

Grammarsaurus

THE ULTIMATE GUIDE

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



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Introduction



As teachers, we often searched for texts to use in the classroom and struggled to find ones that were of a high quality and appropriate for the children we were teaching: either they didn't have the right grammar coverage, the context wasn't appropriate, or the children had already studied the text in a different year group! This wasn't just our own experience, as we also witnessed this when working with other teachers in our school and in other school settings in our roles as SLEs and moderators.

We felt that teachers would benefit from a book which would allow them to easily access high-quality texts which were both age-appropriate and contained the relevant writing, grammar, spelling and punctuation from the National Curriculum and the teacher assessment frameworks. We strongly believe that these skills should be taught in context, rather than in standalone grammar or punctuation lessons.

Equally, we knew that grammar could be fun! We wanted to make sure that the texts we wrote were engaging for children of all ages and linked to the topics featured in the National Curriculum.

The Grammarsaurus website has always had a strong community spirit, with our followers helping to make key decisions such as the design of the logo, the colour scheme for the website, and even the title of the Grammarsaurus books. Therefore, it seemed right that our followers decided the topics the texts would focus on via an online poll.

The texts cover a range of contexts and topics: factual and imaginative, historical and current. Whilst the texts were written for particular year groups, you can use them from the other year groups too. They can be adapted to suit different year groups or used as inspiration to write your own.

We understand the confusion and uncertainty that sometimes surrounds 'working at a greater depth' as mentioned in the teacher assessment frameworks for the end of Key Stages 1 and 2. This is why we have included two texts for Year 6: one at the 'expected standard' and one at 'greater depth'.

We hope this book will support you when deciding what skills to teach and when. We ourselves use our text-specific overviews and model texts when planning: they are invaluable to us, and we hope they will become invaluable to you, too! The overviews will help you to decide when to teach different skills and the model texts will show how these skills can be used in different contexts. Whether you use the model texts to support your own knowledge or share them with your pupils to expose them to high-quality texts, we are sure they will be a great support.

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 Key Stage 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 2 and its companion book for Key Stage 1 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 Key Stage 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 2

The National Curriculum in England includes 'word lists' for Years 3 and 4 and Years 5 and 6. 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.

Years 3 and 4

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/ although
thought
through
various
weight
woman/ women

Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



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

- Less confident writers can find it easier to write about things they have experience of. Consider inviting them to write about a simple recipe like making a sandwich or allowing them to create something crafty, which they can then write about.
- Consider different ways children could plan their writing. After naming each section of the text, e.g. method, equipment list and introduction, plan and write each section separately in boxes to make the process easier.
- 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.
- 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. Discuss how the use of more detailed time adverbials can make it easier to see which step goes where and encourage children to use time adverbials in their own writing. For example, instead of writing 'Once finished', children might write something more detailed such as 'Once the decoration on top of the cake has been completed...'

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

Create an anchor chart (a visual prompt that provides children with information) with a range of examples of quantifiers to encourage the children to vary their expanded noun phrases.

- **several**
- **three spoonfuls of**
- **a slither of**
- **two handfuls of**
- **a selection 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'.

'Working at greater depth' explained

There are two texts for Year 6 level in this chapter. The second Year 6 text on pages 36 – 39 is designed to show 'greater depth'.

- The audience of the explanation text is clear throughout the piece of writing. The instructions are aimed at someone who is unaccustomed to survival skills and therefore precise, additional information is provided, e.g. 'Remember that the wood must be dry or the fire will not start when you attempt to light it with the lighter or flint.'
- The writing moves between an informal tone and a formal tone. In the introduction, hyperbole ('facing certain death') and a direct address to the reader using 'you' establishes an informal tone. In the numbered steps, there is a more formal, factual tone, with modal verbs frequently used in the passive voice ('food must be found'). By using an agentless passive, the sentence is more formal.
- More complicated vocabulary has been used, for example, 'sourced' instead of 'found', 'established' rather than 'lit' and 'constructed' instead of 'built'.
- Technical vocabulary is used, with words including 'foliage', 'sub-zero', 'firewood' and 'predators'.
- Higher-level punctuation is used, such as semi-colons.

Year 3 overview

Use this overview and the checklist alongside the Year 3 model text (pages 14 – 17).

Specific features for this text type

• A title statement explaining what is to be achieved	***How to make a Victoria sponge cake***
• A list of equipment or materials	***You will need the following ingredients.***
• Sequenced, chronological steps	
• Diagrams or illustrations	
• Present tense	***It is important to follow the steps in the correct order.***
• Imperative verbs (commands)	***Spread the cream...***
• Detailed information – prepositions, quantifiers and precise vocabulary	***Dust the top of the cake with icing sugar.***

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

Grammar

• Coordinating conjunctions – link ideas with 'and', 'but' or 'or"	***Divide the mixture into two tins and place them in the oven.***
• Subordinating conjunctions – expand upon independent clauses using 'after', 'if', 'when', 'so' and 'that'	***Mix the ingredients until you have a smooth, soft batter.***
• Expanded noun phrases – add details to nouns using prepositions such as 'of', 'from', 'under', 'around', 'surrounding', 'next to' and 'above'	***the top of the cake***
• Commands, using the imperative	***Bake the cake for about 20 minutes.***
• Statements using the pronoun 'you'	***You will need...***
• Adverbs / adverbials of manner	***Carefully, sprinkle the icing sugar on top of the cake.***
• Adverbs / adverbials of time	***After 20 minutes...***

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Punctuation

- Commas in a list — ***a spatula, spoon and mixing bowl***
- Apostrophes for possession — ***the cake's base***
- Apostrophes for omission — ***Don't forget to...***

Spelling

- Year 3 / 4 words from the National Curriculum word lists: see page 9 of this book for a list of these. These words are highlighted in the Year 3 model text.
- Words ending in -ly — ***slowly, carefully, quickly***
- Words ending in -ful — ***spoonful, handful, jarful***

Checklist

Use this checklist with the Year 3 model text. See page 7 for more information.

Title statement	
List of equipment or materials	
Sequenced, chronological steps	
Diagrams or illustrations	
Present tense	
Imperative verbs (commands)	
Detailed information	
Grammar: Coordinating conjunctions	
Grammar: Subordinating conjunctions	
Grammar: Expanded noun phrases	
Grammar: Commands, using the imperative	
Grammar: Statements using the pronoun 'you'	
Grammar: Adverbs / adverbials of manner / time	
Punctuation: Commas in a list	
Punctuation: Apostrophes for possession	
Punctuation: Apostrophes for omission	
Spelling: Year 3 / 4 word list	
Spelling: Words ending in -ly	
Spelling: Words ending in -ful	

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Year 3 model text: annotated

Dark grey highlights = Words from the National Curriculum word lists

↓ title

How to make a wizard's spell

↓ word ending in -ful
Are you new to the fearful world of witchcraft and wizardry? If so, you may be
↑ statements using pronoun 'you'
subordinating conjunction ↑
struggling with spell-making. Fear not! Just think of a spell like a recipe!

Equipment

↓↑ list of equipment
- a large, metal cauldron
  ↑ comma for list
- a mixing spoon
- a measuring jug
- a small flask
- a metal sieve
- a sharp knife
- a frying pan
- a dictionary of magical words



Ingredients



- a handful of frogs' legs
  ↑ word ending in -ful
- a cat's whisker
- ten toenails from an
  ↑ noun phrase using quantifier
  ugly, smelly giant
- the peeled skin of
  20 rotten potatoes
- a jarful of spit from
  ↑ noun phrase using quantifier
  a young boy or girl
- a spoonful of extra hot chilli sauce
  ↑ word ending in -ful

Method

↓↑ sequenced steps
1. Firstly, collect the ingredients from your
↑ word ending in -ly
wizard's cupboard. If you do not own a cauldron, use a large mixing bowl.
↑ expanded noun phrase

↓↑ sequenced steps ↓ imperative
2. Next, thoroughly mix together the
↑ adverb of time ↖ word ending in -ly
chilli sauce, the toenails and three-
↑ comma for list
quarters of the jar of spit so that you create a lumpy paste.
↑ coordinating conjunction

↓↑ sequenced steps
3. Following that, use the sieve to strain
↑ adverbial of time
the liquid and separate the toenails
↑ coordinating conjunction
from the potion or skip this step if you would prefer your potion to have extra crunch!
↑ coordinating conjunction

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↓↑ sequenced steps

4. While the liquid is being strained, cautiously peel the rotten potatoes
↑ adverb of manner
but don't take too long. Add these
↑ coordinating conjunction ↑ command
to the mixture.

↓↑ sequenced steps

5. The frogs' legs and the cat's whisker must be fried for an hour
↑↓ apostrophes for possession ↓→ present tense
until they are crispy. Gently combine
↓→ present tense ↑ adverb of manner
these with the rest of the gruesome mixture.
↓→ present tense ↑ present tense



↓↑ sequenced steps

6. After allowing the potion to stew for three days, transfer it to a small flask.
↑ subordinating conjunction





↓↑ sequenced steps

7. Now refer to the dictionary of magical words to find the correct
↑ expanded noun phrase ↗ ↖ expanded noun phrase
chant for your spell and combine
present tense ↑↓→
this with a downwards wand movement.
↓→ present tense ↑ present tense

Congratulations! You have now successfully cast your first spell!
↑ statement using the pronoun 'you'

Don't forget!
↑ apostrophe for omission

Magical spells can be extremely dangerous! You can't increase the quantities of the ingredients or your spell might backfire and you'll become seriously injured!
↑ word ending in -ly ↑ apostrophe for omission ↑ coordinating conjunction