Aims

- To develop subject knowledge of grammar
- To develop subject knowledge of grammatical features required at each level
- To recap knowledge of main Alan Peat sentence types taught in school
- To develop a whole school view of grammar to enable a clear of where pupils have come from and where they are going to
Noun

The simple definition is: a person, place or thing. Here are some examples:

**person**: man, woman, teacher, John, Mary
**place**: home, office, town, countryside, America
**thing**: table, car, banana, money, music, love, dog, monkey
Verbs

Verbs Express Actions

Verbs are doing words. A verb can express:

• A physical action (e.g., to swim, to write, to climb).
• A mental action (e.g., to think, to guess, to consider).
• A state of being (e.g., to be, to exist, to appear).

e.g. I like playing with my cat.
Conjunctions

Conjunctions join two parts of a sentence and help to show the connection between the two parts of the sentence.

The most common conjunctions--and, but, for, or, nor, yet, and so.

e.g. I like to play with my bat and my ball
connectives connect and relate sentences and paragraphs. They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs. Time connectives refer to the passage of time.

*Common time connectives at L1: First, Next then*

e.g. First I buttered the bread then I put the jam on.
What is the difference between a connective and a conjunction?

**Connectives** join two separate ideas in two sentences or paragraphs. They usually come at the start of a sentence.

*and*

**Conjunctions** join two ideas in the same sentence.
Adjectives

An adjective is a word which describes something. It can tell you what it:
- Looks like
- Feels like
- Smells like
- Tastes like
- Sounds like

e.g. The grey elephant.
A simple sentence contains a subject and verb. It expresses a single complete thought. A simple sentence is a single independent clause.

e.g. I like to play on my red bike.
Level 2

SPAG requirements
A 2A sentence contains two adjectives before the noun - e.g. The bright, blue butterfly flew up into the sky.

This is also an example of alliteration (first letter the same - bright blue butterfly)
List sentences

A list sentence uses three adjectives to describe the noun, commas separate them.

e.g. The ugly, brown, yapping dog jumped up and down with glee.
A Proper noun is the name of a person, a place or a company (anything with a copy write). They always begin with a capital letter.

e.g. Mary skipped towards the gates of Alton Towers.
A compound sentence contains two independent clauses joined by a conjunction. The conjunctions are as follows: *for, and, nor, but, or, yet, so*.

Except for very short sentences, conjunctions are normally preceded by a comma.

- I tried to speak Spanish and my friend tried to speak English.
- Marie liked football, but Ellie preferred gymnastics.
Level 3
A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the relationship of its object to the rest of the sentence as in the following examples:

The book is **on** the table.
The book is **beneath** the table.
The book is leaning **against** the table.
The book is **beside** the table.
She held the book **over** the table.
She read the book **during** class.
A pronoun is a word which replaces a noun.

"Helen, Tom and Nadia decided to share Helen's, Tom's and Nadia's toys" sounds ridiculous!

It's much better English to say, "Helen, Tom and Nadia decided to share their toys."

The word 'their' is a pronoun, like 'he' and 'his', 'she' and 'her', 'you' and 'your', and 'I' and 'my'. Other pronouns include 'it'. 
Synonyms are words that have almost the same meaning - they are synonymous - they are the perfect place to upscale vocabulary.

e.g. The girl was happy becomes the young lady was elated

And

Eric walked towards his house, he was sad becomes Eric trudged towards his house dejectedly.
Antonyms are words that have opposite meaning.

e.g. I love playing out in the rain

and

I hate playing out in the rain

Love and hate are the exact opposite of each other.
4A sentence (called 2A by Alan Peat)

A 4A sentences build on a 2A - it has 2 adjectives before the noun and two after.

e.g. The ancient, dilapidated house with broken, dirty windows.

And

He was a tall, awkward man with an old, crumpled jacket.
Possessive pronoun

A possessive pronoun tells who or what owns (possesses) something. A possessive pronoun takes the place of possessive nouns (nouns that show ownership).

Examples of possessive pronouns that are used before a noun:

our boat, her brother, my necklace, your house, their basket, it’s tail

Examples of possessive pronouns that stand alone:

Is this hat yours? Yes, the cards are mine. Is this book theirs?
Complex sentence

A complex sentence consists of a main clause with one or more subordinate clauses. The main clause makes sense by itself, whereas the subordinate clause doesn’t.

e.g.

There are many mishaps, because wizards are careless with potions.

Because I was going to a party, I bought a new dress.
Adverbials

Adverbial phrases
Like single adverbs, they modify verbs, adjectives or adverbs. For example:

He was unexpectedly kind. **Unexpectedly** modifies **kind**.

Or

He opened it extremely easily. **Extremely easily** modifies **open**.
An adverb explains a bit more about the activity being described (the verb).

So, in the sentence, 'I walked to school', you could insert an adverb to say 'I walked carefully to school' or 'I walked happily to school'. The adverb is modifying the verb to describe the action.

If you add to that sentence to say 'I walked very happily to school', you'll be modifying the adverb 'happily' with another adverb, 'very'.
Level 4

SPAG requirements
Definite and indefinite articles

Articles in English are invariable. That is, they do not change according to the gender or number of the noun they refer to, e.g. the boy, the woman, the children.

The definite article the refers to a specific person, place, or thing. The indefinite articles a and an refer to any person, place, or thing. An is used before a word beginning with a vowel sound.
Imperative verbs are also known as 'bossy verbs' - they tell people what to do! e.g. close the door; empty the bin; eat your dinner!

These are often used before L4, normally L2 instructions, but pupils need to know the technical language with examples by L4.
Drop clause

Referred to as such because they are a subordinate clause that can be ‘dropped out’ of a sentence and the sentence would still make sense without it.

e.g. Emma, who had already had enough of her mum’s nagging, threw her school bag to the floor and stomped up the stairs.

Mrs Smith, aged 46, explained that she was shocked and horrified by the events of the previous evening.
Adverbial clause

An adverbial is an adverb, adverbial phrase or adverbial clause which gives us additional information about e.g. the time, place, or manner of the action which is described in the rest of the sentence.

“Here, take it!” cried Jane, **hurling the book at Simon’s feet**. 
“Here, take it!” cried Jane, **passing the book to Simon**.

The words that Jane says are the same, but adding an adverbial clause changes the meaning of the sentence by telling the reader how she does it.
De:De

Short for Description:Detail, this sentence type allows pupils to add a subordinate clause that is demarcated by a colon.

e.g. The vampire is a dreadful, bloodsucking creature: it kills by draining the blood from unsuspecting victims.

e.g. The forest was a green cathedral stretching endlessly in every direction: awe struck, Little Billy began to explore.
Hyphenated drop clause

Again, this is an alternative way of adding a subordinate clause, a nice one to upscale as it builds on the drop clause, but allows pupils to use higher-level punctuation.

Contrary to popular belief, most students - against the general perception, are capable of being sensible and responsible when surfing the net.

The Gruncher - a horrific, terrific, prolifically murderous beast, lunged ever closed to Little Billy as they ploughed through the forest of sin.

This is also an example of assonance - where they same sound within a word is repeated.
HANDS connectives

CAREFUL WITH THE HANDS!

These tend to begin to be used at L4, but often not quite in the right context, for a L5, they must always be used correctly in both fiction and non-fiction writing.

e.g. Some people love football; however, others cannot stand it.

Despite the fact that Little Billy was physically shaking at the prospect of facing The Gruncher - he stood tall, raised his chin and strode forward, ready to meet his fate!
Causal connectives

Causal connectives are words or phrases that are used to introduce a cause for a given action or result in a sentence. They include phrases such as 'as a result of', 'because of', 'as a consequence' and 'due to'.

e.g. As a consequence of the sheer volume of pupils accessing social networking sites, the number of instances of on-line bullying has more than trebled in the last five years.

Under the circumstances, the school has decided to close until the danger has passed.
SaM sentence

Invented by 5F two years ago, SaM sentences allow pupils to use a simile and a metaphor to add description. It also allows use of higher level punctuation.

e.g.

As it continued on its inevitable path, The Gruncher was like the passage of time: a meteor on an unstoppable course.

Little Billy stood tall, determined, as he turned to face his enemy. He was as unmovable as the earth’s core: Armageddon deadly!
That's all folks….

- I hope we have:
- To develop subject knowledge of grammar
- To develop subject knowledge of grammatical features required at each level
- To recap knowledge of main Alan Peat sentence types taught in school
- To develop a whole school view of grammar to enable a clear of where pupils have come from and where they are going to