

Supporting Grammar

Linking the Vocabulary, Grammar and Punctuation National Curriculum (2014) with Developing Early Writing, National Strategies, 2001 (DEW); Grammar for Writing, National Strategies, 2000 (GfW) and Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years, National Strategies 2007 (EEBi)

What is Supporting Grammar?

This document takes the National Curriculum Programmes of Study and Appendices as its starting point and has cross-referenced them to the existing publications in common use, to enable schools to link their existing schemes of work to the new curriculum.

How is it different from the National Curriculum (2014)?

The National Curriculum appendices focus on the specific detail of the grammatical content to be introduced at each Year group. However, it is important that the knowledge of grammar doesn't become narrowly focused on learning the grammatical terms and that the application of the grammatical rules and the manipulation of these rules to create effect are also investigated, taught and applied in the pupils' writing. To this end additional objectives / skills (from our Key Skills documents) have been added *in italic font* within each year group.

How might Supporting Grammar be useful?

Good practice still supports the 'little and often', investigative approach ensuring that grammar is related to any English work being undertaken. Links have therefore been made to the appropriate sections of various documents so that staff can incorporate any useful activities, games or teaching points into their planning. This will enable schools to adapt and develop their existing Grammar schemes of work to ensure that all elements of Grammar are included.

Similarly, it is not expected that the objectives are necessarily taught in the order they are given within each of the year groups - these can be rearranged by schools as required to fit the school year structure.

[NB: For the Word section reference has also been made to the Support for Spelling \(SfS\); Spelling Bank \(SpB\); Year 2 and 3 Spelling Exemplification \(Y23\) as identified in the Lancashire Supporting Spelling Document.](#)

Year Four

National Curriculum – Statutory (Year Three and Four)		Non-statutory Guidance (Year Three and Four)
<p><i>Vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 (<i>see Terminology for Pupils below</i>) • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (Words highlighted in bold) 		<p><i>Vocabulary, grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>
Terminology for Pupils	determiner pronoun, possessive pronoun, adverbial	

Year Four	Statements From Appendix
Word	The grammatical difference between plural and possessive -s
	Standard English forms for verb inflections instead of local spoken forms [e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
	<i>Identify, select and effectively use pronouns</i>
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) <i>Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i>
	<i>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</i>
	Fronted adverbials [e.g. <i>Later that day, I heard the bad news.</i>] <i>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</i> <i>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</i>
Text	Use of paragraphs to organise ideas around a theme
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)]
	Apostrophes to mark plural possession [e.g. <i>the girl's name, the girls' names</i>]
	Use of commas after fronted adverbials <i>Use commas to mark clauses in complex sentences</i>

