

**Extracts from recent materials for primary teachers.**

1. *The National Literacy Strategy: framework for teaching*, (n.d.), London: DfEE.
2. *Assessing your needs in literacy: needs assessment materials for Key Stage 2 teachers*, (n.d.), London: Teacher Training Agency. (Booklet a = *Diagnostic tasks*; Booklet b = *Diagnostic feedback*)

|                  |  |   |  |
|------------------|--|---|--|
| <b>adjective</b> | a word or phrase which is added or linked to a noun to describe or modify it. It may come before or after the noun: <i>the red dress/the dress was red</i> . There are different sorts of adjective: |   |  |
|                  | <b>number</b>  | <i>six, three, hundreds</i>   |  |
|                  | <b>quantity</b>  | <i>more, all, some, half, more than enough</i>  |  |
|                  | <b>quality</b>   | relates to colour, size, smell, etc: <i>lime green</i>  |  |
|                  | <b>possessive</b>  | <i>my, his, theirs, your</i>  |  |
|                  | <b>interrogative</b>   | <i>which, whose, what</i>   |  |
|                  | <b>demonstrative</b>   | <i>this, that, these, those</i>   |  |
|                  | Adjectives have different degrees of intensity:  |   |  |
|                  | <b>nominative</b>  | names the quality (tall)  |  |
|                  | <b>comparative</b>   | describes degrees of a quality: more/less + adjective or adjective + er ( <i>more tall → taller</i> ). This form should be used when comparing two examples: she is the taller of the two |  |
|                  | <b>superlative</b>   | describes limit of a quality: most/least + adjective or adjective + -est ( <i>most tall → tallest</i> )   |  |
|                  | Many adjectives can be transformed into adverbs by addition of -ly: <i>true - truly; serious - seriously</i>   |   |  |
| <b>adverb</b>    | a word or phrase which describes or modifies a verb. Many adverbs have the suffix -ly: <i>happily, quickly, angrily</i> . There are some additional categories of adverb:                            |   |  |
|                  | <b>manner</b>  | <i>happily, lazily, angrily, slowly, truthfully</i>   |  |
|                  | <b>time</b>  | <i>later, soon, now, hourly</i>   |  |
|                  | <b>place</b>   | <i>here, near, far, there</i>   |  |
|                  | <b>degree</b>  | modifies another adverb: <i>very, rather</i>  |  |
| <b>noun</b>      | a noun is a word that names a thing or feeling. Nouns can be singular (only one) or plural (more than one). There are four main types of nouns:  |   |  |
|                  | <b>Proper</b>  | a specifically named person or thing: <i>John, London, France, April</i> . Proper nouns start with capital letters.   |  |
|                  | <b>Common</b>  | a non-specific reference to a thing: <i>man, dog, shop</i> .  |  |
|                  | <b>Collective</b>  | names a group of people or things: <i>army, flock, crowd, gaggle</i> . Treated as singular nouns.   |  |
|                  | <b>Abstract</b>  | names a concept or idea: <i>love, justice, sympathy</i> .   |  |

Definitions, from (1) - glossary

Alison Sealey - an example of how bad Teacher Training materials can be.

**Task 1-b**

Identify two abstract nouns in paragraph 2. \_\_\_\_\_

**Task 1-b**

“fear” (line 8)      “thoughts” (line 11)      “cause” (line 12)      “the good” (line 12)

Abstract nouns are those which are intangible, often difficult to define and evident through their “effects” rather than being visible themselves. For example, the effects of a person’s pride might be evident, but pride itself is an abstract concept.

A question, from (2a), and answer, from (2b), about ‘Grammar & Punctuation’?

Answer, from (2b), to a question in (2a) about cohesion.

**Task 2-c (Report)**

i) “The plankton is so small compared to their stomach.”

The pronoun “their” refers to the “whales” in the previous paragraph. In its current position in paragraph four, the pronoun is too far removed from the noun it refers to, and there is possible confusion in that “their” appears to refer to the plankton.

**preposition**

a word describing the relationship between two nouns, pronouns, or a noun and a pronoun: *on, under, between, for.*

From (1) -  
glossary

A preposition is often placed before the noun to which it relates:

*the cat sat on the mat; they dived into the water; we will talk after dinner.*

In traditional grammar, it was incorrect to place prepositions at the end of sentences or clauses; however, although this may seem inelegant, 'correct' placement of a preposition may seem unnatural:

*we still had enough on which to live/we still had enough to live on; about what are you writing?/what are you writing about?; the grass was too wet to walk over; .....an imposition up with which I will not put' (George Bernard Shaw).*

**Task 1-e**

Circle the prepositions in the following list:

longer (line 1)

early (line 6)

end (line 8)

on (line 9)

in (line 9)

long (line 12)

behind (line 24)

still (line 26)

inside (line 26)

A question, from (2a) . . . .

**Task 1-e**

on

in

behind

inside

. . . and the answer, from (2b)

Prepositions answer the question, "Where?"

**Task 1-d**

Identify the subject, verb and object in the following extracts:

(Write S, V and O.)

"He looks up to me," (line 14)

"Passengers coughed" (line 3)

A question from (2a)  
and the answer, from (2b)

**Task 1-d**

**Subject:** He

**Verb:** looks (or looks up to)

**Object:** me

**Subject:** Passengers

**Verb:** coughed

There is no object

**double negative**

the use of two negative forms which effectively cancel each other out, as in: *I never took nothing.* Often used by children for emphasis.

It is acceptable to use a negative form with a word which has a negative prefix: *he was not unattractive.*

The effect of a sentence like this may be compared with: *he was attractive.*

Definition from (1) - glossary

OHT 3.1

**WHAT IS GRAMMAR?**

- Some words change their spelling depending on their function in a sentence, e.g.
  - run
  - runs
  - running
  - ran.
- Words can have different functions within sentences depending on their place in the sentence and their relationship to other words, e.g.
  - 'You must watch my watch.'
- Different types of writing use different sentence structures, e.g.
  - My love is like a red, red rose. (Poetry)
  - Plant roses in the Spring. (Instruction)
- Different types of text use different lay-outs, organisation, sentence structures and language features.

OHT included in training materials for the NLS.