



Teaching guide

Real Grammar - Make every grammar lesson great!



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Grammar is a significant part of the National Curriculum. So much so, that it has its own statutory appendix (Appendix 2: Vocabulary, grammar and punctuation) setting out what aspects of grammar should be taught from Year 1 to Year 6. In the introduction to this appendix, it states:

“Explicit knowledge of grammar is... very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.”

The idea that grammar should be taught within reading, writing and speaking lessons, and that children should be encouraged to apply what they learn in their own writing, is a view held by most teachers. Yet, almost certainly as a consequence of the KS2 Spelling, Punctuation and Grammar test, many children experience grammar through stand-alone lessons where they learn to recognise grammatical features in short, decontextualised sentences.

Grammar is more than recognising language features; it is language itself. This means that children not only need to know about grammatical features, but how they can be used to create effects. For example, knowing how to use modal verbs to suggest degrees of certainty, or how to use the passive voice to emphasise an action rather than the person undertaking it.

Ensuring that children have the opportunity to see grammar in texts, to use examples to help them understand definitions, and then experience using the grammar they have learned about in their own written texts, is at the heart of Real Grammar.



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A robust approach to teaching

Notes...

Cognitive Load Theory

Working Memory

Long Term Memory

Schemas

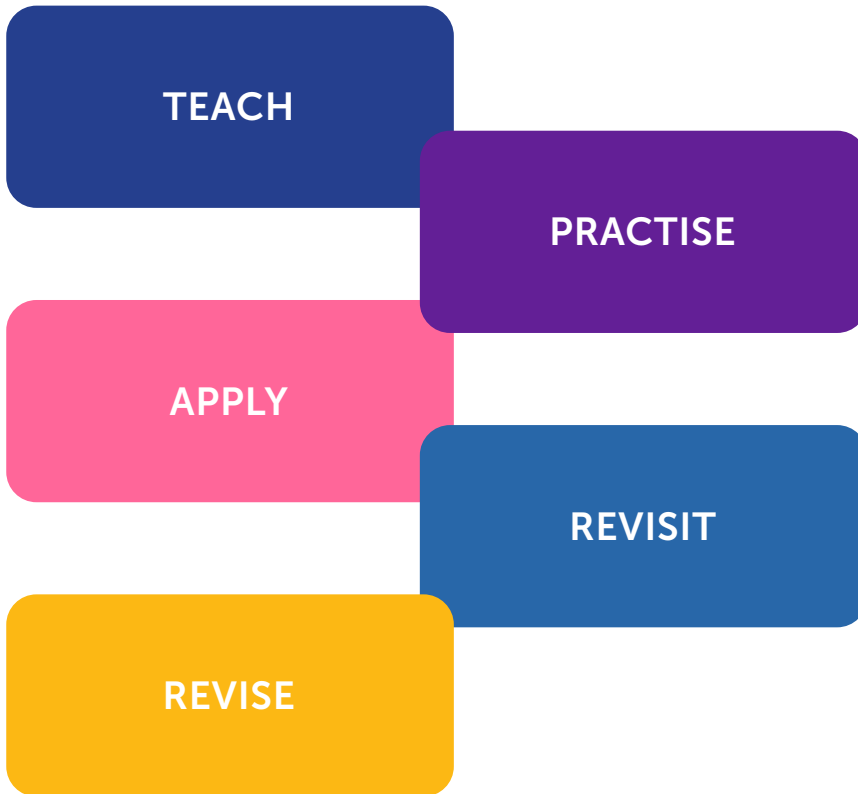
Cognitive Load Theory builds on a model of learning devised by Atkinson and Shiffrin (1968). The theory suggests that our working memories are easily overloaded. This means that we need to be mindful of the amount of new information that we give to children at any one time. Ultimately, we want children to hold knowledge in their long-term memories. Once stored there, we then need to help them retrieve that knowledge so that they can use it when required. When talking about knowledge, people sometimes use the word schema, or schemas. Another way of talking about schema is to talk about mental models; the way that someone organises information in their mind. Sometimes when we teach, we are giving children new information that will create a new mental model. At other times, we give them information that adds to a mental model they already have. We can use techniques including questioning, testing and discussion to tap into children's schema and this helps us to shape our teaching to meet their needs.

Planning learning so that children meet the same knowledge on multiple occasions is a good way to avoid cognitive overload, and to ensure that children retrieve what they know and build more detailed mental models. Real Grammar uses a teaching sequence that supports these aims.

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Five stages of learning



Notes...

The Real Grammar teaching sequence has five stages of learning. Each focuses on the same national curriculum grammar objective, but teaches the content in different ways. This means children learn from their teachers, learn actively with each other and apply their learning on their own in writing. The teaching sequence is designed so that teachers can space the learning over time, meaning that children revisit, retrieve and strengthen their mental models. Unlike many grammar teaching sequences, Real Grammar includes an Apply section, where children write their own texts using the grammar objective they've learned about.

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Ensuring that all children succeed

Notes...

The image shows three overlapping worksheet pages from 'Real Grammar'. The top-left page is titled 'PRACTISE 1' and has a 'Questions' header. It contains three numbered tasks: 1. Underline the speech in each sentence. (Examples: 'I will do my homework', 'We need to hurry up', 'Can I buy this please', 'You must water your...'), 2. Add inverted commas. (Examples: 'Tommy takes his teddy', 'Let's get ready for lunch', 'Gaz and Mal are coming', 'The pots are in the shop'), 3. Write this speech as a... (Example: 'Ted is my best friend'). The top-right page is titled 'PRACTISE 2' and also has a 'Questions' header. It contains three numbered tasks: 1. Add 'but' or 'or' to each sentence. (Examples: 'Would you like coffee ____ tea?', 'We tried to be quiet ____ the floor creaked.', 'The family went to the beach ____ it rained.', 'The children could go outside ____ stay inside.'), 2. Finish the sentences. (Examples: 'Gran could visit tomorrow but ____', 'Gran could visit tomorrow or ____', 'I could eat a banana but ____', 'I could eat a banana or ____', 'We went to the woods but ____', 'We could go to the woods or ____'), 3. Rewrite these sentences, joining them with the conjunction 'but' or 'or'. (Example: 'Alex wanted a new bike. He had to wait until his birthday.'). The bottom page features a cartoon bear and the text 'are chatting, other? friend before writing the direct'. All pages have a 'plazoom' logo and 'copyright 2022' text.

In any class there are children who are achieving the expected standard, children who are excelling and children who are not yet working at the standard expected for their age. They all have an entitlement to experience the objectives in the national curriculum but some of them will need support and some of them greater challenge. In the Revisit and Revise section of Real Grammar, you will find activities differentiated to three levels so that all children can access the age-appropriate learning objective.

Support is provided through a combination of words and images (sometimes called dual coding) and the use of closed tasks such as cloze procedure. Extension includes evaluative and explanatory tasks so that children are not just revisiting their learning but being encouraged to reflect on meaning too.

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Supportive teaching notes

Notes...

Inverted Commas

How to play the games Notes

Game	Notes
Game 1 Direct speech match	<ol style="list-style-type: none">1. Lay out the cards. Some have speech bubbles and some have direct speech written.2. Match the speech bubble and direct speech cards, discussing where the inverted commas are placed and why.3. Pupils could also choose a speech bubble card and write this as direct speech with inverted commas.4. You can also play 'knag' or 'pairs' (pelmanism) with the cards. <p>CHALLENGE: Ask pupils to change the speech verbs from 'said' to another suitable verb.</p> <p>Blank copies of the cards are included for pupils or adults to add further words.</p>
Game 2 Writing direct speech	<ol style="list-style-type: none">1. Choose a speech bubble card from Game 1.2. Orally compose the sentence that could include the direct speech.3. Pupils should write the direct speech, using inverted commas correctly. <p>CHALLENGE: Ask them to find a card.</p>
Game 3 Reading direct speech	<ol style="list-style-type: none">1. Choose a card with direct speech.2. Identify the direct speaking. Pupil different char.3. Read the text aloud (groups of 3).4. Repeat with other cards.

Inverted Commas

Teach	Apply	Notes
Introducing the task	<ul style="list-style-type: none">Reread the model text as a class. Check pupils' understanding of what has been read.Allow pupils time to reread the text, taking note of inverted commas.Pupils could read the text in groups of three, one as Christopher Robin, one as Pooh and one the narrator.	
Exploring ideas	<ul style="list-style-type: none">Pupils should complete the speech bubble worksheet, writing ideas for what the characters might say to each other.When asked, ask pupils orally to rehearse sentences they will write, thinking about where the inverted commas will go.Pupils time to write, orally rehearsing sentences writing.TI: Pupils could write simple sentences about what Winnie-the-Pooh might say.NGE: Challenge pupils to think about the characters. How do they show the different characters through direct speech? Ask how Pooh often gets his words muddled (storing) or becomes confused, and encourage to include this when writing the next section.	

Inverted Commas

Teach	Notes
TEACH INVERTED COMMAS	<ul style="list-style-type: none">Display the title slide and introduce that today we will be learning about inverted commas and also direct speech.Discuss pupils' understanding of this terminology.
WHAT IS DIRECT SPEECH?	<ul style="list-style-type: none">Display slide 2 - What is direct speech?Read the information on the slide, explaining direct speech.Explain that what is inside the speech bubble is direct speech. These are the words that a character in a story has said.
INVERTED COMMAS	<ul style="list-style-type: none">Display slide 3 - Inverted commasDisplay the information on the slide, introducing inverted commas and that they are also known as direct speech.Read the sentence that contains the direct speech. Model how we could use a different voice to say the direct speech, explaining that it is in these sections that someone might use a different 'voice' when reading a story aloud.Pupils can practise reading the sentence, using a different voice for the direct speech.
INVERTED COMMAS	<ul style="list-style-type: none">Display slide 4 - Inverted commasRead the information on the slide. This explains that we could think of inverted commas as the remains of the speech bubble when it has been 'popped'.

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Real Grammar is written to provide busy teachers with the support they need to deliver high quality grammar lessons. Each part of the teaching sequence is accompanied by a comprehensive script and all the additional resources required. With key questions and prompts included, you can feel reassured that you, or whoever is delivering the lesson for you (such as a supply teacher or HLTA), will deliver accurate, high-quality learning, with complete consistency.

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Planning and tracking

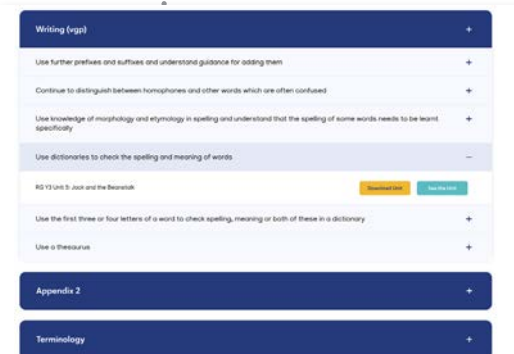
There are complete Real Grammar units covering all the grammar and punctuation objectives in the National Curriculum for English; each including a specially written model text, showing the objective in context. Every unit has a unique reference number, which appears at the start of its title (e.g., 1.1 is the reference number for the pack covering the objective 'leaving spaces between words', in Year 1), to help you find and share what you need with ease.

For some objectives (e.g., 'leaving spaces between words' in Year 1), a single teaching pack is provided; other objectives have been broken down into smaller, more focused lessons that together, ensure deep understanding of the overall grammatical concept (e.g., the Year 1 Appendix 2 objective 'suffixes that can be added to verbs where no change is needed to the spelling of the root words (e.g., helping, helped, helper)' is broken down into teaching sequences looking at '-ing', '-ed' and '-er and '-est' separately, with a fourth pack covering all those suffixes together. When this is the case, the reference numbers will start with the same number, but be identified with an additional letter (e.g., 1.2a, 1.2b and so on).

To find the unit you need, simply select the appropriate year group, then use the drop-down curriculum objective menu. This is divided into three sections: Writing (vgp), Appendix 2, and Terminology. Each objective (or part of an objective) has a single Real Grammar unit associated with it, including everything you need to teach, revisit or revise that objective. Many of the units will appear under more than one section (e.g., RG 1.1 is suggested for 'leaving spaces between words' under Writing (vgp), and for 'word' under Terminology), so you can find what you are looking for via multiple routes.

You can track your curriculum coverage, and individual pupils' progress, using the Excel overview and assessment sheet for each year group, which is downloadable from the year group page and can be customised for your specific planning and assessment needs (suggested headings are provided).

Notes...



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