



Supporting Materials

(Further subject knowledge and exemplification materials)

Dear Teachers,

Welcome to the “Place Value of Punctuation and Grammar Supporting Materials” booklet!

My name is Mitch, and I’ve created this resource to provide you with additional support and insights into the intricate world of punctuation and grammar.

You’ve already taken a significant step in advancing your subject knowledge by either attending the face-to-face course or watching the on-demand video course. Now, it’s time to delve even deeper into the subject matter, addressing those tricky bits that may still cause confusion for both teachers and students.

It’s important to acknowledge that the way English language skills were taught to us in schools might not have emphasised the specific nuances we’re exploring here.

Harnessing the power of the Place Value of Punctuation and Grammar (PVPG) approach can truly transform outcomes in your schools. However, achieving this transformation requires you to have the very best subject knowledge possible. That’s precisely why we’ve developed this comprehensive booklet.

In the first part of the booklet, you’ll find a wealth of subject knowledge, meticulously laid out to address common areas of confusion and misunderstanding. We’ll dive into the intricacies of punctuation and grammar, providing clear explanations and practical examples to reinforce your understanding.

The last part of the booklet is dedicated to exemplification materials. Here, we take real pupils’ writing samples and dissect them using the PVPG approach. By applying this method to authentic examples, you’ll gain invaluable insights into how to effectively support your students in mastering punctuation and grammar skills.

Remember, scholarship is a journey that requires time and practice to refine. If you find yourself needing further assistance or clarification on any topic covered in this booklet, please don’t hesitate to reach out to us. We’re here to support you every step of the way. (mitch@grammarsaurus.co.uk)

Thank you for your dedication to enhancing your subject knowledge and ultimately improving outcomes for your students.

Best regards,

Mitch



The most common sentence patterns in the English language (statements)

- Subject + Verb (SV)
- Subject + Verb + Complement (SVC)
- Subject + Verb + Adverbial (SVA)
- Subject + Verb + Object (SVO)
- Subject + Verb + Object + Complement (SVOC)
- Subject + Verb + Object + Adverbial (SVOA)
- Subject + Verb + Indirect Object + Direct Object (SVOODO)

SV

I ran.

She listened.

That dog barked.

SVC

Traction Man is strong.

He is a toy.

SVA

(Remember, you can use many adverbials, and they can move anywhere within the structure.)

The Vikings rowed across the icy waters. (**SV**A)

Across the icy waters, the Vikings rowed. (**ASV**)

The dragon roared loudly to warn the princess. (**SVAA**)

To warn the princess, the dragon roared loudly. (**ASVA**)

SVO

They kicked the ball.

She loves chocolate.

Maria enjoys swimming.

SVOC

The weather made us wet.

The jury found him guilty.



SVOA

s *v* *↑ what? (O)* *↑ when? (A)*
They completed the project on Wednesday.

s *v* *↑ what? (O)* *↑ how? (A)*
Maria painted the fence carefully.

SVIODO

s *v* *↑ whom? (IO)* *↑ what? (DO)*
Mitch wrote him a letter.

s *v* *↑ whom? (IO)* *↑ what? (DO)*
They bought their mother flowers.

s *v* *↑ whom? (IO)* *↑ what? (DO)*
He sent his friend a postcard.

Remember, children do not need to learn the names of these things, except for 'object' in Y5/6 and 'adverbial' Y3/4+. Your children will use all of these patterns naturally though, so to support them in knowing which way the leftovers go, and why, we need to know how to identify these patterns ourselves.

Use the questions below to help pupils see which structure the leftovers belong to, along with the purpose of the leftovers.

+ noun

What does _____
tell you more about?

subject-verb-complement - **SVC**
subject-verb-object-complement - **SVOC**



Where? When? How? Why?

Where did S V?
Why...
How...
When...

subject-verb-adverbial - **SVA**



What?

What did S V?

subject-verb-object - **SVO**



Identifying verb phrases

Know the verb phrases associated with each tense in the English language:

1. Present Continuous (Progressive):

- e.g., “He is playing basketball right now.”

2. Present Perfect:

- e.g., “They have finished their homework.”

3. Present Perfect Continuous:

- e.g., “She has been studying for three hours.”

4. Past Continuous (Progressive):

- e.g., “They were watching TV when I arrived.”

5. Past Perfect:

- e.g., “She had eaten already.”

6. Past Perfect Continuous:

- e.g., “He had been waiting for an hour before the train arrived.”

7. Future Simple (Simple Future):

- e.g., “They will arrive tomorrow.”

8. Future Continuous (Progressive):

- e.g., “She will be studying at this time tomorrow.”

9. Future Perfect:

- e.g., “He will have finished his work by the time you arrive.”

10. Future Perfect Continuous:

- e.g., “They will have been living in that house for ten years by next month.”

1, 2, 4 and 5 are all tenses in the National Curriculum, but there are more.

Ensure that you know how to recognise the construction of each one, so that you can easily spot these.



Noun clauses

A noun clause has a **subject** and **verb**, but it is not the tense verb.

We use noun clauses to **replace nouns**, and you can replace them with a **single noun** or **noun phrase**.

These often start with **what, where, why, how, whoever, whomever**

e.g.

(Her argument)  What she said was wrong.
(Her understanding)  How she can tell is beyond me.
(ASDA)  Where they met is just down the road.

some noun/noun phrase replacement examples

1. What: "I don't understand [what you said]."  (your words)
2. Where: "I wonder [where she went]."  (her whereabouts)
3. Why: "We need to figure out [why he left]."  (his reason for leaving)
4. How: "I'm amazed at [how she did it]."  (her performance)
5. Whoever: "Please give the job to [whoever is qualified]."  (a qualified person)
6. Whomever: "You can invite [whomever you like] to the event."  (anyone)

Contractions hide/combine subject and verb

Contractions are often taught to children before they know about subject and verb.

This doesn't help them to understand the function of contractions, which is to reduce the subject/verb construction into an easier to say/read blendable structure.

I will listen  I 'll listen
She had heard  She 'd heard



Phrasal verbs

Make sure that you teach children to use and recognise **phrasal verbs** in your informal units, and then teach the **formal equivalence** in your formal units. It is essential to map out which units are **formal** and **informal** on your long-term plan.

Phrasal verbs	Example uses	Formal equivalence
add up	James <u>added up</u> the number of affirmative responses.	calculate
buy out	The large company <u>bought out</u> the smaller.	purchase (someone's assets)
buy up	The business's assets were <u>bought up</u> in the auction.	purchase (all of something)
call off	The order was to <u>call off</u> the strike immediately.	cancel
carry on	The meeting will <u>carry on</u> in your absence.	continue
carry out	Sam <u>carried out</u> the research because Jimmy couldn't find the time.	execute
cut out	Because the subsection was not directly relevant to the rest of the paper, Randal had to <u>cut it out</u> .	excise
find out	The purpose of the literature review is to <u>find out</u> what has been said on the topic.	discover
get (it) over with (must be split)	Isa and the other participants were happy to <u>get</u> the laborious questionnaire <u>over with</u> .	complete
get across	Lars's paper had too many grammatical mistakes, meaning he couldn't <u>get</u> his message <u>across</u> .	communicate
give up	The outnumbered forces would not <u>give up</u> .	surrender

Phrasal verbs

Example uses

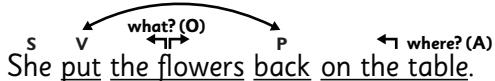
Formal equivalence

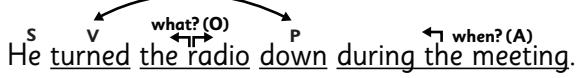
hold up	When deadlines approach, a student cannot let anything hold up the completion of an assignment.	delay
leave out	The witness left out a number of important details.	omit
make up	We asked participants to make up a scenario in which they would be content.	fabricate
make out	In the darkness, he could not make out the size of the camp.	see
pass up	We could not pass up this opportunity to collaborate.	forgo
pass on	The common flu can be passed on through saliva.	transmit
pass out	Our research assistants passed out four hundred surveys to a random sample of shoppers.	distribute
pick up	This study picks Dekker's research up where he left it.	resume
point out	Hendriks (2010) points out that such a study might be useful.	explain
set up	The equipment's sensitivity meant we had to set it up with utmost care.	arrange
turn down	Regretfully, the board must turn down a number of applicants every year.	reject
use up	The campers were thirsty after they used up the last of the water.	exhaust

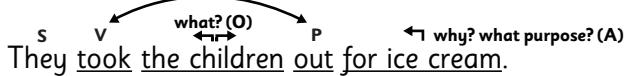
Phrasal verbs splitting apart with an object

Sometimes, the phrasal verb splits, so you would need to recognise and label this correctly.

e.g.

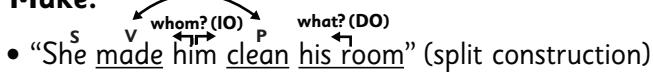

She put the flowers back on the table.


He turned the radio down during the meeting.

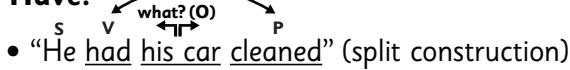

They took the children out for ice cream.

Causative verbs (act as verb phrases, but they split)

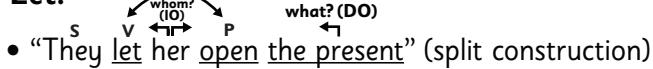
1. Make:


• "She made him clean his room" (split construction)

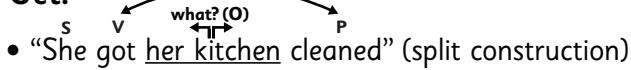
1. Have:


• "He had his car cleaned" (split construction)

1. Let:

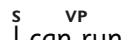

• "They let her open the present" (split construction)

1. Get:

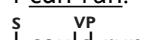

• "She got her kitchen cleaned" (split construction)

Modal verbs being part of the verb phrase

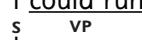
1. can


I can run.

2. could


I could run.

3. may


I may run.

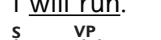
4. might


I might run.

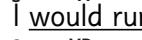
5. will


I will run.

6. would


I would run.

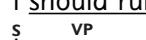
7. shall


I shall run.

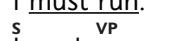
8. should


I should run.

9. must


I must run.

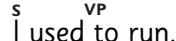
10. ought to


I ought to run.

11. dare (when used as a modal verb)


I dare run.

12. used to (when used as a modal verb)


I used to run.



There appears to be two clauses one after another without a conjunction

In speech, we often drop the conjunction ‘**that**’. When children then write sentences without ‘that’, they may think that a sentence can be SVSV like this:

I think (that) he knows. <- This is accepted in English, but this doesn’t help us with teaching clause demarcation. So, as a teacher, model including and removing ‘that’ so that they know that you cannot have SVSV normally, but we do with this informal construction. This should not be used in formal pieces though.

Examples:

1. “She said he was coming.” (Implied: She said that he was coming.)

2. “I believe you’re right.” (Implied: I believe that you’re right.)

3. “We heard they had won the game.” (Implied: We heard that they had won the game.)

4. “He mentioned he might be late.” (Implied: He mentioned that he might be late.)

5. “They reported it went well.” (Implied: They reported that it went well.)

6. “It seems he forgot.” (Implied: It seems that he forgot.)

7. “I’m told she’s leaving.” (Implied: I’m told that she’s leaving.)

8. “They thought we’d be interested.” (Implied: They thought that we’d be interested.)

Teaching subordinate clauses

Before teaching this, children must understand what an **adverbial** is and that it modifies a clause by answering questions about it. Ensure that you have taught this practically using **sentence strips** (see training video), so that they can see that the **modifier** (adverbial) can be removed, or moved, and the rest of the sentence makes sense without it.

Then, it is easy to explain that **subordinate clauses** (when headed with a subordinating conjunction) are all **adverbials**, as they always answer something about the main clause.

Here’s a **list** of a range of subordinating conjunctions, the question each one answers, and then an example of them. The examples are then annotated on the following pages.



Subordinating conjunction Question + adverbial type

Example sentence

After + S + V	When? Time	After he finishes his work, he can go home.
As + S + V	When? Time	As she opened the door, she saw a cat outside.
When + S + V	When? Time	When they arrived at the party, everyone greeted them warmly.
Before + S + V	When? Time	Before you leave, don't forget to lock the door.
Whenever + S + V	When? Time	Whenever he hears music, he starts dancing.
While/Whilst + S + V	When? Time	While they were walking in the park, it started to rain.
As soon as + S + V	When? Time	As soon as he finishes dinner, he will start his homework.
Once + S + V	When? Time	Once she graduates from university, she plans to travel the world.
By the time + S + V	When? Time	By the time they arrived at the theatre, the movie had started.
Every time + S + V	When? Time	Every time it rains, she feels nostalgic.
Since + S + V	When? Time	Since they left the house, it has been quiet.
Until + S + V	When? Time	Until she finishes her work, she won't go to bed.
Because + S + V	Why? Reason/Purpose	Because she was tired, she went to bed early.
Since + S + V	Why? Reason/Purpose	Since it was raining, we decided to stay indoors.
As + S + V	Why? Reason/Purpose	As she had some free time, she decided to read a book.
So that + S + V	Why? Reason/Purpose	So that they can catch the train, they leave home early.
Although + S + V	Despite what? Contrast	Although it was raining, they went for a walk.
Though + S + V	Despite what? Contrast	Though it was late, they decided to stay.
Even though + S + V	Despite what? Contrast	Even though he studied hard, he failed the exam.
Whereas + S + V	Despite what? Contrast	Whereas she likes sweet desserts, he prefers savoury ones.
While + S + V	Despite what? Contrast	While she was tired, she managed to finish.
If + S + V	Under what condition? Condition	If it rains tomorrow, we'll stay indoors.
Unless + S + V	Under what condition? Condition	Unless he finishes his homework, he can't go out.
Provided/providing (that) + S + V	Under what condition? Condition	Provided that he pays on time, he can use the car.
In case + S + V	Under what condition? Condition	In case it snows, we'll need to grit the driveway.
As long as + S + V	Under what condition? Condition	As long as she studies, she'll do well in school.
Supposing (that) + S + V	Under what condition? Condition	Supposing that they arrive late, dinner will be cold.
On condition that (that) + S + V	Under what condition? Condition	On condition that he apologises, she'll forgive him.
Given (that) + S + V	Under what condition? Condition	Given that it's a holiday, the office is closed.
As though + S + V	How? Manner	As though he knew the answer, he remained silent.
As if + S + V	How? Manner	As if nothing had happened, she continued with her work.

Please note that these subordinate clauses can be at the front of the structure or at the end. When it is at the front, it is classed as a fronted adverbial clause. At the end, it is just an adverbial clause. In both examples, they are still subordinate clauses.



Subordinate clause annotated examples

1. After he finishes his work, he can go home.
when? (A) what? (O) where? (A)
2. As she opened the door, she saw a cat outside.
when? (A) what? (O) where? (A)
3. When they arrived at the party, everyone greeted them warmly.
when? (A) where? (A) what? (O) how? (A)
4. Before you leave, don't forget to lock the door.
when? (A) what? (O)
5. Whenever he hears music, he starts dancing.
when? (A) what? (O)
6. While they were walking in the park, it started to rain.
when? (A) where? (A) what? (O)

When?

7. As soon as he finishes dinner, he will start his homework.
when? (A) what? (O) what? (O)
8. Once she graduates from university, she plans to travel the world.
when? (A) where? (A) what? (O)
9. By the time they arrived at the theatre, the movie had started.
when? (A) where? (A) what? (O)
10. Every time it rains, she feels nostalgic.
when? (A) + she (C)

11. Since they left the house, it has been quiet.
when? (A) what? (O) + it (C)
12. Until she finishes her work, she won't go to bed.
when? (A) what? (O) where? (A) when? (A)
13. Because she was tired, she went to bed early.
why? (A) what? (O)

14. Since it was raining, we decided to stay indoors.
why? (A) what? (O)

15. As she had some free time, she decided to read a book.
why? (A) what? (O) what? (O)

16. So that they can catch the train, they leave home early.
why? (A) what? (O) what? (O) when? (A)

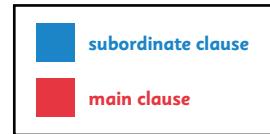
17. Although it was raining, they went for a walk.
despite what? (A) what? (O) why? what purpose? (A)

18. Though it was late, they decided to stay.
despite what? (A) how? (A) what? (O)

19. Even though he studied hard, he failed the exam.
despite what? (A) how? (A) what? (O)

Why?

Despite what?



Despite what?

20. Whereas she likes sweet desserts, he prefers savoury ones.

despite what? (A) what? (O)

21. While she was tired, she managed to finish.

despite what? (A) what? (O)

22. If it rains tomorrow, we'll stay indoors.

when? (A) under what condition? (A)

23. Unless he finishes his homework, he can't go out.

under what condition? (A) what? (O)

24. Provided that he pays on time, he can use the car.

under what condition? (A) when? (A) what? (O)

Under what condition?

25. In case it snows, we'll need to grit the driveway.

under what condition? (A) what? (O)

26. As long as she studies, she'll do well in school.

under what condition? (A) when? (A)

27. Supposing that they arrive late, dinner will be cold.

under what condition? (A) how? (A) where? (A)

28. On condition that he apologises, she'll forgive him.

under what condition? (A) what? (O)

29. Given that it's a holiday, the office is closed.

under what condition? (A) + it (C) + office (C)

30. As though he knew the answer, he remained silent.

how? (A) what? (O) + he (C)

31. As if nothing had happened, she continued with her work.

how? (A) what? (O)

How?

Infinitive phrases (to + non-finite verb)

I took the tablet to help me sleep.

To write is something that I love.

These can function in many ways:

- 1) Like a noun (nominally)
- 2) Like an adverb (adverbially)
- 3) Like an adjective (adjectivally)

Nominal function (like a noun)

If the phrase sits in the subject or object position, then it is acting as a noun.

e.g.

I like to swim.

To swim is joyful.

Adverbial function (like an adverb)

Reason (Why? For what purpose?)

The dragon roared to distract the magician.

The dragon roared to wake the princess.

Contradiction/contrast (Resulting in what reaction?)

The tortoise climbed to the disbelief of the onlookers.

He persevered to the disbelief of the critics.

Adjectival function (like an adjective)

I need a pen to write with.

Use this question to help see that the infinitive is telling you more about a noun in the structure and is therefore functioning adjectivally.

What does 'to write with' tell you more about? The pen.

Therefore, it is functioning adjectivally to describe/provide detail about the pen.

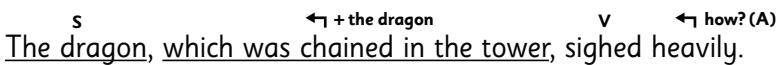


Relative clauses, reduced relative clauses & participial phrases

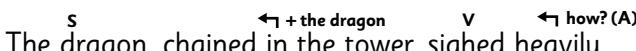
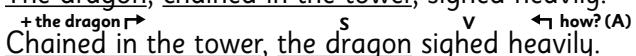
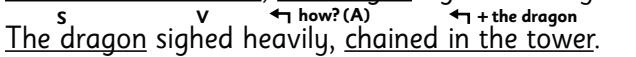
These structures all modify nouns in a sentence and therefore operate adjectively.

They do the same job as a subject complement, but they aren't classed as complements.

Relative clause


The dragon, which was chained in the tower, sighed heavily.

Reduced relative clause/participial phrase


The dragon, chained in the tower, sighed heavily.

Chained in the tower, the dragon sighed heavily.

The dragon sighed heavily, chained in the tower.

Here, in each example, the reduced relative clause/participial phrase adds detail to the dragon. Check with the question – What does _____ tell us more about? The dragon. Therefore, it is functioning adjectively.

Common extra words in sentences (usually single adverbs)

1. **also**
2. **too**
3. **again**
4. **yet**
5. **just**
6. **only**
7. **even**
8. **indeed**
9. **still**

1. Also:

Sentence: “She enjoys swimming, and she also likes hiking.”

Explanation: “Also” modifies the verb “likes”, indicating that in addition to enjoying swimming, she likes hiking as well.

Question answered: What other activity does she enjoy?

2. Too:

Sentence: “I want to go to the concert too.”

Explanation: “Too” modifies the verb “go”, indicating that the speaker wants to go as well.

Question answered: Who else wants to go to the concert?

3. Again:

Sentence: “He forgot his keys again.”

Explanation: “Again” modifies the verb “forgot”, indicating repetition of forgetting his keys.

Question answered: How many times did he forget his keys?



4. Yet:

Sentence: “She hasn’t finished her homework yet.”

Explanation: “Yet” modifies the verb “finished”, indicating that the action of finishing the homework hasn’t happened up to the present time.

Question answered: Has she finished her homework?

5. Just:

Sentence: “She arrived just in time for the meeting.”

Explanation: “Just” modifies the verb “arrived”, indicating that she arrived precisely at the appropriate time.

Question answered: When did she arrive for the meeting?

6. Only:

Sentence: “He can only speak a few words of Spanish.”

Explanation: “Only” modifies the verb “speak”, indicating limitation or restriction.

Question answered: What is the extent of his ability to speak Spanish?

7. Even:

Sentence: “She managed to finish the marathon, even in the pouring rain.”

Explanation: “Even” modifies the prepositional phrase “in the pouring rain”, indicating unexpected or challenging circumstances.

Question answered: Under what conditions did she finish the marathon?

8. Indeed:

Sentence: “The movie was indeed captivating.”

Explanation: “Indeed” modifies the adjective “captivating”, emphasising the truth or accuracy of the statement.

Question answered: Was the movie captivating?

9. Still:

Sentence: “Despite the delays, he still arrived on time.”

Explanation: “Still” modifies the verb “arrived”, indicating persistence or continuation despite obstacles.

Question answered: Did he arrive on time despite the delays?

These adverbs answer various questions about the action, manner, time, degree, or circumstances of the clause they modify, providing additional information or emphasis to the sentence.

Exemplification materials

Penetrated by blinding beams of lightning, darkness devoured the gloomy streets below. Inky-black clouds swept across the celestial night sky, eradicating the dim glow of the moon. The ear-piercing sound of droning slowly filtered through the air. Searching for any signs of life, spotlights illuminated the shadows of the night. Civilians began running for their lives, taking any opportunity they had to make it out alive...

→ + darkness
Penetrated by blinding beams of lightning, darkness devoured
what? (O) where? (A) S V where? (A)
the gloomy streets below. Inky-black clouds swept across the
celestial night sky, eradicating the dim glow of the moon.
S how? (A) V where? (A)
The ear-piercing sound of droning slowly filtered through the
air. Searching for any signs of life, spotlights illuminated the
what? (O) S V what? (O)
shadows of the night. Civilians began running for their lives,
+ civilians
taking any opportunity they had to make it out alive...

Exemplification materials

Ominous shadows, dancing on the wood-panelled walls behind the crumbling fireplace, grew ever bigger as the night thickened. Spilling out from the mouth of the hearth were haunting whispers, snaked, spiralled and echoed around the walls. Bloody handprints imprinted on the brick chimney coding a message; HELP ME.

Leading from the fireplace, the floorboards were stained with dark red blood spattered all over, giving the room a foul smell. Snaking its way through the grains of the wood, the blood trickled towards a chair - a rocking chair that appeared to be cursed. It was empty, but rocked back and forth rhythmically, only stopping on the stroke of midnight.

Ominous shadows, dancing on the wood-panelled walls behind the
s + ominous shadows
crumbling fireplace, grew ever bigger as the night thickened. Spilling out
v how? (A) when? (A)
+ haunting whispers →
from the mouth of the hearth, haunting whispers snaked, spiralled and
v where? (A) s v v
echoed around the walls. Bloody handprints imprinted on the brick chimney,
+ handprints + coded message
coding a message - HELP ME.

+ floorboards →
Leading from the fireplace, the floorboards were stained with dark red
s VP how? (A)
+ blood + blood + blood →
blood, spattered all over, giving the room a foul smell. Snaking its way
v where? (A)
through the grains of wood, the blood trickled towards a chair - a rocking
s v + chair + it (C) s v where? (A)
chair that appeared to be cursed. It was empty, but it rocked back and forth
how? (A) + chair
rhythmically, only stopping on the stroke of midnight.

Notes

