****

**PGCE ENGLISH GRAMMAR SELF-STUDY WORKBOOK**

**Name:**

* The workbook is designed as an activity booklet to help you read and understand the grammar requirements outlined in the English national curriculum programmes of study and English Appendix 2: Vocabulary, grammar and punctuation (page 64 onwards). Please refer to these documents as you complete this workbook. You can access the English National Curriculum for KS1 and KS2 here: <https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf>
* Whatever age-range you are planning to teach, you need to have a secure grasp of the English language at your own level so that you can teach and assess children’s work with confidence.
* The terms are statutory knowledge for pupils so it is most important that you feel confident about them. For any terminology that you are uncertain about, we suggest you look up another definition using a grammar book and also find examples **either from or based on a children’s book** (see guidance below).
* There is a completed an example and instructions on pages 2 and 3.

**NB – the Grammar Self-Study Workbook must be word processed**

**HOW TO COMPLETE THE BOOKLET**

|  |  |  |  |
| --- | --- | --- | --- |
| **TERM** | **DEFINITION** | **FURTHER DEFINITION OR NOTES** | **TWO EXAMPLES FROM OR BASED ON CHILDREN’S LITERATURE: NB use straightforward examples that you would use with children** |
| The terms included here are taken from the National Curriculum, Appendix 2: Vocabulary, grammar and punctuation. The year group in which the term should be taught is specified. | The definitions given here have been adapted from the national curriculum glossary. | Look in another reference book to find another definition of the term ***or*** add additional notes from the national curriculum glossary to ensure you understand the term.  You can also consider the effect on the reader and why the writer might have used this type of grammar.   * This bullet indicates that we have added a useful tip.   **Include author, date and page: full reference goes in the reference list at the end.** | 1. The first example is provided. You need to highlight or underline or **put in bold** the term or relevant aspects of a sentence being defined. 2. Find an example of the term from children’s literature (fiction, non-fiction, poetry).   You may use a direct quotation *from* the book, e.g. *His fur was worn in places because he was quite old* (Hughes, 2002:1)  *or*  you may write a sentence *based on* the book, e.g. *Dave stretched out his arms because he wanted to hug Dogger*  (Hughes, 2002).  Make sure that you highlight or underline or **put in bold** the term or relevant aspects of a sentence. You should take full sentences from the children’s books you select.  **Include author, date and page: full reference goes in the reference list at the end.** |

| **TERM** | **DEFINITION** | **FURTHER DEFINITION OR NOTES** | **TWO EXAMPLES FROM OR BASED ON CHILDREN’S LITERATURE: NB. use straightforward examples that you would use with children** |
| --- | --- | --- | --- |
| **Adjective**  Year 2 | Sometimes called ‘describing words’ because they pick out single characteristics such as size or colour. Surest way to identify them is by ways they can be used:   * before a noun (*good work*) i.e. it modifies the noun * after the verb *be* (Their work was *good.*) as its complement. | Words which modify or tell us more about nouns… to add details to accounts and to specify the qualities of nouns.  Hunt, (2000:65)  o*r*  It is important to have a clearer definition than ‘describing word’ as other word classes can also describe. It must be linked to describing the noun. (notes from DfE, 2013: 80)  Effect on reader: Helps the reader to visual the noun being described. | 1. Beyond the railing… lay a **vast slow-swirling** lake of **dark** mud, which here and there bubbled up in **ponderous** burps like a **gigantic, simmering** cauldron(Nicholson, 2000:53). 2. Strawberry   You wear your heart  on the edges  of your **green** sleeves  hanging **small** and **red**,  close to the fields,  Strawberry –  Studded with **tiny** seeds  of love  (Nichols, 1994:24)  Note that the key elements of the sentence (i.e. adjectives) have been shown in **bold**. Alternatively you could highlight or underline them. |

| **TERM** | **DEFINITION** | **FURTHER DEFINITION OR NOTES** | **TWO EXAMPLES FROM OR BASED ON CHILDREN’S LITERATURE:**  **NB use straightforward examples that you would use with children** |
| --- | --- | --- | --- |
| Adjective  Year 2 | Sometimes called ‘describing words’ because they pick out single characteristics such as size or colour. Surest way to identify them is by ways they can be used:   * before a noun (*good work*) i.e. it modifies the noun * after the verb *be* (Their work was *good.*) as its complement. |  | 1) Otter cooked delicious meals. (Durant & Gliori 2003)  2) |
| Adverb  Year 2 | Sometimes said to describe manner or time. Surest way to identify is by the way they can be used: they can modify a verb (Usha *soon* started snoring *loudly*), an adjective (the match was *really* exciting), another adverb (We don’t get to play games *very* often) or a whole clause (*Fortunately,* it didn’t rain). |  | 1) Sardul leapt silently over the roofs of the city. (French & Newby, 1999)  2) |
| Adverbial  Year 4 | Word or phrase used like an adverb to modify a verb or clause. Adverbs can be used as adverbials but so can preposition phrases, noun phrases and subordinate clauses. |  | 1)Shortly afterwards, Mother received a letter from the Wolfwoman. (Morpurgo, 2003)  2) |
| Adverbial: fronted  Year 4 | The adverbial occurs before the verb and is often followed by a comma e.g. ***Before we begin,*** *make sure you’ve got a pencil.* (Note unfronted version: *Make sure you’ve got a pencil* ***before we begin.***) |  | 1) Quietly, he tiptoed outside. (Daynes, 2005)  2) |
| Conjunction  Year 3 | Links two words, phrases or clauses together. Two types: **co-ordinating** (*and, but, or*) which link two words, phrases or clauses as an equal pair; **subordinating** (e.g. *when, because*) which introduce a subordinate clause.  \*some linguists include *so* as a co-ordinating conjunction but the NC does not. |  | 1) The sun beat down and her bundle was heavy. (Stock, 2001)  2) |
| Determiner  Year 4 | Specifies noun as known or unknown (*a, the*) and goes before any other modifiers (e.g. adjective). Some egs:  **articles:** *the, a, an*  **demonstratives:** *this, those*  **possessives:** *my, your*  **quantifiers:** *some, very* |  | 1) The fox led them across a field. (Butterworth, 1996)  2) |
| Noun  Year 2 | Can be used after determiners (e.g. ‘the’). Sometimes called ‘naming words’ because they name people, places and things. Nouns can be common (e.g. *boy, day*), proper (e.g. *Ivan, Wednesday*), countable (e.g. *thing, boy*), uncountable (e.g. *stuff, money*). |  | 1) There’s a dragon in the classroom;  Its body is a box,  Its head’s a plastic waste-bin,  Its eyes are broken clocks.  (Thomson, 2001)  2) |
| Noun phrase  Year 2 | A phrase with a noun as its head e.g. *some foxes, foxes with bushy tails.* |  | 1) A carpet of living moss seemed to have spread itself across the grass, a million million little points of light. (Pullman, 1995: 115)  2) |
| Phrase  Year 2 | A group of words grammatically connected so they stay together and expand a single word called the ‘head’. |  | 1) The next day Milly-Molly-Mandy helped mother make up the spare-room bed. (Lankester Brisley, 1972)  2) |
| Preposition  Year 3 | Often describe locations or directions (*We can’t go* ***over*** *it, we can’t go* ***under*** *it…*).but can describe other things such as relations of time (*I haven’t seen my dog* ***since*** *this morning)*. Link a following noun, pronoun or noun phrase to another word in the sentence. NB words like *before* or *since* can act as either prepositions or conjunctions (e.g. *I’m going* ***since*** *no-one wants me here.* ‘Since’ is a conjunction linking two clauses). |  | 1) They scuttled off, along a gutter, across a pavement, up an iron staircase, over rooftops, down a chimney, and through a window. (Craig,1995)  2) |
| Pronoun  Year 4  Possessive  Year 4  Relative  Year 5 | ‘pro’ = ‘for’. A pronoun stands in for a noun: *him, her, she, his…*  **possessive:** *his, hers*  **relative:** e.g. *who, that* – used to join a relative clause (a special kind of subordinate clause) to a noun or clause e.g. *The prize* ***that*** *I won was a book.* |  | 1) The King looked hard in his daughter’s face  And saw how much she cared,  Then nodded that they should do as she asked,  And so the dragon was spared. (Wilson, 2002: 125)  2) |
| Verb  Year 2 | Sometimes called ‘doing words’ but note that nouns can also name actions (e.g. The **walk** will take an hour.) and may also name states or feelings (e.g. *love, to be*). They usually have a tense.  A sentence must have a **finite** verb i.e. one which is marked for tense and agrees with the subject. e.g.  *I* ***washed*** *the dishes.* ‘washed’ is in the past tense and agrees with ‘I’. | * Think of a **finite verb** as a complete / finished verb rather than the present participle (*dancing*) or **infinitive** (*to dance*). | 1) He twisted and he turned. He wiggled and he wriggled. But it was no good. (Inkpen,1991)  2) |
| Verb: modal  Year 5 | Used to change the meaning of other verbs e.g. certainty (I **must** go), ability (I **could** run) or obligation (I **should** run) |  | 1) “Wilbur will be in the show, and he might just win it!” (Owen &. Paul, (2008)  2) |
| Verb: tense  Year 2 | Past – usually formed with suffix ‘-ed’ but may be irregular (e.g. sang).  Present – may take suffix ‘-s’ (depending on subject)  Future – no form as such. Is used with present tense verb e.g. *He* ***will leave*** *tomorrow.* |  | **Past** tense:  1)The old man pulled the turnip. (Tolstoy, 1988)  2)  **Present** tense:  1)We meet up with the rest of the District 12 crowd at the elevator. (Collins, 2008)  2)  **Future** tense:  1) I will take you across. (Daly, 1993)  2) |
| Verb: subjunctive  Year 6 | A special and quite unusual form of a verb, usually used in subordinate clauses. Used in formal styles e.g. *The school requires that all pupils* ***be*** *honest.*  *If Zoe* ***were*** *the class president, things would be much better.* | * Pie Corbett points out that constructions such as *If I were to do it again* have largely been replaced by *If I did it again*. Note old-fashioned expressions such as *far be it from me* and *so be it* use the subjunctive. | *You can make these examples up as they are few and far between in children’s books!*   1. “If I were you,” said the goblin, “I’d run away right now!” |
| Verb: active and passive voice  Year 6 | An active verb follows the usual subject and object pattern e.g. *Our dog ate the dinner.*  This is reversed for the passive: *The dinner was eaten by our dog.* Note that ‘the dinner’ has taken the subject position. This removes ‘agency’ (i.e. whodunit?) as the doer (the dog) can be removed completely: *The dinner was eaten.* | * if you can add ‘by’, this is a sign of the passive voice. | **Active** verb:  1) The hen laid an egg on the fireside rug (Donaldson, 2003)  2)  **Passive** verb:  1) Round by round it became harder – the butts were moved further off – and more bowmen were eliminated. (McCaughrean, 1999)  2) |
| Subject  Year 6 | Normally the noun, noun phrase or pronoun that names the ‘do-er’ or ‘be-er’. Its normal position is just before the verb in a sentence (***Rula’s mother*** *went out.*) or just after the auxiliary verb in a question (*Will* ***the children*** *study the animals?).* |  | 1) Ben tickled Penguin. (Dunbar, 2007)  2) |
| Object  Year 6 | Normally a noun, pronoun or noun phrase that comes straight after the verb and show what the verb is acting upon e.g. *Year 2 designed* ***puppets.*** *I like* ***that.*** See also ‘verb – active and passive, voice’. |  | 1) Ben tickled Penguin. (Dunbar, 2007)  2) |
| **SENTENCES**  A group of words grammatically connected to each other but not to any words outside the sentence.  A general rule is that a sentence needs a subject and a finite verb.  Sentences can take the form of a statement, question, exclamation or command.  **CLAUSES**  Special type of phrase whose head is a verb. Can be a complete sentence (sometimes called ‘simple’ sentence). May be main or subordinate. | | | |
| Clause: main  Year 3 | A clause which can stand alone. A sentence must have a main clause. | * ‘Clause’ is introduced as a term in Year 3 but children are taught about co-ordination and subordination (see below) from Year 2. | **Example:** Ben tickled Penguin (Dunbar, 2007).  **Example:** On Tuesday he ate through two pears but he was still hungry (Carle, 2002). *Note the two main clauses co-ordinated by ‘but’.* |
| Single clause sentence | A sentence which consists of a single clause. Often called a ‘**simple sentence**’. |  | 1) One day Mr Gumpy went out on his boat. (Burningham, 2001)  2) |
| Multi-clause sentences | | | |
| Sentence  co-ordination | Two main clauses linked as an equal pair by a co-ordinating conjunction (i.e. *and, but, or). \**  *\** Some linguists include *so* as a co-ordinating conjunction but the NC does not. | * A sentence with two main clauses linked by ‘and’, ‘but’ or ‘or’ is often called a **compound sentence.** | Underline the 2 main clauses:  **Example:** On Tuesday he ate through two pears but he was still hungry (Carle, 2002).  **Example:** Mr Bear went downstairs and (he) opened the front door (Gliori, 2007)  1) Maddy ran home with the star and she put it in her secret box of very special things. (Hayles,1996)  2) |
| Clause: subordinate | A clause that is subordinate to the main clause in a sentence.  e.g.  *I was late so I ran for the bus.* Main clause: ‘I was late’. Subordinate clause: ‘so I ran for the bus’. Note subordinating conjunction ‘so’. Others include ‘because’, ‘although’, ‘as’… | * A sentence with a subordinate clause is often called a **complex sentence.** * Children learn the term ‘subordinate clause’ in Year 3 but subordination is taught from Year 2. | **Example:** They sighed because the rains were late (Stock, 2001).  **Example**: While Mr Bear was asleep, he had a wonderful dream (Kuratomi, 1978:9).  1) While he was getting ready for bed, there was a knock at the door. (Cave & Riddell, (1995)  2) |
| Clause: relative  Year 5 | A special type of subordinate clause that starts with a relative pronoun.  See ‘pronoun’ |  | **Example:** This is the owl who struggled to fly (Hayes, 1994)  **Example:** There lay the remains of the tree that the Hoot-Toowits had shared with the Buzzes (Gliori, 2007).  **Example:** The tree (that) he climbed was slippery (Gliori, 2007).  1) Little Toby was handed back to Grandpa who tucked him in carefully in the cot. (Inkpen, 1996)  2) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**References: (add your additional references to these lists – you may use one grammar book and a limited selection of children’s books of your choice)**

Corbett, P. (2014) *Jumpstart Grammar,* London: Routledge

DfE, (2013) The National Curriculum in England

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

**Children’s books**

Allen, J. (1993) *What is a Wall After All?* London: Walker Books

Burningham, J. (2001) *Mr Gumpy’s Outing,* London: Red Fox

Butterworth, N. (1996) *After the Storm,* London: Harper Collins

Cave, K. & C. Riddell, (1995) *Something Else*, London: Puffin

Carle, E. (2002) *The Very Hungry Caterpillar*, London: Puffin

Child, L. (2001) *I will Not Ever Never Eat a Tomato,* London: Orchard Books

Collins, S. (2008) *The Hunger Games*, London: Scholastic

Craig, H. (1995) *The Town Mouse and The Country Mouse*, London: Walker Books

Daynes, K. (2005) *Hansel and Gretel,* London: Usborne

Daly, A (1993) *The Gingerbread Man,* Leicestershire: Ladybird

Donaldson, J. (2003) *A Squash and a Squeeze*, London: Macmillan

Dunbar, P. (2007) *Penguin,* London: Walker Books

Durant, A. & D. Gliori (2003) *Always and Forever,* London : Random House

French, F. & D. Newby, (1999), *Jamil’s Clever Cat,* London: Frances Lincoln

Gliori, D. (2007) *Mr Bear to the Rescue*, London: Orchard Books

Hayes, S and H. Craig, *This is the Bear and the Scary Night*, London: Walker Books

Hayles, K. (1996) *the Star that Fell,* Loughborough : Ladybird

Hodges, M. (1984) *St George and the Dragon*, Boston; Little, Brown and Company

Horowitz, A. (1997) *South by South East*, Reading: Walker Books

Hughes, S. (2002) *Dogger*, London: Red Fox, first published 1977

Inkpen, M. (1991) *Billy Beetle*, Kent: Hodder & Stoughton

Inkpen, M (1996) *Nothing*, London: Hodder

Kuratomi, C. (1978*) Mr Bear’s Trumpet*, London: Macdonald and Jane’s Pub Ltd

Lankester Brisley, J. (1972) *Milly-Molly-Mandy*, England: Puffin

McCaughrean, G. (1999) *Golden Myths and Legends of the World,* London: Dolphin

Morpurgo, M. (2003) *Private Peaceful*, London: Harper-Collins

Nichols, G. (1994) *Give Yourself a Hug,* London: Penguin

Nicholson, W. (2000) *The Wind Singer,* London: Mammoth

Owen, L & K. Paul, (2008) *Minnie Winnie*, London: Oxford

Pullman, P. (1995) *The Firework Maker’s Daughter,* London: Corgi

Stock, C. (2001) *Gugu’s House*, New York: Clarion Books

Thomson, C. (2001) ‘A Dragon in the Classroom’ in McGough, R. (ed.), *100 Best Poems for Children,*  London: Puffin

Tolstoy, A. (1988) *The Great Big Enormous Turnip*, London: Mammoth