

Teaching grammar in the new Key Stage 2 curriculum

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This session outlines a **realistic and progressive** approach to grammar in Key Stage 2 and presents a range of **practical** ways to achieve this in the primary classroom.

What are the implications for grammar teaching in the new KS2 curriculum?

KS2:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make **substantial progress** in one language (p.173)

The teaching should provide an appropriate **balance of spoken and written language** and should **lay the foundations** for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, **grammatical structures** and vocabulary.

(p.173)

Pupils should be taught to:

- speak in sentences, using familiar vocabulary, phrases and **basic language structures** (p.194)
- **write phrases from memory, and adapt these to create new sentences**, to express ideas clearly (p.194)
- **understand basic grammar** appropriate to the language being studied, such as (where relevant): **feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.** (p.195)

How different is this?

Key Stage 2 Framework for Languages (DCSF, 2005)

Knowledge about language:

Y3:

- Hear main word classes.
- Recognise question forms and negatives.

Y4:

- Reinforce and extend recognition of word classes and understand their function.
- Recognise and apply simple agreements, singular and plural.
- Use question forms.

Y5:

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Understand and use negatives.
- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.

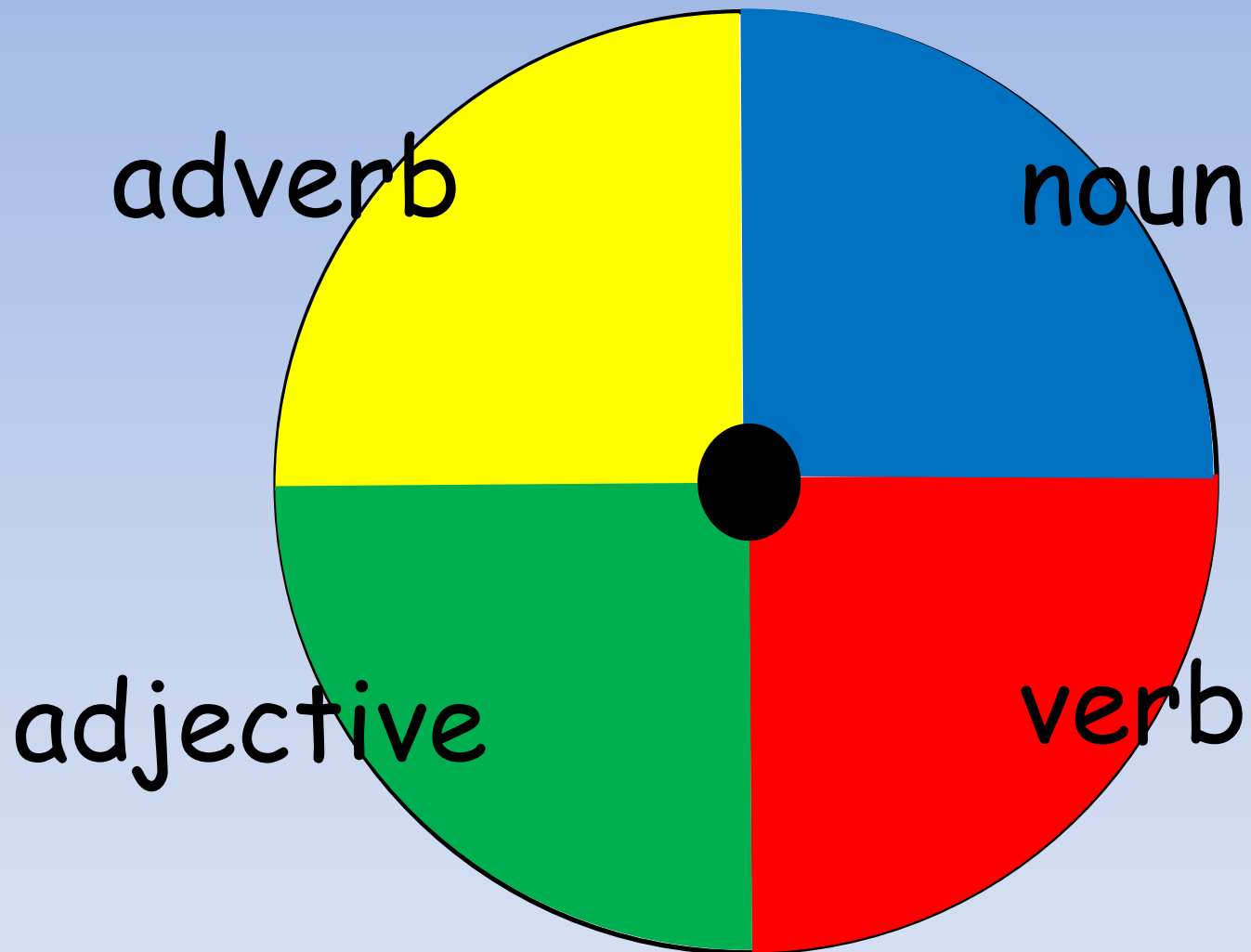
Y6:

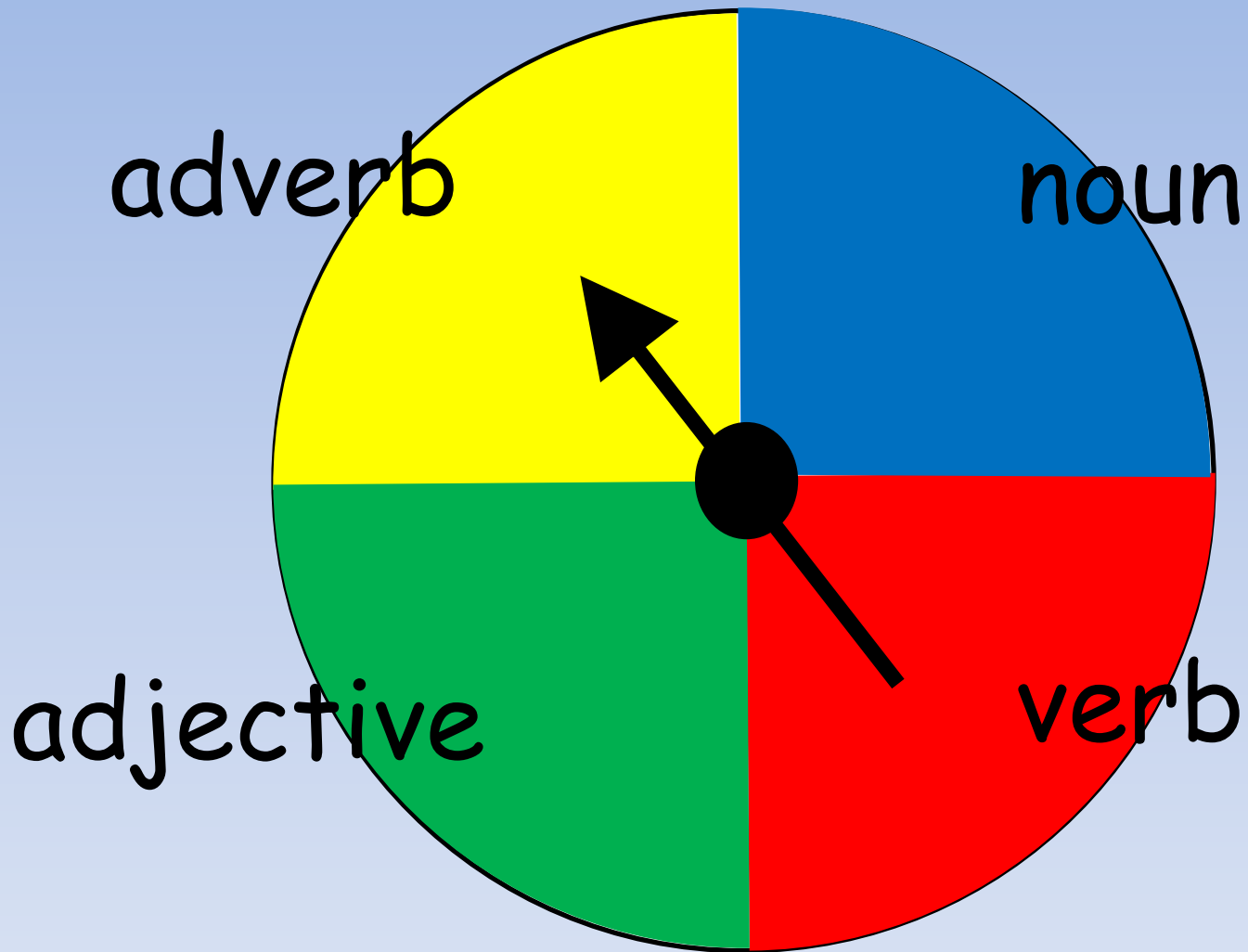
- Recognise patterns in the foreign language.
- Notice and match agreements.
- Use knowledge of words, text and structure to build simple spoken and written passages.
- Use knowledge of word order and sentence construction to support the understanding of the written text.
- Use knowledge of word and text conventions to build sentences and short texts.
- Devise questions for authentic use.

NOUNS - gender	NOUNS - singular & plural	★ How are these features similar to or different from English?★	VERBS & personal pronouns	QUESTIONS	NEGATIVE!
<p>★ Understand word classes: nouns, adjectives, verbs, adverbs. Know what a noun is. ★</p> <p>↓</p> <p>★ Understand that gender exists and that words are either m/f. ★</p> <p>↓</p> <p>★ Know that there are different words for 'a' (<i>indefinite article</i>) according to whether the noun is masculine or feminine – eg: un / une, un / una. ★</p> <p>↓</p> <p>★ Know that there are different words for 'the' (<i>definite article</i>) according to whether the noun is masculine or feminine – eg: le / la, el / la. ★</p> <p>Find nouns in a text and identify gender.</p> <p>↓</p> <p>★ Recognise some patterns to help me remember if a word is masculine or feminine. ★</p> <p>↓</p> <p>★ Understand how a bi-lingual dictionary can help me find the gender of a noun. Change nouns in a sentence or text. ★</p> <p>↓</p> <p>★ Create own sentences & texts using nouns confidently. ★</p>	<p>★ Understand word classes: nouns, adjectives, verbs, adverbs. ★</p> <p>★ Know what a noun is. ★</p> <p>↓</p> <p>★ Know that the spelling of a noun changes in the plural form – understand that this is usually by adding an 's' but that there are some exceptions. ★</p> <p>↓</p> <p>★ Understand that the pronunciation of the noun may change or stay the same in the plural form. ★</p> <p>↓</p> <p>★ Know that the definite and indefinite articles change with a plural noun (eg: le/la → les; el / la → los / las; un / une → des; un / una → unos / unas). ★</p> <p>↓</p> <p>★ Practise making some singular nouns plural. ★</p> <p>↓</p> <p>★ Create own sentences & texts using nouns confidently. ★</p>		<p>★ Understand word classes: nouns, adjectives, verbs, adverbs. Know what a verb is. ★</p> <p>↓</p> <p>★ Recognise a verb in the foreign language. Use a verb to give information about myself. ★</p> <p>↓</p> <p>★ Use verbs in questions to find out information about someone else. ★</p> <p>↓</p> <p>★ Recognise the words for 'I' and 'you' in the foreign language. Know that 'je' becomes 'j' before a verb starting with a vowel. Notice that the verb endings change when I use 'I' or 'you'. ★</p> <p>↓</p> <p>★ Use 'is' and understand that this is a verb. ★</p> <p>↓</p> <p>★ Understand that there are different ways of saying 'you' in the foreign language. ★</p> <p>↓</p> <p>★ Use impersonal verbs in Spanish to express opinions (<i>me gusta el rugby</i>). Recognise the words for 'he' and 'she' in the foreign language. ★</p> <p>↓</p> <p>★ Use verbs in set phrases (<i>il aime le football</i>). ★</p> <p>↓</p> <p>★ Begin to apply verb endings to match personal pronouns using high-frequency and regular verbs. ★</p> <p>↓</p> <p>★ Add adverbs to add interest. ★</p> <p>↓</p> <p>★ Know there are other personal pronouns. ★</p>	<p>★ Recognise a question. Understand how intonation & punctuation are used to signify a question. ★</p> <p>↓</p> <p>★ Ask simple questions. ★</p> <p>↓</p> <p>★ Develop understanding of a range of question words. Understand that question words cannot always be translated easily into an English equivalent. ★</p> <p>↓</p> <p>★ Understand that questions in the foreign language are formed differently (eg: 'do' is not translated) and that sometimes a question word is not needed (<i>Tu aimes ...?</i>) ★</p> <p>↓</p> <p>★ Form questions using intonation. ★</p> <p>↓</p> <p>★ Devise questions for authentic use. ★</p>	<p>★ Recognise a negative. ★</p> <p>↓</p> <p>★ Know that 'no' and 'ne ...pas' in a sentence makes negative. ★</p> <p>↓</p> <p>★ Make a sentence negative. ★</p> <p>↓</p> <p>★ Understand that French, 'ne' before a verb beginning with a vowel becomes 'n'.</p> <p>↓</p> <p>★ Understand and use negative statements. ★</p>

ADJECTIVES	SENTENCE BUILDING	<div>★</div> <div>How are these features similar to or different from English?</div> <div>★</div>		
<div>★</div> <p>Understand word classes: nouns, adjectives, verbs, adverbs. Know what an adjective is.</p> <p>↓</p> <p>Identify an adjective in a sentence. Use an adjective in a sentence after 'it is' or in the structure (masculine) noun + verb + adjective 'the cat is ...'</p> <p>↓</p> <p>Understand that adjectives <i>usually</i> follow the noun. ★</p> <p>↓</p> <p>Understand that adjectives may change their spelling if agreeing with feminine nouns. ★</p> <p>Recognise that this may change the pronunciation of the adjective.</p> <p>↓</p> <p>Be able to offer an alternative adjective in a sentence.</p> <p>↓</p> <p>Understand that adjectives may change their spelling if agreeing with plural nouns. ★</p> <p>Recognise that this may change the pronunciation of the adjective.</p> <p>Know that some adjectives may precede the noun. ★</p> <p>↓</p> <p>Create own sentences & texts using adjectives in the correct position and applying the correct agreement.</p>	<p>Understand word classes: nouns, adjectives, verbs, adverbs.</p> <p>↓</p> <p>Recognise the different components in a sentence. ★</p> <p>↓</p> <p>Construct a simple sentence Eg: pronoun + verb + adjective (<i>c'est super</i>) Pronoun + verb + noun (<i>j'adore le rugby</i>)</p> <p>↓</p> <p>Know how to add extra detail to a sentence eg : by using a simple connective (<i>j'adore le rugby et la natation</i>) or by adding extra information (<i>vivo en Inglaterra en un pueblo</i>) ★</p> <p>↓</p> <p>★ Know how to link and extend sentences using other connectives (eg: <i>j'adore le rugby parce que c'est super mais je déteste le ski car c'est cher</i>)</p> <p>↓</p> <p>Create own sentences and texts with reasonable accuracy.</p>			

Understand word classes:
nouns, adjectives, verbs,
adverbs.





START

SPIN

What to teach, when and how?

Gender

What do we do already?
When?

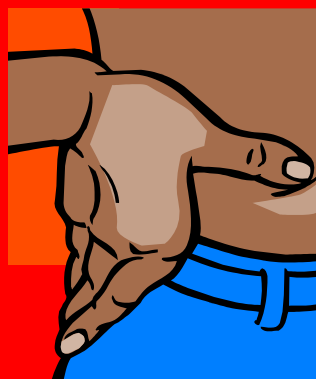
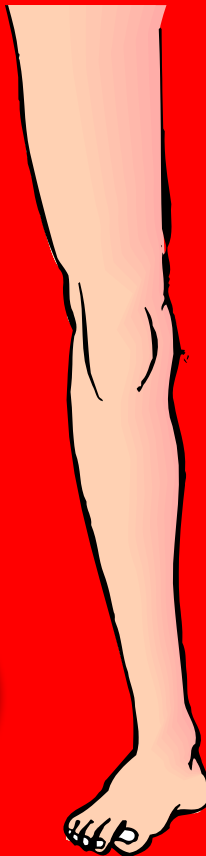
Gender – Y?

- Make **patterns** explicit (usually Spanish nouns ending in 'o', 'r', 's', 'l' and 'aje' are masculine words, days of week are masculine, words ending in 'a' or 'z' are usually feminine)
- Label everything
- Teach words with their gender
- Divide the classroom into masc / fem sides and add words on post-its
- Use coloured flashcards / coloured backgrounds – for words and for pictures
- Make the link between definite / indefinite articles
- Give nouns to a boy / girl to hold



el brazo
el cerebro
el codo
el ojo
el dedo
el pie
el pelo

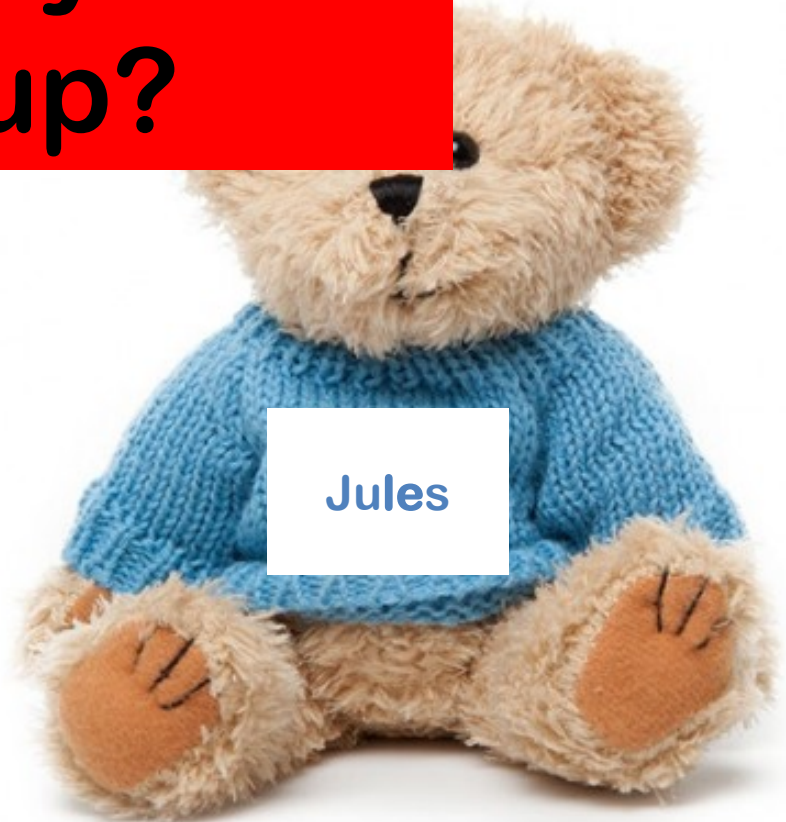
la mano
la espalda
la oreja
la cabeza
la cadera
la rodilla
la pierna



Which year group?



Laurine



Jules

Laurine Lunette

**Jules
Lebrun**

What to teach, when and how?

Plurals

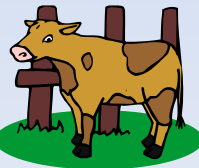
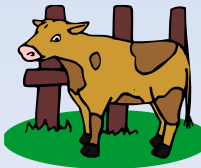
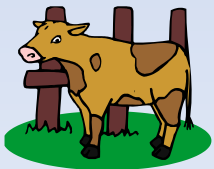
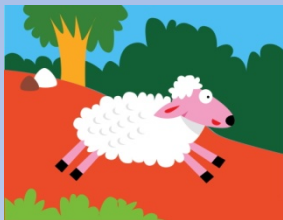
What do we do already?
When?

Plurals



¿Singular o plural?





**¿Quién quiere ...? /
Qui voudrait ...?**



**Which year
group?**

Verbs & pronouns

Y3 and Y4 can go beyond word level using simple phrases

I / you + verb

Keep recycling language in different contexts – work in days of the week, opinions, numbers etc

Pronouns

You don't need to do all these at once!

Think about the **context** and know your class.

Eg: working with a partner school – *we / they*

Classroom commands – singular / plural *you*,
informal / formal *you*

- Use actions
- Use song

<http://www.youtube.com/watch?v=MQWYaocryZ4>

To tune of 'Hokey Cokey ...)

Je, tu, je, tu, il, elle

Je, tu, je, tu, il, elle

Je, tu, je, tu, il, elle

Et on, on, on!

Je, tu, je, tu, je, tu

Il, elle, il, elle, il, elle

Je, tu, il, elle, on, on, on!

Ouaiis, je, tu, je, tu, je, tu!

Ouaiis, il, elle, il, elle, il, elle!

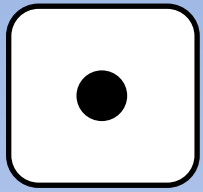
Ouaiis, je, tu, je, tu, je, tu!

Je, tu, il, elle, on, on, on!

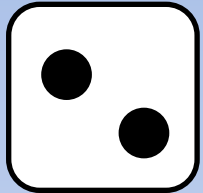
Verbs



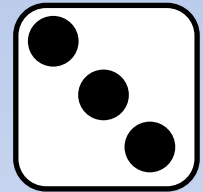
**Which year
group?**



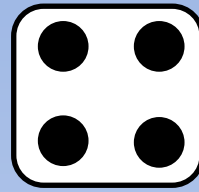
je



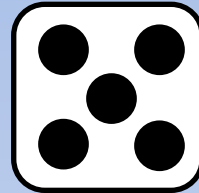
tu



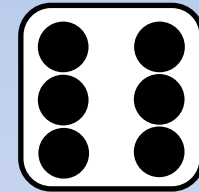
il / elle



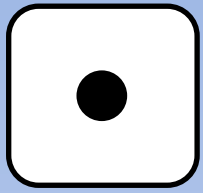
je



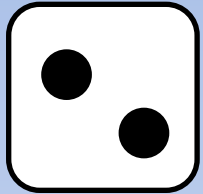
tu



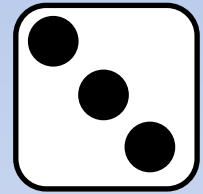
il / elle



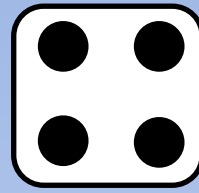
je



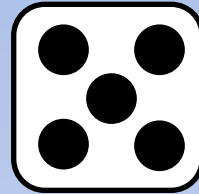
tu



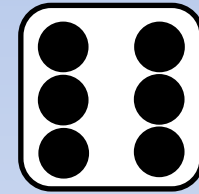
il/elle/on



nous



vous



ils/elles

Verbs



**Which year
group?**

Les verbes ...

elle	tu	il	tu
je	je	tu	je
je	elle		il
tu	il	je	elle



Verbs

X

je	tu	il
elle	on	nous
vous	ils	elles

O

Combining verbs and adverbs

danser
jouer
détester
arriver
chanter
aimer
visiter
parler
donner

vite
lentement
mal
bien
doucement
fort

Which year
group?

Verbs & adverbs

X

je (mal)	tu (bien)	il (doucement)
elle (fort)	on (bien)	nous (gentiment)
vous (lentement)	ils (vite)	elles (lentement)

O

Negatives

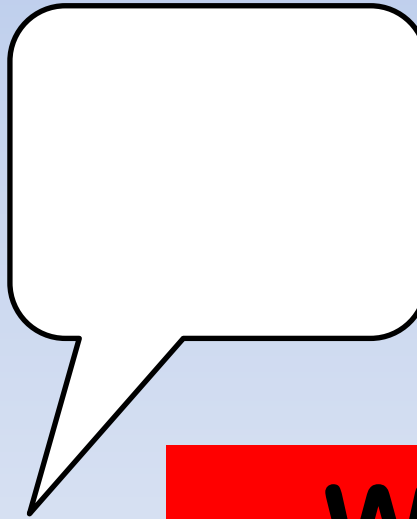
Build

a

human

sentence

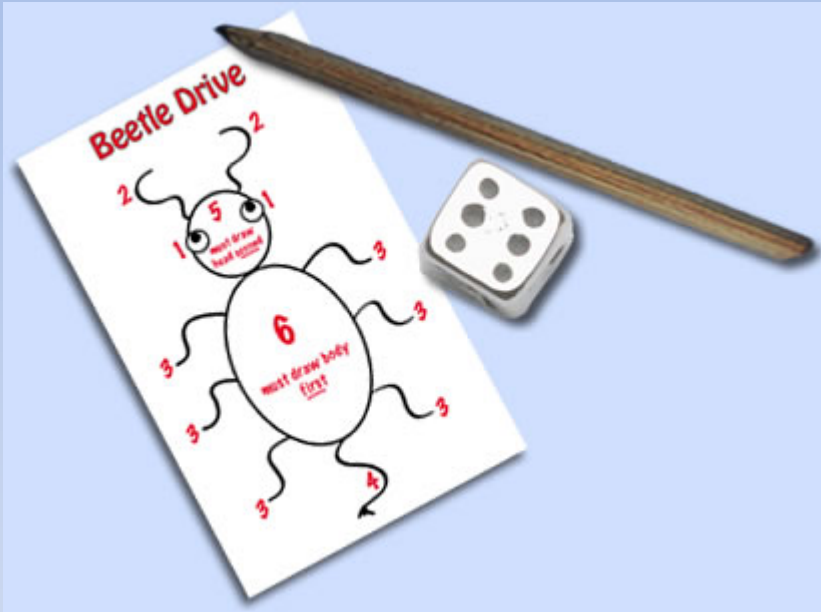
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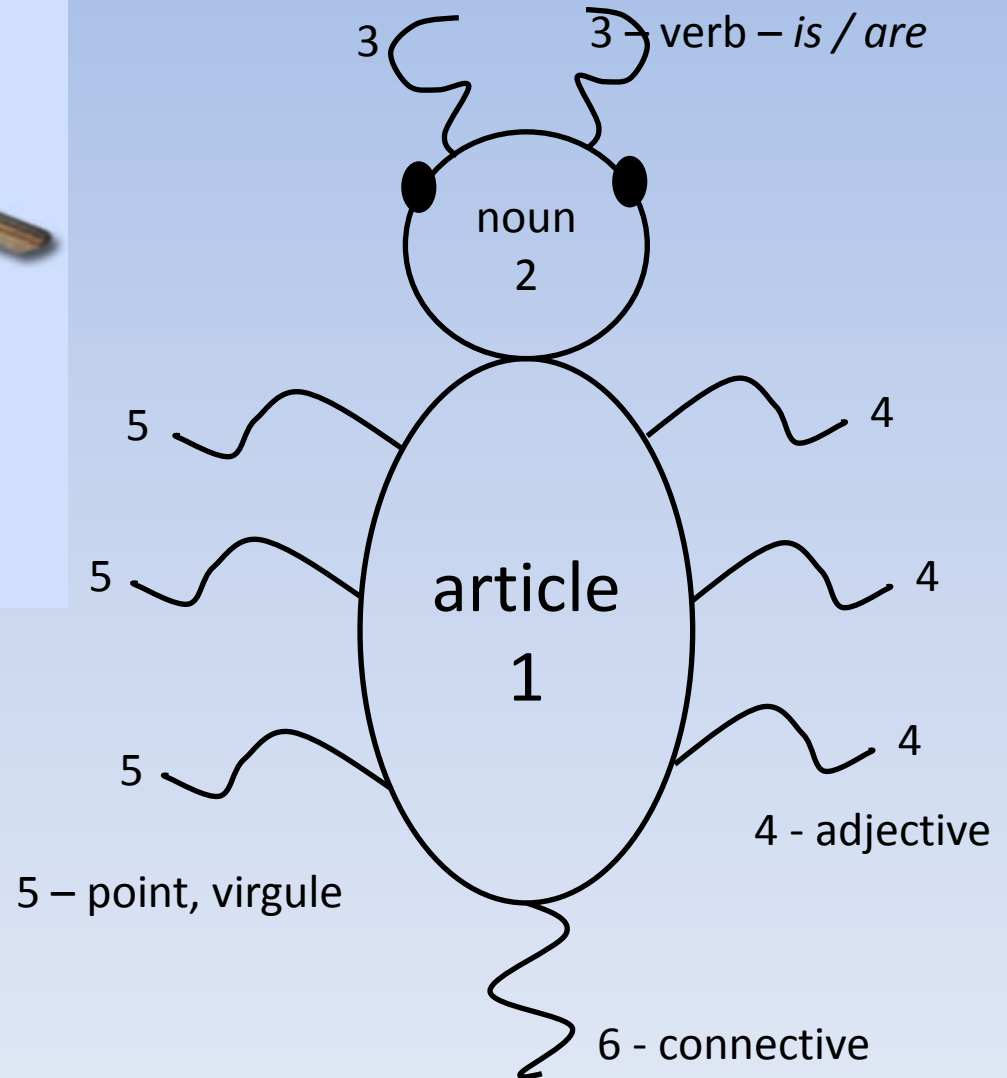
**Which year
group?**

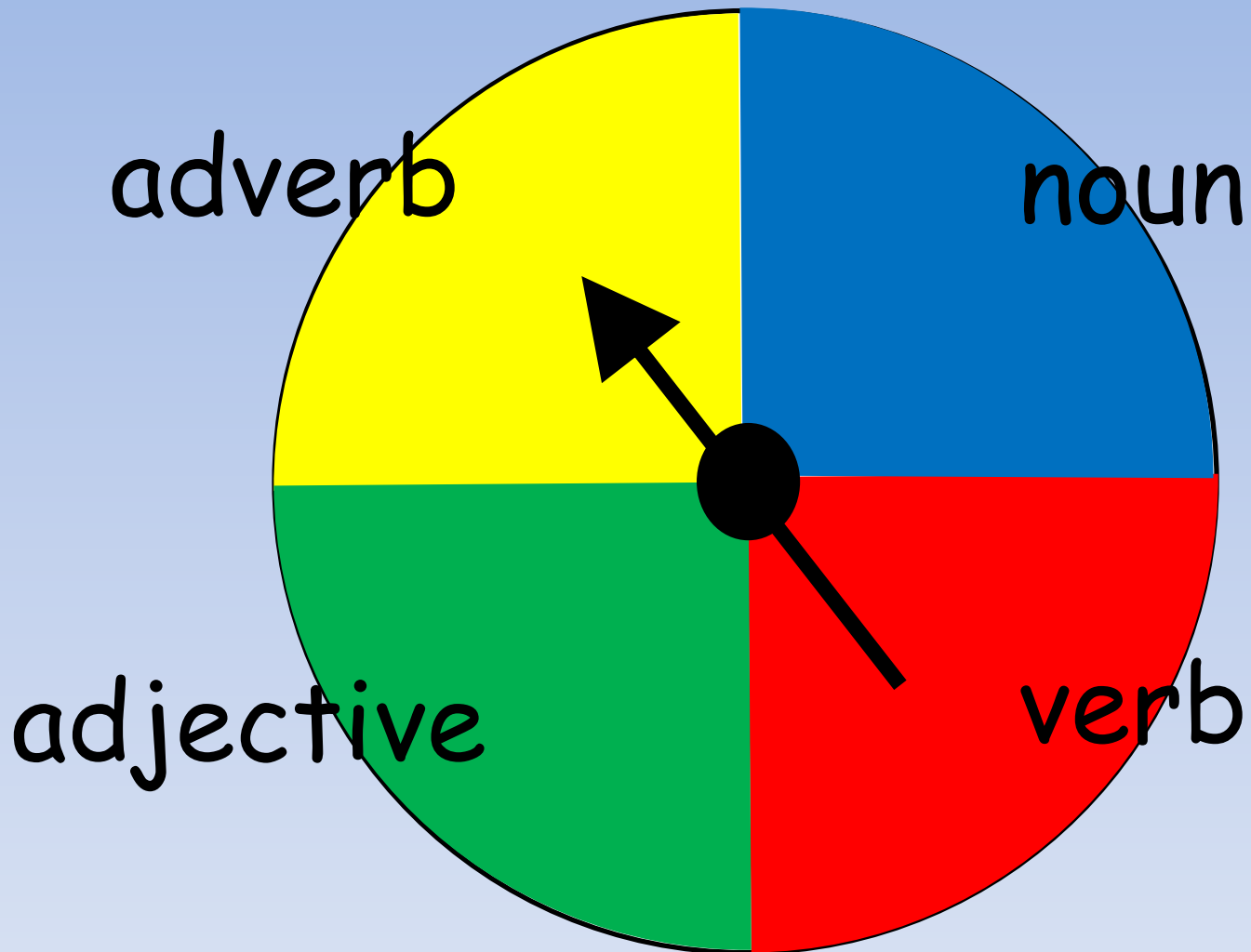
Sentence level

Sentence beetle



Le chien est
marron, petit
et mignon.





START

SPIN



subject
pronoun

verb

preposition

article

noun

adjective

Which year group?

Think about **progression** which
builds upon **prior knowledge** and
recycles language children already
know.

Useful source: YP8 *Grammar is fun*, L.Biriotti (CILT, 1999)