

# Grammar in Upper KS2



# Agree or disagree?

Language is a social phenomenon which evolves according to the needs of its users.

Language must observe fixed rules.

You can write well without a systematic understanding of grammatical rules and vocabulary.

# Key Grammar Issues for KS2

- Spoken and written grammar are different
- Children are expected to speak and write in Standard English, using a formal style
- Grammar terms enable students to identify features of effective speech and writing and reproduce them in their own work

# Phrases and Clauses

A **phrase** is a group of words that stand together as a single unit, typically as part of a clause or a sentence. A **phrase** does not contain a subject and verb and, consequently, cannot convey a complete thought.

A **phrase** contrasts with a clause. A **clause** does contain a subject and verb, and it can convey a complete idea

# Phrases

## Expanded Noun Phrases:

The dejected, anxious evacuee with a battered suitcase,

## Prepositional Phrases:

Under a starlit sky,

By the light of the moon,

## Participial Phrases (-ed, -ing):

Lingering in the shadows,

Abandoned at the station,

A phrase does  
not contain a  
complete verb  
and therefore  
cannot be a  
sentence

# Clauses

Main Clauses

Subordinate Clauses

Relative Clauses

Embedded Clauses

# Main Clauses

A main clause is a clause that can form a complete sentence standing alone, having a subject and a complete verb.

E.g. The evacuee stood apprehensively on the station platform.

Under a cloud of steam, the train pulled out of the station.

# Subordinate Clauses

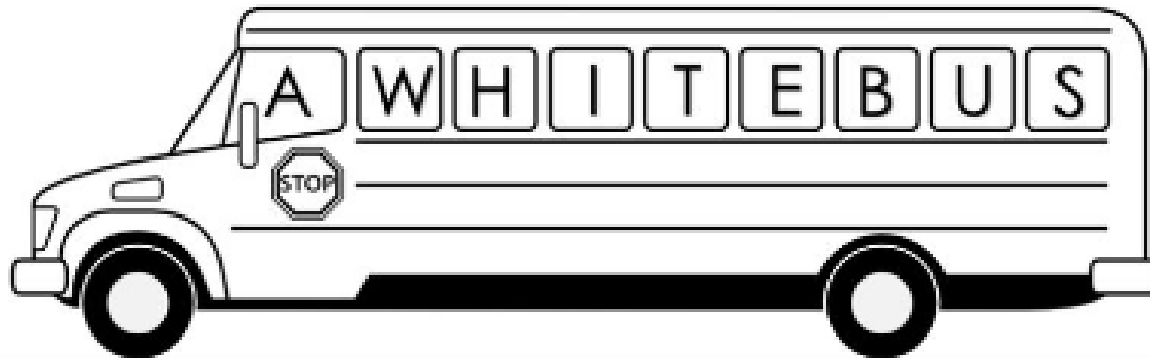
A subordinate clause is a clause, typically introduced by a conjunction, that forms part of and is dependent on a main clause.

E.g. While the evacuee stood apprehensively on the station platform, the teacher ushered a crowd of children onto the train.

The children waved goodbye cheerfully, although they did not know where they were going.



# ✕ Subordinating Conjunctions < >



A	WH	I	T	E	B	U	S
although as after	wherever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since



# Relative Clauses

A **relative clause** is a specific type of subordinate clause that adapts, describes or modifies a noun. **Relative clauses** add information to sentences by using a **relative pronoun** such as **who**, **that** or **which**.

E.g. The family, who had taken refuge in the Anderson shelter, emerged to find their home destroyed by the bombing.

The boy clutched the letter that his mother had sent him.

# Embedded Clauses

An **embedded clause** is a **clause** (a group of words that includes a subject and a verb) that is within a main **clause**, usually marked by commas. Information related to the sentence topic is put into the middle of the sentence to give the reader more information and enhance the sentence.

E.g. The family, **who had taken refuge in the Anderson shelter**, emerged to find their home destroyed by the bombing.

The children, **although they did not know where they were going**, waved goodbye cheerfully.

# Modal Verbs:

An auxiliary verb that expresses necessity or possibility.

English modal verbs include:

*must, shall, will, should, would, can, could, may, and might*

*May you wash my PE shorts?*

**What is wrong with this example? Which modal verb should be used?**

<https://learnenglish.britishcouncil.org/english-grammar-reference/modal-verbs>

# Modal Verbs:

## Possibility

Modal verbs can be used when we want to show how likely something is to happen. For example:

*It might rain tomorrow.*

*"I shall go to the ball!" said Cinderella.*

*We will have fish and chips for tea.*

## Ability

Modal verbs can be used when we want to show a skill or someone's ability to do something. For example:

*Jack can sing.*

*We could walk.*

# Modal Verbs:

## Obligation and Advice

Modal verbs can be used to state when something is necessary/ compulsory, to give an instruction or to give advice. For example:

*You must tidy your room.*

*She ought to help with the shopping.*

*James should cook the dinner tonight.*

## Permission

Modal verbs are used to give or ask for permission for an activity. For example:

*You may have another biscuit.*

*You can get down from the table now.*

*Could I go to the toilet, please?*

# Active and Passive Verbs

I have eaten the last slice of cake.

The last slice of cake has been eaten.

The police arrested the suspect.

The suspect was arrested.

The thief stole the car.

The car was stolen.

Passive verbs  
are useful for  
formal writing,  
particularly  
newspaper  
articles

# Remember:

- ▶ The foundation for writing is talk - grammatically correct, formal talk helps children to express themselves in Standard English.
- ▶ Grammatical knowledge is a tool to enable children to consciously develop their skills of expression by understanding the features of effective communication.



# Useful websites

[http://oer.educ.cam.ac.uk/wiki/Interactive\\_teaching\\_in\\_literacy\\_and\\_language/1.\\_Warm\\_ups/Sentence\\_and\\_Grammar\\_games](http://oer.educ.cam.ac.uk/wiki/Interactive_teaching_in_literacy_and_language/1._Warm_ups/Sentence_and_Grammar_games)

<https://learnenglish.britishcouncil.org/english-grammar-reference/modal-verbs>

<https://www.bbc.co.uk/bitesize/topics/z88t97h>

<https://www.theschoolrun.com/grammar-in-primary-school>