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**GRAMMAR SURVIVAL**

# GRAMMAR SURVIVAL

## FOR SECONDARY TEACHERS

### A Practical Toolkit

vocabulary

ellipsis

clauses

Standard English

subordination

colons

cohesion

semi-colons

A **David Fulton** Book

**GEOFF BARTON AND JO SHACKLETON**

# Grammar Survival for Secondary Teachers

This third edition of *Grammar Survival* brings the content fully up to date with the new National Curriculum and GCSEs, making it current and relevant for all secondary school English teachers.

*Grammar Survival for Secondary Teachers* combines knowledge about grammar with pedagogical approaches. Each left-hand page sets out the knowledge teachers need about different aspects of grammar, incorporating research evidence where appropriate, and each right-hand page offers practical ideas and methods for teaching it, often in the context of authentic texts to show grammar in action.

This book aims to help pupils become more confident readers and writers, able to make conscious and informed choices about the use of grammar, vocabulary and punctuation in their own work. Chapters cover the following:

- Vocabulary
- Extending knowledge about grammar
- Punctuation
- Levels of formality
- Grammar for reading and writing
- Writing about language use
- Full glossary and further reading recommendations

Completely underpinned by the National Curriculum Programmes of Study for Key Stages 3 and 4, this book supports all secondary school English teachers, regardless of their chosen GCSE specification, and is essential reading for trainee, newly qualified and experienced teachers alike.

**Geoff Barton** is the General Secretary of the Association of School & College Leaders (ASCL). A former headteacher, he has also written and edited more than 100 books on English and school leadership. He is a Founding Fellow of the English Association and a regular writer and speaker on education.

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# **Grammar Survival for Secondary Teachers**

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Third edition

Geoff Barton and Jo Shackleton

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# Introduction

Much has changed in the world of secondary English since *Grammar Survival: A Teacher's Toolkit* was first published. We have a new national curriculum and new GCSEs with their challenging content, linear structure and different grading scale.

There have been huge changes at primary too: a quick glance at the key stage 2 curriculum shows how much grammar now has to be taught by the end of year 6, making sure that pupils are 'secondary ready', and raising the stakes in terms of what teachers need to know about grammar and punctuation.

For these reasons, we've significantly reworked this new edition of *Grammar Survival for Secondary Teachers*, bringing it up to date and making it current and relevant to secondary English teachers. It's completely underpinned by the national curriculum programmes of study for key stages 3 and 4, so you'll find it useful regardless of your chosen GCSE specification.

Like us, many of you are literature graduates, confident in the analysis of text and literary terminology, but perhaps less familiar with grammar and linguistic terminology. One teacher told us that she felt 'increasingly on the back foot with teaching grammar'. So this book is designed to support you, helping you to 'get on the front foot with grammar'.

*Grammar Survival for Secondary Teachers* aims to support your subject knowledge in an easy-to-use way. Each left-hand page sets out the knowledge you need about different aspects of grammar, incorporating research evidence where appropriate.

But it goes further, in that it aims to support pedagogy too. So each right-hand page deals with application, offering practical ideas and approaches for teaching grammar and punctuation, often in the context of appropriate and authentic texts so that your pupils can see grammar in action.

Grammar in the key stages 3 and 4 programmes of study might look a little thin compared to the amount of grammatical knowledge that must be taught at key stages 1 and 2. However, the task at secondary is vital – and hugely exciting – as it's about application. What's the point in knowing about grammar unless pupils can use that knowledge to become better readers and writers, speakers and listeners?

This book aims to help pupils become more confident and informed readers, able to make conscious choices as writers by drawing on the texts they read as models for their own independent writing.

There are five key emphases relating to grammar in the key stage 3 and 4 programmes of study which underpin the way we've approached this book:

## 1. Consolidating and building on the grammar taught at key stage 2

The test model at key stage 2 is a compensatory one, meaning that even pupils who've reached the expected standard may have gaps in their knowledge and understanding. You'll want to consolidate and build on your pupils' knowledge about grammar, making sure that their progress doesn't falter in the early years of key stage 3, and preparing them for the reading and writing demands of GCSE. You'll also need to identify any gaps in their knowledge and understanding which might become barriers to learning if left unaddressed.

## **2. Extending pupils' knowledge about grammar and using it to analyse more challenging texts, focusing on effectiveness and impact**

There's detailed grammatical content in the primary curriculum, but very little in the secondary curriculum, where the focus is on application of that knowledge – analysing and evaluating, as a reader, the impact of a writer's choices of vocabulary, form, and grammatical and structural features. You'll want to build on the grammar taught at key stage 2, as well as introducing more challenging aspects of grammar, appropriate to key stages 3 and 4.

## **3. Drawing on vocabulary and grammar in reading and listening, and consciously deploying these in writing and speech to achieve particular effects**

As writers, it's essential that we select appropriate vocabulary, grammatical structures, forms and organisational features that reflect the audience, purpose and context of our writing. We also know that reading informs writing: sharing a model and teasing out the writer's technique and choices and the way they impact on the reader; modelling short pieces of writing and thinking aloud as we write; deliberating on and orally rehearsing our choices; inviting pupils to share the composition with us, sifting and challenging their contributions – these fundamental approaches continue to underpin the teaching of writing and are key to the effective teaching of grammar.

## **4. Understanding the differences between spoken and written language, formal and informal registers, Standard English and non-Standard varieties, and using Standard English in writing and speech**

Pupils are taught about Standard English and formal and informal registers at key stage 2. The challenge at secondary is to teach pupils to adapt language appropriately, according to audience and purpose, and in a wider range of more demanding contexts across the curriculum.

## **5. Using linguistic and literary terminology precisely, accurately and confidently to discuss reading, writing, and spoken language**

There is some required grammatical terminology at key stage 2, and pupils are expected to use it when discussing their writing and reading. At secondary, literary and linguistic terminology combine to provide pupils with a metalanguage to critically evaluate language use.

So this newly revised book deals with all of this – and more. 'Text types' may well have disappeared from the curriculum, but there is – rightly – a huge emphasis on the need to adapt writing for a wide range of audiences and purposes, selecting the appropriate form by drawing on knowledge of vocabulary, grammar and text structure. Different types of text are explicitly referenced in the programmes of study, and represented in the various GCSE specifications. So we've included a whole chapter on grammar for reading and writing, exploring authentic and challenging texts written for different purposes and audiences, and analysing them in terms of their grammar – including structure and cohesion – to find out exactly how they create their impact.

There's a whole new chapter on vocabulary too, as we know how important this is in all subjects. Indeed, the increased emphasis on spelling, punctuation and grammar in geography, history and religious studies reinforces the need for a cross-curricular approach in schools.

We've retained a chapter on punctuation, as grammar and punctuation are so closely interrelated. We know that pupils benefit from seeing how the conventions of punctuation are linked to clarity and subtlety of meaning: being good at using punctuation makes us more effective writers.

There's also a glossary and further recommended reading at the end for those of you who'd like to take things further.

Above all, we really hope you find the book useful.

Jo Shackleton and Geoff Barton  
March 2018