

Comprehension

(the ability to understand something)

Areas to focus on

- Retrieve and record key details.
- Make comparisons.
- Explain the meaning of words in context.
- Summarise.
- Infer.

Retrieve and record key details

1. What rule is this text about?

Wearing school uniform.

2. Why do parents prefer school uniforms instead of fashion clothes?

They are cheaper.

3. Which phrase describes how children look in school uniform?

Alike.

4. Why wouldn't uniforms be a problem for adults?

They don't grow out of their clothes.

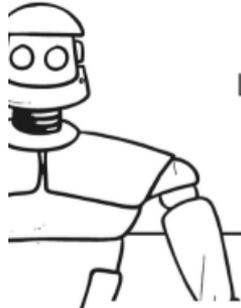
Many schools have a **rule that children wear school uniform**. Some children and parents are quite happy to follow these rules, but others disagree. On one side, wearing school uniform means that nobody looks smarter or more trendy than anybody else. Secondly, having to wear a school uniform prevents children from asking for **expensive fashionable clothes**. However, children cannot show that they are individuals if they are all **dressed alike**. Furthermore, **children grow quickly**, so wearing a uniform means that they don't get the wear out of their ordinary clothes.

Make comparisons

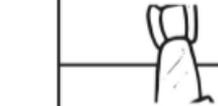
- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

The Iron Man vs. The Iron Giant

L.O. I can compare a story book with a film version and give clear reasons to support my opinions.



The Iron Man
book by
Ted Hughes
1968



The Iron Giant
film by
1999



	Characters/ Setting	Problem/ Resolution	Use of Language	Moral or Message	I liked... because...



Explain the meaning of words in context.

I'm nocturnal. I love the moonlight, the shadows, the dark places, the dappled murk.

The old man's hair was sparse - rather than thick and full like it was when he was young.

She was a stout woman. Her fingers seemed permanently constricted by her rings, like the knot in the end of a balloon. Her pale pink tweed jacket was ever so slightly too tight around her middle so the buttons strained against each other.

Summarise

- You've got 'x' words; sum up these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?

Grammar

Aims of the session

- Go through KS2 grammar objectives.
- Give you a resource to refer back to.

(Do not expect to remember all of this!)

Data

- Word classes 24%
- Function of sentences 6%
- Sentence, phrases and clauses 10%
- Verb forms and tenses 14%
- Punctuation 30%
- Vocabulary 10%
- Standard English 6%

Punctuation

Commas

- Commas separate items in a list.

My interests include reading, cooking, dogs and horses.

- Commas can be used to give extra information.

The man, who was furious by now, ran up to the guard.

Watching the monster, Jack began to tremble.

Inverted commas (also known as speech marks)

- Capital letter at the start.
 - Inverted commas around the speech.
 - Tell the reader who is speaking.
 - Add punctuation before the closing inverted comma.
 - New speaker, new line.
- e.g. “Hi mum!” said Luke.

Hyphens

- Used to link words e.g. The hotel was child-friendly.

Ellipsis

- Used to create suspense or show a trailing off of thoughts.
e.g. If only she hadn't opened the door...

Apostrophes

- Contractions

is not > isn't

should have > should've

I will > I'll

- Possession

the dog's bowl > the bowl that belongs to the dog

- Plural possession

the dogs' bowls > the bowls that belong to more than one dog

- it's > it is or it has e.g. It's hot today.
its > possessive e.g. The statue lost its hands.

Colons

- Colons introduce extra information such as a list or statement.

There are many different types of bread: ciabatta, wholemeal, white, granary and baguette.

He could see what was written on the sign: this space is reserved.

- Semi-colons separate two clauses which are linked.
- You use a semi colon instead of a comma when the two clauses could be separated with a full stop.

It was autumn; the leaves were falling.

> Could be separated with a full stop.

Watching the monster, Jack began to tremble.

> Couldn't be separated by a full stop.

Word classes

- Nouns - name things, ideas or people.

They can be concrete, common, proper, abstract or collective.

e.g. cat, teacher, Derek, fear, audience

- Adjectives describe nouns.

e.g. red, bleak, intimidating, interesting.

- Verbs are doing or being words.

e.g. kick, run, read

- Adverbs describe verbs.

e.g. peacefully, carefully

- Pronouns are used in place of nouns.

e.g. Jack tried to carry his bag but it was too heavy for him.

- Prepositions are words that show the relationship between nouns or pronouns.

e.g. The old man waited at the bus stop by the post office.

- Conjunctions link together phrases, clauses or ideas in a sentence.

e.g. They went to the beach however it was too cold.

- Determiners are words which occur before nouns.

e.g. the, a, these, our, both, each, every

Verbs

- Present / past / future verb tenses
e.g. Jack eats / Jack ate / Jack will eat
- Perfect verbs are completed past actions.
e.g. I cooked / you ran / I stuck / she walked
- Imperfect verbs are continuous past actions.
e.g. I was cooking / you were running / I was sticking
- Present continuous verbs are happening now and still happening.
e.g. she is cooking / Mo Farah is running / I am sticking
- Modal verbs indicate possibility or obligation.
e.g. can, could, may, might, must, shall, should, will, would

- Synonyms - words with the same or similar meanings.

e.g. synonyms for said are: yelled, screeched, whispered, replied.

- Antonyms - a word which has the opposite meaning to a given word.

e.g. antonyms for cold are: hot, warm, humid, fiery and balmy.

Sentences

- Phrases - not a complete sentence.

e.g. the soldier

- Clauses - a combination of phrases which includes a verb. This is also a sentence.

e.g. The soldier descended the slope.

- Sentences - 1 or more clause which combine to create meaning.

e.g. The soldier descended the slope and fired an arrow.

- Pupils are encouraged to use expanded noun phrases and verbs to extend their sentences.

The brave and determined soldier descended the snowy slope quietly and fired a deadly, poison-tipped arrow.

Sentence types

- Simple sentence – has one clause.
e.g. The dragon guarded the cave.
- Compound sentence - simple sentences joined by a conjunction.
e.g. The dragon guarded the cave and he scratched the ground near the entrance.
- Complex sentence – a main clause and a subordinate clause.
 - The main clause is a stand-alone sentence.
 - The subordinate clause adds information to the main clause. It can't be a standalone sentence.e.g. I first met her in Paris, where I grew up.
Until the storm began, everything was quiet.

Active and passive sentences

- Active sentences
 - Most sentences
 - **Subject** / **verb** / **object** i.e. the thing carrying out the action does the action on the thing receiving it.

The **dragon** **guarded** the **cave**.

Norah **consumed** the enormous **apple pie**.

The **Saxons** **hoarded** the **gold**.

- Passive sentences
 - **Object** / **verb** / **subject**
 - It is considered more formal or more technical.

The **cave** **was guarded** **by the dragon**.

The enormous **apple pie** **was consumed** **by Norah**.

The **gold** **was hoarded** **by the Saxons**.

Relative clauses

- Clauses that begin with who, which, where, why, whose, that.
- They give extra information about the noun before.

She lives in Worcester, which is a cathedral city.

That's the girl who lives near school.

I don't like the clown that has a bright red nose.

I am cross with the cat, which has pooped in the garden.

Rachel liked the new chair, which was very comfortable.

Fronted adverbials

- Goes at the start of a sentence.
- Describes the verb.
- Describes when, where or how.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

The subjunctive form

- Mostly used in formal language.
- Express things that could or should happen.
- Express wishes, hopes, commands, demands or suggestions.

e.g.

If I were chosen, I would do my best. > subjunctive

If you choose me, I would do my best.

Honesty is part of our school rules.

Our school rules require that all children be honest. > subjunctive

Standard English

Non-Standard English: They ain't got nothing.

Standard English: They haven't got anything.

Non-Standard English: I love the player what scored.

Standard English: I love the player who scored.

Non-Standard English: We was there yesterday.

Standard English: We were there yesterday.

Non-Standard English: Pass me them books!

Standard English: Pass me those books!

Non-Standard English: I played good.

Standard English: I played well.

Time to test
your knowledge



Any Questions?

Useful websites

<http://learnenglish.britishcouncil.org/en/english-grammar>

<http://oxforddictionaries.com/words/punctuation>

<https://www.bbc.com/bitesize/topics/zwwp8mn>

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>