

Grammarsaurus

THE ULTIMATE GUIDE

TO TEACHING NON-FICTION WRITING, SPELLING, PUNCTUATION AND GRAMMAR



MITCH HUDSON
ANNA RICHARDS

BLOOMSBURY

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50 Bedford Square, London, WC1B 3DP, UK
29 Earlsfort Terrace, Dublin 2, Ireland

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How to use this book

Each chapter of this book focuses on a different non-fiction text type: instructional texts, explanation texts, non-chronological reports, recounts (diary), recounts (newspaper) and persuasive texts. Each chapter contains the following:

Teaching tips

These are ideas that we have found to be effective in teaching children to write different styles of text and tackling the common difficulties that tend to crop up during teaching.

Text-specific overviews

These overviews are separated into the following areas: text-specific features (e.g. a headline is a feature of a newspaper article) and the grammar, punctuation and spelling opportunities that you may expect to cover for that text type.

Text-specific features

These could be considered to be the 'building blocks' for writing different text types. For example, persuasive texts will include features like flattery and emotive language, whereas a non-chronological report will contain subheadings and factual statements.

Grammar, punctuation and spelling lists

These are some key grammar, spelling and punctuation opportunities that come up in the model texts. Under many of the points are example words, phrases or sentences.

Checklists

Each overview page ends with a checklist which teachers and children can use alongside the model texts. These can be used as a handy guide to aid planning and to support children's writing. The checklists highlight the features contained in the model texts and can be used for self, peer or teacher assessment.

These checklists are guides and not exhaustive lists. The model texts include many other grammar, spelling and punctuation opportunities, which are not listed in the checklists, and these can be taught where you think it is appropriate.

Model texts

Each model text has been written to meet the 'expected standard' or 'greater depth standard' for Year 1 or Year 2 pupils. To make the features of the model text clear to you, we have included two versions:

1. Unannotated: these can be photocopied for pupils or displayed on a whiteboard or projector.
2. Annotated: the text-specific features and grammar, punctuation and spelling opportunities are all clearly detailed in this version.

You can use the model texts in a variety of ways. You can read them as examples of the expected standards for each year group and explore the different features present in each text. You can share the texts with your pupils, perhaps inviting them to annotate the texts themselves. You could even share the annotated texts with children to help them evaluate the writing.

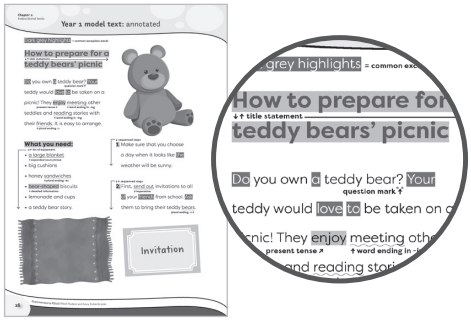
Topic coverage

Grammarsaurus Key Stage 1 and its companion book for Key Stage 2 cover a wide range of topics, including history, geography and science. Here is an overview of the topic coverage for both books. This book is for Years 1 and 2 only.

	Instructional texts	Explanation texts	Non-chronological reports	Recounts: diary entries	Recounts: newspaper articles	Persuasive texts
Year 1	How to prepare for a teddy bears' picnic	How is bread made?	Arctic animals	School trip to the seaside	***Not appropriate for Year 1 level***	Jack's Magic Beans
Year 2	How to find buried treasure	How do plants grow?	Marine mammals	A pirate's life	London's burning!	T-Rex in town
Year 2 greater depth	How to build a castle	How do food chains work?	Kings and queens	Antarctic adventures	Gunpowder, treason and capture!	Adopt a wild animal!
Year 3	How to make a wizard's spell	How do shadow puppets work?	Roman soldiers	Queen Boudicca	Man walks on the Moon!	Marvellous Mike's travelling circus
Year 4	How to survive an earthquake	How does the water cycle work?	The Titanic	Viking raider	Peril in Pompeii!	Ascend the astral throne!
Year 5	How to prepare for an intergalactic mission	How do volcanoes erupt?	Ancient Greek myths: the cyclops	The discovery of Tutankhamun's tomb	Marathon man brings news of victory!	Join the Stellar Dome Community today!
Year 6	How to survive a zombie attack	How does blood circulate around the body?	The ancient Maya	Darwin's diary: The Galápagos Islands	Normandy invaded!	Join the Women's Land Army
Year 6 greater depth	How to survive on a desert island	How does the internet work?	The Shang Dynasty	The mystery of the Mary Celeste	Heir to the Montagues gate-crashes ball	Visit the Great Exhibition

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Useful words for Key Stage 1



The National Curriculum in England lists 'common exception words' that are statutory for pupils to learn in Key Stage 1. We have included these below. Whenever these words appear in the model texts, we have highlighted them, so you can quickly see which words are key spellings for children to learn.

Year 1 common exception words

a	one
are	our
ask	pull
be	push
by	put
come	said
do	says
friend	school
full	she
go	so
has	some
he	the
here	there
his	they
house	to
I	today
is	was
love	we
me	were
my	where
no	you
of	your
once	

Year 2 common exception words

after	fast	pass
again	father	past
any	find	path
bath	floor	people
beautiful	gold	plant
because	grass	poor
behind	great	pretty
both	half	prove
break	hold	should
busy	hour	steak
child	improve	sugar
children	kind	sure
Christmas	last	told
class	many	water
climb	mind	who
clothes	money	whole
cold	most	wild
could	move	would
door	Mr	
even	Mrs	
every	old	
everybody	only	
eye	parents	



Instructional texts

The purpose of an instructional text is to help the reader learn something by providing a step-by-step guide.

Tips for teaching children to write instructional texts

- Younger children and less confident writers can find it easier to write about things they have experienced. Consider inviting them to write about a simple recipe like making a sandwich or allowing the children to create something crafty, which they can then write about.



- Consider different ways children could plan their writing. Remind the children about the different sections of an instructional text, for example, 'introduction', 'equipment list' and 'method'. Invite children to plan and write each section separately in boxes on a page to make the process easier.

- To support children to write in chronological order, choose a topic and provide children with the steps involved on separate pieces of card. Ask children to place the steps in the correct order...

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To scaffold less confident writers, take photographs of the children as they complete a task and display them so that they have a visual reminder of what they did at each step, to use while they write.

Discuss how the use of adverbials of time can make it easier to write chronological steps. Encourage children to use more detailed adverbials in their own writing. For example, instead of writing '**After that**, prepare the icing', children might write something more detailed such as '**After the cake has been placed in the oven**, prepare the icing'.

Teach a range of adverbials of time, including adverbial clauses, to add variety when children are writing a method. Otherwise, they may overuse 'next' and 'then'.

- **Following that**
- **Once _____ has been completed**
- **When you have finished _____**
- **After _____ minutes**
- **Once the _____ starts to _____**

Create an anchor chart (a visual prompt that provides children with information on a theme) with a range of examples of quantifiers to encourage the children to write expanded noun phrases for description and specification.

- **several**
- **a slither of**
- **a selection of**
- **three spoonfuls of**
- **two handfuls of**
- **a large variety of**



Spend time focusing on how to spell words ending in -ful! These words are abundant in instructions, and children sometimes spell these words with two 'l's and a space, for example, 'hand full' instead of 'handful'.

Year 1 overview

Use this overview and the checklist alongside the Year 1 model text (pages 14 – 17).

Specific features for this text type

• A title statement explaining what is to be achieved	***How to make a jam sandwich.***
• A list of equipment or materials	***You will need the following items...***
• Sequenced, chronological steps	***First, second, third...*** ***Next, then, after that...***
• Diagrams or illustrations	
• Present tense	***These steps explain how to make a perfect jam sandwich!***
• Commands	***Slice the bread.***
• Detailed information – prepositions, determiners and precise vocabulary	***Place one piece of bread...*** ***You will need two slices of bread.***

The following lists should be used as a tool to help teachers plan where to cover explicit grammar, punctuation and spelling objectives from the National Curriculum Programmes of Study.

Grammar

• Coordinating conjunctions – link ideas with 'and'	***Place the bread on the work surface and spread the butter...***
• Expanded noun phrases – add details to nouns using prepositions such as 'under', 'around', 'next to' and 'above'	***the crust of the bread***
• Positional language	***on the plate***

Punctuation

• Question marks	***Do you love the taste of scrumptious strawberry jam?***

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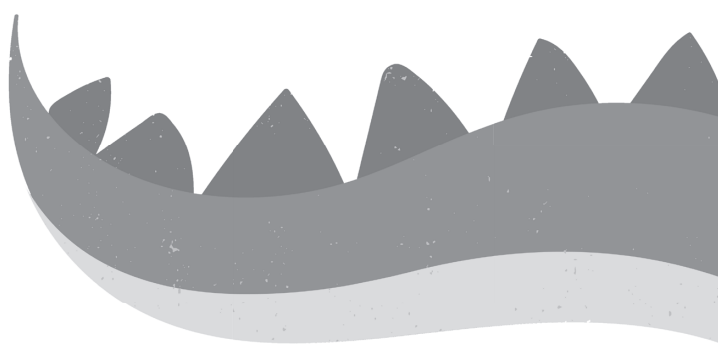
Spelling

- Year 1 'common exception words' from the National Curriculum: see page 9 of this book for a list of these. These common exception words are highlighted in the Year 1 model text.
- Plurals of nouns ending in -s or -es — ***jars, loaves***
- Verbs ending in -ing — ***mixing, adding, spreading***

Checklist

Use this checklist with the Year 1 model text. See page 7 for more information.

Title statement	
List of equipment or materials	
Sequenced, chronological steps	
Diagrams or illustrations	
Present tense	
Commands	
Detailed information	
Grammar: Coordinating conjunctions	
Grammar: Expanded noun phrases	
Grammar: Positional language	
Punctuation: Question marks	
Spelling: Year 1 common exception words	
Spelling: Plurals of nouns ending in -s or -es	
Spelling: Verbs ending in -ing	



Year 1 model text: annotated

Dark grey highlights = common exception words

How to prepare for a teddy bears' picnic

↓↑ title statement

Do you own a teddy bear? Your teddy would love to be taken on a picnic! They enjoy meeting other teddies and reading stories with their friends. It is easy to arrange.

question mark ↑
present tense ↗
↑ word ending in -ing
↑ word ending in -ing
↑ plural ending -s



What you need:

↓↑ list of equipment

- a large blanket
- big cushions
- honey sandwiches
- bear-shaped biscuits
- lemonade and cups
- a teddy bear story.

↑ expanded noun phrase
↑ plural ending -es
↑ detailed information

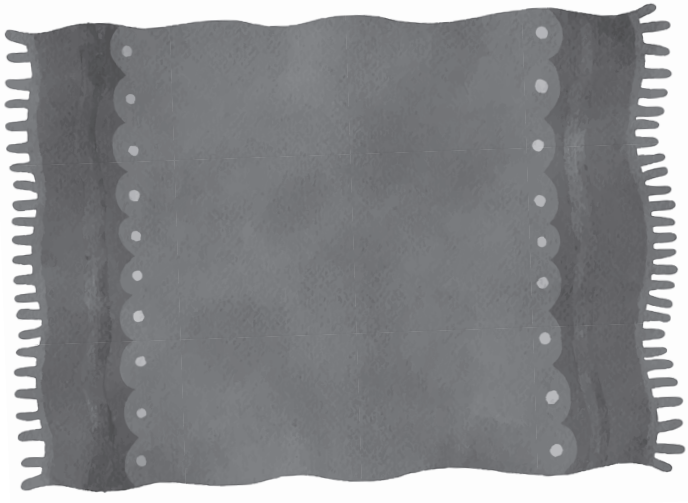
↓ sequenced steps

1. Make sure that you choose a day when it looks like the weather will be sunny.

↓↑ sequenced steps

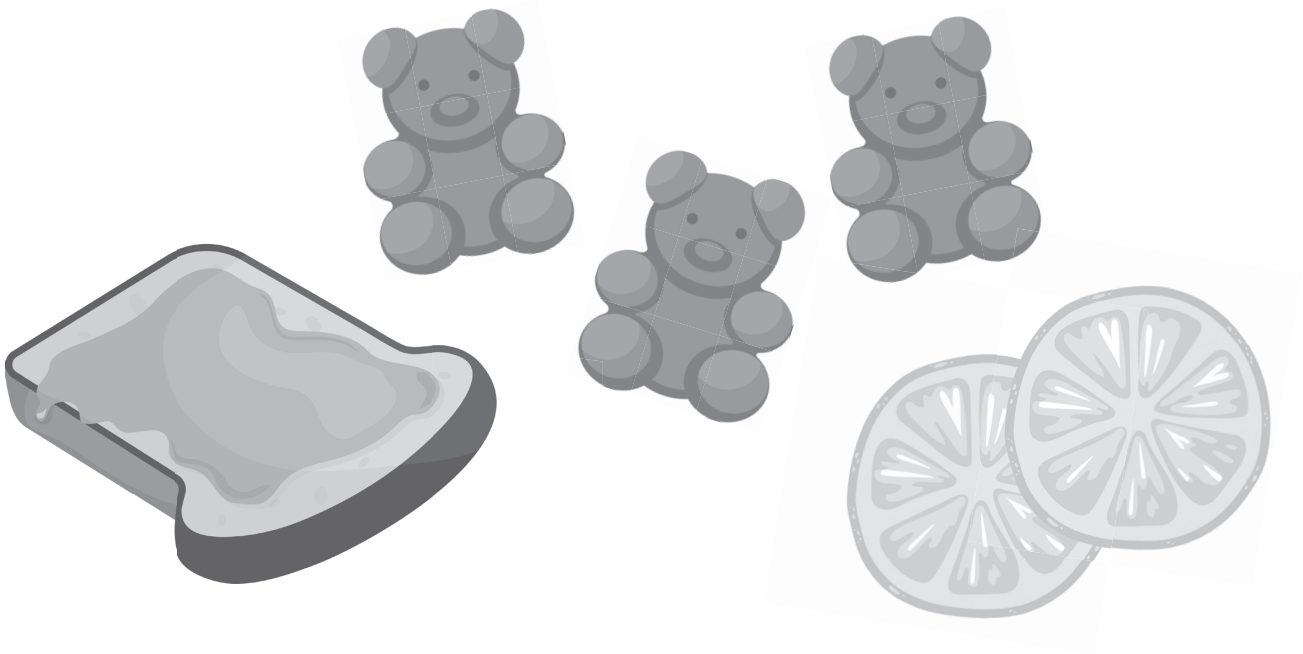
2. First, send out invitations to all of your friends from school. Ask them to bring their teddy bears.

↑ commands
plural ending -s ↑





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↓↑ sequenced steps

3. On the day of the picnic, find a space in the woods or the park, under the trees.

↑ expanded noun phrase

↑ positional language

↓↑ sequenced steps

4. Then, put the blanket on the ground and the big cushions around the edge.

↑ coordinating conjunction

↓↑ sequenced steps

5. Next, share the food with everyone there.

↓↑ sequenced steps

6. Finally, read everyone the teddy bear story before they pack up to go home.

expanded noun phrase ↗

↖ expanded noun phrase

Warning!

Teddies can get very tired and they like to go to bed early. Make sure that you do not stay at the park or woods too late. Plan to have the picnic during the afternoon.

↑ coordinating conjunction

↑ command

↑ command