip pens around the room.
- Ask the children to get together to make sentences according to the stipulated colour sequence of cards.
- When all are sitting down in their sentence groups, one child from the group (or a scribe) writes the sentence on a large sheet of paper.
- Ask the children to get up again and find different children to reform into new sentences and write them down.
- Repeat once more.
- Choose children to read out the three sentences on the sheets and all check that they are proper sentences and then vote for the most ludicrous sentence of the day. Write this up on a 'ludicrous sentence sheet'. (On the last day of term you can vote for the most ludicrous sentence of the term/year.)

Variation (teacher-directed whole class activity)

- Place all the shuffled cards face down in piles, eg subject, verb and object/complement.
- Divide the class into three groups, eg subject, verb, object/complement.
- One child from the first (eg subject) group takes the top strip from their pile and stands and holds it.
- Next a child from the second (eg verb) group joins him or her and finally a child from the third (eg object) group.
- The children decide whether each sentence describes something which is possible. They then vote for the silliest sentence.

Quick make

Purpose

To give children oral practice in sentence construction.

Resources

Washing line/sentence maker and coloured words

Instructions

- Make a sentence, eg **The shy child cries.**
- Ask a child to **say** a word to replace the first word (eg **A shy child cries.**)
- Ask the next child to replace the next word (eg **A cross child cries.**)
- Continue round the class replacing the words, keeping a brisk pace (eg **A cross baby cries, a cross baby bounces, that cross baby bounces, that beautiful baby bounces, that beautiful car bounces, that beautiful car crashes**, etc.).
- Continue until all the children have had a go. Write up the final sentence and compare it with the original.

Punctuate

Purpose

To give children practice in punctuation.

Resources

- Page of text in which punctuation marks (as specified in the teaching unit) are concealed
- Punctuation fans

Instructions

- Display the text.
- Give out punctuation fans, one between two.
- Read the first half of the text together.
- Go back to the beginning and read just beyond the first concealed punctuation mark.
- Children discuss in their pairs which punctuation mark is appropriate and find it on their fans.
- Children hold up the fans and the teacher chooses a response either because it is correct or because she or he wishes to make a teaching point.
- The teacher exposes the punctuation mark and the activity continues.

Variation 1

In addition to concealing all the punctuation, put some concealing tape in places where there is no punctuation. The option for the children is increased to deciding whether there should be punctuation or not, as well as what punctuation it should be.

Variation 2

- Write out a text without punctuation.
- The children raise their hands to suggest between which two words the punctuation should occur.

- All the children then decide which punctuation mark it should be and raise their fans.

Complex sentence game

Purpose

To give children oral practice in constructing subordinate clauses. Decide on groups of preferably no more than five. Give the same set of instruction cards to each group, shuffled and placed face down.

Resources

A set of instruction cards for each group of children (no more than five groups):

| | |
|---|--|
| Change first word (or phrase) of subordinate clause 4 points | Create a completely new sentence 6 points |
| Change subordinate clause 4 points | Change subject in main clause 2 points |
| Change main clause 2 points | Move the subordinate clause 6 points |
| Change verb in main clause 2 points | Miss a turn 0 points |

Instructions

- Write the complex sentence, given in the teaching unit, on the board.
- A child in the first group picks up a card and reads the instruction on it.
- He or she suggests an answer and checks with the group.
- Meanwhile, the other groups consider an answer in case the first group's answer is incorrect.
- The child offers an answer and the other groups and the teacher judge its suitability.
- The teacher keeps the score and can award full, half or no points for an answer.
- The teacher may need to record the sentence on the white board as it is modified.
- The first team to score 10 is the winner.

Extension

When the group has agreed their answer, one child says it, another says 'comma' at the appropriate point(s) in the sentence.

Replace

Purpose

To give children the opportunity to see the connections between the same word in different forms and to realise the implications of changing the form of one word in a sentence on other words in the same sentence.

Resources

- Page of text as indicated in the teaching unit

Instructions

As required in the objective, replace specified words in a text with the same word in another form, eg change verb tenses, noun number. Children can be actively involved in this by suggesting changed form of word on dry-wipe boards. Almost always, the replacement of one word in a sentence necessitates changing others. This activity encourages children to read and reread to check for agreement between words.

Re-order

Purpose

To help children understand that some words, phrases and clauses are fixed in relation to others in a sentence whereas certain classes or functions can be moved around to provide variety and emphasis.

Resources

- Washing line, sentence maker or computer with large screen
- Coloured words, phrases or clauses, as specified in the objective

Instructions

This activity can take many forms. You could give the children words or phrases to hold and they could discuss the order they stand in. Alternatively, the children could stand and be directed by a 'circus master'.

Children could be asked to hang the words on a washing line or put them onto a sentence maker. A child could operate the computer at the instructions of specified members of the class. Whatever device is available, the idea is to experiment to find out which words can be freely moved and which cannot.

Improve

Purpose

To give children practice in editing their writing by considering the choices open to them and discussing the merits of alternative words and structures.

Resources

- A 'first draft' piece of text (possibly from previous year group) which is weak on the specific elements of the chosen teaching objective
- Dry-wipe boards between two; pens and erasers

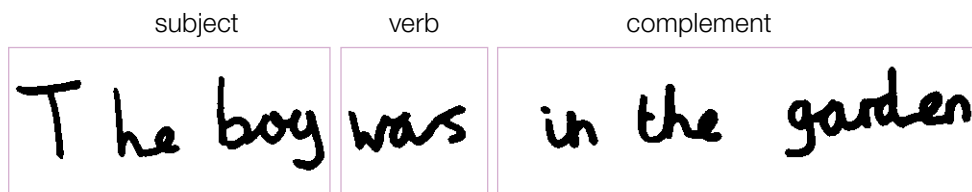
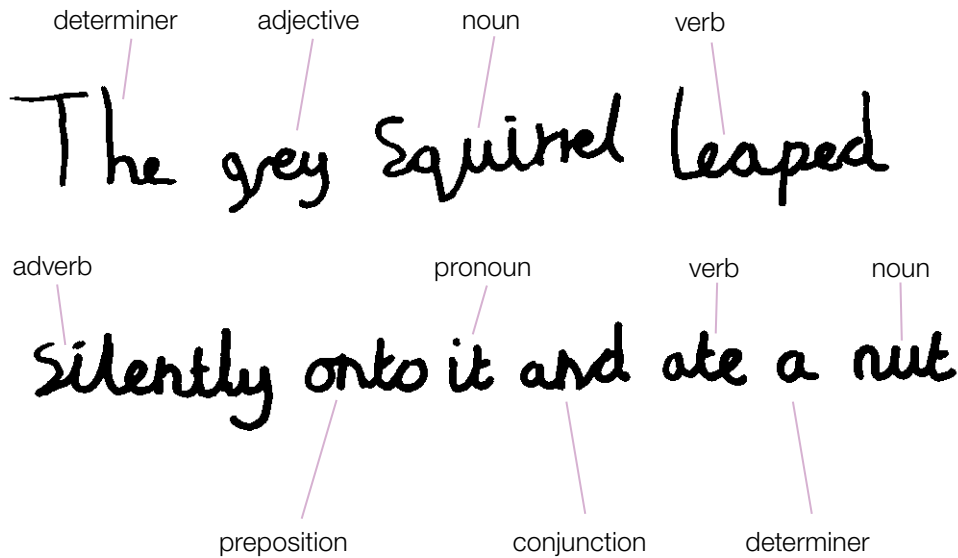
Instructions

- Ask the children to read through the draft either in unison or silently.
- Explain what aspect(s) of the writing you want the children to focus on (eg weak verbs, monotonous sentence openings, longwinded constructions).
- Discuss the first instance of the focus element and change accordingly.
- Ask a child to find the next instance.
- Ask the children to suggest alternatives by writing them on their dry-wipe boards.
- Ask the children to hold up their dry-wipe boards, and choose a pair to read out their version.
- Ask the class to discuss the version given.
- Possibly choose another version.

- Decide which version to insert on the draft on the board, always discussing reasons for decisions or asking the children for reasons for their decisions.
- Continue through the draft.

Grammar for Writing (DfEE 0107/2000) Part 2, Section 4

Appendix 7: Some grammatical terminology



Simple sentence

It was a beautiful day

Compound sentence

main clause

Mrs. Eves was scrubbing her front

conjunction

main clause

step and Mrs. Slater was polishing

main clause continued

her windows

Compound sentence

main clause

subordinate clause

Mary Davies, who had just got over

subordinate clause continued

main clause

the mumps, was playing hopscotch

main clause continued

on the pavement.

Compound sentence

main clause

Her mother was busy cooking

conjunction

subordinate clause

while the baby slept fitfully in the

subordinate clause continued

back room.

Grammar for Writing (DfEE 0107/2000) Part 3, Section 4

Appendix 8: Glossary of grammatical terms

This glossary lists and explains terms used in the National Literacy Strategy Framework for teaching and associated training materials. It is intended for teachers. Examples have been given where possible. Historical or etymological information has been included where this may be useful.

This glossary is also located on The Standards Site: <http://www.standards.dfes.gov.uk/literacy/glossary/>

[//www.standards.dfes.gov.uk/literacy/glossary/](http://www.standards.dfes.gov.uk/literacy/glossary/)

abbreviation

An abbreviation is a shortened version of a word or group of words. For example:

Co. (Company)

approx. (approximately)

PR (public relations)

PTO (Please turn over)

Some common abbreviations are of Latin terms:

etc (et cetera = and so on)

eg (exempli gratia = for example)

NB (nota bene = note especially)

ie (id est = that is)

Names of organisations are often abbreviated using the initial letters of each word. For example:

the EU (European Union)

the NHS (National Health Service)

IBM (International Business Machines)

Some such abbreviations (for example, NATO, FIFA and UNESCO) are **acronyms**.

Some words are abbreviated so that only a part of the original word is used. Examples are:

phone (telephone)

fridge (refrigerator)

bus (omnibus)

exam (examination).

accent

features of pronunciation which vary according to the speaker's regional and social origin. All oral language, including standard English, is spoken with an accent. The term **accent** refers to pronunciation only.

see also **dialect**

acronym

An acronym is an **abbreviation** which is made up of the initial letters of a group of words, and is pronounced as a single word. For example:

laser (*light amplification by the stimulated emission of radiation*)

Aids (*Acquired immune deficiency syndrome*)

NATO (*North Atlantic Treaty Organization*)

RAM (*Random Access Memory*)

Acronyms are to be contrasted with abbreviations in which the separate letters are pronounced:

USA (pronounced as U-S-A)

POW (P-O-W)

EMI (E-M-I)

acrostic

a poetic form which is organised by the initial letters of a key word, either at the beginning of lines, or with lines arranged around them:

Whistling wildly

Blow**ing**

In a

rain

Northern

round

Direction

and round.

active and passive

Many verbs can be active or passive. For example, *bite*:

The dog bit Ben. (active)

Ben was bitten by the dog. (passive)

In the active sentence, the subject (*the dog*) performs the action. In the passive sentence, the subject (*Ben*) is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.

All passive forms are made up of the verb *be* + past participle:

| | |
|----------------|-------------------------------------|
| <i>active</i> | <i>Somebody <u>saw</u> you.</i> |
| | <i>We must <u>find</u> them.</i> |
| | <i>I <u>have repaired</u> it.</i> |
| <i>passive</i> | <i>You <u>were seen</u>.</i> |
| | <i>They must <u>be found</u>.</i> |
| | <i>It <u>has been repaired</u>.</i> |

In a passive sentence, the 'doer' (or agent) may be identified using *by ...*:

Ben was bitten by the dog.

But very often, in passive sentences, the agent is unknown or insignificant, and therefore not identified:

The computer has been repaired.

Passive forms are common in impersonal, formal styles. For example:

*It was agreed that ... (compare *We agreed that ...*).*

Application forms may be obtained from the address below.

adjective

An adjective is a word that describes somebody or something. *Old, white, busy, careful* and *horrible* are all adjectives. Adjectives either come before a noun, or after verbs such as *be, get, seem, look* (linking verbs):

| | |
|--------------------------|-------------------------------------|
| <i>a <u>busy</u> day</i> | <i>I'm <u>busy</u></i> |
| <i><u>nice</u> shoes</i> | <i>those shoes look <u>nice</u></i> |

Adjectives (and adverbs) can have comparative and superlative forms. The comparative form is adjective + *-er* (for one-syllable adjectives, and some two-syllable) or *more* + adjective (for adjectives of two or more syllables):

old - older

hot - hotter

easy - easier

dangerous - more dangerous

The corresponding superlative forms are -est or most ...:

small - smallest

big - biggest

funny - funniest

important - most important

adverb

Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence:

I really enjoyed the party. (adverb + verb)

She's really nice. (adverb + adjective)

He works really slowly. (adverb + adverb)

Really, he should do better. (adverb + sentence)

Many adverbs are formed by adding *-ly* to an adjective, for example *quickly*, *dangerously*, *nicely*, but there are many adverbs which do not end in *-ly*. Note too that some *-ly* words are adjectives, not adverbs (eg *lovely*, *silly*, *friendly*).

In many cases, adverbs tell us:

| | |
|-----------------------|--|
| how (manner) | <i>slowly, happily, dangerously, carefully</i> |
| where (place) | <i>here, there, away, home, outside</i> |
| when (time) | <i>now, yesterday, later, soon</i> |
| how often (frequency) | <i>often, never, regularly</i> |

Other adverbs show

degree of intensity:

very slow(ly) fairly dangerous(ly) really good/well

the attitude of the speaker to what he or she is saying:

perhaps obviously fortunately

connections in meaning between sentences (see **connective**):

however furthermore finally

An **adverbial phrase** is a group of words that functions in the same way as a single adverb. For example: *by car, to school, last week, three times a day, first of all, of course*:

They left yesterday. (adverb) She looked at me strangely. (adverb)

They left a few days ago. She looked at me in a strange way.

(adverbial phrase)

(adverbial phrase)

Similarly, an **adverbial clause** functions in the same way as an adverb. For example:

It was raining yesterday. (adverb)

It was raining when we went out. (adverbial clause).

affix

a **morpheme** which is not in itself a word, but is attached to a word. An affix can be a **prefix** (*intolerant, dislike*) or a suffix (*kindness, playing*).

agreement (or concord)

In some cases the form of a verb changes according to its subject (so the verb and subject 'agree').

This happens with the verb *be*:

I am/he is/they are

I was/you were

and the third person singular (*he/she/it*) of the present tense:

I like/she likes

I don't/he doesn't

Note that singular collective **nouns** (eg *team, family, government*) can take a singular or plural verb form. For example:

The team (= it) is playing well.

The team (= they) are playing well.

There are a few cases where a **determiner** must agree with a noun according to whether it is singular or plural. For example:

this house these houses

much traffic many cars

alliteration

a phrase where adjacent or closely connected words begin with the same phoneme: *one wet wellington; free phone; several silent, slithering snakes*.

ambiguity

a phrase or statement which has more than one possible interpretation. This sometimes arises from unclear grammatical relationships. For example, in the phrase: '*police shot man with knife*', it is not specified whether the man had the knife or the police used the knife to shoot the man. Both interpretations are possible, although only one is logical. In poetry, ambiguity may extend meanings beyond the literal.

The sentence: '*Walking dogs can be fun*' has two possible interpretations: '*it is fun to take dogs for walks*' or '*dogs which go walking are fun*'.

Ambiguity is often a source of humour. Ambiguity may be accidental or deliberate.

analogy

perception of similarity between two things; relating something known to something new; in spelling, using known spellings to spell unknown words: *night-knight-right-sight-light-fright*; in reading, using knowledge of words to attempt previously unseen words.

Emphasis on analogy encourages learners to generalise existing knowledge to new situations.

In their learning of grammar, pupils often apply **affixes** incorrectly by analogy: *goed, comed, mouses*. Analogy may also be used in literature to draw a parallel between two situations, for example using animal behaviour to draw attention to human behaviour.

anecdote

a brief written or spoken account of an amusing incident, often used to illustrate a point.

antonym

a word with a meaning opposite to another: *hot - cold, light - dark, light - heavy*. A word may have more than one word as an antonym: *cold - hot/warm; big - small/tiny/little/titchy*.

apostrophe (')

An apostrophe is a punctuation mark used to indicate either omitted letters or possession.

omitted letters

We use an apostrophe for the omitted letter(s) when a verb is contracted (= shortened). For example:

I'm (I am)

who's (who is/has)

they've (they have)

he'd (he had/would)

we're (we are)

it's (it is/has)

would've (would have)

she'll (she will)

In contracted negative forms, *not* is contracted to *n't* and joined to the verb: *isn't, didn't, couldn't* etc.

In formal written style, it is more usual to use the full form.

There are a few other cases where an apostrophe is used to indicate letters

that are in some sense 'omitted' in words other than verbs, eg *let's* (= *let us*), *o'clock* (= *of the clock*).

Note the difference between *its* (= 'belonging to it') and *it's* (= 'it is' or 'it has'):

The company is to close one of its factories. (no apostrophe)

The factory employs 800 people. It's (= it is) the largest factory in the town. (apostrophe necessary)

possession

We use an apostrophe + s for the possessive form:

my mother's car

Joe and Fiona's house

the cat's tail

James's ambition

a week's holiday

With a plural 'possessor' already ending in s (eg *parents*), an apostrophe is added to the end of the word:

my parents' car

the girls' toilets

But irregular plurals (eg *men*, *children*) take an apostrophe + s:

children's clothes

The regular plural form (-s) is often confused with possessive -'s:

I bought some apples. (not *apple's*)

Note that the possessive words *yours*, *his*, *hers*, *ours*, *theirs*, and *its* are not written with an apostrophe.

appendix

a section added to a document which offers non-essential or illustrative information.

article

A, *an* and *the* are articles. *A* (*an* before a vowel sound) is the indefinite article; *the* is the definite article. Articles are a type of determiner.

ascender

In written or typed script, many letters have the same height: *a*, *c*, *e*, *m*, *n*, *o*,

r, s, u, v, w, x, z, (although in some scripts, *z* has a **descender**). Some letters have parts which extend beyond this: *b, d, f, h, k, l, t*: These parts are called **ascenders**.

assonance

repetition of vowel sounds: *crying time; hop-scotch; great flakes; between trees; the kind knight rides by*.

asterisk (*)

An asterisk is a symbol used to refer the reader to footnotes below the text. It can also be used to replace letters in taboo words.

audience

the people addressed by a text. The term refers to listeners, readers of books, film/TV audiences and users of information technology.

autobiography

a life story of an individual written by that person. Generally written in the first person.

auxiliary verbs

These are verbs that are used together with other verbs. For example:

we are going

Lucy has arrived

can you play

In these sentences, *going, arrived* and *play* are the main verbs. *Are, has* and *can* are auxiliary verbs, and add extra meaning to the main verb.

The most common auxiliary verbs are *be, have* and *do* (all of which can also be main verbs).

Be is used in continuous forms (*be + -ing*) and in passive forms:

We are going away. Was the car damaged?

Have is used in perfect verb forms:

Lucy has arrived. I haven't finished.

Do is used to make questions and negatives in the simple present and past tenses:

Do you know the answer? I didn't see anybody.

More than one auxiliary verb can be used together. For example:

I have been waiting for ages. (have and been are auxiliary verbs)

The remaining auxiliary verbs are modal verbs, eg *can, will*.

ballad

a poem or song which tells a story. Characterised by short, regular verses with a rhyme scheme.

bibliography

a list of texts provided for readers. The list may contain:

- a. texts consulted by a writer;
- b. texts written on a particular subject;
- c. texts written by a particular author.

biography

a life-story of an individual written by another author. Generally written in the third person.

blank verse

poetry written with rhythm and metre, but without rhyme. Especially linked with **iambic** pentameter (ten syllable line with unstressed/stressed syllable pattern) as in the work of Shakespeare.

blend

the process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, *st, str, nt, pl, nd*.

blurb

information about a book, designed to attract readers, usually printed on the back or inside flap of book jacket. Informs the prospective reader about genre, setting, etc.

calligram

a poem in which the calligraphy, the formation of the letters or the font selected represents an aspect of the poem's subject, as in: thin, ancient, growth. A poem about fear might be written in shaky letters to represent trembling.

character

an individual in a story, play or poem whose personality can be inferred from their actions and dialogue. Writers may also use physical description of the individual to give readers clues about a character.

chronological writing

writing organised in terms of sequences of events.

cinquain

a poem with a standard syllable pattern, like a haiku, invented by Adelaide Crapsey, an American poet. Five lines and a total of 22 syllables in the sequence: 2, 4, 6, 8, 2.

clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a subject (*she* in the examples) and verb (*drank/was/wanted*).

Note how a clause differs from a phrase:

a big dog (a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it)

a big dog chased me (a clause - the dog did something)

A sentence is made up of one or more clauses:

It was raining (one clause)

It was raining and we were cold. (two main clauses joined by and)

It was raining when we went out. (main clause containing a subordinate clause - the subordinate clause is underlined)

A main clause is complete on its own and can form a complete sentence (eg *It was raining*). A subordinate clause (*when we went out*) is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are underlined:

You'll hurt yourself if you're not careful.

Although it was cold, the weather was pleasant enough.

Where are the biscuits (that) I bought this morning?

John, who was very angry, began shouting.

What you said was not true.

Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb *be* can be understood. For example:

The weather, although rather cold, was pleasant enough.

(= *although it was rather cold*)

When in Rome, do as the Romans do.

(= *when you are in Rome*)

Glad to be home, George sat down in his favourite armchair.

(= *he was glad to be home*)

see also **adverbial clause, noun clause, participle, phrase, relative clause, sentence**

clerihew

a four line comic verse with two rhyming couplets. Lines may be of any length. The first line is the name of the person about whom the rhyme is written:

Jeremiah Smith

Is boring to be with

The company he doth keep

Will send a person to sleep

Named after its inventor E. Clerihew Bentley who died in 1956.

cliché

an over-used phrase or opinion: *sick as a parrot; her eyes shone like stars; too many cooks spoil the broth*. May be idiomatic.

cloze

an exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. The teacher chooses which words to omit, depending on the learning task. Words can be deleted in a specific way, eg adjectives, conjunctions, or randomly (every nth word). Cloze procedure can be used to measure readability.

coherence and cohesion

An effective text needs to be coherent and cohesive.

The term **coherence** refers to the underlying logic and consistency of a text. The ideas expressed should be relevant to one another so that the reader can follow the meaning.

The term cohesion refers to the grammatical features in a text which enable the parts to fit together. One way of creating cohesion is the use of **connectives**:

I sat down and turned on the television. Just then, I heard a strange noise.

The phrase 'just then' relates these events in time.

Cohesion is also achieved by the use of words (such as **pronouns**) that refer back to other parts of the text. In these examples, such words are underlined:

There was a man waiting at the door. I had never seen him before.

We haven't got a car. We used to have one, but we sold it.

I wonder whether Sarah will pass her driving test. I hope she does. (= I hope Sarah passes her driving test)

colloquial

belonging to conversation/language used in familiar, informal contexts. Contrasted with formal or literary language.

colon (:)

A colon is a punctuation mark used to introduce a list or a following example (as in this glossary). It may also be used before a second clause that expands or illustrates the first:

He was very cold: the temperature was below zero.

comma (,)

A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.

In particular we use commas:

to separate items in a list (but not usually before *and*):

My favourite sports are football, tennis, swimming and gymnastics.

I got home, had a bath and went to bed.

to mark off extra information:

Jill, my boss, is 28 years old.

after a subordinate **clause** which begins a sentence:

Although it was cold, we didn't wear our coats.

with many connecting **adverbs** (eg *however, on the other hand, anyway, for example*):

Anyway, in the end I decided not to go.

commentary

a set of notes which explain, or give further detail or information on a text. For example, a commentary may explain imagery in a poem or section of prose; alternatively, it may draw viewers' attention to particular aspects of a piece of film. The purpose of a commentary is to deepen **comprehension**.

complement

In the sentences *Lisa is a fast runner* or *Lisa is very fit*, 'Lisa' is the subject and 'is' is the verb. Neither sentence has an object. The rest of the sentence (*a fast runner/very fit*) is called a complement. A complement usually tells you something about the subject of the sentence (especially after the verb *be* but also after other linking verbs such as *seem, look, get, become*). In the examples the complement is underlined:

These apples are delicious. Why did you become a teacher?

You don't look very well. This is John. He's a friend of mine.

A complement can also refer to the object of a sentence. For example:

*I found the book very interesting. (*very interesting* refers to the book, which is the object of *found*)*

compound word

a word made up of two other words: *football, headrest, broomstick*.

comprehension

the level of understanding of a text.

literal

the reader has access to the surface details of the text, and can recall details which have been directly related.

inferential

the reader can read meanings which are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc and from characters' behaviour and dialogue.

evaluative

the reader can offer an opinion on the effectiveness of the text for its purpose.

concrete poem

a poem in which the layout of the words represents an aspect of the subject. In some cases, these poems are presented as sculptures. Concrete poems blur the distinction between visual and linguistic art, as do other shape poems.

conditional

A conditional sentence is one in which one thing depends upon another. Conditional sentences often contain the **conjunction** *if*:

I'll help you if I can.

If the weather's bad, we might not go out.

Other conjunctions used in conditionals are *unless*, *providing*, *provided* and *as long as*.

A conditional sentence can refer to an imaginary situation. For example:

I would help you if I could. (but in fact I can't)

What would you do if you were in my position?

If the weather had been better, we could have gone to the beach.

The term 'conditional' is sometimes used to refer to the form *would* + verb: *would go*, *would help* etc.

see also **auxiliary verb**

conjunction

A word used to link **clauses** within a sentence. For example, in the following sentences, *but* and *if* are conjunctions:

It was raining but it wasn't cold.

We won't go out if the weather's bad.

There are two kinds of conjunction:

A. Co-ordinating conjunctions (*and*, *but*, *or* and *so*). These join (and are placed between) two clauses of equal weight.

Do you want to go now or shall we wait a bit longer?

And, *but* and *or* are also used to join words or phrases within a clause.

B. Subordinating conjunctions (eg *when, while, before, after, since, until, if, because, although, that*). These go at the beginning of a subordinate **clause**:

We were hungry because we hadn't eaten all day.

Although we'd had plenty to eat, we were still hungry.

We were hungry when we got home.

see also **clause, connective**

connective

A connective is a word or phrase that links clauses or sentences. Connectives can be **conjunctions** (eg *but, when, because*) or connecting adverbs (eg *however, then, therefore*).

Connecting adverbs (and adverbial phrases and clauses) maintain the **cohesion** of a text in several basic ways, including:

| | |
|-------------------|--|
| addition | <i>also, furthermore, moreover</i> |
| opposition | <i>however, nevertheless, on the other hand</i> |
| reinforcing | <i>besides, anyway, after all</i> |
| explaining | <i>for example, in other words, that is to say</i> |
| listing | <i>first(ly), first of all, finally</i> |
| indicating result | <i>therefore, consequently, as a result</i> |
| indicating time | <i>just then, meanwhile, later</i> |

Commas are often used to mark off connecting adverbs or adverbial phrases or clauses:

First of all, I want to say ...

I didn't think much of the film. Helen, on the other hand, enjoyed it.

Connecting adverbs and conjunctions function differently. Conjunctions (like *but* and *although*) join clauses within a sentence. Connecting adverbs (like *however*) connect ideas but the clauses remain separate sentences:

*I was angry but I didn't say anything. (*but* is a conjunction - one sentence)*

*Although I was angry, I didn't say anything. (*although* is a conjunction - one sentence)*

*I was angry. However, I didn't say anything. (*however* is an adverb - two sentences)*

consonant

A consonant is a speech sound which obstructs the flow of air through the vocal tract; for example, the flow of air is obstructed by the lips in *p* and by the tongue in *l*. The term also refers to those letters of the alphabet whose typical value is to represent such sounds, namely all except *a, e, i, o, u*. The letter *y* can represent a consonant sound (*yes*) or a vowel sound (*happy*).

contraction

see **apostrophe**

correspondence

matching of two separate types of information: for example, letters or letter strings with the phonemes they represent; matching one written with one spoken word.

couplet

two consecutive lines of poetry which are paired in length or rhyme.

cue

a source of information. In reading, children may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check.

dash (—)

A dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes).

Dashes may be used to replace other punctuation marks (*colons, semi-colons, commas*) or brackets:

It was a great day out — everybody enjoyed it.

declarative

see **sentence**.

decode

Literally, this means to convert a message written/spoken in code into language which is easily understood. In reading, this refers to children's ability to read words - to translate the visual code of the letters into a word.

derivation

tracing the origin of a word or saying.

descender

In written or typed script, many letters have the same height: *a, c, e, m, n, o, r, s, u, v, w, x, z*. Some letters have parts which extend below this: *g, j, p, q, y*. These parts are called descenders. In some fonts, *f* and *z* have descenders.

determiner

Determiners include many of the most frequent English words, eg *the, a, my, this*. Determiners are used with nouns (*this book, my best friend, a new car*) and they limit (ie determine) the reference of the noun in some way.

Determiners include:

| | |
|---------------------|--|
| articles | <i>a/an, the</i> |
| demonstratives | <i>this/that, these/those</i> |
| possessives | <i>my/your/his/her/its/our/their</i> |
| quantifiers | <i>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</i> |
| numbers | <i>three, fifty, three thousand etc</i> |
| some question words | <i>which (which car?), what (what size?), whose (whose coat?)</i> |

When these words are used as determiners, they are followed by a noun (though not necessarily immediately):

this book is yours

some new houses

which colour do you prefer?

Many determiners can also be used as **pronouns**. These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun - their reference includes the noun:

this is yours (= this book, this money, etc)

I've got some

which do you prefer?

dialect

A dialect is a variety of a language used in a particular area and which is distinguished by certain features of grammar or vocabulary. Examples of such features in some English dialects are:

non-standard subject + verb patterns, eg *I knows, you was, he like*

past tense forms, eg *I done, I seen*

various individual words and expressions, eg *owt/nowt for anything/nothing*

see also **double negative, standard English**

dialogue

a conversation between two parties. May be spoken or written.

digraph

two letters representing one phoneme: *bath*; *train*; *ch/ur/ch*.

diminutive

a term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognised word, eg Tiny Tim, Little Dorrit, or may be created by the addition of a suffix to a name or noun: *lambkin*, *starlet*, *kitchenette*.

direct speech and indirect speech

There are two ways of reporting what somebody says, direct speech and indirect speech.

In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "...") — also called inverted commas or quotes) mark the beginning and end of direct speech:

Helen said, 'I'm going home'.

'What do you want?' I asked.

In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker.

Typically we change pronouns and verb tenses, and speech marks are not used:

Helen said (that) she was going home.

I asked them what they wanted.

discrimination

Discrimination is the ability to perceive the difference between two things, for example **phonemes**. Some pairs of sounds are more difficult for children to discriminate between, for example *k/g*, *t/d*, and *p/b*.

discussion text

a text (written or spoken) which presents all sides of an issue. A discussion text typically begins by outlining the issues before making points for and against. These points are backed up with evidence. It often concludes by stating an opinion in favour of one particular side, or by asking the reader/listener to decide. An example of a discussion text would be presenting arguments for and against school uniform, or for and against a new runway at Manchester Airport.

double negative

In non-standard English, a double negative may be used. For example:

We didn't see nobody.

I never took nothing.

Such double negatives are not acceptable in **standard English**. The equivalent standard forms would be:

We didn't see anybody.

I didn't take anything.

draft

preliminary written form of document; a **text** may develop through a number of drafts before reaching final draft stage, at which time it may be published. The process of working on a document at the composition stage is called drafting.

edit

to modify written work, either own or another's, in preparation for publication. This process takes place after **drafting** (composition), **revising** (major restructuring) and before **proof-reading** (a final check for typographical, spelling errors, etc). It involves checking of facts, minor improvements to style at sentence level, and checking for **accuracy** and **agreement**.

elegy

a **poem** or song which is a lament, perhaps for someone or something which has died.

ellipsis

Ellipsis is the omission of words in order to avoid repetition. For example:

I don't think it will rain but it might. (= it might rain)

'Where were you born?' 'Bradford.' (= I was born in Bradford)

An ellipsis is also the term used for three dots (...) which show that something has been omitted or is incomplete.

empathy

identifying with another: a character in a story, or an historical figure; the ability to see situations from the other's point of view. Literally 'feeling with' or 'feeling in'.

epic

a poem or story relating the adventures of a heroic or legendary figure, often related to national identity, as Odysseus or Arthur.

epitaph

engraved wording on a tombstone. May be selected by the deceased or his/her family. Some will choose extracts from the Bible or from literature; others will compose their own epitaph.

etymology

the study of the origin and history of words.

eulogy

writing or speech, the purpose of which is praise of a named person or thing. In America, this refers specifically to funeral oration.

exclamation

An exclamation is an utterance expressing emotion (joy, wonder, anger, surprise, etc) and is usually followed in writing by an **exclamation mark (!)**. Exclamations can be **interjections**:

Oh dear!

Good grief!

Ow!

Some exclamations begin with *what* or *how*:

What a beautiful day!

How stupid (he is)!

What a quiet little girl.

Exclamations like these are a special type of **sentence** ('exclamative') and may have no verb.

see also **interjection, sentence**

exclamation mark (!)

An exclamation mark is used at the end of a **sentence** (which may be exclamative, imperative or declarative) or an **interjection** to indicate strong emotion:

What a pity!

Get out!

It's a goal!

Oh dear!

See also **exclamation, sentence**

exclamative

see **sentence**

explanation text

Explanation text is written to explain how or why something happens, eg how river valleys are formed or why the Romans built roads. Typically such text consists of a description of the phenomenon and an explanatory sequence. The writer will normally need to use **connectives** expressing cause and effect (eg *so, therefore, as a result*) and time (eg *later, meanwhile*).

The **passive** often occurs in writing of this kind. For example:

Roman roads are considered to be a miracle of engineering.

fable

a short story which is devised and written to convey a useful moral lesson. Animals are often used as characters, as in Aesop's Fables.

See **parable**

fact

accepted, observable or demonstrable truth. What is accepted as truth may change over time, in the light of new evidence. Facts must be supported by evidence; if evidence is not available, they can only be given the status of opinion.

Fiction texts often make use of factual information, as in the case of historical fiction, or fiction which includes information about science or art, etc. In these texts, it is important that writers research the appropriate subject.

fairy tale

a story written for, or told to, children which includes elements of magic and magical folk, such as fairies, elves, goblins.

fiction

text which is invented by a writer or speaker. Characters, settings and events are created by the originator. In some cases, one of these elements may be factual: for example, the setting may be a named city or area; the text may be based on an historical event.

figurative language

use of metaphor or simile to create a particular impression or mood. A writer may develop an idea of a character's military approach to life by using phrases and words which are linked with the army, such as *he was something of a loose cannon* (**metaphor**); *he rifled through the papers*; *his arm shot out*; *he marched into the room*; *he paraded his knowledge*. To link a character with a bird, she/he may use: *he flew down the stairs*; *they twittered to each other*; *he perched on his chair*; *his feathers were definitely ruffled*.

flow chart

a diagrammatic representation of either:

- a. events in a story;
- b. a process; or
- c. an activity.

A flow chart illustrates sequences of events and explores possible consequences of decisions.

footnote

additional information which is printed at the bottom of the page rather than in the main body of the text.

format

the way in which a text is arranged or presented, for example as a book, leaflet, essay, video, audiotape. May also relate to the structure of the text, for example, the use of headings and sub-headings, diagrams/photographs with captions.

free verse

poetry which is not constrained by patterns of rhyme or rhythm.

generic structure

the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose.

See **discussion text, explanation text, instruction text, narrative text, recount text, report text**

genre

this term refers to different types of writing, each with its own specific characteristics which relate to origin (legend/folk tale) or reader interest area - the types of books individuals particularly choose to read: adventure, romance, science fiction.

Texts with these specific features - often related to story elements, patterns of language, structure, vocabulary - may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing skills.

Texts may operate at different levels, and so represent more than one genre; some will be combinations, for example historical romance.

glossary

part of a text, often an **appendix**, which defines terms the writer/editor considers may be unfamiliar to the intended audience.

grammar

the conventions which govern the relationships between words in any language. Includes the study of word order and changes in words: use of inflections, etc. Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication.

grammatical boundary

A grammatical boundary is the edge of a grammatical unit (a sentence, clause or phrase) which, in writing, may be indicated by a punctuation mark such as a **comma**, full stop, **colon**, **semi-colon** or **dash**.

grapheme

written representation of a sound; may consist of one or more letters; for example the phoneme *s* can be represented by the graphemes *s*, *se*, *c*, *sc* and *ce* as in *sun*, *mouse*, *city*, *science*.

guided reading

a classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

Guided reading sessions have a similar format:

- a. the teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information;
- b. pupils read independently, solving problems as they read through the text. More fluent readers will read silently. The teacher is available to offer help when it is needed. S/he then guides pupils to appropriate cues, for example use of syntax, picture cues, initial letter;
- c. the teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

guided writing

a classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'.

Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

haiku

Japanese form. The poem has three lines and 17 syllables in total in the pattern 5, 7, 5:

Loving, faithful, fun
Trusting and loyal and true
Chocolate-brown Suki

half-rhyme

words which almost rhyme: *polish/relish*; *pun/man*.

homograph

words which have the same spelling as another, but different meaning: *the calf was eating/my calf was aching*; *the North Pole/totem pole*; *he is a Pole*. Pronunciation may be different: *a lead pencil/the dog's lead*; *furniture polish/Polish* people. A **homonym**.

homonym

words which have the same spelling or pronunciation as another, but different meaning or origin. May be a **homograph** or **homophone**.

homophone

words which have the same sound as another but different meaning or different spelling: *read/reed*; *pair/pear*; *right/write/rite*. A **homonym**.

hyphen (-)

A hyphen is sometimes used to join the two parts of a **compound** noun, as in *golf-ball* and *proof-read*. But it is much more usual for such compounds to be written as single words (eg *football*, *headache*, *bedroom*) or as separate words without a hyphen (*golf ball*, *stomach ache*, *dining room*, *city centre*).

However, hyphens are used in the following cases:

- a. in compound adjectives and longer phrases used as modifiers before nouns:

a foul-smelling substance

a well-known painter

a German-English dictionary

a one-in-a-million chance

a state-of-the-art computer

a ten-year-old girl

- b. in many compound nouns where the second part is a short word like *in*, *off*, *up* or *by*:

a break-in

a write-off

a mix-up

a passer-by

- c. in many words beginning with the prefixes *co-*, *non-* and *ex-*:

co-operate

non-existent

ex-husband

Hyphens are also used to divide words at the end of a line of print.

idiom

An idiom is an expression which is not meant literally and whose meaning cannot be deduced from knowledge of the individual words. For example:

You look a bit under the weather this morning. Are you all right?

Try and keep to the point of the discussion. You're always introducing red herrings.

You and I have the same problems - we're in the same boat.

That name rings a bell. I've heard it before somewhere.

imagery

use of language to create a vivid sensory image - often visual. May include:

vocabulary choice of synonym, for example *sprinted/ran/raced*, selection of adjectives and adverbs

simile *he ran like the wind*

metaphor *his feet had wings*

see **figurative language**

imperative

see **sentence**

indirect speech

see **direct speech**

infinitive

The infinitive is the base form of the verb without any additional endings. For example, *play* is an infinitive form (as opposed to *playing*, *played* or *plays*). The infinitive is used with many **auxiliary verbs**:

I will play

he should play

do you play?

The infinitive is often used with *to* (*to play*, *to eat* etc):

I ought to play

I want to play

I'm going to play

it would be nice to play

The simple present tense (*I play*, *they play* etc) has the same form as the infinitive, except for the third **person** singular (*he/she/it plays*).

inflection

Inflection is a change to the ending of a word to indicate tense, number or other grammatical features. For example:

walk - *walks*/*walked*/*walking*

shoe - *shoes*

old - *older*/*oldest*

see also **suffix**

information text

text written to inform. Examples include **explanation**, **report**, **procedure** or **recount**.

innovation on text

a classroom strategy in which the teacher uses a familiar text as the model for a piece of new writing: *Georgina and the Dragon*; *The Very Hungry Kittens*; *Burglar Barry*.

instruction text

text written to help readers achieve certain goals. The text may consist of a statement of the intended outcome, the materials needed to achieve it and a sequence of actions in chronological order. Connectives will often be time-related; verbs may be imperative, and will often be placed at the beginning of sentences to form a series of commands. Examples of this type of text include recipes and instructions.

interjection

An interjection is a word like *Ouch!*, *Oh!* or *Damn!* expressing an emotion such as pain, surprise, anger, etc. An interjection is followed by an **exclamation mark (!)**.

see also **exclamation**

internal rhyme

placement of rhyming words within a line of poetry: '*Though the threat of snow was growing slowly...*'

see also **assonance** and **rhyme**

intonation

Intonation is the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Among other functions, intonation may distinguish questions from statements (as in 'Sure?' 'Sure!'), or indicate contrastive and emotive stress (as in 'I said *two*, not three', or 'I just *hate* that advertisement!').

jargon

language used by a particular profession or interest group. May include vocabulary unfamiliar to those outside the group, sometimes deliberately.

jingle

a short verse or line used to attract attention and be memorable. May be based on **alliteration** or **rhyme**. Often associated with advertising.

kenning

a compound expression used in Old English and Norse poetry, which named something without using its name, for example *mouse catcher* = cat. Anglo-Saxons often used kennings to name their swords: *death bringer*. A poem made of kennings would be a list of such expressions about one subject:

MY DOG
ankle biter
bone cruncher
night howler
rabbit catcher
fur pillow.

legend

a traditional story about heroic characters such as King Arthur, which may be based on truth, but which has been embellished over the years. Also refers to the wording on maps and charts which explains the symbols used.

letter string

a group of letters which together represent a **phoneme** or **morpheme**.

limerick

A five-line comic verse following the syllable pattern 8 8 6 6 8 with the rhyme scheme *a a b b a*. Early limericks, such as the nonsense verse of Edward Lear, repeat line 1 in line 5. However, recent verse does not always follow this model.

literacy

communication skill. The term *literacy* originally, and most often, applied to written communication; however, it can also be applied to other forms, as in *media literacy*, *computer literacy*.

logogram

a symbol or character which represents a **morpheme** or word. A logographic system contrasts with an alphabetic-phonetic system, such as English, in which symbols relate to sounds rather than meaning. There are a number of logograms which would be instantly recognisable to those using alphabetic systems, for example £, &, %.

metalanguage

the language we use when talking about language itself. It includes words like *sentence*, *noun*, *paragraph*, *preposition*. Those who understand these concepts are able to talk about language quite precisely; thus, acquisition of metalanguage is seen as a crucial step in developing awareness of and proficiency in communication, particularly written language.

metaphor

where the writer writes about something as if it were really something else. Fowler describes it as an 'imaginative substitution'. For example: *he is an ass; love's meteor. A poisoned apple passed along from generation to generation (McGough)*.

mnemonic

a device to aid memory, for instance to learn particular spelling patterns or spellings: *! Go Home Tonight; There is a rat in separate.*

modal verb

The modal verbs are:

can/could

will/would

shall/should

may/might

must/ought

These **auxiliary verbs** are used to express such ideas as possibility, willingness, prediction, speculation, deduction and necessity. They are all followed by the **infinitive**, and *ought* is followed by *to* + infinitive:

I can help you.

We might go out tonight.

You ought to eat something.

Stephanie will be here soon.

I wouldn't do that if I were you.

I must go now.

These verbs can occur with other auxiliary verbs (*be* and *have*):

I'll be leaving at 11.30.

You should have asked me.

They must have been working.

In this context *have* is unstressed and therefore identical in speech to unstressed *of*; this is why the misspelling *of* for standard *have* or 've is not uncommon.

modelling

In literacy, this refers to demonstration of an aspect of reading or writing by an expert for learners. This would support direct instruction.

monologue

a text spoken by a lone speaker. In dramatic situations, this may be a 'one person show'; in other situations, it may refer to a speaker who monopolises the conversation.

morpheme

the smallest unit of meaning. A word may consist of one morpheme (*house*), two morphemes (*house/s*; *hous/ing*) or three or more morphemes (*house/keep/ing*; *un/happi/ness*). **Suffixes** and **prefixes** are morphemes.

myth

an ancient traditional story of gods or heroes which addresses a problem or concern of human existence. May include an explanation of some fact or phenomenon.

narrative poem

a poem which tells a story: '*Hiawatha*', '*Charge of the Light Brigade*'. Often a ballad.

narrative text

text which re-tells events, often in chronological sequence. May be purely fictional, or include some information. May be in prose or poetic form.

non-chronological writing

writing organised without reference to time sequence. Typically, writing organised by characteristics and attributes, for example, a report on a town might be organised into population, situation, facilities.

noun

A noun is a word that denotes somebody or something. In the sentence *My younger sister won some money in a competition*, '*sister*', '*money*' and '*competition*' are nouns.

Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one). For example *sister/sisters*, *problem/problems*, *party/parties*. Other nouns (mass nouns) do not normally occur in the plural. For example: *butter*, *cotton*, *electricity*, *money*, *happiness*.

A **collective noun** is a word that refers to a group. For example, *crowd*, *flock*, *team*. Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say *The team have won all their games so far*, we think of '*the team*' as '*they*' (rather than '*it*').

Proper nouns are the names of people, places, organisations, etc. These normally begin with a capital letter: *Amanda*, *Birmingham*, *Microsoft*, *Islam*, *November*.

Noun phrase is a wider term than ‘noun’. It can refer to a single noun (*money*), a pronoun (*it*) or a group of words that functions in the same way as a noun in a sentence, for example:

a lot of money

my younger sister

a new car

the best team in the world

Similarly, a **noun clause** functions in the same way as a noun. For example:

The story was not true. (noun)

What you said was not true. (noun clause)

obituary

public notice of the death of an individual. May include an account of the life of the person.

object

see **subject**

ode

lyric poem usually addressed to the subject, so written in the **second person**. There is no fixed rhyme or rhythm pattern. Language may be unusual, perhaps self-consciously ‘poetic’: *Thou still unravish’d bride of quietness...* (Keats, ‘On a Grecian Urn’).

onomatopoeia

words which echo sounds associated with their meaning: *clang*, *hiss*, *crash*, *cuckoo*.

onset

the onset of a word or syllable is the initial consonant or consonant cluster: *clang*; *trike*; *sun*. Some words or syllables have no onset: *or*; *out*; *end*; *at*; *on*; *earth*.

see **rime**

opinion

a belief held by an individual or group of individuals for which there is insufficient evidence for it to be accepted as **fact**. May be presented as fact in writing.

palindrome

- a word or phrase which is the same when read left-right or right-left:
madam; mum; dad; eve; pup.
-

parable

a short story told to illustrate a moral lesson or duty. Parables are often associated with the New Testament; however, many stories, including modern texts, may be classed as parables.

see **fable**

paragraph

a section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.

A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph.

Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.

parenthesis

A parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between **dashes** or **commas**:

Sam and Emma (his oldest children) are coming to visit him next weekend.

Margaret is generally happy — she sings in the mornings! — but responsibility weighs her down.

Sarah is, I believe, our best student.

The term parentheses can also refer to the brackets themselves.

parody

a literary caricature: a version of a story or poem which emphasises particular aspects of language or form to humorous effect.

part of speech

see **word class**

participle

Verbs have a present participle and a past participle.

present participle

The present participle ends in *-ing* (*working, reading, going* etc). Although it is called 'present', it is used in all continuous forms: *she is going, she was going, she will be going, she would have been going*, etc.

The *-ing* ending is also used for a verb functioning as a noun. For example: *I enjoy reading, Reading is important.*

(*'Reading'* is used as a noun in these examples.) This *-ing* form is sometimes called a verbal noun or a gerund.

past participle

The past participle often ends in *-ed* (*worked, played*) but many common verbs are irregular and have other endings, eg *-t* (*kept*), *-n* (*flown*), and *-en* (*stolen*).

Past participles are used:

- a. after *have* to make perfect forms: *I've worked, he has fallen, we should have gone*
- b. after *be* (*is/was* etc) to make passive forms: *I was asked, they are kept, it has been stolen*

Here too, the name is misleading, because passive forms need not refer to the past: *A toast will be drunk.*

Participles (present and past) are sometimes used as adjectives: *the falling leaves, stolen goods*. They can also be used to introduce subordinate clauses, for example:

Being a student, Tom doesn't have much money.

Written in 1923, the book has been translated into twenty-five languages.

see also **active** and **passive**, **tense** and **verb**

passive

see **active**

person

In grammar, a distinction is made between first, second and third person.

One uses the first person when referring to oneself (*I/we*); the second person when referring to one's listener or reader (*you*); and the third person when referring to somebody or something else (*he/she/it/they/my friend/the books* etc).

In some cases the form of the verb changes according to person:

I/we/you/they know

I/we/you/they have

we/you/they were

he/she knows

he/she/it has

I/he/she/it was

see also agreement

personification

a form of **metaphor** in which language relating to human action, motivation and emotion is used to refer to non human agents or objects or abstract concepts: *the weather is smiling on us today; Love is blind.*

persuasive text

text which aims to persuade the reader. A persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view, and a final summary or recommendation.

Connectives will be related to reasoning (*therefore, however*).

An example of such a text would be an essay on banning fox-hunting or on recycling, or whether Roald Dahl was the greatest writer in English. Advertisements are forms of persuasive text.

see also **discussion text**

phoneme

A phoneme is the smallest contrastive unit of sound in a word. There are approximately 44 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word 'little' are variants of the phoneme /l/. A phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined):

to

shoe

through

phonological awareness

awareness of sounds within words - demonstrated for example in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.

phrase

A phrase is a group of words that act as one unit. So *dog* is a word, but *the dog*, *a big dog* or *that dog over there* are all phrases. Strictly speaking, a phrase can also consist of just one word. For example, in the sentence *Dogs are nice*, 'dogs' and 'nice' are both one-word phrases.

A phrase can function as a noun, an adjective or an adverb:

a noun phrase *a big dog, my last holiday*

an adjectival phrase *(she's not) as old as you, (I'm) really hungry*

an adverbial phrase *(they left) five minutes ago, (she walks) very slowly*

If a phrase begins with a **preposition** (like *in a hurry*, *along the lane*), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:

adjectival *(I'm) in a hurry, (the man) with long hair*

adverbial *(they left) on Tuesday, (she lives) along the lane*

plural

see **singular**

poem

a text which uses features such as **rhythm**, **rhyme** or **syntax** and **vocabulary** to convey ideas in an intense way. Poets may also use **alliteration**, **figurative language** and other techniques. Prose may sometimes be poetic in effect.

portmanteau

a word made up from blending two others: *swurse* = *swear* + *curse*; *picture* + *dictionary* = *pictionary*; *smoke* + *fog* = *smog*; *breakfast* + *lunch* = *brunch*.

predicate

The predicate is that part of a sentence which is not the subject but which gives information about the subject. So, in the sentence *Clare went to school*, 'Clare' is the subject and 'went to school' is the predicate.

prefix

A prefix is a **morpheme** which can be added to the beginning of a word to change its meaning. For example:

inedible

disappear

supermarket

unintentional

preposition

A preposition is a word like *at*, *over*, *by* and *with*. It is usually followed by a **noun phrase**. In the examples, the preposition and the following noun phrase are underlined:

We got home at midnight.

Did you come here by car?

Are you coming with me?

They jumped over a fence.

What's the name of this street?

I fell asleep during the film.

Prepositions often indicate time (at midnight/during the film/on Friday), position (at the station/in a field) or direction (to the station/over a fence). There are many other meanings, including possession (of this street), means (by car) and accompaniment (with me).

In questions and a few other structures, prepositions often occur at the end of the clause:

Who did you go out with?

We haven't got enough money to live on.

I found the book I was looking for.

In formal style, the preposition can go before whom or which (*with whom, about which* etc):

With whom do you wish to speak?

Many prepositions (eg *on, over, up*) can also be used as **adverbs** (without a following noun or pronoun):

We got on the bus. (preposition - followed by a noun phrase)

The bus stopped and we got on. (adverb - no following noun or pronoun)

procedural text

see **instruction text**

pronoun

There are several kinds of pronoun, including:

personal pronouns

I/me, you, he/him, she/her, we/us, they/them, it

I like him. They don't want it.

possessive pronouns

mine, yours, his, hers, ours, theirs, its

Is this book yours or mine?

reflexive pronouns

myself, herself, themselves etc

I hurt myself. Enjoy yourselves!

indefinite pronouns

someone, anything, nobody, everything etc

Someone wants to see you about something.

interrogative pronouns

who/whom, whose, which, what

Who did that? What happened?

relative pronouns

who/whom, whose, which, that

The person who did that ... The thing that annoyed me was ...

Many **determiners** can also be used as pronouns, including *this/that/these/those* and the quantifiers (*some, much* etc). For example:

These are mine.

Would you like some?

Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition:

I saw your father but I didn't speak to him. (= your father)

'We're going away for the weekend.' 'Oh, are you? That's nice.' (= the fact you're going away)

proof-read

to check a piece of work thoroughly before final publication.

prose

written language which does not follow poetic or dramatic forms.

proverb

a saying, which may have changed little over time, which states a belief about the world: *the early bird catches the worm; too many cooks spoil the broth; the grass is always greener on the other side.*

pun

a play on words; use of words with similar sounds but different meaning to humorous effect. For example, *grave* has two possible meanings, which Shakespeare used in 'Romeo and Juliet'. Mercutio's final words were: '*ask for me tomorrow And you shall find me a grave man*'; *red* and *read* sound the same, so *the book is never red/the book is never read; I'm on a seafood diet: I see food and I eat it.* Puns are often used in newspaper headlines.

punctuation

Punctuation is a way of marking text to help readers' understanding. The most commonly used marks in English are:

apostrophe, colon, comma, dash, ellipsis, exclamation mark, full stop, hyphen, semi-colon and **speech** marks (inverted commas).

question mark (?)

A question mark is used at the end of an interrogative **sentence** (eg *Who was that?*) or one whose function is a question (eg *You're leaving already?*)

rap

a form of oral poetry which has a very strong rhythm and rapid pace. Associated with Caribbean and Afro-Caribbean cultures, has now been assimilated into other literary traditions. Rap is often used in modern music.

recount text

a text written to retell for information or entertainment. A fictional narrative recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named.

A non-fiction recount may begin with a scene-setting introduction, and then retell events in chronological order. An example of this type of text would include writing about visits, newspaper accounts of an event or a biography.

reference text

an information text organised in a clearly defined way, for example alphabetically, and used for study purposes.

relative clause

A relative clause is one that defines or gives information about somebody or something. Relative clauses typically begin with relative pronouns (*who/whom/whose/which/that*):

Do you know the people who live in the house on the corner? (defines 'the people')

The biscuits (that) Tom bought this morning have all gone. (defines 'the biscuits')

Our hotel, which was only two minutes from the beach, was very nice. (gives more information about the hotel)

renga

a series of **haiku**, each linked to the next by two seven-syllable lines, sometimes written by different poets in turn, and forming a series of complete poems.

report text

a non-chronological text written to describe or classify. The text often begins with a general classification, moving to a description of particular characteristics with a final summary. It is often written in the continuous present tense with generalised participants (*people, cats, buildings*). An example of this sort of text would include a report on dinosaurs or Roman housing, a guide-book or a description of a scene.

rhetorical expression

an utterance in which the meaning intended by the speaker/writer is an expression different from that which might be inferred by a listener who is unaware of the conventions of the language; for example *Do you know his name?* is a question which seems to require a yes/no response; in fact, the speaker is asking *What is his name?* Rhetorical expressions are often questions disguising imperatives: *Would you like to get out your English books?* usually means *Get out your English books.*

rhyme

A rhyme occurs when words share the same stressed vowel phoneme, eg *she/tea, way/delay* and subsequent consonant(s) eg *sheet/treat, made/lemonade* and final unstressed vowel eg *laughter/after*.

rhythm

Rhythm is the more or less regular alternation of light beats and heavy beats (stresses) in speech or music. Some poetry uses very regular rhythm patterns.

riddle

a question or statement, sometimes in rhyme, which forms a puzzle to be solved by the reader/listener.

rime

that part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: *at* in *cat*; *orn* in *horn*; *ow* in *cow*. Some words consist of rime only: *or, ate, eel*.

see **onset**

root word

a word to which **prefixes** and **suffixes** may be added to make other words; for example in *unclear, clearly, cleared*, the root word is *clear*.

scan

this word has two relevant meanings:

- a. to look over a text very quickly, trying to locate information by locating a key word;
- b. a line of poetry which conforms to the rhythm (metre) of the rest of the poem is said to scan.

segment

to break a word or part of a word down into its component phonemes, for example: *c-a-t; ch-a-t; ch-ar-t; g-r-ou-n-d; s-k-i-n.*

semi-colon (;)

A semi-colon can be used to separate two main **clauses** in a sentence:

I liked the book; it was a pleasure to read.

This could also be written as two separate sentences:

I liked the book. It was a pleasure to read.

However, where the two clauses are closely related in meaning (as in the above example), a writer may prefer to use a semi-colon rather than two separate sentences.

Semi-colons can also be used to separate items in a list if these items consist of longer phrases. For example:

I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.

In a simple list, **commas** are used.

sentence

A sentence can be simple, compound or complex.

A simple sentence consists of one **clause**:

It was late.

A compound sentence has two or more clauses joined by *and*, *or*, *but* or *so*. The clauses are of equal weight (they are both main clauses):

It was late but I wasn't tired.

A complex sentence consists of a main clause which itself includes one or more subordinate clauses:

Although it was late, I wasn't tired. (subordinate clause beginning with *although* underlined)

Simple sentences can also be grouped as follows according to their structure:

declarative (for statements, suggestions, etc):

The class yelled in triumph. Maybe we could eat afterwards.

interrogative (for questions, requests, etc):

Is your sister here? Could you show me how?

imperative (for commands, instructions, etc):

Hold this! Take the second left.

exclamative (for exclamations):

How peaceful she looks. What a pity!

In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.

shape poem

a poem in which the layout of the words reflects an aspect of the subject. There is a huge variety of shape poems.

see **calligrams**, **concrete poems**

shared reading

in shared reading the teacher, as an expert reader, models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of cues and strategies such as syntax, initial letter, re-reading. Learners have opportunities to join in with the reading, singly or chorally, and are later encouraged to re-read part or all of the text.

shared writing

a classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.

simile

the writer creates an image in readers' minds by comparing a subject to something else: *as happy as a lark; as strong as an ox*. Many similes are **idiomatic**: *he smokes like a chimney*.

singular and plural

Singular forms are used to refer to one thing, person etc. For example: *tree, student, party*.

Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one). The plural is usually marked by the ending *-s*: *trees, students, parties*.

Some plural forms are irregular. For example: *children, teeth, mice*.

Other nouns (mass nouns) do not normally occur in the plural. For example: *butter, cotton, electricity, money, happiness*.

Verbs, pronouns, and determiners sometimes have different singular and plural forms:

He was late

They were late

Where is the key? Have you seen it? Where are the keys? Have you seen them?

Do you like this hat?

Do you like these shoes?

Note that *they/them/their* (plural words) are sometimes used to refer back to singular words that don't designate a specific person, such as *anyone* or *somebody*. In such cases, they usually means 'he or she':

If anyone wants to ask a question, they can ask me later. (= he or she can ask me)

Did everybody do their homework?

Work with a partner. Ask them their name.

See also **agreement, pronoun**

skim

read to get an initial overview of the subject matter and main ideas of a passage.

slang

words and phrases which are used in informal context, often linked with certain regions or used by people identifying with particular groups. May differentiate that group from others.

sonnet

a poem of 14 lines. May follow any rhyme scheme. Two examples of rhyme schemes:

- a. Petrarchan rhyme: *a b b a a b b a* followed by two or three other rhymes in remaining six lines;
- b. Elizabethan rhyme: *a b a b c d c d e f e f g g*

speech, speech marks

see **direct speech** and **indirect speech**

spelling log

a personal, ongoing record of words which are being learnt. Pupils would decide, with the teacher's guidance, words to be learnt. These words would be kept in a folder so the pupil can work on them during the week with a partner or teacher, or at home. Once learnt, the words can be added to the pupil's record.

standard English

Standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.

There are differences in vocabulary and grammar between standard English and other varieties. For example, *we were robbed* and *look at those trees* are standard English; *we was robbed* and *look at them trees* are non-standard.

To communicate effectively in a range of situations - written and oral - it is necessary to be able to use standard English, and to recognise when it is appropriate to use it in preference to any other variety.

Note that standard British English is not the only standard variety; other English-speaking countries, such as the United States and Australia, have their own standard forms.

see also **agreement**, **dialect**, **double negative**

stanza

a verse or set of lines of poetry, the pattern of which is repeated throughout the poem.

story board

a plan for a visual text (video, film, etc) which demonstrates the plot and critical events through a sequence of pictures. Children may do a story board after reading to demonstrate comprehension; story-boarding may also be used to plan a piece of writing.

subject and object

In the sentence *John kicked the ball*, the subject is '*John*', and the object is '*the ball*'.

The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out an action, while the object is the person or thing affected by the action. In declarative sentences (statements), the subject normally goes before the verb; the object goes after the verb.

Some verbs (eg *give, show, buy*) can have two objects, indirect and direct. For example:

She gave the man some money.

Here, '*some money*' is the direct object (= what she gave). '*The man*' is the indirect object (= the person who receives the direct object).

When a verb has an object, it is transitive, eg *find* a job, *like* chocolate, *lay* the table. If it has no object, it is intransitive (eg *go, talk, lie*).

see also **active** and **passive, complement**

suffix

A suffix is a **morpheme** which is added to the end of a word. There are two main categories:

- a. An **inflectional** suffix changes the tense or grammatical status of a word, eg from present to past (*worked*) or from singular to plural (*accidents*).
- b. A **derivational** suffix changes the word class, eg from verb to noun (*worker*) or from noun to adjective (*accidental*).

syllable

Each beat in a word is a syllable. Words with only one beat (*cat, fright, jail*) are called **monosyllabic**; words with more than one beat (*super, coward, superficiality*) are **polysyllabic**.

synonym

words which have the same meaning as another word, or very similar: *wet/damp*. Avoids overuse of any word; adds variety.

synopsis

a brief summary or outline of a paragraph, chapter or book.

syntax

Syntax is the study of **sentence** structure, ie how words are used together in a sentence.

tanka

Japanese poem based on the **haiku** but with two additional lines giving a complete picture of an event or mood.

Traditionally, when a member of the Japanese court wrote a haiku for a friend, the receiver would add two lines and return it, giving a total of five lines with 31 syllables in the pattern 5 7 5 7 7.

tautology

use of an extra word in a phrase or sentence which unnecessarily repeats an idea: *this annual event is staged yearly, this unacceptably poor work is of a low standard.*

tense

A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. For example:

present

I play (simple)

I am playing (continuous)

past

I played (simple)

I was playing (continuous)

Additionally, all these forms can be perfect (with *have*):

present perfect

I have played (perfect)

I have been playing
(perfect continuous)

past perfect

I had played (perfect)

I had been playing (perfect continuous)

English has no specific future tense. Future time can be expressed in a number of ways using *will* or present tenses.

For example:

John will arrive tomorrow.

John will be arriving tomorrow.

John is going to arrive tomorrow.

John is arriving tomorrow.

John arrives tomorrow.

see also **verb**

text

language organised to communicate. Includes written, spoken and electronic forms.

text type

this term describes texts which share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features - patterns of language, structure, vocabulary - which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.

Texts may consist of mixed genres: for example, a guide-book may contain procedural text (the path or route) and report (information about exhibits).

theme

the subject of a piece of writing. This may not be explicitly stated, but can be deduced by the reader. For example, many traditional stories have similar themes: the triumph of good over evil, cunning over strength, kindness over beauty.

thesaurus

a reference text which groups words by meaning. A thesaurus can help writers to select words, consider the full range of alternatives and vary words which are used frequently: *said, went, nice*.

trigraph

three letters representing one phoneme: *high; fudge*.

verb

A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence *Mark is tired and wants to go to bed*, 'is', 'wants' and 'go' are verbs. Sometimes two or more words make up a verb phrase, such as *are going*, *didn't want*, *has been waiting*.

Most verbs (except modal verbs, such as *can* or *will*) have four or five different forms. For example:

| base form or infinitive | + -s | + -ing (present participle) | simple past | past participle |
|-------------------------|---------------|-----------------------------|--------------|-----------------|
| <i>wait</i> | <i>waits</i> | <i>waiting</i> | | <i>waited</i> |
| <i>make</i> | <i>makes</i> | <i>making</i> | | <i>made</i> |
| <i>drive</i> | <i>drives</i> | <i>driving</i> | <i>drove</i> | <i>driven</i> |

A verb can be present or past:

I wait/she waits (present)

I waited/she waited (past)

Most verbs can occur in simple or continuous forms (*be* + *-ing*):

I make (simple present)/*I'm making* (present continuous)

she drove (simple past)/*she was driving* (past continuous)

A verb can also be perfect (with *have*):

I have made/I have been making (present perfect)

he had driven/he had been driving (past perfect)

If a verb is regular, the simple past and the past participle are the same, and end in *-ed*. For example:

wanted

played

answered

Verbs that do not follow this pattern are irregular. For example:

make/made

catch/caught

see/saw/seen

come/came/come

see also **active** and **passive**, **auxiliary verbs**, **infinitive**, **modal verbs**, **participle**, **person**, **tense**

voice

see **active and passive**

vowel

a phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (*maid*, or a combination of vowels and consonants (*start*; *could*).

word class

The main word classes are **verb, noun, adjective, adverb, pronoun, determiner, preposition** and **conjunction**. These are all dealt with separately in this glossary.

Note that a word can belong to more than one class. For example:

| | |
|--------------|---|
| <i>play</i> | verb (<i>I play</i>) or noun (<i>a play</i>) |
| <i>fit</i> | noun (<i>a fit</i>), verb (<i>they fit</i>) or adjective (<i>I'm fit</i>) |
| <i>until</i> | preposition (<i>until Monday</i>) or conjunction (<i>until I come back</i>) |
| <i>like</i> | verb (<i>I like</i>) or preposition (<i>do it like this</i>) |
| <i>hard</i> | adjective (<i>it's hard work</i>) or adverb (<i>I work hard</i>) |
| <i>that</i> | determiner (<i>that book</i>) or pronoun (<i>who did that?</i>) or conjunction (<i>he said that he ...</i>) |

writing frame

a structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.

Further reading

The Linguistics Association maintain a page of further information at

<http://www.art.man.ac.uk/english/staff/dd/reading.htm>

Grammar for Writing, (DfES 0107/2000) Part 3, section 7

Appendix 9: Useful references and resources

Cameron, L. and Besser, S. (2004) *Writing in English as an additional language at Key Stage 2* (DfES Research report 586)

Could they do even better? (HMI 2542, 2005)

Developing Early Writing (DfEE 0055/2001)

Excellence and enjoyment: a strategy for primary schools (DfES 0377-2003)

Excellence and enjoyment: learning and teaching for bilingual children in the primary years (DfES 0013-2006DCL-EN)

Excellence and enjoyment: learning and teaching in the primary years
Unit 2 Creating the learning culture: making it work in the classroom
(DfES 2133-2006DCL-EN)

Excellence and enjoyment: learning and teaching in the primary years
Creating a learning culture: classroom community, collaborative and personalised learning (DfES 0522-2004G)

Excellence and enjoyment: learning and teaching in the primary years
Planning for assessment: assessment for learning (DfES 0521-2004G)

Grammar for writing (DfEE 0107/2002)

A language in common: assessing English as an additional language
QCA/00/584 (2000)

Marking progress: training materials for assessing English as an additional language (DfES 0196-2005)

Speaking, listening, learning: working with children in Key Stages 1 and 2
poster: 'Listening: making it work in the classroom' (DfES 0624-2003)

Speaking, listening, learning: working with children in Key Stages 1 and 2:
Teaching objectives and classroom activities (DfES 0627-2003G)

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