



## Developing deeper subject knowledge: Unit 2 - How to teach prepositions

### Teaching activities to try

- Read a picture book to children and ask them to tick when they hear a preposition, e.g. in, under, over, below. Provide a list of the words for them to tick.
- Using a class text, discuss the use of prepositions being used in context.
- Split the class in groups. Put various objects around the classroom and ask each group to create instructions for the rest of the class to find an object. *For example, "The pencil is under the table". "The rubber is with Mrs Thomas", etc.*
- *Close procedure* – give children a text with the prepositions missing. Ask them to complete the sentences with the correct prepositions. *For example, "It was \_\_\_\_\_her school bag". Possible answers: in, on, under etc*

### Planning your next steps

Are prepositions of time, place and cause all being taught explicitly in Year 3 (not just prepositions of place)?

Are Years 4–6 reviewing prepositions with children?

Are prepositions being explored in the books that children are reading as models for writing?

Are teachers being explicit about the use of prepositions in shared writing?

On a scale of 1–10 (10 being the highest and 1 being the lowest) how confident do you feel about teaching the following areas:

1. *Prepositions of time*
2. *Prepositions of place*
3. *Prepositions of cause*

What further CPD or support do you feel you need?

Would you feel confident about demonstrating this to other teachers?

### Books to read

Grammar Survival for Primary Teachers (2017, Jo Shackleton)

Oxford Primary Grammar Punctuation and Spelling Dictionary (Oxford Primary Dictionary, 2020)

The Grammar Book: Understanding and Teaching Primary Grammar (2020, Zoe and Timothy Paramour)

Oxford Teaching Guides: How To Teach Grammar (2018, by Bas Aarts, Richard Hudson, et al)