



# Key Stage 3 *National Strategy*

Guidance

Curriculum, Examination  
& Assessment

## Grammar for writing: supporting pupils learning EAL

English Consultants  
and EAL Coordinators

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# Grammar for writing: supporting pupils learning EAL

All contents of this folder are available on the DfES Key Stage 3 website:  
<http://www.standards.dfes.gov.uk/keystage3/>

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## Acknowledgements

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## Aims

- To update Ethnic Minority Achievement (EMA) teachers on the approaches to teaching grammar in Key Stage 3, including current terminology.
- To consider how focused teaching of grammar can improve the writing of pupils learning English as an additional language (EAL).

## Pre-course task

Estimated time to complete task:

*30 minutes*

Participants will need to gather the following information in preparation for the course and to bring it with them, as it will be used during the training (session 5).

- Six to eight samples of extended writing from pupils learning EAL who are working at NC Levels 3 and 4, in Years 7, 8 and 9.
- Several medium-term plans for English, mapped against the Framework objectives.

### **Note to tutors**

This pre-course task will need to be sent to course participants approximately two weeks prior to the training.

## Suggested timings

Pre-course task:	30 minutes
9:00	Coffee/arrival
9:15	Session 1 Introduction
10:00	Session 2 Text cohesion
11:00	Coffee
11:30	Session 3 Sentence construction and subordination
12:10	Session 4 Word choice and modification
12:45	Lunch
1:45	Session 5 Assessing pupils' writing and teaching grammar in context
2:45	Tea
3:00	Session 6 Post-course task and evaluation
3:30	Close of day

**Resources**

OHTs 1.1–1.14  
 Handout 1.1  
 One whiteboard per participant

**Timing**

1.1	Grammar: a focus on pupils learning EAL	10 minutes
1.2	Grammars: what is distinctive about the writing of pupils learning EAL?	10 minutes
1.3	A shared terminology: word classes in English	20 minutes
1.4	So why teach grammar? A summary	5 minutes

**1.1 Grammar: a focus on pupils learning EAL**

10 minutes

Begin the session by displaying **OHT 1.1**, which states the aims of session 1.

OHT 1.1

**Aims**

- To consider how pupils learning EAL may benefit from a focus on English grammar.
- To make a case for use of a common terminology.
- To explain the structure and organisation of the following sessions.

Next show **OHT 1.2**.

OHT 1.2

**Why teach grammar?**

- freedom
- control
- choice
- focused critical reading
- effective speaking and listening

Make the following points:

- An understanding of English grammar will support pupils as readers and writers.
- Draw attention to how writers (and speakers) use language to influence us as readers, and that this is vital for critical reading of texts.
- Point out that it will help pupils to create the effects they want as writers and speakers.



State that these notions are not new. Display **OHT 1.3** and ask participants whether they recognise the following extract. *Make sure that the source, at the bottom of the OHT, is covered at first.*

**OHT 1.3**

Grammar is a means of enabling pupils to devote more control and choice in their use of language. The more we know about grammar, the better equipped we are to:

- draw attention to how writers use language to influence us as speakers and readers
- help pupils use language to create the effects they want in speaking and writing.

We all have 'knowledge about grammar', but it is useful to review our knowledge and understanding to establish consistency and to fill in gaps.

At Key Stage 3, grammar is primarily a means of ensuring that pupils become more skilful and confident in their use of language, and particularly in writing. The end should be writing which is 'committed, vigorous, honest and interesting ... All good classroom practice will be geared to encouraging and fostering these vital qualities.'

*English for ages 5–16 (Cox Report), 1989*

### **Additional points to make**

Learning grammar will:

- help pupils to transfer and compare their understanding of grammars from their other languages, when learning how grammar works in writing in English
- extend pupils' choices and freedom to express themselves powerfully as writers
- develop use of English for academic purposes to raise attainment of able pupils learning EAL who may be otherwise hindered by their lack of English grammatical knowledge
- develop pupils' written repertoire beyond social everyday informal 'retelling', into curriculum genres of explanation, argument and critical analysis.

### **1.2 Grammars: what is distinctive about the writing of pupils learning EAL?**

*10 minutes*

Now refer to the samples of pupils' written work brought by participants as part of the pre-course task. Say they will use them later in the day, in session 5.

Acknowledge that the writing of pupils learning EAL will show many of the same problems as that of native English-speaking pupils. For example, both groups may demonstrate limited use of paragraphs and poor punctuation or spelling.

Explain that the challenge for teachers is to acknowledge important differences in the nature of problems with sentence grammar, in order to help pupils learning EAL to demonstrate their capabilities and reflect their thinking and ideas effectively.

State that not every single aspect of grammar is covered in this training: the focus is on the teaching points that are likely to move pupils' writing forwards.

Display OHT 1.4.

OHT 1.4

## Common weaknesses and errors in writing by EAL learners

### Text cohesion

- verb tense forms
- pronoun ambiguity
- use of connectives

### Sentence construction (subordination)

- subject-verb agreement
- word order
- lack of subordination

### Word choice

- modification
- use of prepositions
- use of determiners

## Additional points to make

- Compared to native English users, pupils learning EAL lack extensive experience of using and hearing English.
- However, they bring previous language learning and experience to the process of learning English.
- The particular rate and sequence of learning will depend on many factors:
  - prior knowledge
  - explicit teaching
  - the context and motivation to learn
  - opportunities to practise.

Now display OHT 1.5, which outlines the knowledge and expertise that pupils learning EAL have.

OHT 1.5

## What pupils learning EAL bring to the process

They will bring:

- knowledge of fluent talk in their first language(s)
- commitment and purpose
- openness to all kinds of new input
- understanding that languages and grammars differ
- sometimes, written knowledge of other languages.

In addition, pupils learning EAL are likely to develop a greater knowledge and understanding of grammars and how they work than their monolingual peers.

## Task: Supportive features of the KS3 Strategy

Ask participants to discuss briefly in pairs what features of the KS3 Strategy are already supportive to pupils learning EAL. Allow 1 or 2 minutes, then take brief feedback. Display **OHT 1.6** which lists the features.

OHT 1.6

### Common features in all strands of the KS3 Strategy

- Structured lessons draw in pupils from the start.
- Active and engaging tasks which encourage all pupils to participate.
- Teaching and learning strategies that are active and oral.
- An emphasis on short-term planning includes planning for input and support from other adults in the classroom to ensure learning opportunities are maximised.
- Subject-specific language skills and conventions of particular forms of writing are made explicit and demonstrated by the teacher.
- Planned opportunities for oral rehearsal in pairs and small groups.
- A requirement that pupils apply learning, supported by group work, before moving to independent activity.

### Additional points to make

Teachers can:

- use modelling to point out existing or new patterns in grammar and to explain the conventions of texts
- use guided sessions to:
  - check understanding
  - encourage use and experimentation with conventions
  - correct errors and praise success
- use assessment for learning to set clear and shared targets for improvement.

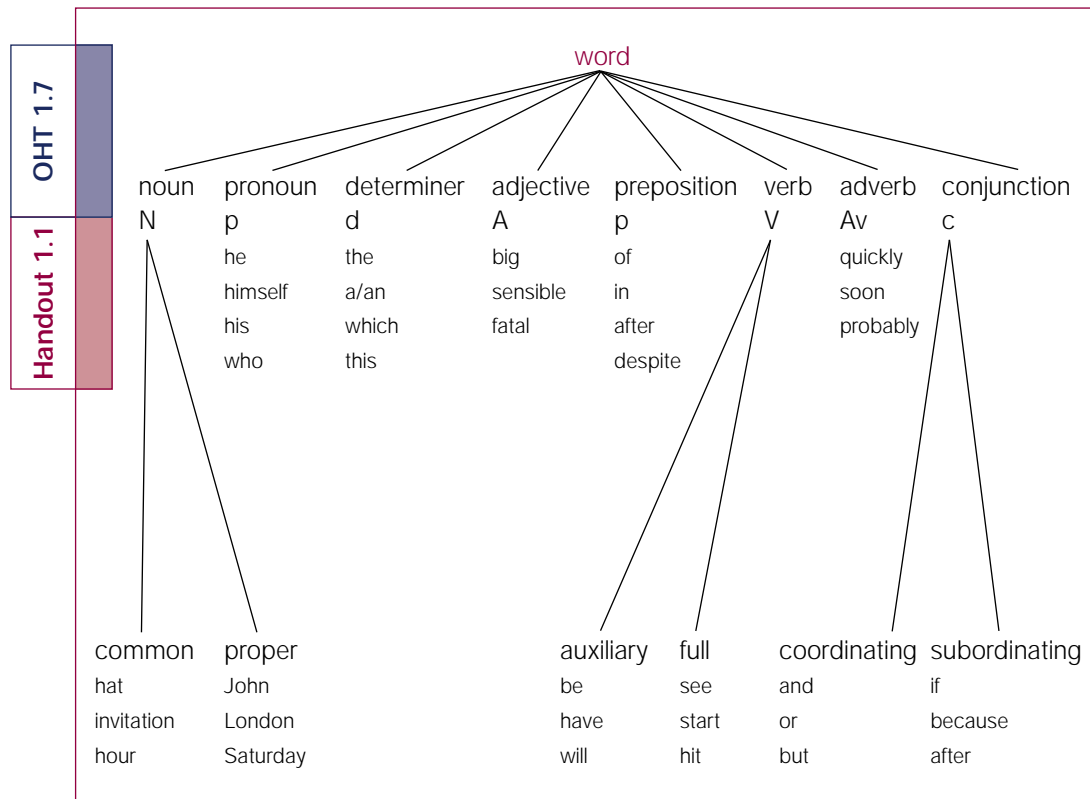
### 1.3 A shared terminology: word classes in English 20 minutes

Begin the session by pointing out the following:

- A shared terminology supports conversations between teachers and pupils about the ways in which the English language works across the key stages.
- It engages pupils in discussion about similarities and differences between English and other languages.
- Talking about languages, and their patterns and features, explicitly helps pupils to a more conscious awareness of how they work.
- Pupils will be better able to use features of English as tools for thinking, expressing and demonstrating their ideas at a personal and academic level.

At this point, refer to the glossary in the Appendix, taken from the *English training file* (2001). Explain that the terminology included is used in Key Stages 1 and 2 (and was introduced in the Grammar for Writing Module), and has also been shared with Key Stage 3 English teachers who have participated in Module 10 of the English training: 'Sentence level: grammar for writing'.

Next distribute **Handout 1.1** and display **OHT 1.7**.



Give participants a few moments to read the chart and then make the following points:

- There are eight 'word classes' (used because it gives a more accurate definition than 'parts of speech', as speech also contains phrases and sentences).
- Most of the terms used will be familiar; *determiner* may be known by other labels, e.g. *article* (articles are included in determiners, even though they do not serve the same function).
- Most importantly, pupils who have attended primary schools will already be familiar with some of the terms.

### Task: identifying word classes in sentences

Write the sentence below on an OHT/flipchart and ask participants to identify:

- two prepositions
- a subordinating conjunction
- four determiners (the, a, their, the).

The pupils rushed around a corner, as their teacher appeared in the playground.

Now, distribute whiteboards to participants and ask them to work in pairs. Explain that their task is to write **two** or more sentences, each of which contains: a preposition, a conjunction, a pronoun and an adverb.

Next, ask participants to underline and label the words using the notation on **Handout 1.1**. Allow 5 minutes for the task, and then display **OHT 1.8**.

OHT 1.8

- How did you generate your examples?
- How did you decide which class a word belongs to?
- How could this knowledge help pupils learning EAL improve their reading and writing?
- How might this be taught?

Take brief feedback, and then display **OHT 1.9** to summarise the task.

OHT 1.9

- In English, each word class is defined by:
- meaning (semantics)
  - syntax
  - morphology
  - word families.

### Additional points to make

Each word class is defined by different characteristics:

- **meaning (semantics):** e.g. 'tie' could mean to 'bind up' or an item of clothing worn at the neck of a shirt
- **syntax:** how a word combines with others; word order in English differs from that in other languages
- **morphology:** how words are built up of smaller meaningful parts (morphemes): un-faith-ful; in-fidel-ity
- **word families:** how words link from their etymology (derivation) to make lexical patterns and different word classes, e.g. word webs: family, familiar, familiarise.

Now display **OHT 1.10**.

OHT 1.10

- Therefore, for each word, we have to decide:
- What does it mean?
  - How does it link with other words?
  - What job does it do?
  - Where can it go in a sentence?

Next, explain that languages do not all have the same structure, for example Finnish does not have prepositions, and French and Bengali do not have the same word order. This may present additional problems for pupils learning EAL. Display **OHT 1.11**, and ask participants to consider the examples.

OHT 1.11

### Some examples of syntax in other languages

#### Spanish

Diana ha escrito hoy una carta larga  
(Diana has written today a letter long)  
Diana has written a long letter today (English)

#### Turkish

Ahmad bu askam lakanta-de ban-a kurmizi kitab-i Verdi  
(Ahmad this evening restaurant-in me-to red book-the gave)  
Ahmad gave the red book to me at the restaurant this evening (English)

#### Bengali

Se e-le ami misti am taratari kha-i  
(he come-when I sweet mango quickly eat)  
When he comes I quickly eat a sweet mango (English)

### Additional points to make

Even young pupils already implicitly 'know' word classes because they apply them in speech, for example, the 'rules' of pluralisation in English. Errors sometimes reflect an over-generalisation of the 'rules', for example *runned (ran)*.

Native English-speaking Key Stage 3 pupils are expert users of grammar and rarely use words of the wrong class, except where this relates to dialect. They may not be sufficiently explicitly aware to exploit a wider range of language effects in their writing.

Pupils learning EAL need to understand how English grammar works in order to become effective readers and writers in the target language for learning in the curriculum. Their writing in English reflects misunderstandings, which in some cases reflect the patterns of their first languages. Explicit teaching of English grammar will help them to understand it better.

Many English words can belong to different word classes without a change in form, for example *book* (verb or noun).

Words in English are slippery, and their meanings and classes always need to be considered in the context of their semantic relationships. Words also often have other subject-specific meanings that differ from their everyday meanings within the Key Stage 3 curriculum. For example *bias* in history, and *bias* in textiles, DT.

### Task: creating sentences

Finally, divide the participants into two groups. Explain that, working in pairs, group 'A' are quickly going to compose three sentences using the word 'bank' in three different ways and, similarly, group 'B' are going to compose three sentences using the word 'green'.

After a minute or two, take brief feedback, sharing sentences that have been created. Draw participants' attention to the fact that the activity underlines that word meaning is dependent on context: simply generating words in sentences has limitations.

Therefore, an important teaching strategy is to identify word classes by annotating and discussing them in the context of a piece of text as well as encouraging pupils to apply their knowledge in meaningful writing activities.

#### 1.4 So why teach grammar? A summary

5 minutes

Begin the session by displaying **OHT 1.12**.

OHT 1.12

Grammar is what gives sense to language ... sentences make words yield up their meanings. Sentences actively create sense in language and the business of the study of sentences is the study of grammar.

David Crystal

Point out that a working knowledge of English grammar is important in supporting the ability to control and vary writing at text, sentence and word level.

Next, explain these categories, stating why they are important:

- **text:** the ability to read and write cohesive chronological and non-chronological texts (the glue that holds the whole piece together)
- **sentence:** the ability to notice, construct, control, punctuate and vary sentence types
- **word:** the ability to control, select, spell and vary vocabulary to create impact in relation to purpose and audience.

To reinforce this, display **OHT 1.13**, stating that the following three sessions will focus on these particular areas.

OHT 1.13

The following three sessions focus on:

- text cohesion
- clause construction and subordination
- word modification.

Point out that, since these aspects of writing are particularly problematic for EAL learners, they will form the focus for the rest of the training session.

Tell participants that examples of the work of pupils learning EAL are given together with some consideration of what the pupils know and need to learn.

Tell participants that they will have the opportunity to analyse the work they brought, and to plan specific activities to help pupils learning EAL improve their writing in context through a better understanding of how aspects of grammar work in English.

Summarise this session with a reminder of why grammar is important: display **OHT 1.14**.

OHT 1.14

- Tools not rules.
- Reading as a writer (increasing critical awareness).
- Writing as a reader (awareness of the audience).
- Extending pupils' authorial choices and freedom as writers.



## Aims

- To consider how pupils learning EAL may benefit from a focus on English grammar.
- To make a case for use of a common terminology.
- To explain the structure and organisation of the following sessions.

## Why teach grammar?

- freedom
- control
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Grammar is a means of enabling pupils to devote more control and choice in their use of language. The more we know about grammar, the better equipped we are to:

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We all have 'knowledge about grammar', but it is useful to review our knowledge and understanding to establish consistency and to fill in gaps.

At Key Stage 3, grammar is primarily a means of ensuring that pupils become more skilful and confident in their use of language, and particularly in writing. The end should be writing which is 'committed, vigorous, honest and interesting ... All good classroom practice will be geared to encouraging and fostering these vital qualities.'

*English for ages 5–16 (Cox Report), 1989*

## Common weaknesses and errors in writing by EAL learners

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### Text cohesion

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- verb tense forms
  - pronoun ambiguity
  - use of connectives
- 

### Sentence construction (subordination)

---

- subject-verb agreement
  - word order
  - lack of subordination
- 

### Word choice

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- modification
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## What pupils learning EAL bring to the process

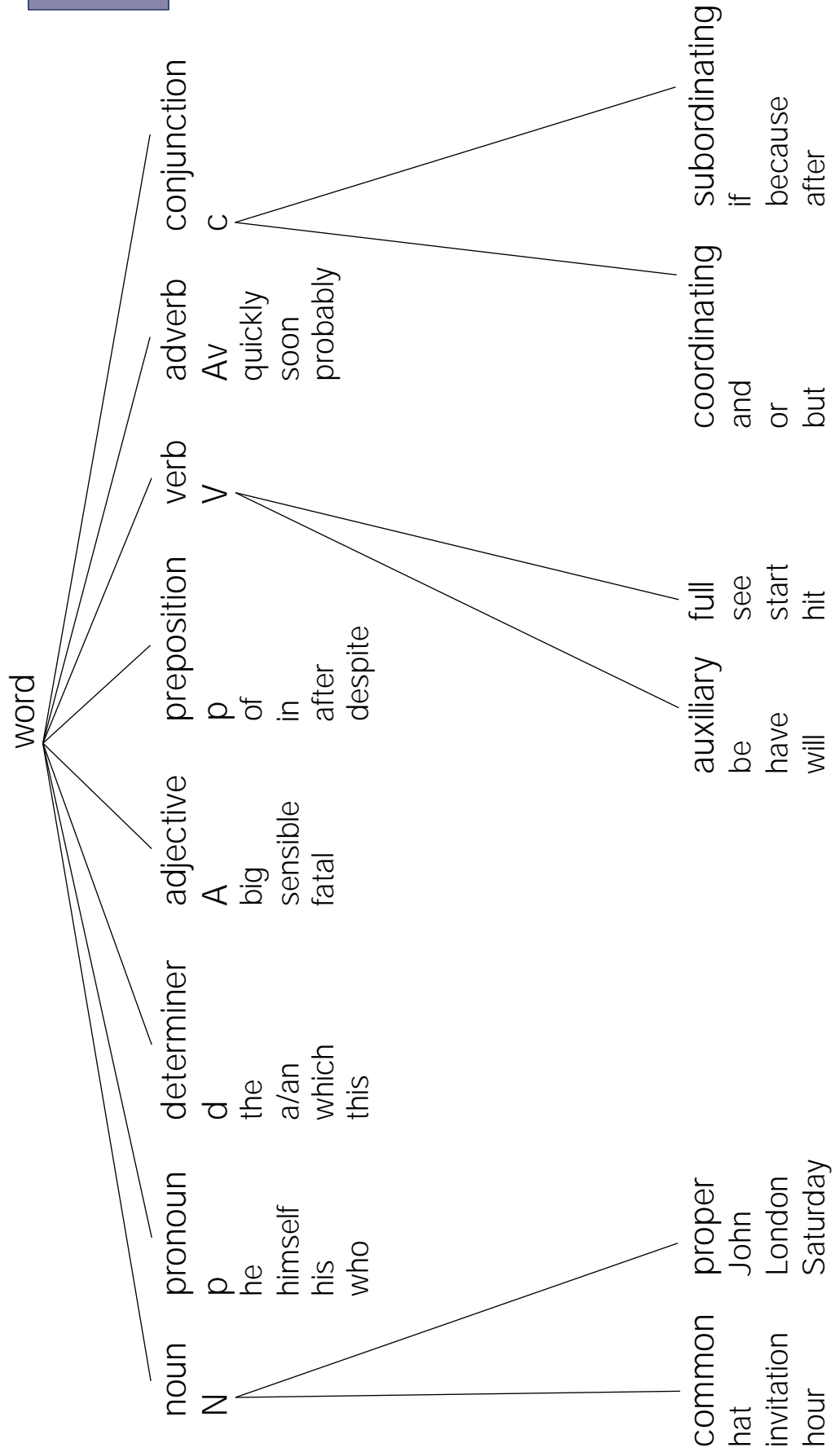
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- knowledge of fluent talk in their first language(s)
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In addition, pupils learning EAL are likely to develop a greater knowledge and understanding of grammars and how they work than their monolingual peers.

## Common features in all strands of the KS3 Strategy

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- How might this be taught?



In English, each word class is defined by:

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Therefore, for each word, we have to decide:

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*(Diana has written today a letter long)*

Diana has written a long letter today (English)

### Turkish

Ahmad bu askam lakanta-de ban-a kurmizi  
kitab-i Verdi

*(Ahmad this evening restaurant-in me-to red book-  
the gave)*

Ahmad gave the red book to me at the restaurant  
this evening (English)

### Bengali

Se e-le ami misti am taratari kha-i

*(he come-when I sweet mango quickly eat)*

When he comes I quickly eat a sweet mango  
(English)

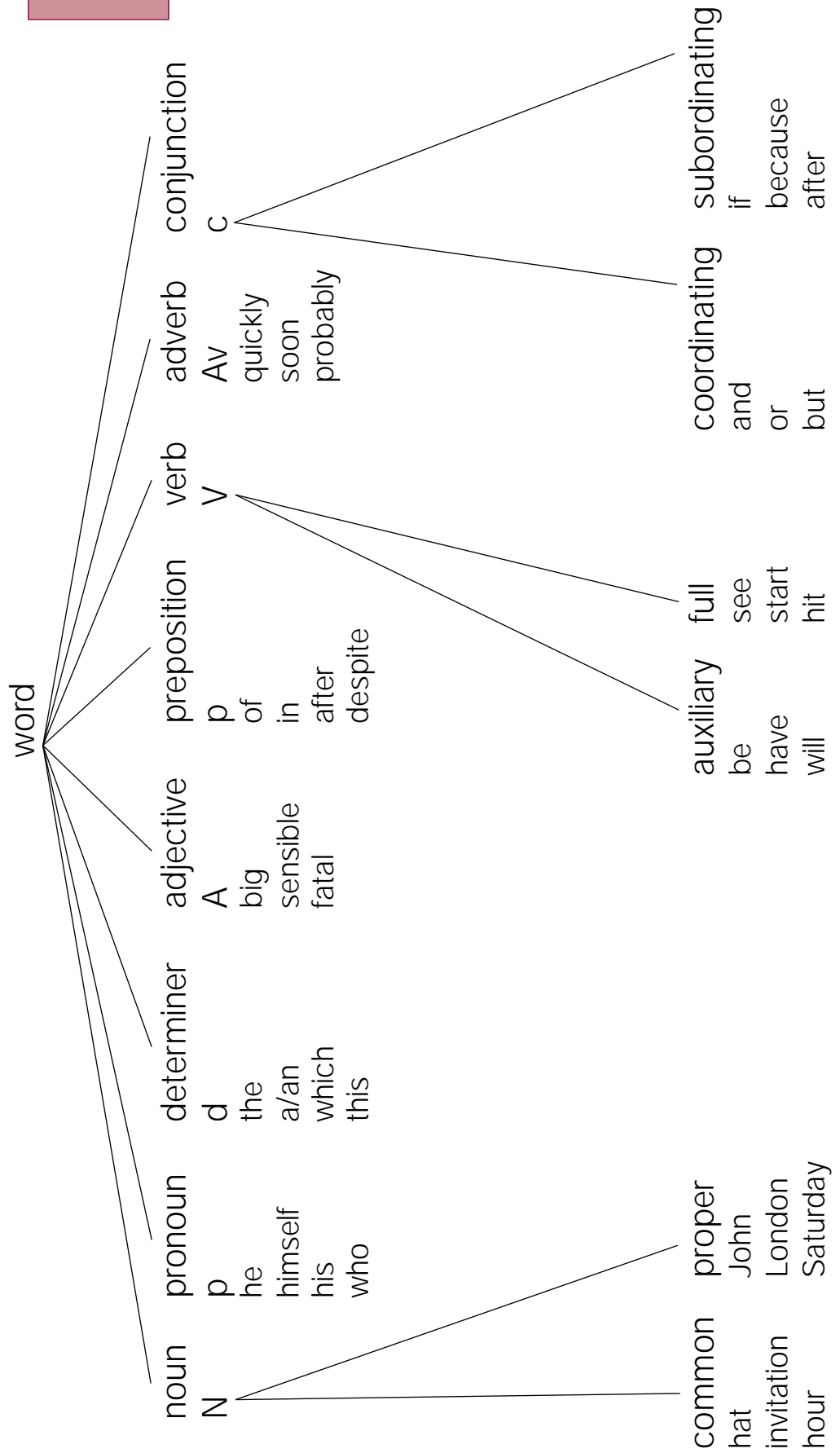
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David Crystal

The following three sessions focus on:

- text cohesion
- clause construction and subordination
- word modification.

- Tools not rules.
- Reading as a writer (increasing critical awareness).
- Writing as a reader (awareness of the audience).
- Extending pupils' authorial choices and freedom as writers.



**Resources**

OHTs 2.1–2.9  
Handouts 2.1–2.5

**Timing**

2.1	Talk to writing	10 minutes
2.2	What do good writers do?	10 minutes
2.3	Text cohesion: Asaf	10 minutes
2.4	Cohesion: connectives	10 minutes
2.5	Cohesion: tense	10 minutes
2.6	Reference and ambiguity: use of pronouns	10 minutes

**2.1 Talk to writing**

10 minutes

Begin the session by displaying **OHT 2.1**, which states the aims of session 2.

OHT 2.1

**Aims**

- To investigate the differences between spoken and written grammar.
- To focus upon the features of cohesion that pupils learning EAL may find difficult.

Make the following points:

- In reading and writing, the grammatical features that require more attention tend to be those that differ from the patterns occurring in talk. This is true for all pupils.
- Spoken and written registers have different conventions and it is helpful to be aware of these differences and to be explicit about them in teaching English.
- It is likely that small inaccuracies in talk will not matter, but these may become more noticeable in writing as significant errors.



Next display **OHT 2.2** and obscure the text on the right-hand side of the OHT ('When we write').

OHT 2.2	<b>Some differences between talk and writing</b>	
	Handout 2.1	
	<b>When we talk</b>	<b>When we write</b>
	We make simple links between ideas by using coordination: <i>and, but, so</i> .	We use more formal connectives to structure writing: <i>therefore, as a consequence, moreover</i> .  Coordination can be overused and repetitive in writing, becoming the ' <i>and then</i> ' phenomenon.
	We shift between tenses, e.g. using the historic present for vividness then slipping back to the past tense.	Shifts of tense have to be skilfully managed in writing to maintain consistency and so that the reader is clear when the action is occurring.
	Shifts in meaning are often portrayed by gesture, tone of voice, emphasis, facial expression.	Subordination is used to pack more pieces of information in and reorder clauses to make subtle shifts in meaning clear.
	Single adjectives used with nouns.	Modification produces more elaborate sentences through a range of devices, giving pupils a richer writing repertoire from which to select.
	We rely on a shared context between speaker and listener.	We use more content words and devices to put ideas together for conciseness. Texts become 'lexically dense'.
	Sentence and word boundaries do not always matter.	We organise ideas into words, sentences and paragraphs. Text structure and punctuation help to order ideas and readability.

**Task: 'When we write'**

Distribute **Handout 2.1**.

Ask participants to work in pairs and to list what should be in the writing column of the Handout in comparison with speaking and listening.

Take very brief feedback, and debrief by revealing the whole of **OHT 2.2**.

## 2.2 What do good writers do?

10 minutes

Begin this session by displaying **OHT 2.3**.

OHT 2.3

### What do good writers do?

- Hear a voice in their head relating to the audience, purpose and register of the writing.
- Gather ideas relating to purpose, audience and genre.
- Rehearse sentences out loud before committing them to paper.
- Reread what they have written to cue into the next sentence.
- Reread to check flow and continuity.
- Read back sentences to see if they 'sound right'.
- Try alternatives.
- Punctuate while writing.

State that we need to make these processes explicit to pupils by talking them through the 'in the head' processes. In order to help with this, the following sequence is suggested: display **OHT 2.4**.

OHT 2.4

### A teaching sequence for writing

- Explore the objective: use good examples of texts.
- Define the conventions.
- Demonstrate how it is written.
- Share the composition: develop an explicit dialogue with the class about the choices a writer can make but which are usually silent and hidden.
- Scaffold first attempts.

### Additional points to make

- Freedom through use of structures and techniques gives a writer choices with which to be creative.
- This is also a *learning* sequence – it is active and investigative.
- It moves from dependence to independence through support and investigation. The sequence will need to be repeated many times before pupils are able to apply it independently.
- Writing should bridge from reading: explicit teaching needs to be linked to texts and effects.
- Use the agreed terminology and build on pupils' prior experience and knowledge of their other languages. Pupils learning EAL will need to hear examples and use the new language in oral rehearsal.
- The pupils will be able to watch and contribute to the process while you write or annotate: mistakes and experimentation can be shown as part of the development.
- Scaffolds should be appropriate for the purpose and be removed as early as possible.

### 2.3 Text cohesion: Asaf

10 minutes

Display **OHT 2.5** and distribute **Handout 2.2**. The following story, entitled 'The ice planet Hoth', was written by Asaf in Year 7 as part of an English assignment on fantasy fiction. Asaf has been learning in English for five years and was assessed as an overall level 4 at the end of Year 6 in national tests, although his writing is still at level 3. He speaks Sylheti but does not read or write in Bengali.

OHT 2.5

#### Asaf, Year 7

The cave is scary and dark. In the cave there is a monster starving in hunger. He decided to go and look for food so he went outside and he saw a boy with an animals. he went behind the boy and bang! he was lying on the ice cold floor. The monster dragged the boy and his animal along the floor and he took him into the cave and hung the boy upside down.

Handout 2.2

Working in pairs, ask participants to spend 2 minutes considering this piece of writing, and discussing what Asaf already knows and can do.

### 2.4 Cohesion: connectives

10 minutes

Take feedback, ensuring the following points are covered.

#### What Asaf already knows

- how to make longer compound sentences which have two or more clauses and are joined together
- how to make writing more varied and interesting by starting a sentence with a preposition.

#### What Asaf may not know

- how to use connectives
- how to create complex and subordinate sentences.

#### Additional points to make

Connectives:

- are words or phrases whose main function is to link clauses semantically
- are vital in organising written texts and allow relationships between ideas to be expressed
- act as an important signal to the reader as texts become more complex
- depend on the purpose for the piece of writing.

For example, writing might be linked by:

- **time** (first, next, then, after, finally)
- **cause** (because, as a result of, in order to, if, unless, so, therefore)
- **contrast** (on the other hand, whereas).

There are two types: **conjunctions** and **connecting adverbs**.

Next display **OHT 2.6**, which explains the differences.

OHT 2.6	<b>Connectives</b>
	■ <b>Conjunctions</b>
	I had tea <i>and then</i> I did my homework.          coordination
	I had tea <i>before</i> I did my homework.                subordination
	<i>After</i> I had tea I did my homework.                subordination
	■ <b>Connecting adverbs</b>
I had tea. <i>Finally</i> I did my homework.	

### Additional points to make

- English has a large number of adverbials (the term used for all connecting adverbs and phrases). Their use and meaning vary according to the purpose and context for writing. Explicit teaching of these to pupils in particular contexts for writing is likely to be very helpful to clarify differences in meaning.
- Conjunctions link clauses by coordination and subordination to make them part of the same sentence.
- They are used to show semantic relationships or to link to information given in earlier clauses and sentences.
- Connecting adverbs include some phrases introduced by prepositions, e.g. 'as a result', 'at first', 'in fact'.
- Connectives are particularly important in 'signalling' non-chronological writing where there are no obvious ordering principles.

Finally, ask participants to look at **Handout 2.3**, which is from Module 3, Writing Style, in the 'Literacy across the curriculum' training file (2001).

**Connectives as signposts**

<p><b>Adding</b></p> <p>and also as well as moreover too</p>	<p><b>Cause and effect</b></p> <p>because so therefore thus consequently</p>
<p><b>Sequencing</b></p> <p>next then first, second, third ... finally meanwhile after</p>	<p><b>Qualifying</b></p> <p>however although unless except if as long as apart from yet</p>
<p><b>Emphasising</b></p> <p>above all in particular especially significantly indeed notably</p>	<p><b>Illustrating</b></p> <p>for example such as for instance as revealed by in the case of</p>
<p><b>Comparing</b></p> <p>equally in the same way similarly likewise as with like</p>	<p><b>Contrasting</b></p> <p>whereas instead of alternatively otherwise unlike on the other hand</p>

## 2.5 Cohesion: tense

10 minutes

Display **OHT 2.7**. This piece of writing, entitled 'If my dog disappeared ...', was written by Meena in Year 7, as part of an English assignment called 'What if ...'. Meena has been learning English for three years.

OHT 2.7

### Meena, Year 7

If my dog disappeared I ran to the police if I didn't have an telephone box to find. And would had searched with them all day long. If I still didn't find the dog I would had wrote an advertisement about the dog. Saying a Labrador has been missing and have to be found. But the main thing is I am - really worried about the dog ...

I was calling his name were I could not see him no longer

... when they heard there dog is in a crash - they were really scared and worried ... Maybe also they think that he crash because it was there fault. But they feel depressing.

Handout 2.4

Distribute **Handout 2.4**. Ask participants to underline the verbs in the text, in pairs, and to discuss how well tense is used. Remind participants that one of the most important functions of the verb in English is to indicate the relationships between the time of different actions and situations in the text. Allow a few minutes for this.

### What Meena already knows about tense

- that tense can be used in differing ways to construct a consistent meaning
- a bit about modal verbs – she uses the subordinator 'if' and modal 'would' appropriately
- that grammatical features should be related to function, effect and meaning.

Her implicit knowledge should be acknowledged and used as a positive base from which to develop more explicit awareness and control of English. Some individual explicit feedback may be helpful in highlighting over-generalisations.

### What Meena may not know about tense

- it usually has some consistency
- that in the hypothetical past tense, the auxiliary verb 'have' is used with the modal 'would' (*If ... I would have ...*) but does not change form.

Getting modality right is a sophisticated task, i.e. it does not change to 'had':

I would have gone running

I would have searched

I would have written

I would have been worried

Next display **OHT 2.8**, which explains what EAL learners need to know about verbs.

OHT 2.8

### Verbs

An EAL learner needs to know:

- what verb inflections there are (finite, non-finite and finer distinctions)
- how to form them
- how to combine auxiliary verbs with others to form verb chains
- how to use inflected verbs and verb chains to express different meanings.

## 2.6 Reference and ambiguity: use of pronouns

10 minutes

Display **OHT 2.5** again. Highlight the pronouns in the following sentence.

### from Handout 2.2/OHT 2.5

so he went outside and he saw a boy with an animals. he went behind the boy and bang! he was lying on the ice cold floor.

Ask participants to consider, for a few moments, what Asaf already knows about pronouns. After a few moments, take feedback, stating that:

- Asaf knows that 'he' is singular, masculine and needs to be used instead of repeating the subject nouns 'boy' and 'monster'.

However, what Asaf may not yet know, is that:

- ambiguity is created when two similar pronouns – in this case 'he' – are used closely together. There are two males here – the monster and boy. In Asaf's last sentence, the reader is not clear who is being referred to.

Now distribute **Handout 2.5** and ask participants to skim read the review, and then to spend 5 minutes underlining all the reference words (*it, his, him, this*, etc.) and track them to the words to which each belongs. Ask them to consider:

- how the writer avoids overuse of nouns such as 'film'
- how this sort of activity could be used to draw pupils' attention to the ways in which referencing works.

## Film review: The Lord of the Rings

Since it was released just before Christmas, many have claimed that Peter Jackson's 'The Fellowship of the Ring' is the best fantasy epic in motion picture history. This is an ambitious claim, especially as it is only the first instalment of a trilogy that will not see its final part released until just before Christmas 2003.

Despite the fact that the opening part of Tolkien's epic quest is over three hours long, this will not deter the fantasy addict who will be likely to leave the cinema eagerly awaiting the next episode.

Jackson is a filmmaker with an extraordinary ability to mix computer-generated images from his vivid imagination with brilliant acting from a fine ensemble of star names. There are moments of sheer brilliance like the one where the city of Isengard is transformed into a Hieronymus Bosch-like factory of evil and the traumatic encounter with Balrog deep in the caves of Moria. His screenplay remains true enough to the original text to satisfy Tolkien purists whilst managing to correct some of the weaknesses in the original story. In fact, this version manages to convey the great sweep of the mammoth journey undertaken by the Fellowship (with New Zealand's stunning scenery another star performer) as well as interesting us in the personal relationships that develop among the disparate band of intrepid explorers.

Take very brief feedback. Points to bring out:

- Use of pronoun reference is varied and avoids repetition.
- Shared and/or guided reading of a text such as this could help pupils learning EAL understand how to avoid ambiguity in their writing.

Explain that participants will have the opportunity to reflect upon this and other strategies for teaching grammar during the afternoon planning session.

End the session by displaying **OHT 2.9**, which offers some teaching tips for improving pupils' text cohesion. Explain that these should always be taught in context and that there will be more on teaching strategies and when to use them in session 5.

## Tips for teaching cohesion

- Design a card sort activity involving grouping **connectives** for meaning, then using them in sentences.
- Use a timeline to demonstrate positioning of **verb** tenses.
- Lead a shared reading of a text with inconsistent **tense** usage, to foster a 'does it sound right?' approach.
- Use **ambiguous** sentences from pupils' writing in a shared writing session.



## Aims

- To investigate the differences between spoken and written grammar.
- To focus upon the features of cohesion that pupils learning EAL may find difficult.

## Some differences between talk and writing

When we talk	When we write
We make simple links between ideas by using coordination: <i>and, but, so</i> .	We use more formal connectives to structure writing: <i>therefore, as a consequence, moreover</i> .  Coordination can be overused and repetitive in writing, becoming the ' <i>and then</i> ' phenomenon.
We shift between tenses, e.g. using the historic present for vividness then slipping back to the past tense.	Shifts of tense have to be skilfully managed in writing to maintain consistency and so that the reader is clear when the action is occurring.
Shifts in meaning are often portrayed by gesture, tone of voice, emphasis, facial expression.	Subordination is used to pack more pieces of information in and reorder clauses to make subtle shifts in meaning clear.
Single adjectives used with nouns.	Modification produces more elaborate sentences through a range of devices, giving pupils a richer writing repertoire from which to select.
We rely on a shared context between speaker and listener.	We use more content words and devices to put ideas together for conciseness. Texts become 'lexically dense'.
Sentence and word boundaries do not always matter.	We organise ideas into words, sentences and paragraphs. Text structure and punctuation help to order ideas and readability.

## What do good writers do?

- Hear a voice in their head relating to the audience, purpose and register of the writing.
- Gather ideas relating to purpose, audience and genre.
- Rehearse sentences out loud before committing them to paper.
- Reread what they have written to cue into the next sentence.
- Reread to check flow and continuity.
- Read back sentences to see if they 'sound right'.
- Try alternatives.
- Punctuate while writing.

## A teaching sequence for writing

- Explore the objective: use good examples of texts.
- Define the conventions.
- Demonstrate how it is written.
- Share the composition: develop an explicit dialogue with the class about the choices a writer can make but which are usually silent and hidden.
- Scaffold first attempts.

## Asaf, Year 7

The cave is scary and dark. In the cave there is a monster starving in hunger. He decided to go and look for food so he went outside and he saw a boy with an animals. he went behind the boy and bang! he was lying on the ice cold floor. The monster dragged the boy and his animal along the floor and he took him into the cave and hung the boy

## Connectives

### ■ Conjunctions

I had tea *and then*

I did my homework. coordination

I had tea *before*

I did my homework. subordination

*After* I had tea

I did my homework. subordination

### ■ Connecting adverbs

I had tea. *Finally* I did my homework.

## Meena, Year 7

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I was calling his name were I could not see him no longer

... when they heard there dog is in a crash - they were really scared and worried ... Maybe also they think that he crash because it was there fault. But they feel depressing.

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An EAL learner needs to know:

- what verb inflections there are (finite, non-finite and finer distinctions)
- how to form them
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- how to use inflected verbs and verb chains to express different meanings.



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## Connectives as signposts

### Adding

and  
also  
as well as  
moreover  
too

### Cause and effect

because  
so  
therefore  
thus  
consequently

### Sequencing

next  
then  
first, second, third ...  
finally  
meanwhile  
after

### Qualifying

however  
although  
unless  
except  
if  
as long as  
apart from  
yet

### Emphasising

above all  
in particular  
especially  
significantly  
indeed  
notably

### Illustrating

for example  
such as  
for instance  
as revealed by  
in the case of

### Comparing

equally  
in the same way  
similarly  
likewise  
as with  
like

### Contrasting

whereas  
instead of  
alternatively  
otherwise  
unlike  
on the other hand

## Meena, Year 7

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# 3

## Sentence construction and subordination 40 minutes

### Resources

- OHTs 3.1–3.7
- Handouts 3.1–3.3
- OHT 2.5/Handout 2.2 from previous session

### Timing

3.1	Coordination and EAL learners	10 minutes
3.2	Subordinate clauses and EAL learners	15 minutes
3.3	Subject, object and complement	15 minutes

### 3.1 Coordination and EAL learners

10 minutes

Begin the session by displaying **OHT 3.1**, which states the aims of session 3.

OHT 3.1

#### Aims

- To develop knowledge of sentence coordination and subordination.
- To apply this knowledge to teaching pupils learning EAL.

Point out that, as we have seen, good writers need a rich repertoire of sentence structures to call upon in writing powerfully for effect. They are able to control a variety of ways to express their ideas coherently for different purposes and audiences.

Refer participants to **Handout 2.2** and display **OHT 2.5** again, this time highlighting the words underlined.

OHT 2.5

#### Asaf, Year 7

Handout 2.2

The cave is scary and dark. In the cave there is a monster starving in hunger. He decided to go and look for food so he went outside and he saw a boy with an animals. he went behind the boy and bang! he was lying on the ice cold floor. The monster dragged the boy and his animal along the floor and he took him into the cave and hung the boy



### Additional points to make

Coordination makes simple links between ideas. It can be overused, ineffectively handled, poorly punctuated and repetitious in pupils' writing.

Asaf's writing is typical of many pupils learning EAL, in that coordinating conjunctions *and*, *then*, *but* tend to be overused to join pieces of information of equal weight.

Now display **OHT 3.2**.

OHT 3.2

Coordination is possible between nouns; it allows more than one *noun* to share a verb.

Clause	Conjunction	Part clause
The girl screamed at <i>the boy</i>	<b><i>and</i></b>	<i>his friends ...</i>

Coordination is also possible between verbs; it allows more than one *verb* to share a noun.

Clause	Conjunction	Clause
She <i>ran</i> into the shop	<b><i>and</i></b>	<i>hid</i> behind the newspaper stand

### Task: coordination

Distribute **Handout 3.1**. Ask the participants to find two sentences in Asaf's writing that fit these patterns and write them into the blank grid on **Handout 3.1**.

Handout 3.1

### Coordination

Clause	Conjunction	Clause (part clause)

The two sentences are:

'The monster dragged the boy and his animal.'  
'[He] took him into the cave and hung the boy upside down.'

Make the following point:

Speakers tend to use chained clauses (a series of '*ands*'). This knowledge is reflected in Asaf's writing. Pupils learning EAL need support to develop subordination to move towards more 'writerly' constructions and to develop complex sentences in their writing.

### 3.2 Subordinate clauses and EAL learners

15 minutes

One of the clearest research findings is that better writers handle subordination more effectively, reducing the number of coordinated clauses. Use of subordinate non-finite clauses will move pupils' writing to a higher level in English. Display **OHT 3.3**, which quotes QCA's findings on this issue.

OHT 3.3

#### Clauses and word classes

As last year, the number of finite verbs generally increases at lower levels as do the number of coordinated clauses. Also like last year, the number of subordinators increases with level, as do the number of lexical words (nouns, adjectives and adverbs). All this is consistent with the pattern identified last year that sees a tendency in the higher scoring pupils to use fewer finite clauses, spreading information among well-chosen lexical words, complex noun phrases and non-finite clauses.

Standards at Key Stage 3 English (2001): QCA

Make the following points:

- The English syntax of pupils learning EAL can sometimes break down.
- Explicit teaching of different ways of subordination in sentences is vital, over a sustained period of time.
- Guided experimentation with various patterns of subordination will develop increased security and control.

Now display **OHT 3.4**. Give participants a few moments to reflect on the key points, which can be significant in the development of EAL learners' language proficiency.

OHT 3.4

#### Subordination and non-finite clauses

Subordination can use:

- subordinating conjunctions: *because, before, if, although*
- 'wh' pronouns: *which, who, when, while*
- *that*
- non-finite verbs: *travelling home, arriving at school.*

Non-finite clauses move writing on because they:

- are economical and flexible
- are built around a verb
- can be positioned in different parts of a sentence
- can modify nouns as well as verbs.

Next display **OHT 3.5**, which gives examples of subordination and how it can be used in writing.

OHT 3.5

As he entered the crowded train, he turned back.

**subordinate clause**                      **main clause**

He turned back as he entered the crowded train.

The man, entering the crowded train, turned back.

Sweating profusely, the man strode on.

The man, sweating profusely, strode on.

The man strode on, sweating profusely.

Again, allow a few moments for participants to consider the sentences, the effect of moving the clauses within them, and how punctuation is affected.

Then, make the following points.

- Subordination produces complex sentences.
- The use of commas within sentences will need explicit teaching. (If a subordinate clause comes at the front or middle of a sentence, commas act as a buffer between it and the main clause.)
- Complex sentences are not necessarily *always* better than simple or compound sentences.
- Writing choices will depend on its purpose and audience. It may aim for clarity, variety, economy or richness. A writer needs a repertoire to choose appropriately.
- Subordination will allow writers to express the relationship between things more explicitly and precisely. As a result it is a tool for expressing thinking in all areas of the curriculum.

### 3.3 Subject, object and complement

15 minutes

Distribute **Handout 3.2**. This is Razia writing about her sister. She has been learning English for two years and is a Sylheti speaker, who does not read or write in Bengali.

Handout 3.2

#### Razia, Year 7

As she is now at 18 years she look more nice. She has a brown shiny small eye. she got long black hair like a snack tidy up at the back. My sister when she talk so softly you can understand anythink she says. she is not that tall not that small She lives at home with my family. My sister the way she walks is so fast that the first minute she is there the second minute she just venisht

Display **OHT 3.6**. Point out that each verb chain is the centre of a clause. The other parts of a clause are:

- **subject**: usually a noun or pronoun and usually before the verb
- **object**: also usually a noun or a pronoun and usually after the verb
- **verb** or **verb chain**: usually the centre part of a clause or sentence. The first verb in the chain is usually **finite**, all other verbs are always **non-finite**
- **complement**: often an adjective
- **adverbials**.

OHT 3.6

**A usual order in English sentences is:**

Adverbial	Subject	Verb (chain)	Object	Complement	Adverbial
as, now	she	is	at 18 years		
	she	lives	at home		with my family
	she	look		nice(r)	more
	she	is		tall	not that small
	she	venisht			the second minute

### Task: Razia's writing

Invite the participants to look at Razia's writing, in twos or threes, and to decide:

- what she already knows about grammar
- what you would plan to teach.

Allow 5 minutes for the task, and then take brief feedback. Make the following points:

#### Razia knows

- that a simple sentence usually has the pattern of subject, verb, object and adverbial, e.g. *She lives at home with my family*
- that she needs to vary her sentences, in order to make her writing interesting.

#### Razia needs to be taught

- how to combine ideas in her writing by using subordination
- how to use connectives effectively.

End the session by displaying **OHT 3.7**, which offers some teaching tips for improving pupils' sentence construction and subordination. Explain that these should always be taught in context and that there will be more advice on teaching strategies and when to use them in session 5.

OHT 3.7

### **Tips for teaching sentence construction and subordination**

- Lead a shared writing session, involving moving subordinate clauses within sentences for effect.
- Design starter activities in which pupils improve selected sentences from their work by adding or moving subordinate clauses.
- Plan a guided writing session, using a word order grid (e.g. Handout 3.3) to improve pupils' writing.

## Aims

- To develop knowledge of sentence coordination and subordination.
- To apply this knowledge to teaching pupils learning EAL.

Coordination is possible between nouns; it allows more than one *noun* to share a verb.

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## Clauses and word classes

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Standards at Key Stage 3 English (2001): QCA



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Subordination can use:

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- non-finite verbs: *travelling home, arriving at school.*

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As he entered the crowded train, he turned back.

**subordinate clause**                      **main clause**

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The man, entering the crowded train, turned back.

Sweating profusely, the man strode on.

The man, sweating profusely, strode on.

The man strode on, sweating profusely.

Adverbial	Subject	Verb (chain)	Object	Complement	Adverbial
as, now	she	is	at 18 years		
	she	lives	at home		with my family
	she	look		nice(r)	more
	she	is		tall	not that small
	she	venisht			the second minute

## Tips for teaching sentence construction and subordination

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# Coordination

Clause (part clause)	
Conjunction	
Clause	

## Razia, Year 7

As she is now at 18 years she look more nice. She has a brown shiny small eye. she got long black hair like a snack tidy up at the back.

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	she	look		nice(r)	more
	she	is		tall	not that small
	she	visits			the second minute

**Resources**

OHTs 4.1–4.11  
Handouts 4.1–4.3

**Timing**

4.1	Nouns and modifiers	20 minutes
4.2	Adverbs and adjectives	10 minutes
4.3	Prepositions	5 minutes

**4.1 Nouns and modifiers**

20 minutes

Begin the session by displaying **OHT 4.1**, which states the aims of session 4.

OHT 4.1

**Aims**

- To develop knowledge of word choice and modification.
- To consider how this knowledge may inform the teaching of pupils learning EAL.

Next ask participants to consider the pupil's writing on **OHT 4.2/Handout 4.1**, for a few moments. Explain that Si-Yoo (Year 7) comes from China, speaks Cantonese and can read and write in Mandarin. She has been learning in English for less than two years.

OHT 4.2

**Si-Yoo book review**

Handout 4.1

The story about is Sugar is sweet. she is pretty. She has nice clothes and nice hair. People like Sugar. But Candy comes to town. Candy is sweet. She is pretty. She has beautiful hair and new clothes. She has any money and she has new ice skates which she bouht. People like Candy. Because Sugar doesn't have ice- skates so she doesn't like Candy's. Her friends ...

Si-Yoo uses a basic range of nouns and limited modifiers.

So how could we help?



Display **OHT 4.3**.

OHT 4.3	<b>Pre-modifiers</b>	
	■ Other nouns	<b>desk</b> light
	■ Adjectives	<b>harsh</b> light
	■ Adverbs	<b>glaring</b> light
	■ Determiners	<b>that</b> desk light

Make the following points:

- A noun may be modified by three kinds of words which stand before it (pre-modification).
- When we can add other words to a noun to modify its basic meaning the result is a noun phrase. For example 'that harsh, glaring desk light'.

Next display **OHT 4.4**.

OHT 4.4	<b>Post-modifiers</b>	
	Words can also be added after the noun, using:	
	■ prepositions	<b>on</b> the table, <b>near</b> the bookcase
■ relative clauses	(which is) <b>in the office</b>	

### Additional points to make

- **Prepositions** provide a way for writers to increase the length, complexity, specificity and interest of their noun phrases. For example:  
'that harsh, glaring desk light on the table near the bookcase in the office'  
*But note* that prepositional errors are particularly numerous in the writing of pupils learning EAL.
- **Relative clauses** must follow the noun. They are an important development since they can also include verbs in the additional information.

Note that the post-modifying clause could be non-finite using a participle, *who*, *which*, *that*, which is usually implied.

Pronouns cannot usually be modified.

### Activity/task: Si-Yoo's nouns

Now invite participants to look back at the writing sample from Si-Yoo (**Handout 4.1**) where all the nouns have been underlined.

Draw their attention to the fact that many of the nouns are modified by another word which adds more detail to its meaning. State that various kinds of words can be used in this way: display **OHT 4.5** to exemplify this.

OHT 4.5

■ Determiners	the story; her friends
■ Adjectives	nice clothes; beautiful hair
■ Nouns	ice skates
■ Prepositions	about Sugar
■ Relative clauses	which she bought

Next, distribute **Handout 4.2** and explain its structure.

Handout 4.2

### Modification

Pre-modifiers			Modified 'head'	Post-modifiers	
Determiner	Adjective	Noun	Noun	Preposition phrase	Relative clause

Now ask participants to work in pairs to fill in the grid using some sentences from Si-Yoo's writing (5 minutes).

Use **OHT 4.6** to debrief.

OHT 4.6

### Si-Yoo - modification

Pre-modifiers			Modified 'head'	Post-modifiers	
Determiner	Adjective	Noun	Noun	Preposition phrase	Relative clause
her			friends		
the			story	about Sugar	
	new	ice	skates		which she bought

## Additional points to make

- EAL learners learn how to combine modifiers quite easily but often have problems in selecting determiners, particularly when to use 'a' and when to use 'the'. (Si-Yoo seems to have avoided this problem; this is possibly because she is not clear how they work.)
- Omitting necessary determiners is one of the most common errors made by EAL learners.
- English is different from many other languages where the noun can be used alone.

Now display **OHT 4.7**.

<b>OHT 4.7</b>	<b>When does a noun demand a determiner?</b>
	When it is:
	■ singular                                    I saw a child (contrast: <i>I saw children</i> )
	■ countable                                   I grew a plant (contrast: <i>I grew fruit</i> )
■ a common noun                           I left the city (contrast: <i>I left London</i> )	

Other determiners include: *this, my, her, their, that*

Allow participants a few moments to read/reflect on **OHT 4.7**, then make the following point.

The choice of determiners answers the question: *which one* do you mean?  
For example:

definite:            **the** book            – **you know which** one I mean

indefinite:        **a** book                – **you don't know which** one I mean

Therefore, this is an essential teaching point for all pupils learning EAL, if they are to be able to communicate precise meaning in their writing.

## 4.2 Adverbs and adjectives

10 minutes

Once again, briefly direct participants' attention to Si-Yoo's writing, in particular the limited choice of adjectives. Next, display **OHT 4.8** and ask them to consider Farzhana's writing.

**Farzhana, Year 8 Fiction writing – short story**

In the bright shiny golden light of December morning the strong, white men faced the gloomy dark building. The reason they were heading for the building is because out of the 3 strong white men one of them is the son of an old lady who is trapped in the dark, gloomy building. To face this adventure they wore thick clothing and old woolly hats with flaps to cover their ears. one man took a large, metal bunch of keys from his pocket and unlocked a dirty narrow padlock from its chain

Distribute **Handout 4.3** and ask participants to underline all the adjectives. Allow 2/3 minutes for this.

Now ask participants to group themselves into threes, and to discuss the limitations of Farzhana's modification. Allow 5 minutes for this.

Take brief feedback.

Make the following points.

- She is overusing pre-modification.
- The pattern of two adjectives per noun is repetitive.
- Where she breaks this pattern (in sentence 3) her writing becomes more interesting to read.

**4.3 Prepositions***5 minutes*

Begin the session by making the following points:

- Prepositions are very common in English and important because they are often required to make the grammar and meaning clear.
- In general, if a noun is used as an adverbial modifying a verb, you will need to use a preposition, e.g. 'went along/down/up the street'.
- 'Go' used with the destination noun also requires a preposition – 'go to Manchester'.
- Prepositions often have to be learned in semantic relationships with nouns, with a focus on how their choice can subtly shift meaning, e.g. 'along the street', 'down the street'.
- Some prepositions are linked to specific verbs, e.g. 'borrow from', 'lend to'.

Next, display **OHT 4.9**, which shows some extracts from a piece of writing in history by a Year 8 pupil, Ferdousa.

OHT 4.9

**Extracts from writing on 'Elizabeth's problems'  
by Ferdousa, in Year 8**

He proposed me ...

There is a plot for me ...

... have a plot on me

... married with ...

Allow 1 or 2 minutes for participants to discuss her writing. Take very brief feedback. Ensure that the following is covered.

How prepositions work:

- A preposition is 'preposed' to one noun or pronoun which is called its object.
- It links the object to another verb or noun in the sentence.

Display **OHT 4.10**, which offers some teaching tips for improving pupils' word choice and modification. Explain that these should be always taught in context and that there will be more on teaching strategies and when to use them in session 5.

OHT 4.10

**Tips for teaching sentence construction and word modification**

- Display simple sentences on a washing line, ask pupils to place modifiers appropriately and discuss the effect.
- Lead a shared reading of a text containing modified sentences, emphasising their effect.
- As a starter give pupils three or four simple sentences to modify by adding prepositions or relative clauses to be shared on OHT.
- Focus a shared writing session on improving sentence construction and word modification.

End the session by displaying **OHT 4.11**.

OHT 4.11

This is the end

of the section

on prepositions.

## Aims

- To develop knowledge of word choice and modification.
- To consider how this knowledge may inform the teaching of pupils learning EAL.

## Si-Yoo book review

The story about is Sugar is sweet. she is pretty. She has nice clothes and nice hair. People like Sugar. But Candy comes to town. Candy is sweet. She is pretty. She has beautiful hair and new clothes. She has any money and she has new ice skates which she bought. People like Candy. Because Sugar doesn't have ice- skates so she doesn't like Candy's. Her friends ...

## Pre-modifiers

- Other nouns                    **desk** light
- Adjectives                    **harsh** light
- Adverbs                    **glaring** light
- Determiners                **that** desk light



## Post-modifiers

Words can also be added after the noun, using:

- prepositions                      **on** the table, **near**  
the bookcase
- relative clauses                (which is) **in the office**

- Determiners                    the story; her friends
- Adjectives                    nice clothes;  
   beautiful hair
- Nouns                            ice skates
- Prepositions                    about Sugar
- Relative clauses                which she bought

## Si-Yoo - modification

Pre-modifiers			Modified 'head'	Post-modifiers	
Determiner	Adjective	Noun		Preposition phrase	Relative clause
her			friends		
the			story	about Sugar	
	new	ice	skates		which she bought

## When does a noun demand a determiner?

When it is:

- singular                      I saw a child  
(contrast: *I saw children*)
  
- countable                    I grew a plant  
(contrast: *I grew fruit*)
  
- a common noun            I left the city  
(contrast: *I left London*)

## Farzhana, Year 8

### Fiction writing – short story

In the bright shiny golden light of December morning the strong, white men faced the gloomy dark building. The reason they were heading for the building is because out of the 3 strong white men one of them is the son of an old lady who is trapped in the dark, gloomy building. To face this adventure they wore thick clothing and old woolly hats with flaps to cover their ears. one man took a large, metal bunch of keys from his pocket and unlocked a dirty narrow padlock from its chain

## **Extracts from writing on 'Elizabeth's problems' by Ferdousa, in Year 8**

He proposed me ...

There is a plot for me ...

... have a plot on me

... married with ...

## Tips for teaching sentence construction and word modification

- Display simple sentences on a washing line, ask pupils to place modifiers appropriately and discuss the effect.
- Lead a shared reading of a text containing modified sentences emphasising their effect.
- As a starter give pupils three or four simple sentences to modify by adding prepositions or relative clauses to be shared on OHT.
- Focus a shared writing session on improving sentence construction and word modification.

This is the end  
of the section  
on prepositions.



## Si-Yoo book review

The story about is Sugar is sweet. she is pretty. She has nice clothes and nice hair. People like Sugar. But Candy comes to town. Candy is sweet. She is pretty. She has beautiful hair and new clothes. She has any money and she has new ice skates which she bouht. People like Candy. Because Sugar doesn't have ice- skates so she doesn't like Candy's. Her friends ...

## Modification

Pre-modifiers	Modified 'head'		Post-modifiers	
	Determiner	Adjective	Noun	Noun
				Relative clause
				Preposition phrase

## Farzhana, Year 8

### Fiction writing – short story

In the bright shiny golden light of December morning the strong, white men faced the gloomy dark building. The reason they were heading for the building is because out of the 3 strong white men one of them is the son of an old lady who is trapped in the dark, gloomy building. To face this adventure they wore thick clothing and old woolly hats with flaps to cover their ears. one man took a large, metal bunch of keys from his pocket and unlocked a dirty narrow padlock from its chain

**Resources**

Pre-course task: Pupils' written work and KS3 medium- and short-term plans

OHT 5.1

Handouts 5.1–5.6

Handout 2.4 from session 2

**Timing**

5.1	Assessing pupils' writing	20 minutes
5.2	Teaching grammar in context	40 minutes

**5.1 Assessing pupils' writing**

20 minutes

Begin the session by displaying **OHT 5.1**, which states the aims of session 5.

OHT 5.1

**Aims**

- To assess pupils' writing and identify grammatical features to be taught.
- To build opportunities for the teaching of key grammar points into planning at KS3.

Explain that participants are now going to have the opportunity to review and discuss the pupils' work that they selected as part of the pre-course task.

Ask participants to spend 5 minutes individually reviewing their pupils' writing, and to decide which aspects of grammar, covered in the morning sessions, they need to be taught. Explain that two models of analysis are given on **Handouts 5.1** and **5.3**, and that **Handout 5.2** shows a worked example using the work of Meena previously seen on **Handout 2.4**.

Now group participants into fours and ask them to share their findings with the group. The aim is to establish areas of common concern, so that participants can plan for teaching these grammatical features together, during the second half of the session. Allow 10 minutes for this.

Take brief feedback, asking participants to state the most common areas of concern. Unless the schools represented have very different pupil populations, it is likely that similar areas will be identified.

## 5.2 Teaching grammar in context

40 minutes

Explain that participants are now going to have the opportunity to integrate some specific grammar teaching into their short- and medium-term plans.

Distribute **Handouts 5.4, 5.5** and **5.6**.

Explain that **Handout 5.4** maps some grammatical features to Framework objectives. State that **Handout 5.5** explains how effective grammar teaching may be integrated into the KS3 lesson structure; emphasise the importance of teaching grammar in context, so that learning is transferred. Explain that **Handout 5.6** gives some examples of suitable lesson starters, but, again, it is important to stress that these will only be effective if followed up in the context of the main English teaching.

Allow participants a few minutes to familiarise themselves with these handouts.

Next, explain that they now have 30 minutes to begin planning opportunities for teaching grammar. State that they should refer to the medium- and short-term plans that they have brought, and, where possible, work with a colleague from another school.

State that there will be no formal feedback at the end of this session, but that the last session of the day will focus on future plans.

## Aims

- To assess pupils' writing and identify grammatical features to be taught.
- To build opportunities for the teaching of key grammar points into planning at KS3.

# Analysis grid

Pupil: \_\_\_\_\_ Date of writing: \_\_\_\_\_

Class: \_\_\_\_\_

Context for writing: \_\_\_\_\_

Subordinator	Coordinator	Adverbial	Subject noun phrase	Verb phrase	Complement (object noun phrases)	Adverbial

Diagnosis: strengths and weaknesses	Planning for explicit teaching to develop writing

# Exemplar analysis grid - worked example

Date of writing:

Pupil: Meena (see Handout 2.4) Class:

Context for writing: Writing in response to a 'what ... if?' test question

Subordinator	Coordinator	Adverbial	Subject noun phrase	Verb phrase	Complement (object noun phrases)	Adverbial
If			my dog	disappeared		
if			I	didn't have to find.	an telephone box	
	And			would had searched	with them	all day long
If			I	still didn't find	the dog	
			I	would had wrote	an advertisement	about the dog
				Saying	a Labrador	
				has been missing		
	and			have to be found.		
	But		the main thing	is		
			I	am really worried	about the dog	
			I	was calling	his name	
were (where)			I	could not see	him	no longer
when			they	heard	there dog	
				is	in a crash	
			they	were	really scared	
	and			worried		
Maybe			they	think	he	
				crash		
because			it	was	there fault	



Diagnosis: strengths and weaknesses	Planning for explicit teaching to develop writing
<ul style="list-style-type: none"> <li>■ Reasonable range of <b>verbs</b> used (not all forms used accurately)</li> <li>■ <b>Subjects</b> are usually single pronouns or very short phrases</li> <li>■ Very few <b>adverbial phrases</b> used, three at the end of clauses only</li> <li>■ <b>Subordination</b> basic, using if, because, when, maybe</li> <li>■ <b>Complements/objects</b> column shows most vocabulary choice but some repetition</li> </ul>	<ul style="list-style-type: none"> <li>■ Include more advanced subordination – teach non-finite clauses</li> <li>■ Use adjectives to build noun phrases</li> <li>■ Different and varied use of subjects including further use of passive verbs</li> <li>■ Use adverbials at the start of clauses to make them longer, more varied and interesting</li> </ul>

# Checklist for analysis

## A Texts

Check for pupil's understanding of overall organisation for writing *purpose* (is writing appropriate for genre?) and understanding of *audience* (are reader/writer relationship and register appropriate?).

### Cohesion

- Use of connectives?
- Type of connectives?

## B Sentences

Use analysis grid in **Handout 5.1** to deconstruct sentence level grammar in pupil's writing.

### Clause structure

- Agreement – noun-pronoun? plural forms?
- Articles – used? used correctly?
- Verbs – finite verbs overused? use of modals? tenses – endings? subject-verb agreement?
- Adverbial phrases – use and length?
- Adverbial clauses – use and length?
- Use of subordination – non-finite clauses? subject relative clauses?

## C Words

Check word classes (are any of these under-represented or overused?) and use of vocabulary (is vocabulary varied? are word families used?).

### Modification

- Nouns – are they modified well?
- Powerful verbs used well?
- Prepositions – correctly used?
- Coordination – used successfully or overused?

## Some opportunities for focused grammar teaching within Framework objectives

<i>Grammatical features</i>	<i>English Framework objectives (short form tags)</i>		
	<i>Yr 7</i>	<i>Yr 8</i>	<i>Yr 9</i>
<b>Text cohesion</b>		S6 grouping sentences	Wr3 formal essay
Pronouns and ambiguity	S6 resolve ambiguity	S7 cohesion and coherence	
Tense	S4 tense management	S4 tense shifts	
Connectives	S10 paragraph structure W20 connectives Wr10 organise texts appropriately	S7 cohesion and coherence W10 prepositions and connectives	W8 connectives for developing thought
<b>Sentence construction</b>	S5 active or passive voice	S10 informal to formal	S3 degrees of formality
Subject/verb agreement	S17 standard English	S11 standard English & dialect	S9 sustained standard English
Word order	S11 sentence variety W19 lexical patterns R9 link reading and writing	S14 compare languages	S10 attitudes to standard English
Subordination and complex sentences	S1 subordinate clauses S3 boundary punctuation R14 language choices Wr6 characterisation R9 link reading and writing	S1 complex sentences S2 variety of sentence structures	S1 complex sentences W8 connectives for developing thought
<b>Word choice and modification</b>	W13 word classes R12 character, mood and setting	W8 use linguistic terms S5 conditionals and modal verbs W12 formality and word choice	W6 terminology for analysis
Adjectives	S2 noun phrases Wr14 evocative description		
Modification	S2 noun phrases Wr14 evocative description		
Determiners	S14 subject conventions		

# Teaching grammar to EAL learners

## *When and how?*

The most appropriate part of the lesson is during guided work, as this allows the teacher to:

- relate the grammar teaching to the main part of the lesson, and to the medium-term plans
- teach the grammar points, wherever possible, within the context of the pupils' own writing
- focus on the specific needs of the group, or individuals
- assess the understanding of pupils, at the point of teaching
- ensure that the pupils are given the opportunity to discuss the grammar being taught and to rehearse orally the appropriate language, which will help them to remember key teaching points.

Key grammatical features can also be taught during the independent part of the lesson by:

- observing pupils' ability to transfer the grammatical knowledge into their own writing
- encouraging pupils to reread/read aloud work in progress, in order to encourage them to self-check, and to develop 'models of writing in their head'
- providing individuals with checklists/reminders of grammatical points that have been taught, e.g. during the guided part of the lesson (see Appendix, page 109, for some useful examples of these)
- helping pupils to articulate the decisions that they make when writing.

On occasions, it may be appropriate to teach these grammatical features during the shared part of the lesson, as this enables the teacher to explain how and why s/he makes grammatical decisions, when writing. However, this will be only when:

- the assessment of all the pupils' writing indicates that the majority would benefit from the teaching of this feature
- the grammatical features to be taught would be relevant to the short-term plan.

Starter activities can provide a good opportunity for teaching grammar, because they are short and focused, and key points can be revisited a number of times. However, teaching grammar through starter activities will only be successful if:

- the grammatical feature is taught to the whole class OR a differentiated task can be set
- the teaching is followed up, immediately, during the main part of the lesson
- pupils' understanding and transference of the learning is assessed within the context of their writing.

# Suggestions for starter activities

## *Text cohesion*

### **Pronouns and ambiguity**

- Teacher displays ambiguous sentences on the OHP, preferably from pupils' own writing, and pupils rewrite them on whiteboards.

### **Tense**

- Again, pupils could correct inconsistencies in tense usage in a piece of writing displayed on an OHT. Shared reading can help pupils to develop the skill of 'does it sound right?'
- The use of a timeline could be modelled to aid understanding of subtleties in tenses: this can also be done as a washing-line activity, or a human timeline, with pupils representing the verbs. (Completed versions can then be given to pupils, for them to refer to when writing.)

### **Connectives**

- Card sort activities, involving grouping connectives into categories (see the Writing style module in the Literacy across the curriculum folder).
- This can also be done as a physical activity where pupils, representing various connectives, can be grouped together. This activity should be followed by pupils using the connectives in sentences.

Once again, where appropriate, pupils can be provided with a checklist to use when writing.

## *Sentence construction and subordination*

### **Subject/verb agreement**

- A card sort activity, where pupils match the subject to the verb and then read the sentence aloud. Could have a physical activity where pupils represent the subjects and the verbs.

### **Word order**

- A washing-line activity where the words are jumbled, and the class/groups have to reorder them. (A group activity would allow for the sentences to be differentiated.)
- A card sort activity using a grid similar to the one introduced in session 3 (OHT 3.6), but enlarged to A4 for group use. Pupils can then be given words to sort into the various parts of the clause. Again, pupils can be given a range of clauses, in order to ensure differentiation. They could also go on to making up their own sentences for sorting.

### **Complex sentences/subordination**

- A washing-line activity, where pupils are invited to move the subordinate clauses within a sentence.
- A whiteboard activity in which pupils change sentences given by the teacher, and then show them to the rest of the class.
- A card sort activity, in which pupils are invited to discover how many ways they can reorder the clauses in the sentence without altering the meaning.

## *Word choice and modification*

### **Adjectives**

- Pupils could be given a card sort activity in which they move the adjectives around, and check for sense and meaning.
- They could be provided with a grid, similar to the one below (possibly enlarged to A4), and some sentences to sort into the various categories. They could then go on to write their own sentences to use in their writing.

Determiner	Adjective					
	Describing or expressing a feeling	Size	Age	Colour	Defining	Noun
a	beautiful	tall	old		oak	tree
a		small		golden	metal	plate
an	elegant	tall	modern		metal	sculpture
the	frightened	small	young	brown		rabbit

### **Modification**

- Pupils could be given three or four simple sentences which they would then modify by adding prepositions, relative clauses, adjectives, etc., as appropriate. Again, this could be differentiated by pupils being given sentences of varying complexity, or by having to write their own.
- Simple sentences could be displayed as a washing-line and individual pupils invited to place their modifiers appropriately; again, some pupils could be asked to invent their own.

### **Determiners**

- Pupils could be shown a sentence with the determiners deleted, and they could write the appropriate determiner on a whiteboard for a 'show me' activity. (Please note this is unlikely to be appropriate for a whole class.)
- Similarly pupils could be asked to complete sentences on their whiteboards, adding the correct determiner.



**Resources**

OHTs 6.1–6.2  
Handouts 6.1–6.2

**Timing**

6.1	Post-course tasks	20 minutes
6.2	Evaluation	10 minutes

**6.1 Post-course tasks**

20 minutes

Begin the session by displaying **OHT 6.1**, which states the aims of session 6.

OHT 6.1

**Aims**

- For participants to consider the post-course tasks, and to identify the support needed to complete them.
- For participants to evaluate the training.

Display **OHT 6.2** and ask participants to reflect on the tasks for a minute or two.

OHT 6.2

**Post-course tasks**

- Complete a scrutiny of the written work of KS3 pupils who are learning EAL and who are not making sufficient progress.
- Establish which particular aspects of grammar need to be taught.
- Integrate the teaching of appropriate grammatical features into the KS3 medium- and short-term plans.

Now ask participants to complete **Handout 6.1**, and then to discuss their plans with a partner. Allow 10 minutes for this.

Explain that copies of completed handouts will be kept by the consultant, to facilitate networking and support.

End the session by asking each participant to state the main area of grammar teaching that they feel needs to be addressed within their school.

**6.2 Evaluation**

10 minutes

Close the day by asking participants to complete an evaluation sheet (**Handout 6.2**).

Explain that evaluations are collated centrally, and are used to adjust/inform future training; their views are appreciated and noted.



## Aims

- For participants to consider the post-course tasks, and to identify the support needed to complete them.
- For participants to evaluate the training.

## Post-course tasks

- Complete a scrutiny of the written work of KS3 pupils who are learning EAL and who are not making sufficient progress.
- Establish which particular aspects of grammar need to be taught.
- Integrate the teaching of appropriate grammatical features into the KS3 medium- and short-term plans.

## Post-course tasks

Name ..... School .....

Task	Personnel (including other colleagues)	Consultant support	Feedback arrangements: a) in school b) across the LEA
Work scrutiny			
Please specify which aspects of grammar need to be taught:  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Other planned follow-up (please specify):			

# Evaluation sheet for participants

## Key Stage 3 *National Strategy*

### Grammar for writing: supporting pupils learning EAL

What were the most successful aspects of today's sessions?

What changes would you suggest if today's sessions were repeated?

Please grade each session for usefulness and clarity.

Session	Grade				Comment
	Very useful	←	→	Poor	
1 Introduction	1	2	3	4	
2 Text cohesion	1	2	3	4	
3 Sentence construction and subordination	1	2	3	4	
4 Word choice and modification	1	2	3	4	
5 Assessing pupils' writing and teaching grammar in context	1	2	3	4	
6 Post-course task and evaluation	1	2	3	4	
Overall grade for the day	1	2	3	4	

1 very useful    2 useful    3 limited use    4 poor

School/agency .....

# Evaluation sheet for course tutors

## Key Stage 3 *National Strategy*

### Grammar for writing: supporting pupils learning EAL

What were the most successful aspects of the course?

What changes would you suggest might be made to improve the course?

Please grade each session for usefulness and clarity.

Session	Grade				Comment
	Very useful	←	→	Poor	
1 Introduction	1	2	3	4	
2 Text cohesion	1	2	3	4	
3 Sentence construction and subordination	1	2	3	4	
4 Word choice and modification	1	2	3	4	
5 Assessing pupils' writing and teaching grammar in context	1	2	3	4	
6 Post-course task and evaluation	1	2	3	4	
Overall grade for the day	1	2	3	4	

1 very useful 2 useful 3 limited use 4 poor

## Appendix

### Key grammatical terms with examples

<b>Nouns →</b>	are classified as →	<b>singular →</b> or <b>plural →</b>	bare N → N-s (or irreg) →	a <b>dog</b> two <b>dogs/mice</b>
<b>Nouns →</b>	are classified as →	<b>common →</b> or <b>proper →</b>	(most nouns) → names →	dog, day, mud May, London
<b>Common nouns →</b>	may be (among others) →	<b>collective →</b>	+ plural verb →	Our <b>team</b> are winning
<b>Common nouns →</b>	may be in a <b>word family</b> based on →	a <b>verb →</b> <b>adjective →</b> or <b>noun →</b>	<i>V-ing, etc. →</i> <i>Aj-ness, etc. →</i> <i>N-hood, etc. →</i>	rowing nearness childhood
<b>Determiners →</b>	combine with →	<b>common nouns</b> to make →	<b>noun phrases →</b> Np = D ... N... <i>a, the, this, any, my, which, one ...</i>	the dog
<b>Common nouns →</b>	may be <b>modified</b> by preceding → or following →	<b>adjectives →</b> or <b>nouns →</b> <b>prepositions →</b> or <b>relative clauses →</b>	<b>A N →</b> <b>N N →</b> <b>N P →</b> <b>N clause →</b>	<b>big dog</b> <b>sausage dog</b> dog <b>with</b> a bone dog <b>that barked</b>
<b>Common nouns →</b>	agree with →	their <b>determiner →</b>	sing D – sing N → plur D – plur N →	this dog these dogs
<b>Pronouns →</b>	may replace →	<b>noun phrases →</b>	Np ... Pronoun →	My friend said he was sad.
<b>Phrases →</b>	are classified as →	<b>noun phrases →</b> or <b>prepositional phrases →</b> or <b>adjectival phrases →</b> or <b>adverbial phrases →</b>	Np, → built round N Pp, → built round P built round Aj →  built round Av → or functioning like Av →	a big <b>dog</b> that barked in the garden  as <b>big</b> as you  very <b>soon</b> left <b>quickly/in a hurry</b>
<b>Noun phrases →</b>	are built round →	a <b>common noun →</b>  or a <b>proper noun →</b>	D Aj N N P clause  N →	a small sausage <b>dog</b> behind me that barked John
<b>Noun phrases or pronouns →</b>	may function →	as <b>subject</b> of a <b>verb →</b> or as <b>object</b> of a <b>verb →</b> or as <b>complement</b> of a <b>verb →</b> or after a <b>preposition →</b> or as <b>possessor →</b>	S V → V O →  V C → P Np → Np + 's →	<b>A dog</b> barked. I saw <b>a dog</b> .  It became <b>a dog</b> . with <b>a dog</b> <b>a dog's</b>
<b>Prepositional phrases →</b>	may function as →	<b>complement</b> of a <b>verb →</b> or as an ' <b>adjectival</b> ' modifier of a <b>noun →</b> or as an ' <b>adverbial</b> ' modifier of: a <b>verb →</b>  or an <b>adjective →</b>	V C →  N Pp →  Pp ... V ... Pp →  Aj Pp →	It was <b>in a mess</b>  a dog <b>with attitude</b>  <b>In London</b> it rains <b>for hours</b> . keen <b>on grammar</b>
<b>Verbs →</b>	are classified as →	<b>finite:</b> <b>present →</b> or <b>past →</b> or <b>imperative →</b> or <b>non-finite:</b>	One per <b>main clause</b> . V-s or bare V → V-ed (or irreg) → bare V, no <b>subject</b> in <b>verb chains</b> and <b>subordinate clauses</b>	He/they <b>rows/row</b> . He <b>rowed/swam</b> . <b>Row</b> hard!

continued

Verbs → continued		<b>infinitive →</b> or <b>participle:</b> <b>past →</b>  or <b>present</b>	bare V, often <i>to</i> →  V- <i>ed</i> (or irreg) →  V- <i>ing</i> (or irreg) →	He wants to <b>row</b> .  He has <b>rowed/</b> <b>swum</b> . He is <b>rowing</b> .
Verbs →	are classified as →	<b>active →</b> or <b>passive →</b>	(most verbs) → <b>past participle →</b> active <b>object</b> = passive <b>subject</b> , active <b>subject</b> = <i>by</i>	He <b>likes</b> her. She is <b>liked</b> by him.
Verbs →	are classified as →	<b>main →</b> or <b>auxiliary:</b> ordinary → or <b>modal →</b>	(most verbs) → 1–4 per <b>verb chain</b> , <i>have, be, do</i> → <i>will, would, shall,</i> <i>should, can, could,</i> <i>may, might, must,</i> <i>ought</i> ; no -s →	He <b>rows</b> .  He <b>has</b> rowed.  He <b>can</b> row.
Auxiliary verbs →	combine with →	each other and <b>main verbs</b> to make →	<b>verb chains:</b> → modal - <i>have</i> - <i>be</i> - V	<b>I must have been dreaming.</b>
Verbs →	need →	a <b>subject</b> →	<b>noun phrase</b> → <i>I, he, she, we, they</i> → S V → or V S ...? →	<b>The baby</b> cried. I cried. <b>He</b> was crying. Was <b>he</b> crying?
Some verbs →	need →	an <b>object</b> → or <b>complement</b> →	<b>noun phrase</b> → V O C <b>adjective</b> → or <b>noun phrase</b> →	I like <b>her</b> .  I got (her) <b>angry</b> . I became <b>a teacher</b> .
Verbs →	may be modified by →	<b>adverbials</b> →	<b>A S A V O C A</b> →	<b>Actually</b> , she <b>already</b> knows it <b>well</b> .
Present verbs →	agree with →	their <b>subject</b> →	<b>singular</b> S V-s → <b>plural</b> S V →	She <b>likes</b> him. They <b>like</b> him.
Clauses →	are classified as →	<b>main</b> →  or <b>subordinate</b> →	May be a whole <b>sentence</b> . → Built round a <b>finite verb</b> . Must combine with a <b>main clause</b> . →	He came in. Come in!  <b>If he asks</b> , help him.
Main clauses →	are classified as →	<b>declarative</b> → or <b>interrogative</b> →  or <b>imperative</b> → or <b>exclamative</b> →	S V ... → V S ... → Wh V S ... → V ... → Wh S V ... →	He is kind. Is he kind? Why is he kind? Be kind! How kind he is!
Subordinate clauses →	are marked by →	a <b>subordinating conjunction</b> → or a <b>wh-pronoun</b> → or <b>that</b> → or a <b>non-finite verb</b> →	<b>C S V ...</b> →  Wh ... → <i>that</i> ... → V ... →	<b>If</b> he comes in  <b>who</b> did it <b>that</b> he did it <b>doing</b> it
Subordinate clauses →	may function as →	<b>adverbial clauses</b> →  or as <b>relative clauses</b> → or as <b>noun clauses</b> →	<b>modifying a verb</b> →  <b>modifying a noun</b> → as S or O →	<b>When humming</b> , he felt happy. The man <b>humming it</b> . I enjoyed <b>humming it</b> .
Conjunctions →	are classified as →	<b>coordinating</b> →  or <b>subordinating</b> →	In X C Y: X and Y equal →  Y subordinate to X →	Tom <b>and</b> Dick sang <b>and</b> danced. Tom sang <b>while</b> Dick danced.

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