



PGCE ENGLISH GRAMMAR SELF-STUDY WORKBOOK – PRE-COURSE AUDIT

Name:

- The workbook is designed as an activity booklet to help you read and understand the grammar requirements outlined in the English national curriculum programmes of study and English Appendix 2: Vocabulary, grammar and punctuation (page 64 onwards). Please refer to these documents as you complete this workbook. You can access the English National Curriculum for KS1 and KS2 here:
https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf
- Whatever age-range you are planning to teach, you need to have a secure grasp of the English language at your own level so that you can teach and assess children's work with confidence.
- The terms are statutory knowledge for pupils so it is most important that you feel confident about them. For any terminology that you are uncertain about, we suggest you look up another definition using a grammar book and also find examples **either from or based on a children's book** (see guidance below).
- You should highlight/underline the grammatical term in each example sentence and provide a second example sentence of your own from children's literature or based on a children's text if you are unable to find an example that you would use with children. (see completed example and instructions on pages 2 and 3).

NB – the Grammar Self-Study Workbook must be word processed

HOW TO COMPLETE THE BOOKLET

TERM	DEFINITION	FURTHER DEFINITION OR NOTES	TWO EXAMPLES FROM OR BASED ON CHILDREN'S LITERATURE: NB use straightforward examples that you would use with children
<p>The terms included here are taken from the National Curriculum, Appendix 2: Vocabulary, grammar and punctuation. The year group in which the term should be taught is specified.</p>	<p>The definitions given here have been adapted from the national curriculum glossary.</p>	<p>Look in another reference book to find another definition of the term or add additional notes from the national curriculum glossary to ensure you understand the term.</p> <p>You can also consider the effect on the reader and why the writer might have used this type of grammar.</p> <p>❖ This bullet indicates that we have added a useful tip.</p> <p>Include author, date and page: full reference goes in the reference list at the end.</p>	<p>1) The first example is provided. You need to highlight or <u>underline</u> or put in bold the term or relevant aspects of a sentence being defined.</p> <p>2) Find an example of the term from children's literature (fiction, non-fiction, poetry). You may use a direct quotation <i>from</i> the book, e.g. <i>His fur was worn in places because he was quite old</i> (Hughes, 2002:1) <u>or</u> you may write a sentence <i>based on</i> the book, e.g. <i>Dave stretched out his arms because he wanted to hug Dogger</i> (Hughes, 2002).</p> <p>Make sure that you highlight or <u>underline</u> or put in bold the term or relevant aspects of a sentence. You should take full sentences from the children's books you select. Include author, date and page: full reference goes in the reference list at the end.</p>

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Adjective Year 2	Sometimes called 'describing words' because they pick out single characteristics such as size or colour. Surest way to identify them is by ways they can be used: <ul style="list-style-type: none"> • before a noun (<i>good work</i>) i.e. it modifies the noun • after the verb <i>be</i> (Their work was <i>good</i>.) as its complement. 	Words which modify or tell us more about nouns... to add details to accounts and to specify the qualities of nouns. Hunt, (2000:65) <u>or</u> It is important to have a clearer definition than 'describing word' as other word classes can also describe. It must be linked to describing the noun. (notes from DfE, 2013: 80) Effect on reader: Helps the reader to visual the noun being described.	1) Beyond the railing... lay a vast slow-swirling lake of dark mud, which here and there bubbled up in ponderous burps like a gigantic, simmering cauldron (Nicholson, 2000:53). 2) Strawberry You wear your heart on the edges of your green sleeves hanging small and red , close to the fields, Strawberry – Studded with tiny seeds of love (Nichols, 1994:24) Note that the key elements of the sentence (i.e. adjectives) have been shown in bold . Alternatively you could highlight or <u>underline</u> them.

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Adverb Year 2	Sometimes said to describe manner or time. Surest way to identify is by the way they can be used: they can modify a verb (Usha <i>soon</i> started snoring <i>loudly</i>), an adjective (the match was <i>really</i> exciting), another adverb (We don't get to play games <i>very</i> often) or a whole clause (<i>Fortunately</i> , it didn't rain).		1) Sardul leapt silently over the roofs of the city. (French & Newby, 1999) 2)
Adverbial Year 4	Word or phrase used like an adverb to modify a verb or clause. Adverbs can be used as adverbials but so can		1) Shortly afterwards, Mother received a letter from the Wolfwoman. (Morpurgo, 2003) 2)

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	preposition phrases, noun phrases and subordinate clauses.		
Adverbial: fronted Year 4	The adverbial occurs before the verb and is often followed by a comma e.g. Before we begin, make sure you've got a pencil. (Note unfronted version: <i>Make sure you've got a pencil before we begin.</i>)		1) Quietly, he tiptoed outside. (Daynes, 2005) 2)
Conjunction Year 3	Links two words, phrases or clauses together. Two types: co-ordinating (<i>and, but, or</i>) which link two words, phrases or clauses as an equal pair; subordinating (e.g. <i>when, because</i>) which introduce a subordinate clause. *some linguists include <i>so</i> as a co-ordinating conjunction but the NC does not.		1) The sun beat down and her bundle was heavy. (Stock, 2001) 2)
Determiner Year 4	Specifies noun as known or unknown (<i>a, the</i>) and goes before any other modifiers (e.g. adjective). Some egs: articles: <i>the, a, an</i> demonstratives: <i>this, those</i>		1) The fox led them across a field. (Butterworth, 1996) 2)

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	possessives: <i>my, your</i> quantifiers: <i>some, very</i>		
Noun Year 2	Can be used after determiners (e.g. 'the'). Sometimes called 'naming words' because they name people, places and things. Nouns can be common (e.g. <i>boy, day</i>), proper (e.g. <i>Ivan, Wednesday</i>), countable (e.g. <i>thing, boy</i>), uncountable (e.g. <i>stuff, money</i>).		1) There's a dragon in the classroom; Its body is a box, Its head's a plastic waste-bin, Its eyes are broken clocks. (Thomson, 2001) 2)
Noun phrase Year 2	A phrase with a noun as its head e.g. <i>some foxes, foxes with bushy tails</i> .		1) A carpet of living moss seemed to have spread itself across the grass, a million million little points of light. (Pullman, 1995: 115) 2)
Phrase Year 2	A group of words grammatically connected so they stay together and expand a single word called the 'head'.		1) The next day Milly-Molly-Mandy helped mother make up the spare-room bed. (Lankester Brisley, 1972) 2)
Preposition Year 3	Often describe locations or directions (<i>We can't go over it, we can't go under it...</i>).but can describe other things such as relations of time (<i>I haven't seen my dog since this</i>		1) They scuttled off, along a gutter, across a pavement, up an iron staircase, over rooftops, down a chimney, and through a window. (Craig,1995) 2)

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	<i>morning</i>). Link a following noun, pronoun or noun phrase to another word in the sentence. NB words like <i>before</i> or <i>since</i> can act as either prepositions or conjunctions (e.g. <i>I'm going since no-one wants me here</i> . 'Since' is a conjunction linking two clauses).		
Pronoun Year 4 Possessive Year 4 Relative Year 5	'pro' = 'for'. A pronoun stands in for a noun: <i>him, her, she, his...</i> possessive: <i>his, hers</i> relative: e.g. <i>who, that</i> – used to join a relative clause (a special kind of subordinate clause) to a noun or clause e.g. <i>The prize that I won was a book</i> .		1) The King looked hard in his daughter's face And saw how much she cared, Then nodded that they should do as she asked, And so the dragon was spared. (Wilson, 2002: 125) 2)
Verb Year 2	Sometimes called 'doing words' but note that nouns can also name actions (e.g. The walk will take an hour.) and may also name states or feelings (e.g. <i>love, to be</i>). They usually have a tense.	❖ Think of a finite verb as a complete / finished verb rather than the present participle (<i>dancing</i>) or infinitive (<i>to dance</i>).	1) He twisted and he turned. He wiggled and he wriggled. But it was no good. (Inkpen,1991) 2)

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	A sentence must have a finite verb i.e. one which is marked for tense and agrees with the subject. e.g. <i>I washed the dishes.</i> 'washed' is in the past tense and agrees with 'I'.		
Verb: modal Year 5	Used to change the meaning of other verbs e.g. certainty (I must go), ability (I could run) or obligation (I should run)		1) "Wilbur will be in the show, and he might just win it!" (Owen & Paul, (2008)) 2)
Verb: tense Year 2	Past – usually formed with suffix '-ed' but may be irregular (e.g. sang). Present – may take suffix '-s' (depending on subject) Future – no form as such. Is used with present tense verb e.g. <i>He will leave tomorrow.</i>		Past tense: 1)The old man pulled the turnip. (Tolstoy, 1988) 2) Present tense: 1)We meet up with the rest of the District 12 crowd at the elevator. (Collins, 2008) 2) Future tense: 1) I will take you across. (Daly, 1993) 2)
Verb: subjunctive	A special and quite unusual form of a verb, usually used in	❖ Pie Corbett points out that constructions such	<i>You can make these examples up as they are few and far between in children's books!</i>

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Year 6	subordinate clauses. Used in formal styles e.g. <i>The school requires that all pupils be honest.</i> <i>If Zoe were the class president, things would be much better.</i>	as <i>If I were to do it again</i> have largely been replaced by <i>If I did it again</i> . Note old-fashioned expressions such as <i>far be it from me</i> and <i>so be it</i> use the subjunctive.	1) "If I were you," said the goblin, "I'd run away right now!" 2)
Verb: active and passive voice Year 6	An active verb follows the usual subject and object pattern e.g. <i>Our dog ate the dinner.</i> This is reversed for the passive: <i>The dinner was eaten by our dog.</i> Note that 'the dinner' has taken the subject position. This removes 'agency' (i.e. whodunit?) as the doer (the dog) can be removed completely: <i>The dinner was eaten.</i>	❖ if you can add 'by', this is a sign of the passive voice.	Active verb: 1) The hen laid an egg on the fireside rug (Donaldson, 2003) 2) Passive verb: 1) Round by round it became harder – the butts were moved further off – and more bowmen were eliminated. (McCaughrean, 1999) 2)
Subject Year 6	Normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. Its normal position is just before the verb in a sentence (<i>Rula's mother went out.</i>) or just after the		1) Ben tickled Penguin. (Dunbar, 2007) 2)

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	auxiliary verb in a question (Will the children study the animals?).		
Object Year 6	Normally a noun, pronoun or noun phrase that comes straight after the verb and show what the verb is acting upon e.g. <i>Year 2 designed puppets. I like that</i> . See also 'verb – active and passive, voice'.		1) Ben tickled Penguin. (Dunbar, 2007) 2)
<p>SENTENCES A group of words grammatically connected to each other but not to any words outside the sentence. A general rule is that a sentence needs a subject and a finite verb. Sentences can take the form of a statement, question, exclamation or command.</p> <p>CLAUSES Special type of phrase whose head is a verb. Can be a complete sentence (sometimes called 'simple' sentence). May be <u>main</u> or <u>subordinate</u>.</p>			
Clause: main Year 3	A clause which can stand alone. A sentence must have a main clause.	❖ 'Clause' is introduced as a term in Year 3 but children are taught about co-ordination and subordination (see below) from Year 2.	Example: <u>Ben tickled Penguin</u> (Dunbar, 2007). Example: <u>On Tuesday he ate through two pears</u> but <u>he was still hungry</u> (Carle, 2002). <i>Note the two main clauses co-ordinated by 'but'.</i>
Single clause sentence	A sentence which consists of a single clause. Often called a ' simple sentence '.		1) One day Mr Gumpy went out on his boat. (Burningham, 2001) 2)

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Multi-clause sentences			
Sentence co-ordination	<p>Two main clauses linked as an equal pair by a co-ordinating conjunction (i.e. <i>and, but, or</i>). *</p> <p>* Some linguists include <i>so</i> as a co-ordinating conjunction but the NC does not.</p>	<p>❖ A sentence with two main clauses linked by 'and', 'but' or 'or' is often called a compound sentence.</p>	<p>Underline the 2 main clauses:</p> <p>Example: <u>On Tuesday he ate through two pears</u> but <u>he was still hungry</u> (Carle, 2002).</p> <p>Example: <u>Mr Bear went downstairs</u> and <u>(he) opened the front door</u> (Gliori, 2007)</p> <p>1) Maddy ran home with the star and she put it in her secret box of very special things. (Hayles, 1996)</p> <p>2)</p>
Clause: subordinate	<p>A clause that is subordinate to the main clause in a sentence. e.g. <i>I was late so I ran for the bus</i>. Main clause: 'I was late'. Subordinate clause: 'so I ran for the bus'. Note subordinating conjunction 'so'. Others include 'because', 'although', 'as'...</p>	<p>❖ A sentence with a subordinate clause is often called a complex sentence.</p> <p>❖ Children learn the term 'subordinate clause' in Year 3 but subordination is taught from Year 2.</p>	<p>Example: They sighed <u>because the rains were late</u> (Stock, 2001).</p> <p>Example: <u>While Mr Bear was asleep</u>, he had a wonderful dream (Kuratomi, 1978:9).</p> <p>1) While he was getting ready for bed, there was a knock at the door. (Cave & Riddell, (1995)</p> <p>2)</p>
Clause: relative Year 5	<p>A special type of subordinate clause that starts with a relative pronoun.</p>		<p>Example: This is the owl <u>who struggled to fly</u> (Hayes, 1994)</p>

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	See 'pronoun'		<p>Example: There lay the remains of the tree <u>that the Hoot-Toowits had shared with the Buzzes</u> (Gliori, 2007).</p> <p>Example: The tree <u>(that) he climbed</u> was slippery (Gliori, 2007).</p> <p>1) Little Toby was handed back to Grandpa who tucked him in carefully in the cot. (Inkpen, 1996)</p> <p>2)</p>

References: (add your additional references to these lists – you may use one grammar book and a limited selection of children's books of your choice)

Corbett, P. (2014) *Jumpstart Grammar*, London: Routledge

DfE, (2013) *The National Curriculum in England*

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Children's books

Allen, J. (1993) *What is a Wall After All?* London: Walker Books

Burningham, J. (2001) *Mr Gumpy's Outing*, London: Red Fox

Butterworth, N. (1996) *After the Storm*, London: Harper Collins
 Cave, K. & C. Riddell, (1995) *Something Else*, London: Puffin
 Carle, E. (2002) *The Very Hungry Caterpillar*, London: Puffin
 Child, L. (2001) *I will Not Ever Never Eat a Tomato*, London: Orchard Books
 Collins, S. (2008) *The Hunger Games*, London: Scholastic
 Craig, H. (1995) *The Town Mouse and The Country Mouse*, London: Walker Books
 Daynes, K. (2005) *Hansel and Gretel*, London: Usborne
 Daly, A (1993) *The Gingerbread Man*, Leicestershire: Ladybird
 Donaldson, J. (2003) *A Squash and a Squeeze*, London: Macmillan
 Dunbar, P. (2007) *Penguin*, London: Walker Books
 Durant, A. & D. Giori (2003) *Always and Forever*, London : Random House
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 Inkpen, M. (1991) *Billy Beetle*, Kent: Hodder & Stoughton
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 Nichols, G. (1994) *Give Yourself a Hug*, London: Penguin
 Nicholson, W. (2000) *The Wind Singer*, London: Mammoth
 Owen, L & K. Paul, (2008) *Minnie Winnie*, London: Oxford
 Pullman, P. (1995) *The Firework Maker's Daughter*, London: Corgi
 Stock, C. (2001) *Gugu's House*, New York: Clarion Books
 Thomson, C. (2001) 'A Dragon in the Classroom' in McGough, R. (ed.), *100 Best Poems for Children*, London: Puffin
 Tolstoy, A. (1988) *The Great Big Enormous Turnip*, London: Mammoth