



LANGUAGE ARTS

AGES AND STAGES: GRAMMAR & SYNTAX

HOW TO USE THIS DOCUMENT

The Language Arts scope and sequence is intended to deliver an integrated approach to morphology, spelling & handwriting, and grammar & syntax.

Each year level is split into a number of weeks of focus activities in the three domains. It is advisable to consult each domain before planning that week's lessons.

CATCHING UP

There will be the inevitable occasion when children need to catch up on the core knowledge presented in the Language Arts continuum in order to progress at their grade level.

This may be due to prolonged absence, being new at the school or in need of more intensive support.

A possible solution is to have a Tier 2 unit dedicated to catching up, containing small groups of children with similar knowledge gaps.

Lyn Stone

Subject GRAMMAR & SYNTAX

Year Level FOUNDATION

WEEK 1	WEEK 11	WEEK 21
At the beginning of every story read aloud, orient students to the fact that stories have subjects and what the subjects are, do or have. Tell students after the story who or what the subjects were and what they did, were or had.	Introduce the concept of sentences and start using this word if not already introduced.	Introduce the concept of sentence type <i>statement</i> and revise conventions for statements (i.e. capital letter, noun, verb, full stop).
WEEK 2	WEEK 12	WEEK 22
Remind students about subjects and be/do/have but this time have students fill in the gaps "Every story has a ...(subject) and every subject is something, does something or ... something." (You can vary the gaps)	Introduce the concept of capital letters for special words. Orient students to the capitals in their names, at the beginning of sentences in their readers and in storybooks.	Introduce the concept of sentence type <i>question</i> and introduce conventions for questions (i.e. capital letter, noun, verb, question mark).
WEEK 3	WEEK 13	WEEK 23
Repeat Week 2.	Remind about capital letters and introduce the concept of full stops at the end of sentences.	Introduce the concept of sentence type <i>exclamation</i> and introduce conventions for exclamations (i.e. capital letter, noun, verb, exclamation mark).
WEEK 4	WEEK 14	WEEK 24
Revise a selection of subjects from previous stories (include people, places, things) and keep collecting more from each story.	Model simple sentences, identify capitals, nouns, verbs and full stops.	Revise and rotate sentence types using specific spelling words.
WEEK 5	WEEK 15	WEEK 25
Revise a selection of verbs from previous stories and keep	Have students copy simple sentences and identify capitals, nouns, verbs and full stops.	Add adjectives to all composed sentences from week 24.

collecting more from each story.		
WEEK 6	WEEK 16	WEEK 26
Pair your various subjects and verbs and then mix them up (e.g. <i>the family went on a bearhunt</i> , crossed with <i>the farmer milked his cow</i> gives us <i>the family milked the cow</i> and <i>the farmer went on a bearhunt!</i>)	Repeat Week 15	Dictate simple sentences from decodable reading material. Provide feedback. Check for understanding of sentence parts.
WEEK 7	WEEK 17	WEEK 27
Repeat week 6 with new subjects and verbs.	Provide nouns and verbs and have students select and write simple sentences and identify capitals, nouns, verbs and full stops.	Introduce the concept of paragraphs containing a main idea and additional sentences.
WEEK 8	WEEK 18	WEEK 28
Introduce the grammar name for subjects: nouns.	Repeat week 17.	Provide framework for simple paragraphs containing a topic sentence and at least two additional sentences.
WEEK 9	WEEK 19	WEEK 29
Introduce the grammar name for be/do/have words: verbs.	Introduce adjectives and model and elicit examples.	Expand framework to contain at least two paragraphs. Provide feedback.
WEEK 10	WEEK 20	WEEK 30
Write and read out a different simple sentence every day and identify the noun and the verb.	Revisit past noun/verb simple sentences written by children and teacher and insert adjectives by rewriting sentences with adjectives.	Check for understanding: <ul style="list-style-type: none"> • Nouns • Verbs • Adjectives • Can capitalize and place full stops at beginning and end of sentences. • Can compose simple statements, questions and exclamations.

		<ul style="list-style-type: none">• Can compose simple paragraphs containing a topic sentence and at least two additional sentences.
--	--	--

Subject GRAMMAR & SYNTAX

Year Level ONE

WEEK 1	WEEK 11	WEEK 21
Check for understanding: <ul style="list-style-type: none"> • Nouns • Verbs • Adjectives • Can capitalize and place full stops at beginning and end of sentences. • Can compose simple statements, questions and exclamations. • Can compose simple paragraphs containing a topic sentence and at least two additional sentences 	Continue adverb work using intensifiers (e.g. very, really, extremely).	Continue with reported speech and introduce the concept of commas before all speech.
WEEK 2	WEEK 12	WEEK 22
Activate prior knowledge regarding nouns. Explain noun types (common, proper, collective) and focus on toggling between them for written work.	Introduce the concept of conjunctions, specifically using <i>and</i> and <i>but</i> .	Practise sentences containing dialogue using commas and inverted commas.
WEEK 3	WEEK 13	WEEK 23
Introduce concept of determiners. Have students identify them in their own and other writing.	Continue the concept of conjunctions, specifically using <i>so</i> and <i>because</i> .	Dictate short paragraphs containing reported speech.
WEEK 4	WEEK 14	WEEK 24
Introduce concept of pronouns. Have students identify them in their own and other writing.	Model complex and compound sentences, identify conjunctions.	Combine different sentence types in narratives to form paragraphs containing reported speech.
WEEK 5	WEEK 15	WEEK 25

Revisit sentences from week 2 and change nouns to pronouns or vice versa.	Have students copy complex and compound sentences and identify conjunctions.	Combine different sentence types in informative pieces to form paragraphs.
WEEK 6	WEEK 16	WEEK 26
Reactivate prior knowledge of verbs and introduce concept of present tense as contrasted with past tense.	Have students compose compound and complex sentences and identify conjunctions.	.
WEEK 7	WEEK 17	WEEK 27
Reactivate prior knowledge of verbs and introduce concept of present tense as contrasted with future tense.	Introduce concept of the comma as it relates to separating items in a list.	.
WEEK 8	WEEK 18	WEEK 28
Use sentences from Week 2 and toggle between past, present and future tense.	Introduce concept of the comma as it relates to coming before a conjunction in a compound sentence. Revisit compound sentences and insert commas.	Provide framework for simple paragraphs containing a topic sentence and at least two additional sentences.
WEEK 9	WEEK 19	WEEK 29
Introduce the concept of irregular verbs and begin gathering examples and deliberately using them in written work.	Use sentence fragments to practise combining with conjunctions.	Expand framework to contain at least two paragraphs. Provide feedback.
WEEK 10	WEEK 20	WEEK 30
Activate prior knowledge of adjectives and introduce concept of adverbs, specifically -ly suffix words	Introduce the concept of reported speech using speech marks.	Check for understanding: <ul style="list-style-type: none"> • Noun types, determiners, pronouns • Verbs and tense • Simple adverbs (-ly words, very and synonyms) • Conjunctions and, but, because, so.

		<ul style="list-style-type: none">• Can compose sentences using and, but, because, so.• Can compose paragraphs containing a topic sentence and at least four additional sentences with correct use of introduced conjunctions.
--	--	---

WEEK 1
Check for understanding: <ul style="list-style-type: none">• Noun types, determiners, pronouns• Verbs and tense• Simple adverbs (-ly words, very and synonyms)• Conjunctions and, but, because, so.• Can compose sentences using and, but, because, so.• Can compose paragraphs containing a topic sentence and at least four additional sentences with correct use of introduced conjunctions.
WEEK 2
Activate prior knowledge regarding adding -s/-es to nouns to form plurals. Revisit irregular plurals.
WEEK 3
Activate prior knowledge of verbs and tense and show examples and non-examples of sentences where tense is consistent (e.g. <i>I went to the shops and I bought some bread</i> as opposed to <i>*I went to the shops and I buy some bread</i> . Establish this as a consistent self-check for written work and use this concept to give meaningful feedback on written work.
WEEK 4
Introduce concept of contractions and how the apostrophe is used to show missing letters. NB: Do not introduce the suffix -'s at this stage. It is confusing to have these introduced together.
WEEK 5
Keep practising contractions.
WEEK 6
Activate prior knowledge of creating different words by flexing morphemes. Introduce concept of creating new words by combining bases (e.g. <i>motorboat, hotdog, blackbird</i>).
WEEK 7
Continue to build banks of compound words and use them in sentences and paragraphs.
WEEK 8
Introduce concept of synonyms and begin building synonym banks.
WEEK 9

Introduce concept of antonyms and begin building antonym banks.

WEEK 10

Check for understanding:

- Irregular plurals
- Verbs and tense
- Apostrophe for contractions
- Compound words
- Synonyms
- Antonyms

WEEK 1
Check for understanding: <ul style="list-style-type: none">• Irregular plurals• Verbs and tense• Apostrophe for contractions• Compound words• Synonyms• Antonyms
WEEK 2
Activate prior knowledge regarding nouns. Explain that dictionaries show people what part of speech a word is. Look up nouns in a dictionary and get students to observe this notation..
WEEK 3
Expand dictionary work to incorporate notation for the other parts of speech.
WEEK 4
Expand dictionary work to incorporate pronunciation guides.
WEEK 5
Expand dictionary work to incorporate usage notation, including synonyms and antonyms..
WEEK 6
Expand dictionary work to incorporate etymological guides. Orient students to www.etymonline.com and have them begin to look into the stories of words (this can be complex in some cases, so start with simple words and do this step together).
WEEK 7
Activate prior knowledge of sentences containing subjects and verbs. Introduce the concept of subject-verb agreement with examples and non-examples (e.g. <i>The flowers in the garden were beautiful</i> as opposed to <i>*The flowers in the garden was beautiful</i>). Establish this as a consistent self-check for written work and use this concept to give meaningful feedback on written work.
WEEK 8
Activate prior knowledge of nouns and introduce the subcategory <i>abstract nouns</i> . Begin building word banks of these.
WEEK 9

Introduce the concept of nouns being able to own/have other nouns. Tie it in with week 16's morphology lesson.

WEEK 10

Check for understanding:

- Dictionary parts
- Agreement
- Abstract nouns
- Possessives

By this point, students who are well-grounded in the preceding principles of grammar and syntax, and word structure from the morphology and spelling aspects of Language Arts, need only continue to build their strategic writing skill. From Year 4, the scope and sequence becomes a 5-point cycle over a school year to allow plenty of practice and independent paragraph-building across all subjects.

WEEK 1
Check for understanding: <ul style="list-style-type: none">• Dictionary parts• Abstract nouns• Agreement• Possessives
WEEK 2
Activate prior knowledge regarding nouns. Explain that nouns can also be the head of noun phrases and begin using noun phrase sentence fragments as stimulus for larger constructions.
WEEK 3
Once students are well-versed in creating sentences with noun phrases, explain what appositives are and use The Writing Revolution resources to create sophisticated sentences using them.
WEEK 4
Use The Writing Revolution paragraph frames combined with months of the year spellings and morphemes generated from spelling and morphology lessons.
WEEK 5
Check for understanding: <ul style="list-style-type: none">• Appositives• Paragraph structure• Cross-curricular writing