



Grammar Girl

The play follows the secret superhero Grammar Girl as she tries to find out what happened to Captain Grammaticus (who has disappeared from his nursing home for retired Superheroes) and along the way looks at various SPAG sections of the National Curriculum. There are three different versions of the play, for KS1, Lower KS2 or Upper KS2 and we look at the following topics:

KS1: we start by looking at the four different types of sentence; statement, command, question and exclamation and we punctuate each appropriately. We then learn that verbs are doing or being words and we identify them in various sentences (including the 'ing' form of a verb). Following on from this we learn that an adverb describes a verb and identify the adverb in a sentence. We look at contractions and contract various phrases eg, I will – I'll etc. and we discuss adding an apostrophe in place of the missing letter.

We then see how apostrophes are used to denote possession. Next, we look at what a noun is and identify nouns in various sentences, followed by adjectives and identify them too.

We look at conjunctions (we call them joining words) and see that different conjunctions can be used to join two simple sentences and finish the play with a spoof 'Mastermind' where the question are a revision of what we've looked at throughout the play.

Lower KS2: we start with clauses and phrases and learn a clause is part of a sentence that has a subject and a verb whereas a phrase doesn't have a verb or doesn't have a subject and we ask the audience to identify whether various groups of words are clauses or phrases. We follow this by looking at main clauses and subordinate clauses in various sentences and learn that a compound sentence is made up of two main clauses joined by a conjunction.

We then sum up that there are three types of sentence: a simple sentence with one clause, a complex sentence with a main clause and subordinate clause(s) and a compound sentence with two main clauses.

We then move on to tenses and look at the 'present' tense and the 'past' tense of various verbs and change various verbs from one tense to the other, then look at the present perfect tense which describes something that has just happened. We move on to adverbs and identify them in a sentence (including non 'ly' adverbs such as 'almost'). We again look at contractions and the use of apostrophes in place of missing letters and we look at the use of possessive apostrophes for singular and plural nouns, including plurals ending with or without an 's' and the oddity that is 'it's' or 'its'.

We move on to nouns and look at what makes them concrete or abstract and we look at the use of pronouns in place of a noun by replacing the noun in a sentence with the appropriate pronoun. We learn that adjectives describe nouns and identify adjectives in a paragraph of writing. Finally we look at use of commas and adverbials: with commas we learn they are used to separate items in a list, to join main clauses with a conjunction in a compound sentence and to separate the subordinate clause from the main clause in a complex sentence. We explain that 'adverbials' are words or phrases used like an adverb to add detail to a verb and look at how a fronted adverbial is followed by a comma. The final scene again is a 'Mastermind' spoof with the questions asked covering what we looked at in the play.

Upper KS2: again we look at clauses and phrases and learn a clause is part of a sentence that has a subject and a verb whereas a phrase doesn't have a verb or doesn't have a subject and we ask the audience to identify whether various groups of words are clauses or phrases.

We follow this by looking at main clauses and subordinate clauses in various sentences and learn that a compound sentence is made up of two main clauses joined by a conjunction. We then sum up that there are three types of sentence: a simple sentence with one clause, a complex sentence with a main clause and subordinate clause(s) and a compound sentence with two main clauses.

We then introduce the past progressive tense and have to put the right form of the verb into a sentence using the past progressive tense, and we move on to the past perfect tense which is used when talking about something that happened before something else. We then work through a paragraph of writing and convert the verbs into the past perfect tense and sum up the four tenses we have now encountered: the present progressive, the past progressive, the present perfect and the past perfect.

We then again look at adverbs and identify them in a sentence (including non 'ly' adverbs such as 'almost') as above. We again look at contractions and the use of apostrophes in place of missing letters and we look at the use of possessive apostrophes for singular and plural nouns, including plurals ending with or without an 's' and the oddity that is 'it's' or 'its'.

We move on to nouns and again look at what makes them concrete or abstract. We introduce the concept of 'proper nouns' and we look at the use of pronouns in place of a noun by replacing the noun in a sentence with the appropriate pronoun. We learn that adjectives describe nouns and identify adjectives in a paragraph of writing.

Finally we look at use of commas and adverbials: with commas we learn they are used to separate items in a list, to join main clauses with a conjunction in a compound sentence and to separate the subordinate clause from the main clause in a complex sentence. We revise the work on 'adverbials' – that they are words or phrases used like an adverb to add detail to a verb - and look at how a fronted

adverbial is followed by a comma. The final scene again is a 'Mastermind' spoof with the questions asked covering what we looked at in the play.