



# Grammar in Upper KS2

# Key Grammar Issue for KS2

- Spoken and written grammar are different.
- Children are expected to speak and write in Standard English, using a formal style
- Grammar terms enable students to identify features of effective speech and writing and reproduce them in their own work

# Phrases and Clauses

**A phrase is a group of words** that stand together as a single unit, typically as part of a clause or a sentence. **A phrase does not contain a subject and verb** and, consequently, cannot convey a complete thought.

**e.g. Under a starlit sky.**

A phrase contrasts with a clause. **A clause does contain a subject and verb**, and it can convey a complete idea.

**e.g. The evacuee stood apprehensively on the station platform.**

# Types of Phrase

**Expanded noun phrases** adds more detail to a noun by adding one or more adjectives before it. Modifiers can also be used after the adjectives to give more information.

**e.g. The dejected, anxious evacuee with a battered suitcase**

**Prepositional phrases** tells the reader where something is.

**e.g. Under the starlit sky,**

# Phrases in SATs

Underline the longest possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase

What is the grammatical term for the underlined words in the sentence below?

My prize was a fluffy green pencil case with a gold zip.

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# Clauses



Main Clauses

Subordinate Clauses

Relative Clauses

Embedded Clauses

# Main Clauses

A main clause is a clause that can form a complete sentence standing alone, having a subject and a complete verb.

**e.g. The evacuee stood apprehensively on the station platform.**  
**Under a cloud of steam, the train pulled out of the station.**

What is the grammatical term for the underlined part of the sentence?

Charlie spilt his juice, but it didn't go on his shirt.

Tick one.

an adverbial

a main clause

a noun phrase

a subordinate clause

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

# Subordinate Clauses

A subordinate clause is a clause, typically introduced by a conjunction, that is dependent on a main clause.

e.g. While the evacuee stood apprehensively on the station platform, the teacher ushered a crowd of children onto the train.

The children waved goodbye cheerfully, although they did not know where they were going.

What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

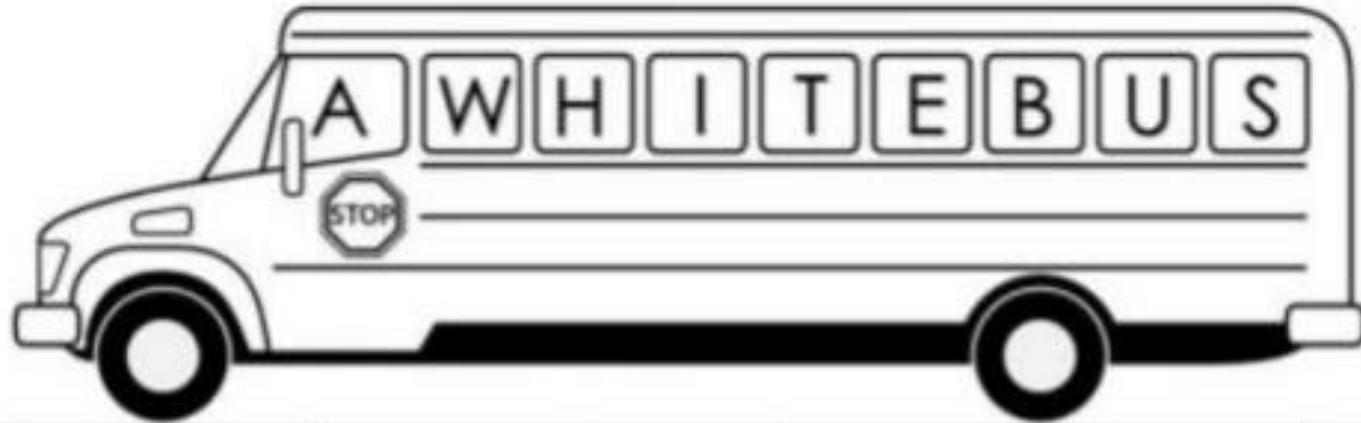
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Rewrite the sentence below, adding a **subordinate clause**.  
Remember to punctuate your answer correctly.

The children played on the swings.

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A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

# Relative Clauses

A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. Relative clauses add information to sentences by using a relative pronoun such as who, that or which.

**e.g. The family, who had taken refuge in the Anderson shelter, emerged to find their home destroyed by the bombing.  
The boy clutched the letter that his mother had sent him.**

that

which

who

whose

whom

# Embedded Clauses

An embedded clause is a clause that is within a main clause, usually marked by commas. Information related to the sentence topic is put into the middle of the sentence to give the reader more information and enhance the sentence.

**e.g. The family, who had taken refuge in the Anderson shelter, emerged to find their home destroyed by the bombing.**

**The children, although they did not know where they were going, waved goodbye cheerfully.**

# Verbs

**Modal verbs** are used to indicate possibility, ability, obligation and permission.

e.g. You must tidy your room.  
It might rain tomorrow.

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

# Active and Passive

I have eaten the last slice of cake.

The last slice of cake has been eaten.

The police arrested the suspect.

The suspect was arrested.

Rewrite the sentence below in the **active**.  
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

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Which sentence uses the **passive**?

Tick **one**.

The school proposed building a new playground.

The issue was discussed at a council meeting.

The council voted in favour of the proposal.

They started building the new playground last week.

# Grammar In Writing

A mixture of simple, compound and complex sentences to make their writing interesting to read.

A range of subordinate clauses that begin, end and are embedded in the sentence.

ISPACE openers.

High-level vocabulary.

Expanded noun phrases.



# Remember:

- ▶ The foundation for writing is talk – grammatically correct, formal talk helps children to express themselves in Standard English.
  - ▶ Grammatical knowledge is a tool to enable children to consciously develop their skills of expression by understanding the features of effective communication.
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