



Primary English

Education Consultancy

EMBEDDING GRAMMAR

BY WRITING FOR DIFFERENT PURPOSES AND AUDIENCES

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Embedding grammar through writing for different purposes and audiences

About this document

This document was written to help teachers embed the grammatical content of the national curriculum into children's writing. The document works by listing the content of Appendix 2 in the left-hand column and then suggests a number of writing contexts where those grammatical features could be taught in the right-hand column.

The current national curriculum makes no mention of genre. Instead it outlines a need for children to write for different purposes and audiences. Whilst children still write to inform, to instruct, to explain and recount previous events, there is no requirement for their texts to conform to a set of organisational criteria. Instead, their accuracy in spelling, grammar and punctuation within each of their written texts has become more important. So much so, that the Interim Assessment Frameworks for the end of KS1 and KS2 list the grammatical features that children must be able to demonstrate in their writing.

If teachers are to find evidence that children can perform key grammatical features, then these features should form the starting point of teaching. Whilst it is possible to take a decontextualised approach to teaching these objectives, most of us would want to teach them through authentic, inspiring opportunities. This document then, aims to support teachers as they look at the grammatical objectives for their year group and offers them a range of writing opportunities where those objectives would be used.

This document helps teachers recognise which types of writing enable children to demonstrate their grammatical understanding and when those writing opportunities occur. As an example, I point to the passive voice and how it is used in scientific write-ups and historical explanations. Children undertake these tasks routinely, and this document serves to show that these tasks are an authentic part of school provision and are evidence of grammatical attainment. In short, if teachers know which written tasks enable authentic grammar teaching, they know which types of writing to include in their provision, and where to look for evidence of grammar applied into writing.

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Year 1

Appendix 2 references	Writing opportunities
<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>	<p>Plural noun suffixes: narrative with two characters <i>the dogs went for a walk...they found some sticks...they made some wishes...</i></p> <p>Suffixes: recounts <i>I helped my dad...I watched my brother</i></p> <p>Prefixes: school rules <i>In our school we are kind...Don't be unkind...In our school we are tidy...don't be untidy.</i></p>
<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Editing own writing.</p>
<p>Sequencing sentences to form short narratives</p>	<p>Ordering sentences from an example text.</p>
<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Spaces: editing own writing and example texts.</p> <p>Capital letters: tickets to events <i>where, when, who...Writing 'all about me'...diary writing I went to the park...</i></p>

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Year 2

Appendix 2 references	Writing opportunities
<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns through compounding: Creation of creatures and characters using compound names e.g. <i>Skillywiggler, supermouse, herodog.</i></p>
<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Subordination: book reviews and recommendations <i>I like this book/film/game because...</i> Simple explanation texts <i>when it rains...because of this... if you want your car to...</i></p> <p>Noun phrases: narrative character descriptions <i>the big bear...a black dog...the bird with golden feathers...</i></p> <p>Grammatical patterns in sentence: Exclamation sentences: Letters <i>How I wish you were here!...</i>Traditional stories and fairy tales <i>What big teeth you have!...</i>Narrative writing <i>What a lucky escape that was!...</i>Book reviews <i>How amazing this is!...</i>Character description <i>How shiny she looks!...What a wonderful day we had!</i> Questions: Planning and delivering interviews to practise questions, undertaking hot seating to ask questions and then write the responses.</p>
<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Past and present tense: Diary writing (past and present) <i>today was...this is making me feel...</i></p> <p>Progressive form: sports reports <i>the player is/was running down the line...</i> Describing action in pictures <i>the frogs are/were chasing...</i></p>
<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Sentence: proofreading their own and others writing.</p> <p>Commas: instructions <i>what you need: pens, paper, pencils...</i> Planning a party (<i>who to invite, games to play, food to eat</i>) ...planning a holiday (<i>what to pack</i>)</p> <p>Apostrophes: informal letters and diaries <i>Sarah's house, mum's car, Dad's shed...</i></p>

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Year 3

Appendix 2 references	Writing opportunities
<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p>Nouns and prefixes: super-hero descriptions including their super powers</p> <p>Forms a and an: proof reading their own word and that of others to check for accuracy...writing riddles 'I'm in a... but not in an...'</p> <p>Word families: create a class dictionary based on words learnt across the curriculum. Include root words and derivations...Collecting technical and subject specific language in science and mathematics and looking at the roots and derivations of those words.</p>
<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>	<p>Conjunctions: Instructions, recounts, narrative, explanatory texts: <i>when this has been done... while the boy was swimming...</i></p> <p>Adverbs: Instructions, recounts, narrative, scientific/explanatory texts: <i>next add...then stir...water was added therefore...</i></p> <p>Prepositions: Instructions, recounts, narrative, scientific/explanatory texts: <i>after doing this, you should...before we got on the bus...during the night the three bears...the solution began to solidify because of...</i></p>
<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Paragraphs: Reports: paragraphs for each section of the report with the use of headings and sub-headings.</p> <p>Headings and sub-headings: reports (see above), instructions</p> <p>Present perfect: Narrative: within simple dialogue or writing from a first-person/present tense perspective... "She has left me here" ...He has asked me to play football...</p>
<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Direct speech: Narrative: Turning play scripts into dialogue...collect quotes from newspapers and use as models for own writing...text messages (share screenshots of conversations and transform these into dialogue).</p>

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Year 4

Appendix 2 references	Writing opportunities
<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Plural and possessive –s: Proof reading and re-drafting to ensure plurals and possessives are correctly punctuated.</p> <p>Standard English, verb inflections: Proof reading and re-drafting to ensure subject and verbs agree.</p>
<p>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>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>Expanded noun phrases: Narrative, reports: <i>the polar bears with thick white fur...the isolated forests of northern Europe...</i></p> <p>Fronted adverbials: Narrative, reports: <i>Later that day, the reindeer wandered...Swooping through the skies, the swallows seek their prey...</i></p>
<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Paragraphs: Reports, narrative, explanations.</p> <p>Cohesion: editing and proof reading own writing and example texts</p>
<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	<p>Inverted commas: Narrative writing (<i>model adding dialogue to develop action and characterisation</i>).</p> <p>Apostrophes for plural possession: narratives with lost possessions <i>the elephant's pink rubber duck, the astronaut's silver spaceship...</i></p> <p>Commas after fronted adverbials:</p>

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Year 5

Appendix 2 references	Writing opportunities
<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Creating verbs using suffixes: Scientific, explanatory, persuasive and procedural writing: insects <i>pollinate</i>...this product will <i>beautify</i>...scientists <i>purify</i> the solution by... some doctors <i>specialise</i> in...</p> <p>Verb prefixes:</p>
<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Relative clauses:</p> <p>Reports, recounts: <i>the children, who had been to ... the dolphins, which are a type of mammal...</i></p> <p>Degrees of possibility (adverbs and modals):</p> <p>Persuasive writing: this product <i>could</i>...buy this and it <i>will</i>...</p>
<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	<p>Cohesive devices:</p> <p>Instructions, recounts, narrative: (adverbials of time) <i>first...earlier in the day...</i> Narrative: (adverbials of place) in a dark forest...over the hill</p> <p>Past perfect: Recounts and narrative: the children <i>had tried</i>...some of the class <i>had walked</i>...earlier in the day the owls <i>had</i>...</p>
<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Parenthesis:</p> <p>Recounts (newspapers): <i>the witness (aged 54) ...</i></p> <p>Play scripts: <i>stage instructions...</i></p>

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Year 6

Appendix 2 references	Writing opportunities
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>Formal/informal vocabulary: Discussion texts, persuasive texts, explanations that use formal and impersonal language...Letter writing (formal/informal)...blog writing (informal)</p> <p>Synonyms and antonyms: Editing and redrafting – amending word choices for effect.</p>
<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>Passive voice: Science write-ups: <i>Water was added to the solution...</i>Explanatory and procedural texts: <i>oxygen is transported around the body by red blood cells...</i> Recounting events: <i>evacuees were transported by trains...</i> Formal persuasive texts: <i>it was proven...it cannot be tolerated</i> Reports: <i>lizards are found...predators were introduced...</i></p> <p>Subjunctive form: Dreams and aspirations: <i>if I were...</i> (conditional clause)Hypothetical and speculative statements: <i>If all the world were paper, and all the sea were ink...</i> (use the poem https://treasuryislands.wordpress.com/2012/10/03/origins-if-all-the-world-were-paper/)Discussion texts: It could be claimed <i>that</i>...it is possible <i>that</i>...some could claim <i>that</i>... (note links to modal and passive in these constructs)</p>
<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Cohesive devices: Discussion texts: logical conjunctions such as <i>so...that...as...therefore</i>; adverbials such as <i>however...on the other hand...in contrast...</i> Persuasive writing: repetition of ideas Explanations: use of causal conjunctions for coordination and subordination such as <i>because, so, if, when</i></p> <p>Layout devices: Non-narrative writing organised with a range of layout devices.</p>
<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>	<p>Semi-colons, colons and dashes: Discussion and persuasive texts: ideas extended using semi-colons</p> <p>Bullet points: writing rules such as a set of class rules...procedural texts in science and DT lists of equipment...directions to follow (combined with use of imperative form)</p> <p>Hyphens: write kennings for various purposes <i>e.g. shirt-ironer, graze-cleaner, lunch-packer: that’s my mum...</i>create a hyphenated word-bank...</p>