

Fast Forward Grammar 2

A Catch Up Intervention
Programme for Year 6

noun

adjective

verb

pronoun

conjunction

determiner

adverb

preposition

Lancashire

County
Council



Introduction

Fast Forward Grammar 2 replaces the original Fast Forward Grammar programme which was developed by a group of leading teachers.

It has been developed to prepare pupils for the higher expectations in the 2014 National Curriculum and to support them to achieve successfully in the Grammar and Punctuation test at the end of Year 6. This intervention has been designed to address gaps in learning. It is not intended to take the place of whole class teaching or to support children who have identified special needs.

Fast Forward Grammar 2 is a fourteen week programme with three sessions planned for each week. It focuses on:

- The structure of a sentence
- Word classes
- Grammatical terminology

Within an intervention programme, not all aspects of grammar can be covered and it is expected that this programme will run in addition to whole class grammar teaching. Please note that this programme does not cover most of the aspects of spelling and punctuation. Teaching focusing on these areas should continue in class.

Each session lasts for approximately twenty minutes and follows the sequence Review, Teach, Practise and Apply.

Overview of the programme:

As an aide-memoire, each word class has been assigned a colour. This approach should be used consistently throughout the programme and the wider school if possible.

These colours are:

Noun, **pronoun**, **verb**, **adjective**, **adverb**, **preposition**, **conjunction** and **determiner**.

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Assessments

Assessments, in the form of questions similar to those that may be found in the Y6 Grammar and Punctuation test, are included for use at the end of each week. Answers can be found in the Appendix.

It is recommended that assessments be ongoing and used as a basis to identify further support in specific areas if necessary.

Resources

A CD which includes resources and activities to support the implementation of the programme is included in the pack. All resources that are required are listed in each daily plan to assist in preparation for the programme. It is expected that individual whiteboards and pens will be available for all sessions.

Organisation of the programme

Target Group

The target group should include pupils in Year 5 and 6 who are not on track to achieve the expected standard in the Y6 Grammar and Punctuation Test. There should ideally be no more than six in a group.

Length and Frequency

The programme contains three 20 minute sessions each week for 14 weeks. These sessions should be in addition to the English and grammar sessions that the child is already receiving. It is an additional intervention and does not take the place of good Quality First Teaching.

Assessment

Pupils will be assessed at the end of each week. This will help identify whether the objective for that week has been thoroughly understood. These assessments will provide additional information alongside ongoing teacher assessments.

Adults

This programme can be delivered by teachers or teaching assistants.

Location

Ideally there will be a separate area where the children can work with the teacher away from the rest of the class. However, the programme can work effectively in the classroom as a group activity. It is not designed for whole class teaching.

Acknowledgements

Fast Forward Grammar 2 has been updated and further developed to meet the requirements of the 2014 National Curriculum by:

Sarah Atkinson – English Consultant
Janet Gough – Associate English Consultant
Sarah Watson – School Adviser.

The original Fast Forward Grammar was developed in consultation with a group of leading teachers and was extensively trialled in their schools.

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In the compiling of this programme, reference has been made to the National Curriculum (2014), 'Grammar for Writing' (2000), and various GPS papers and sample papers.

Week 1

Types and Structure of Sentences

Session 1

Objective	To identify the four main sentence types: questions, statements, exclamations and commands.
Introduction 2 mins	Remind the children that there are different types of sentence: questions, statements, exclamations and commands. Recap that a sentence has to contain a subject and a verb and make sense. It starts with a capital letter and ends with a full stop, exclamation mark or question mark.
Teach 8 mins	<p>Tell the children that:</p> <ul style="list-style-type: none">• A question always asks something – Is it cold outside?• A statement usually gives the reader information – It is cold outside.• A command gives instructions or orders – Put your homework away.• An exclamation sentence must be introduced by a phrase with 'what' or 'how' and should be followed by a subject + verb + any other elements. It is typically demarcated by an exclamation mark – What big teeth you have, Grandma! How beautiful Cinderella looks in that dress! <p><i>Teacher's note: The definition of an exclamation should not be confused with the uses of the exclamation mark for punctuation. The exclamation mark can be used in a variety of sentence forms and not just in exclamations. Explain that a command can sometimes use an exclamation mark to indicate how it is spoken – for example, Look out! Stay there! - but it is still a command.</i></p> <p>Write four sentences on the board and discuss with the children what type of sentence they are.</p> <p>Here are three spellings that you must learn. (This is a statement because it is giving information.)</p> <p>Why don't you spend more time learning your spellings? (This is a question because it is asking something.)</p> <p>How good he is at learning spellings! (This is an exclamation because it starts with how, includes a subject and a verb and is not a question.)</p> <p>Learn your spellings. (This is a command because it is telling you what to do.)</p> <p>Before you go out, learn your spellings. (This is still a command because even though there is a subordinate clause at the start of the sentence, the main clause is a command.)</p>

**Practise
5 mins**

Have a selection of prepared sentences, statements, exclamations and commands written on cards. Ask the children to sort the sentences into the correct type and add the correct punctuation mark. Correct and discuss any misconceptions as the children are sorting the sentences.

For example:

Stir the mixture	What did John say
I needed a friend	After the party, come straight home
I don't know what to do	It was an interesting report
What a mess we are in	Is it time to go out
How old are you	How skilfully Jane dances

Answers

Stir the mixture. C	What did John say ? Q
I needed a friend. S	After the party, come straight home. C
I don't know what to do. S	It was an interesting report. S
What a mess we are in! E	Is it time to go out? Q
How old are you ? Q	How skilfully Jane dances! E

C = Command
S = Statement
Q = Question
E = Exclamation

**Apply
5 mins**

Ask the children to write an exclamation sentence on their whiteboards. Remind the children this has to start with How or What, include a subject and a verb and not be a question. e.g. What an amazing day we have had!


Terminology

Questions, Statements, Exclamations, Commands

Resources

Prepared sentences on strips of card.

Session 2

Objective	To identify and revise the word classes that form sentences.
Introduction 2 mins	<p>Remind the children that a sentence makes sense and can stand alone. Sentences are made up of a group of words and each word belongs to a word class with a special function. It is how a word is used within a sentence that determines its word class. This understanding will be developed throughout the programme.</p> <p><i>Teacher's note: Use this session as an assessment opportunity to find out what pupils know about word classes.</i></p>
Teach 5 mins	<p>Show the children a simple sentence created using the jigsaw pieces. Cover the word class on each jigsaw piece with a sticky note which contains one word from the sentence.</p>  <p>Can the children name any of the word classes in that sentence?</p> <p>nouns (red), verbs (green), adjectives (blue), adverbs (purple), determiner (black) and prepositions (pink).</p> <p>Once the children have agreed on the class of a word, move the sticky note to uncover the word class that corresponds with the word and check/ discuss.</p> <p>Assessment opportunity: Which word classes are the children unsure about/ unfamiliar with?</p>
Practise 5 mins	With teacher support, practise creating simple sentences using the jigsaw pieces/ word classes and sticky notes.
Apply 7 mins	Give each pair of children a set of jigsaw pieces and sticky notes. Discuss the function of each word class as you set out the pieces. Ask them to write one word on each sticky note and place it on the correct jigsaw piece. Then ask them to create a sentence with the jigsaw pieces. Ask them to check that their sentence makes sense and can stand alone. Remind the children to use a sentence punctuation checklist. Following this activity, gather round each sentence as a group and discuss.
Terminology	Noun, verb, adjective, adverb, determiner, preposition.
Resources	Jigsaw pieces, sticky notes.

Assessment Week One – Types and Structure of Sentences

1. Circle the verbs in this sentence:

Yesterday was the school sports day and Tom wore his new running shoes.

2. Circle the adjectives in the sentence below:

My younger brother was playing with his green, racing car.

3. Tick which of the sentences below is a command

After you have done your homework, tidy your room.

He wants you to play outside with him.

Before you go to bed, you can watch some television.

Here are some questions you must answer.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4. Match the sentences to the correct sentence type.

How angry you look!	Question
It is a beautiful day!	Command
What time is dinner?	Statement
Change your library book.	Exclamation

5. Write a sentence using the word 'cover' as a noun. Remember to punctuate your answer correctly.

6. Write a sentence using the word 'cover' as a verb. Remember to punctuate your sentence correctly.

To order a copy of Fast Forward Grammar 2 please visit
www.lancashire.gov.uk/lpds search for PBL607 under publications
Only £60.00

The book has an accompanying cd that includes resources and
activities to support the programme.

The hardcopy book and cd will be posted by recorded delivery.

Also available

Fast Forward Spelling

A Catch up Intervention Programme for Year 6

Fast Forward Spelling has been developed to prepare pupils for the higher expectations in the current National Curriculum and to support them to achieve successfully in both papers of the Grammar, Punctuation and Spelling test at the end of Year 6. This intervention has been designed to address any gaps in learning.

Fast Forward Spelling is a twelve week programme with daily sessions planned for each week.

It focuses on:

- Spelling rules and conventions
- Teaching approaches
- Independent practice

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