

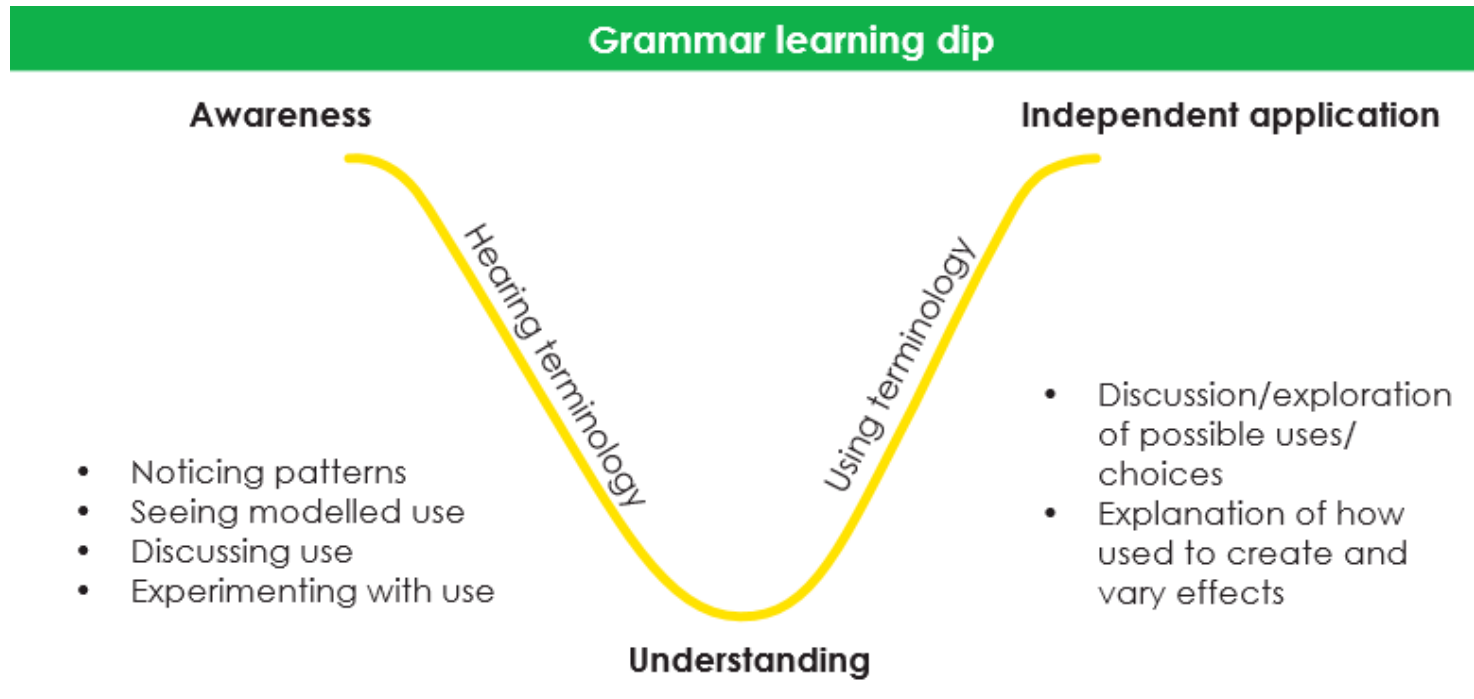
This session will:

- **look at Y5/6 grammar terminology**
- **clarify what we mean by a sentence**
- **look at ways of developing sentences**
- **look at SPAG test papers**

Why do we teach grammar?

Grammar teaching in the twenty-first century should be a creative, enjoyable element of learning - generating curiosity about our language and encouraging a playful approach to language. It should also give young learners the opportunities to experience rich and diverse texts, exploring the choices that writers make in creating their texts.

If children understand how words, phrases and clauses fit together, it empowers them to communicate their ideas in speech and writing.



A sentence:

- **is a group of words that creates a unit of meaning;**
- **is built around a verb;**
- **starts with a capital letter and ends with a full stop, question or exclamation mark, or ellipsis;**
- **consists of one or more clauses, one of which will be the main clause.**

Fido chased the kitten.
S V O

Fido chased the kitten.
S V O

Fido, my friend's dog, madly chased the tiny kitten, which mewed with fear.

Commas, dashes and brackets can all be used to create parenthesis.

Fido, my dog, madly chased the tiny kitten, which mewed with fear.

Fido (my dog) madly chased the tiny kitten, which mewed with fear.

Fido- my dog- madly chased the tiny kitten, which mewed with fear.

Verb Terminology

infinitive

present simple

past simple

present progressive

past progressive

present perfect

past perfect

past participle

Verb Terminology

infinitive- to look

present simple- I look.

past simple- I looked.

present progressive- I am looking.

past progressive- I was looking.

present perfect- I have looked.

past perfect- I had looked.

past participle- looked

Modal Verbs

would	will	could	can
should	shall	might	may
ought to	must		

Children should understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty.

