



Andrell Education Ltd
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Demystifying Year 3 & 4

**'Grammar and
Punctuation' from
the Draft English
Curriculum**

by

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The examples below are examples only. The lists of possibilities may be infinite. The technical terminology is usually only for the teacher. At this age, the children should be able to use and recognise the features, but may not know the technical names. However, we recommend they are used in juxtaposition in oral work, by the adults, so that they gradually become a natural part of the child's lexicon.

Terminology from PoS: Clauses

Composition

Plan their writing by: a) discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary.

Draft and write by: a) composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by: a) assess the effectiveness of their own and others' writing and suggest improvements; b) propose changes to grammar and vocabulary to improve consistency.

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although

A clause is a group of words (which make sense) or a sentence that contains a VERB.

Sentences contain one or more clauses – see below.

Terminology from PoS: Main clause

Composition

Plan their writing by: a) discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary.

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Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements; proposing changes to grammar and vocabulary to improve consistency.

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although

*A main clause contains a **SUBJECT** and a **VERB** and can stand alone as a complete sentence.*

*My **dog ate** the bones and biscuits.*

*The **boy was flying** his paper kite.*

In BIG WRITING children are taught to talk in correct sentences and, through activities like 'The Work of the Imaginary Friend' and Spot the Difference they learn to recognise sentences and identify errors in sentence construction. Thus, they soon talk in correct sentences and transfer this to their writing because teachers expect them to. Therefore, they easily learn to identify the parts of the sentence by name in their fun activities, as this language is used alongside the child friendly versions.

Where this fits in Big Writing

- Describe it!
- Up-level it!
- 'WOW' words
- Synonym Circus (VCOP Games)
- Purple Balls
- Alliteration Game
- Bells' Work
- Change it!
- The Imaginary Friend's work
- 'WOW' word of the week
- Snappy Synonyms
- Scrambled Words
- Story Starter Scramble
- Stocking Fillers
- Up levelling
- Spot the Difference
- BIG it up!
- Word Chains
- Stealing
- Fastest Finger First
- Big Grammar Games

Terminology from PoS: Subordinate clause

Composition

Plan their writing by discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary.

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggest improvements; proposing changes to grammar and vocabulary to improve consistency.

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although

A subordinate clause does not make sense on its own. It does not make sense as a sentence even though it contains a SUBJECT and a VERB.

*A subordinate clause begins with a **subordinating conjunction** (see 'Conjunction' below), e.g. when, if, because, although.*

*Because **he was** hungry. X Does not make sense alone.*

(Because = subordinating conjunction he= subject was= verb)

A subordinate clause needs a main clause in order for it to make sense.

***My dog ate the bones and biscuits, because he was hungry.** ✓ (Main clause)*

*My dog ate the bones and biscuits, **because he was hungry.** ✓ (Subordinate clause)*

*Although **he was** not hungry. X Does not make sense alone.*

***My dog ate the bones and biscuits, although he was not hungry.** (Main clause)*

*My dog ate the bones and biscuits, **although he was not hungry.** (Subordinate clause)*

In BIG WRITING children are taught to talk in correct sentences and, through activities like 'The Work of the Imaginary Friend' and Spot the Difference they learn to recognise sentences and identify errors in sentence construction. Thus, they soon talk in correct sentences and transfer this to their writing because teachers expect them to. Therefore, they easily learn to identify the parts of the sentence by name in their fun activities, as this language is used alongside the child friendly versions.

In BIG WRITING children are taught to use conjunctions (still referred to as connectives until the 2014 curriculum) in talk from the very beginning, in order to extend sentences. This is quickly taken into writing. They are taught to use a range of conjunctions that spans the levels of writing. In addition, they are taught the '2 Comma Trick' to create relative clauses (not mentioned in Draft English Curriculum until Year 5 – see Year 5&6 for 'relative clauses') and the Power Opener to create opening clauses.

Although he was not hungry, my dog ate the bones and biscuits.

(SUBORDINATE CLAUSE = POWER OPENER = opening with a connective)

Where this fits in Big Writing

- Describe it!
- The Imaginary Friend's work
- Snappy Synonyms
- Story Starter Scramble
- Scrambled words
- Change it!
- Spot the Difference
- Big Grammar Games
- Move It!
- Fastest Finger First
- Up levelling
- BIG it up!
- Connect it!
- Connective Conundrums
- Purple Balls
- Up-level it!
- Stealing
- Bells' Work
- Stocking Fillers

Terminology from PoS: Conjunction (Joining word - when, before, after, while, because)

Composition

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.

Y3(Appendix 2).Expressing time and cause using conjunctions (e.g. when, before, after, while, because)

A 'junction' is where 2 things join.

Conjunctions are 'connecting' words that join words, phrases, clauses and sentences together. The conjunction is the 'junction' of the sentence. When the writer gets to their chosen 'junction' (conjunction), they then decide which route to follow to extend in order to complete their sentence.

Main clause	Conjunction	Which route will you take?
<i>My dog ate the bones and biscuits</i>	<i>when</i>	<i>I was not looking.</i>
	<i>before</i>	<i>I got home from school.</i>
	<i>after</i>	<i>He ate his tea.</i>
	<i>while</i>	<i>I went to the shop.</i>
	<i>because</i>	<i>He was hungry.</i>

As you can see, there are many different routes the writer 'could' take, depending upon the conjunction chosen, what the writer wants to say and how they want to say it.

*My dog ate the bones and biscuits when I was not looking.
when I got home from school.
when he ate his tea.
when I went to the shop.
when he was hungry.*

In all these sentences the conjunction could be changed to change the meaning of the sentence slightly, by using 'before,' 'after,' 'while,' 'because' or another conjunction.

In **BIG WRITING**, children use a range of conjunctions in their talk from the EYFS onwards. By Lower Key Stage 2 they are using a wide range of conjunctions in talk and writing, because their teachers expect them to. In their games and activities, such as Spot The Difference, Fastest Finger First and The Work of the Imaginary Friend, they learn to identify use of conjunctions by others and to suggest how the work could be improved through the use of conjunctions. As the technical names are used alongside the child friendly names, children soon learn to identify conjunctions by technical name.

In **BIG WRITING**, we 'up-level' connectives. Pupils learn which are Level 2 conjunctions, which are Level 3 and which are 'higher level' conjunctions. They learn that you score a 'bigger goal' in their writing when you use higher level conjunctions, but that not all conjunctions should be higher level.

'However' is an adverb that works as a conjunction. It can be used as a 'posh' 'but'. It can score a 'bigger goal'.

My dog loves biscuits, but he is getting fat. OR My dog loves biscuits, however he is getting fat.

Children also learn that conjunctions can be moved to the front of the sentence to form a Power Opener, when the writer feels that is the right thing to do.

I love singing, although I can't sing. OR Although I can't sing, I love singing.

'When' is a 'subordinating conjunction' (see 'Subordinate clause' above). It is the first word in the subordinate clause. The 'when' clauses above could all be used as Power Openers in Big Writing. As a **BIG WRITING** Power Opener, this subordinating conjunction could come at the beginning of the sentence. Use a comma at the end of the subordinate clause Power Opener, before the main clause.

When I was not looking, my dog ate the bones and biscuits.

When I got home from school, _____.

When he ate his tea, _____.

When I went to the shop, _____.

When he was hungry, _____.

Where this fits in Big Writing

- Describe it!
- Up-level it!
- Purple Balls
- Connect it!
- Bells' Work
- Change it!
- The Imaginary Friend's work
- Scrambled Words
- Connectives Conundrums
- Stocking Fillers
- Up levelling
- Spot the Difference
- Stealing
- Fastest Finger First
- Big Grammar Games

Terminology from PoS: Preposition (e.g. before, after, during, in, because of)

Composition

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.

Y3 (Appendix 2). Using conjunctions, adverbs and prepositions to express time and cause

Y4 (Appendix 2). Expressing time and cause using prepositions (e.g. before, after, during, in, because of)

*Prepositions are words such as **after, in, to, on,** and **with** usually used in front of nouns or pronouns. They show the relationship between the noun or pronoun and other words in a sentence.*

They describe, for example:

1. The position of something (where):

*The dog was **under** the chair.*

*The dog crawled **between** us and lay down at our feet.*

*The dog jumped **over** the chair.*

2. The time when something happens (when):

*The dog ate the bone **after** I had taken him for a walk.*

*I walked the dog **before** breakfast.*

*The dog begged to go for a walk **during** dinner.*

3. Some prepositions are made up of more than one word, for example:

*I could not have a dog **as well as** a cat.*

*The dog sat **next to** the cat.*

*The dog jumped **on top of** the cat.*

There are many prepositions – here are some examples:

about	above	across	after	against
around	at	as well as	as a result of	before
behind	below	beneath	beside	besides
between	beyond	by	contrary to	down
during	except	for	from	in
inside	instead of	into	like	near
of	off	on	out	outside
over	since	through	throughout	to
toward	under	until	up	upon
with	without			

In BIG WRITING, children use a range of prepositions in their talk from the EYFS onwards. By Lower Key Stage 2 they are using a wide range of prepositions in talk and writing, because their teachers expect them to. In their games and activities, such as Spot The Difference, Fastest Finger First and The Work of the Imaginary Friend, they learn to identify use of prepositions by others and to suggest how the work could be improved through use of prepositions. As the technical names are used alongside the child friendly names, children soon learn to identify prepositions by technical name.

In a BIG WRITING Power Opener, SOME prepositions of position could come at the beginning of the sentence:

Between the beach and the sea lay a line of rugged rocks.

Beside the entrance sat a tired looking man.

After I had taken him for a walk, the dog ate the bone.

Because of the rain, the gutters overflowed.

In BIG WRITING children learn to up-level language. They learn prepositions at different levels and are encouraged to use a wide variety, at first orally and then quickly into writing.

E.g. under = below or beneath ; before = prior to or previous to et cetera

Where this fits in Big Writing

- Up levelling
- Spot the Difference
- BIG it up!
- Scrambled Words/Phrases
- Story Starter Scramble
- Stocking Fillers
- Up-level it!
- 'WOW' words
- Word Chains
- Stealing
- Fastest Finger First
- Big Grammar Games
- The Imaginary Friend's work
- 'WOW' word of the week
- Purple Balls
- Open it!
- Bells' Work

Terminology from PoS: Adverb (A describing word for a verb)

Composition

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.

Y3 (Appendix 2). Expressing time and cause using adverbs (e.g. then, next, soon, so)

An adverb usually gives the reader more information about the verb – it ADDS to the VERB.

Many adverbs can be made by adding 'ly' to an adjective.

*swift – **swiftly***

*mysterious – **mysteriously***

*anxious – **anxiously***

*The dog ran **swiftly** down the road.*

*The dog **mysteriously** escaped through the closed gate.*

If the adjective ends with a 'y', change the 'y' into 'i' before adding the 'ly':

*Happy – **happily***

*Angry – **angrily***

*The dog went **happily** for a walk. He barked **angrily**.*

In BIG WRITING, children use a range of adverbs in their talk from the EYFS onwards. By Lower Key Stage 2 they are using a wide range of adverbs in talk and writing, because their teachers expect them to. In their games and activities, such as Spot The Difference, Fastest Finger First and The Work of the Imaginary Friend, they learn to identify use of adverbs by others and to suggest how the work could be improved through use of adverbs. As the technical names are used alongside the child friendly names, children soon learn to identify adverbs by technical name.

As a Big Writing Power Opener, this word could come at the beginning of the sentence. The adverb should then be followed by a comma.

***Happily**, the dog went for a walk.*

***Swiftly**, the dog ran down the road.*

***Mysteriously**, the dog escaped through the closed gate.*

In BIG WRITING children learn alternative words for adverbs orally, including adverbs at different levels, and quickly learn to use a wide range in their writing.

E.g. slowly = hesitantly, tardily; happily = joyfully, ecstatically

Where this fits in Big Writing

- Describe it!
- Up-level it!
- 'WOW' words
- Synonym Circus (VCOP Games)
- Purple Balls
- Alliteration Game
- Bells' Work
- Change it!
- The Imaginary Friend's work
- 'WOW' word of the week
- Snappy Synonyms
- Scrambled Words
- Story Starter Scramble
- Stocking Fillers
- Up levelling
- Spot the difference
- BIG it up!
- Word Chains
- Stealing
- Fastest Finger First
- Big Grammar Games

Terminology from PoS: Fronted Adverbials

Composition

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by using fronted adverbials.

Y4 (Appendix 2) Fronted adverbials

An adverbial is a word or words that either describe, OR qualify in some way, verbs. Not all adverbs are 'ly' describing words. Adverbial phrases or adverbial clauses give us additional information (When? Where? How?) about the verb, which is described in the rest of the sentence:

*The dog ran **swiftly down the road**.*
*(**Swiftly down the road** = adverbial phrase =how and where)*

*The dog ran down the road, **swiftly speeding like a supercar**.*
*(**Swiftly speeding like a supercar** = adverbial clause =how)*

Adverbs of time = words like yesterday, today, after, before

Adverbs of place = words like here, there, behind

Adverbial conjunctions = therefore, however, moreover, similarly

If the adverbial is placed at THE FRONT of the sentence, it is a FRONTED adverbial. This use of a fronted adverbial at the beginning of the sentence is a BIG WRITING Power Opener. The fronted adverbial should then be followed by a comma. The use of a 'fronted adverbial' is one example of a Power Opener, which children learn to use quickly and easily from age 6. They learn to identify them in activities such as Fastest Finger First, Spot the Difference and The Work of the Imaginary Friend. Because the technical name is always used alongside the child speak terms, children quickly learn to identify fronted Adverbials by name. By Lower Key Stage 2, children are using Fronted Adverbials confidently in their talk and in their writing, because their teachers expect them to.

Terminology from PoS: Comma (after fronted adverbial)

Grammar and punctuation

Indicate grammatical and other features by using commas after fronted adverbials.

Y4 (Appendix 2). Use of commas for fronted adverbials.

In this instance, commas are used to separate a fronted adverbial (see above) from the main clause.

*The dog ran **swiftly** down the road. – no comma needed*

*The dog ran down the road **swiftly**. – no comma needed*

***Swiftly**, the dog ran down the road. – COMMA NEEDED (Fronted adverb)*

***Swiftly opening his P60**, the man cried. – COMMA NEEDED (Fronted adverbial clause)*

Commas have many uses. We are now using them in lists (Y2) and after opening adverbs or fronted adverbials.

***Swiftly**, the dog ran down the road. (**swiftly + comma = Fronted adverbial = how**)*

***Swiftly speeding like a supercar**, the dog ran down the road. (**Swiftly speeding like a supercar + comma = Fronted adverbial**)*

NB: speeding = verb supercar = subject (also noun) verb+subject=clause

It doesn't make sense on its own therefore this is also a subordinate clause.

More examples using adverbials other than for description:

***Yesterday**, I went for a walk.*

***Before he ate his tea**, the boy did his homework.*

***Behind the door**, there lurked a....*

***Here in our school**, children work hard.*

Where this fits in Big Writing

- Change it!
- Open it!
- 'WOW' words
- Synonym Circus (VCOP Games)
- Purple Balls
- Alliteration Game
- Bells' Work
- Up levelling
- The Imaginary Friend's work
- 'WOW' word of the week
- Snappy Synonyms
- Scrambled Words/Phrases
- Story Starter Scramble
- Stocking Fillers
- Up-level it!
- Spot the Difference
- BIG it up!
- Word Chains
- Stealing
- Fastest Finger First
- Big Grammar Game

Terminology from PoS: Inverted commas (speech marks used to show direct speech or words actually spoken out loud)

Grammar and punctuation

Indicate grammatical and other features by using and punctuating direct speech.

Y3 (Appendix 2). Introduce to inverted commas to punctuate direct speech.

Y4 (Appendix 2). Use of inverted commas to punctuate direct speech.

When to use them:

Inverted commas are also known as speech marks. They are used in writing to show the reader what a person is saying, precisely, out loud. Speech marks are ONLY used when the speaker is speaking out loud.

"I have fed the dog," said Harry. "I have fed the dog," are the words Harry spoke out loud.

Speech can come at the beginning of a sentence (as above) but it can also come at the end of a sentence:

Harry said, "I have fed the dog."

Sometimes, speech can come at the beginning AND the end of a sentence:

"I have fed the dog," said Harry, "and now I'm going out to play."

Terminology from PoS: Punctuating direct speech

Grammar and punctuation

Indicate grammatical and other features by: c) using and punctuating direct speech.

Y3 (Appendix 2). Introduce to speech marks to punctuate direct speech.

Y4 (Appendix 2). Use of speech marks to punctuate direct speech.

How to punctuate them:

There is a minefield of punctuation associated with direct speech.

1. Firstly, what a person is SAYING OUT LOUD needs to have speech marks "" around it.

"Put speech marks around what the person is saying," said Sarah.

Sarah said, "Put speech marks around what the person is saying."

2. Secondly, a CAPITAL LETTER MUST be used whenever someone starts to speak.

"Use a capital letter every time someone new starts to speak," said Sarah.

Sarah said, "Use a capital letter every time someone new starts to speak."

3. Whenever speech begins in writing, start a NEW LINE.

Sarah said, "Put speech marks around what the person is saying." She walked round the classroom to check the children knew what they were doing.

"I find this hard," said Damian.

4. If speech comes at the beginning AND the end of a sentence, with the same person speaking, and where the sentence spoken is not finished, the second spoken part does not need a capital letter as the speech is continuing to flow.

“Use a capital letter every time someone new starts to speak,” said Sarah, “but, if the same person continues to speak, you don’t need a capital letter.”

5. If a new person starts to speak, a capital letter is needed, along with starting the speech on a new line.

“Use a capital letter every time someone new starts to speak,” said Sarah, “but if the same person continues to speak, you don’t need a capital letter.”

“Now I understand,” replied Harry, “so I’m going to write some direct speech by myself.”

A comma must be used after the verb (said, replied, shouted, asked etc.) to introduce the direct speech.

Sarah said, “Use a comma after the verb and before opening the speech marks.”

6. If the spoken words come BEFORE the verb, a comma is needed BEFORE the verb.

“Use a comma after the speech but before the closing speech mark and the verb,” said Sarah.

When speech comes after the verb and finishes the sentence, a full stop, question mark or exclamation mark needs to be used before the speech marks are closed.

Sarah said, “Place a full stop at the end of the spoken words, but before the speech mark is closed, if it is the end of a sentence.”

Exclamation

*Sarah yelled, “Stop **that!**”*

*“Stop **that!**” yelled Sarah.*

Question

*Sarah asked, “What time is **it?**”*

*“What time is **it?**” asked Sarah.*

NB: In the second of each of these last two examples, the verb for speaking does not start with a capital letter, even though the speech ended with a piece of closing punctuation (the question mark and exclamation mark.)

In their Big Writing games and activities, such as Spot The Difference, Fastest Finger First and The Work of the Imaginary Friend, children learn to identify use of direct speech, inverted commas (and, slowly, the correct forms of punctuation associated with this use) by others and to suggest how work could be improved through use of direct speech. By Lower Key Stage 2 (at the latest) children are expected to have started to use direct speech in their writing, and in Big Writing they do, because their teachers expect them to. As the technical names are used alongside the child friendly names, children soon learn to identify features of punctuating direct speech by technical name.

In BIG WRITING children learn to use a range of ‘voices’ and features to enrich their writing, including the use of direct speech. They learn that use of accurately punctuated direct speech in narrative scores ‘big, instant goals’ at higher levels and thus are encouraged to experiment and develop their skills.

Where this fits in Big Writing

- Up levelling
- Spot the Difference
- Kung Fu Punctuation
- Stocking Fillers
- Up-level it!
- Punctuation Thief
- Fastest Finger First
- Big Grammar Games
- The Imaginary Friend’s work
- Punctuation Pyramid Games
- Bells’ Work

Terminology from PoS: Possessive apostrophe singular (when something belongs to only one person)

Grammar and punctuation

Indicate grammatical and other features by indicating possession by using the possessive apostrophe with singular and plural nouns.

Y4 (Appendix 2). Apostrophes to mark singular and plural possession.

*A possessive apostrophe is used to show **who owns what**.*

*When there is only one owner, the apostrophe goes after the owner's name but **before** the 's'*

Harry's dog. (The dog belongs to Harry)

This is Harry's dog.

The man's hat.

That is the girl's book.

The machine's lever fell off. (The lever belongs to the machine)

*When the owner's name already ends in 's', the apostrophe goes **after** the 's', then another s is added at the end of the name.*

'James' is a name which always has an 's' on the end, so we must put the apostrophe AFTER that 's' and add another 's'.

This is James's packed lunch.

Have you found the boss's pen?

The bus's seats are red.

Terminology from PoS: Possessive apostrophe plural (when something belongs to more than one person)

Grammar and punctuation

Indicate grammatical and other features by indicating possession by using the possessive apostrophe with singular and plural nouns.

Y4 (Appendix 2). Apostrophes to mark singular and plural possession.

When more than one person or thing owns something, an apostrophe is STILL needed, but its position usually changes.

Plural nouns words could include: boys, girls, dogs, cats, horses, wolves

*When these same nouns own something, the apostrophe goes **after** the 's'.*

See what happens to the apostrophe in this sentence:

The boys' changing room was locked. More than one boy owns the changing room.

The changing room belongs to the BOYS – lots of boys, possibly a school-full of boys!
Because the owners (boys) in the plural already ends in 's' the possessive apostrophes goes AFTER the 's'.

The **boys'** changing room was locked.

Thus the changing room for all the girls would be: **The girls'** changing room was locked.

The three dogs' bones were buried. Here, more than one dog had bones that were buried.

The pack of wolves' howls were frightening.

All four **horses'** hooves were muddy.

When the plural form of a word is a changed word without an 's', the possessive apostrophe come at the end of the word and is followed by an 's'.

Examples of these words are: man = men, woman = women, goose = geese, mouse = mice

The **men's** clothes shop was closed.

The **women's** bags were on the floor.

The family of **mice's** cage needed cleaning.

The clothes shop 'belongs' to lots of men – lots of men shop for clothes! But because the plural of 'man' is 'men' the apostrophe goes AFTER the 'men' but 's' needs to be added.

In their Big Writing games and activities, such as Spot The Difference, Fastest Finger First and The Work of the Imaginary Friend, children learn to identify use of the possessive apostrophe (and, slowly, the correct positions associated with this use) by others and to suggest how work could be improved through use of the possessive apostrophe. By Lower Key Stage 2 (at the latest) children are expected to have started to use possessive apostrophes in their writing, and in Big Writing they do, because their teachers expect them to. As the technical names are used alongside the child friendly names, children soon learn to identify examples of possessive apostrophes by technical name.

Where this fits in Big Writing

- Change it!
- Spot the Difference
- Kung Fu Punctuation
- Stocking Fillers
- Up levelling
- Punctuation Thief
- Fastest Finger First
- Big Grammar Games
- The Imaginary Friend's work
- Punctuation Pyramid Games
- Bells' Work

Terminology from PoS: Pronoun

Grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion.

Y4 (Appendix 2). Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.

Y4 (Appendix 2). Appropriate choice of noun or pronoun across sentences.

The word 'pronoun' means 'for a noun'. A pronoun is a word that replaces a noun. Pronouns are used to avoid repetition in writing. They are used to make writing quicker to write and easier to understand.

Pronouns include: I, you, he, she, it, me, him, her, we, they, us, them, his, hers

*Harry got a dog for Christmas. **He** was really pleased with **it**.
(**he** = a pronoun for Harry **it** = a pronoun for dog)*

*That is Janet's house. **She** has always lived in **it**.
That is Janet's house and **she** has always lived in **it**.
The children have four pets. **They** really love **them**.
The children have four pets and **they** really love **them**.*

In BIG WRITING children are taught to talk in correct sentences and, through activities like 'The Work of the Imaginary Friend', Fastest Finger First and Spot the Difference they learn to recognise sentences and identify errors in sentence construction. They quickly learn that repeated use of the same noun or nouns in the same or consecutive sentences is not considered 'good' and they learn to use the correct pronouns in talk. Because the technical name 'pronoun' is in constant use alongside the child friendly terms, children soon learn to identify pronouns correctly, by name, in their games. Children soon use pronouns correctly in all talk and writing, because teachers expect them to.

Where this fits in Big Writing

- Change it!
- Spot the Difference
- Bells' Work
- Up levelling
- Find it!
- Stocking Fillers
- The Imaginary Friend's work
- Fastest Finger First
- Big Grammar Games

Terminology from PoS: Possessive pronouns

Grammar and punctuation

Indicate grammatical and other features by indicating possession by using the possessive apostrophe with singular and plural nouns.

Y4 (Appendix 2). Apostrophes to mark singular and plural possession.

When the owner in a sentence is a PRONOUN, an apostrophe IS NOT NEEDED because pronouns have their own possessive forms.

e.g. it = its, he / him = his, she = her, you = your, they / them = their, we = our

I saw **its** face. (The face belonging to 'it')

I love **your** dog. (The dog belonging to 'you')

Have you seen **their** dog? (The dog belonging to 'them')

I thought **his** dog was black. (The dog belonging to 'him')

In BIG WRITING children are taught to talk in correct sentences and, through activities like 'The Work of the Imaginary Friend', Fastest Finger First and Spot the Difference, they learn to recognise sentences and identify errors in sentence construction. They quickly learn that repeated use of the same noun or nouns in the same or consecutive sentences is not considered good and they learn to use the correct pronouns in talk. Because the technical name 'pronoun' is in constant use alongside the child friendly terms, children soon learn to identify pronouns correctly, by name, in their games. Children soon use pronouns correctly in all talk and writing, because teachers expect them to.

In all the above activities, children learn the possessive forms of all pronouns and learn that these never need a possessive apostrophe. They then use the possessive pronouns correctly in their writing, because their teachers expect them to.

Where this fits in Big Writing

- Up levelling
- Punctuation Pyramid
- Bells' Work
- The Imaginary Friend's work
- Kung Fu punctuation
- Stocking Fillers
- Spot the Difference
- Fastest Finger First
- Big Grammar Games

Terminology from PoS: Determiner

Y3 (Appendix 2). Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)

Determiners are words like: the, a, an, my, some. They all come in front of nouns or noun phrases.

Determiners are used when the noun or noun phrase cannot stand on its own. Usually we cannot use more than one determiner in the same noun phrase.

*We cannot say, 'I saw **dog**'. We must say, 'I saw **a dog**.'*

*We cannot say, 'I saw **animal**'. We must say, 'I saw **an animal**.'*

Other examples of determiners are: all, both, such, this, that, these, those, my, our, your, his, her, its, some, any, no, other, last, next, many, few, little, much, two, three, and so on.

In BIG WRITING children are taught to talk in correct sentences and, through activities like 'The Work of the Imaginary Friend', Fastest Finger First and Spot the Difference, they learn to recognise sentences and identify errors in sentence construction. As they move through Lower Key Stage 2, it is easy to tell children that the small words that lead many nouns and noun phrases are called determiners. They can then be asked to find determiners in activities like Fastest Finger First, Spot the Difference and The Work of the Imaginary Friend, and in their own work. Because the technical name is always used in these activities, children will quickly learn it.

Where this fits in Big Writing

- Describe it!
- Change it!
- Fastest Finger First
- Bells' Work
- Stocking Fillers
- Big Grammar Games

Terminology from PoS: Perfect form of the verb

Composition

Draft and write by using the perfect form of verbs to mark relationships of time and cause.
Y3 (Appendix 2). Use of the perfect form of the verb to mark relationships of time and cause.

The three **perfect tenses** in English are the three verb tenses which show action already completed. (The word perfect literally means 'made complete' or 'completely done'.)

They are made by the appropriate tense of the verb **to have** plus the **past participle** of the verb.

Present Perfect: I **have seen** it. '**have seen**' = present perfect tense of the verb 'to see'
(Present tense of **to have** plus participle. Action is completed with respect to the present.)

He has done it. We have finished it. They have written it.

Past Perfect: I **had seen** it.

(Past tense of **to have** plus participle. Action is completed with respect to the past.)

He had hoped to. We had wanted to. They had thought so.

Future Perfect: I **will have seen** it.

(Future tense of **to have** plus participle. Action is completed with respect to the future.)

He will have finished it. We will have told them. They will bring some.

Perfect verb tense examples: **had** listened, **have** composed, **will have** polished, **had** overslept, **have** understood, **will have** regaled, **had** deserved, **have** discussed, **will have** calculated, **had** withdrawn...

In **BIG WRITING** children are taught to talk in correct sentences and, through activities like 'The Work of the Imaginary Friend', Fastest Finger First and Spot the Difference, they learn to recognise sentences and identify errors in sentence construction. As they move through Lower Key Stage 2, it is easy to point out to children the ways they change verbs in the past, present and future tenses as they become more articulate talkers. When the teacher says 'Have you finished that?' the child answer, 'I will have done by tomorrow.' They can then be told that is use of the perfect tense. In reading texts and in activities such as 'Fastest Finger First, Spot the Difference and The Work of the Imaginary Friend, children quickly learn to find examples of perfect verbs and learn correct terminology because it is used alongside the child friendly forms.

Because the technical name is always used in these activities, children will quickly learn it and use it confidently.

Where this fits in Big Writing

- Up levelling
- The Imaginary Friend's work
- Spot the Difference
- BIG it up!
- Fastest Finger First
- Bells' Work
- Stocking Fillers
- Big Grammar Games

Terminology from PoS: Standard English forms for verb inflections instead of local spoken forms

Grammar and Punctuation

Develop their understanding of how spoken language differs from and can be represented in writing. Y4 (Appendix 2). Standard English forms of verb inflections instead of local spoken forms.

Standard English means the grammar is correct. Most mistakes in grammar are because the verb and the noun are not matched, either in singular or plural or in their tense form.

Singular or plural:

He run down the road **X** He runs down the road ✓
They runs down the road. **X** They run down the road. ✓

Tense form:

I ranned down the road. **X** I runned down the road. **X** I ran down the road. ✓

Through the work of the 'posh' voice, The Duchess, Bells' Work and the work of the Imaginary Friend, children learn to change language from 'daily street talk' to Standard English from the EYFS and Key Stage 1.

In BIG WRITING CHILDREN LEARN TO TALK AND WRITE IN GRAMMATICALLY ACCURATE SENTENCES. Through 'The Posh Voice', talking with The Duchess and their frequent talk about the differences between the different types of talk (voice) EG 'posh talk' for more pompous and formal voice, street talk, standard English, slang and dialect, children soon learn the varying ways of structuring language. They learn to discriminate between 'correct grammar' or Standard English, and all other forms. This should be regularly reinforced through one 'posh talk' lesson a week, drama and role play. Children will soon use knowledge of different 'voices' or language regularly in their writing, and learn to recognise them in the writing of others, because their teachers expect it.

Where this fits in Big Writing

- Describe it!
- The Imaginary Friend's work
- Lady Mercedes
- 'Upstairs, Downstairs'
- Stocking Fillers
- Change it!
- Spot the Difference
- Posh Lessons
- Fastest Finger First
- Big Grammar Games
- Up levelling
- BIG it up!
- Speech Police
- Bells' Work
- Drama and Role Play