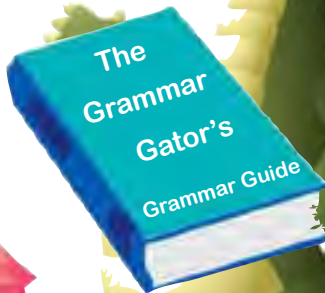
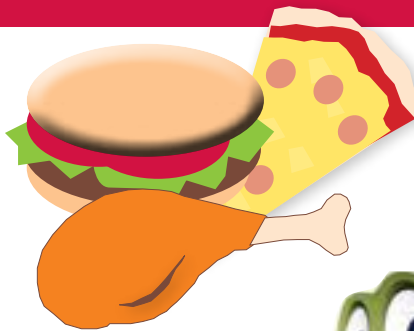




Great Grammar Games



Grammar in primary school: what you need to know to support your child

Grammar. The word sends shivers down the spines of parents, children and even a few teachers! But why does it? Maybe it's the fact that this element of the English language comes with its own glossary of terms. Trying to sort your main clauses from your subordinate clauses and your nouns from your verbs can become something of a nightmare, especially for children.

The aim of this learning pack is to make the many aspects of primary grammar straightforward and, most importantly, fun.

Since May 2013, Year 6 children have taken a 'SPAG' (spelling, punctuation and grammar) test as part of their KS2 SATs and this can be quite a daunting prospect. Grammar is an important aspect of the assessment, and more complex grammar concepts have been introduced as part of the new national curriculum (from 2014). We hope that, by using this comprehensive pack, your child will feel confident about tackling the test, and that they will deepen their understanding of the English language.

Grammatical terms and word classes

There is an extensive list of words associated with grammar that children need to know, understand and use. Until now, in many primary schools, the teaching of grammar has been implicit – children learned the appropriate skills without really knowing that they were learning them. There are advantages and disadvantages; while the whole prospect doesn't seem so daunting, it is difficult to progress to learning a foreign language without a secure understanding of the vocabulary associated with English grammar. Additionally, if children write an inaccurate sentence, they are unlikely to be able to unpick it and correct it without a sufficient understanding of grammar.

The grammar glossary on the following pages includes many of the words associated with grammar and provides specific examples. It also covers aspects of sentences, which can become very complicated.

Grammar glossary

When we break a sentence down into words, each word has a specific job and belongs to a word class.

Below is a summary of some of the word classes that your child will come across in their primary education. This is not an exhaustive list, but it includes the most important word classes for this stage in your child's education.

Word classes (parts of speech)

	What is it?	For example...
Noun	A noun names something. This is a noun at its simplest, but there are different types of nouns.	
Proper noun	A proper noun names an individual person, place, title, day of the week or month of the year. They must be written with a capital letter at the start.	Jenna The Queen Australia Sheffield Microsoft Wednesday April
Common noun	A common noun does not refer to an individual, it is not specific. It does not need a capital letter, unless it comes at the beginning of a sentence.	dog cat pencil chair car
Abstract noun	An abstract noun names something that is not physical. You cannot touch or hold an abstract noun (as you can common nouns).	sadness memory idea justice music

	What is it?	For example...
Collective noun	A collective noun names a group of people, animals or objects as a group.	crowd flock herd band
Pronoun	A pronoun can take the place of a noun. This is often done to stop a piece of writing becoming repetitive.	Jason went to the shop. Jason bought a newspaper. Jason carried the newspaper home. ↓ Jason went to the shop. He bought a newspaper. He carried it home.
Verb	A verb is a 'doing' or 'being' word. They refer to an action or state.	walk/walking/ walked snap/snapping/ snapped be/being/been is/is being/was has/having/had
Adjective	An adjective describes a noun. They tell you more about the noun, usually adding detail to make it more interesting.	It was a delicious cake. They patted the fluffy dog. The water was freezing.

	What is it?	For example...
Adverb	An adverb describes a verb, an adjective or another adverb. They often tell you more about how a verb is done.	He walked <i>quickly</i> . <i>Loudly</i> , they laughed about the incident. We learnt how to eat <i>more healthily</i> .
Connective	Connectives (also known as conjunctions) join sentences or clauses.	It was raining <i>but</i> it was still warm outside. I saved up <i>so</i> I could afford a new bike. Mark plays the trumpet <i>and</i> he sings in the choir.
Preposition	Prepositions tell you where or when something is in relation to something else. They are usually followed by nouns.	Peter sat <i>near</i> Rachel. I got home <i>before</i> my mum. Go <i>through</i> the door.
Article	Articles say whether a noun is general (any noun) or specific. There are three articles: <ul style="list-style-type: none">● the (specific or definite)● a (general or indefinite)● an (general or indefinite when followed by a noun which begins with a vowel)	I saw <i>a</i> cat. She ate <i>an</i> apple. They listen to <i>the</i> radio.

Sentence purposes

There are four types of sentences. If we look at a text, or listen to someone speak, we can usually determine what types are being used.

The different sentence types have particular purposes. These are useful for your child to know as it will help them with their punctuation. They may also be asked to transform one sentence type into another.

	What is it?	For example...
<i>Statement</i>	A statement is a sentence that gives information and tells you something.	<i>The car was driven fast.</i> <i>The grass is green.</i> <i>Spiders spin webs.</i>
<i>Question</i>	A question is a sentence that asks something; it requests information.	<i>Are you tired?</i> <i>Where is the nearest cinema?</i> <i>How many brothers do you have?</i>
<i>Command</i>	A command is a statement that tells you to do something. In commands the verb comes before the noun.	<i>Chop the vegetables.</i> <i>Stand by the window.</i> <i>Don't look at the sun!</i>
<i>Exclamation</i>	An exclamation is a sentence which shows a strong feeling towards something.	<i>Wow, what a great picture!</i> <i>Gross! Peas are horrid!</i>

Sentences, clauses and phrases

Sentence types can be quite difficult to understand, even as an adult. You might find that your child has no familiarity with the words in this part of the glossary – but don't panic! Children naturally use different types of sentences without even knowing they're doing it; this is implicitly taught from a young age, both by parents and teachers. Developing an understanding of sentence types will help your child understand how to write more detailed and ambitious sentences, whilst still retaining grammatical accuracy.

	What is it?	For example...
Sentence	A sentence is a collection of words that fit together and make sense. Sentences must include at least one noun (the subject of the sentence) and one verb (an action or state of being). How the subject and verb are collated and relate to one another is determined by the other word types used in the sentence.	<p><i>Jack kicked.</i></p> <p>(This is only two words, but it is a sentence – Jack is the noun, or subject, and kicked is the verb.)</p> <p><i>Carol stood.</i></p> <p><i>She is.</i></p> <p><i>It was.</i></p>
Subject	The subject of the sentence (which is a noun) is the focus of the sentence. It controls the rest of the sentence. In the examples above, Jack, Carol, she and it are the subjects.	<p><i>Jack kicked the ball.</i></p> <p>Jack = subject</p> <p>ball = object</p>
Object	The object of a sentence (also a noun) is not vital in every sentence, but it gives more information. It is affected by the verb and the subject.	<p><i>Carol stood on the grass.</i></p> <p>Carol = subject</p> <p>grass = object</p>

Clauses	What is it?	For example...
Main clause	A main clause contains at least a subject and a verb. It can stand as a sentence on its own.	The dog sat. A man walked to town. I ate a cake.
Subordinate clause	A subordinate clause also contains a subject and a verb, but it cannot stand as a sentence on its own, it requires a main clause to support it.	The dog sat <i>because it was tired</i> . A man walked to town <i>as it got dark</i> . <i>Although I was full</i> , I ate a cake.
Embedded clause	Embedded clauses are also subordinate clauses which require a main clause to support them. Embedded clauses are always dropped into the middle of sentences (surrounded by commas).	The dog, <i>which was brown</i> , sat still. A man, <i>who was tired</i> , walked to town.
Simple sentence	A simple sentence is a sentence that has one main clause.	The dog sat still. A man walked to town.
Compound sentence	A compound sentence is two main clauses joined together by a 'fanboys' connective (<u>for</u> , <u>and</u> , <u>nor</u> , <u>but</u> , <u>or</u> , <u>yet</u> , <u>so</u>). Each sentence could stand alone and make sense.	My friend invited me to the party <i>and</i> I accepted the invitation. Shall we eat here <i>or</i> shall we go out? Tom likes cricket <i>but</i> Marie likes football.

	What is it?	For example...
Complex or multi-clause sentence	A complex sentence is made up of a main clause and one or more subordinate clauses, often joined by a subordinating connective. The subordinate clauses will not make sense on their own.	<p>It was cold <i>because the windows were open.</i></p> <p>The cat was scared <i>although the dog had gone home.</i></p> <p>The bill had to be paid <i>before they left the restaurant.</i></p>
Phrase	A phrase is a group of words that go together, but do not make a complete sentence on their own (they are not a main or subordinate clause). A phrase could describe a noun or be adverbial (tell you how the verb is done).	<p>The cold winter's night...</p> <p>in the middle of the night</p> <p>behind the sofa</p> <p>with great delight</p>
Subordinating connectives	These are the connectives used in complex sentences. They make the subordinate clause rely on the main clause.	<p>Some examples:</p> <p><i>because, if, although, when, while, since, who, however, despite</i></p>
Active sentences	A sentence in which the subject affects the object through the verb.	Carl kicked the ball.
Passive sentences	A sentence in which the subject is affected by the object through the verb.	The ball was kicked by Carl.

There are many more words and terms associated with grammar; what is in this guide is what is essential for your child to know in order to fare well in Y6. It is important to note that it could be very frustrating to try to teach all these words and definitions out of context. Grammar is taught best by using solid examples and playing around with words – which is what the activities in this pack are designed to do.

Grammar teaching in primary schools

The 2014 National Curriculum outlines grammar teaching for both KS1 and KS2. This guide picks out some of the relevant statements and explains them in parent-friendly language.

Key Stage 1

In Y1 and Y2, children are expected to compose grammatically accurate sentences (ideally correctly punctuated!). Children also learn to use basic connectives in order to help them write compound and complex sentences, although at this age they might not be made aware of the exact terminology.

Grammar objective	In other words...
Combine words to make sentences	Children need to learn to form a sentence in their head or out loud and then write it down. They'll learn to join words using <i>and</i> ('ham and lettuce'). They will also learn to join clauses using <i>and</i> ('We went shopping and bought some food').
Present tense and past tense	Children learn to use the present and past tense and are expected to keep the tense of their stories consistent.
Expanded noun phrases	A noun phrase is a phrase that contains a noun ('the dog'). Children are encouraged to use adjectives to expand their noun phrases ('the tired, hungry dog').
Sentence function (statement, question, exclamation or command)	Children are taught the difference between statements, questions, exclamations (said in anger, joy or humour) and commands (when you are telling someone to do something).
Sub-ordination and co-ordination	Children learn to use subordination in a sentence (the connectives <i>when</i> , <i>if</i> , <i>that</i> or <i>because</i> are used, one clause is subordinate to another). Co-ordination is when the connectives <i>or</i> , <i>and</i> , <i>but</i> are used.

Key Stage 2

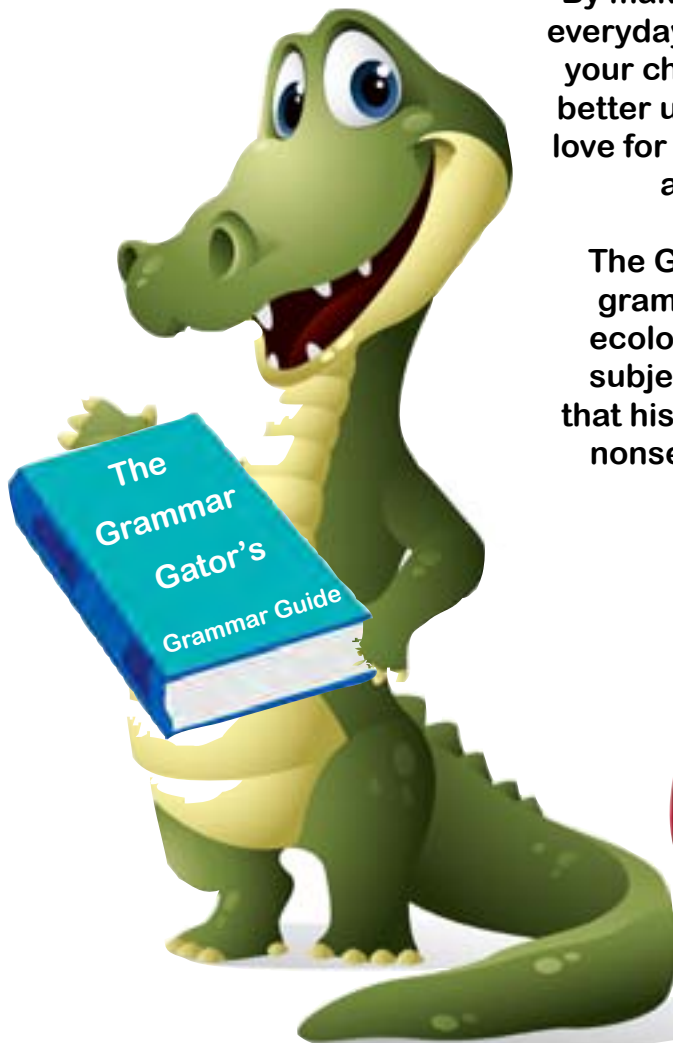
In KS2 children are taught to use a wide range of grammatical vocabulary and will become aware of the use of grammar in formal and informal situations. In Years 3 to 6 children will construct more ambitious sentences but need to maintain sound grammatical accuracy, even in longer pieces of writing.

Grammar objective	In other words...
Expressing time, place and cause using conjunctions, adverbs or prepositions	Conjunctions can be used to show when or why something is happening (while, so, because). Adverbs can be used to show when something is happening: then, next, soon. Prepositions can be used to show where or when something is happening (before, after, over there).
Expanding noun phrases by adding adjectives, nouns and preposition phrases	So 'the teacher' becomes 'the strict maths teacher with curly hair'.
Correct use of fronted adverbials	Fronted adverbials are phrases or words at the start of the sentence to say how or why something is being done: 'Cautiously, the girl...' or 'Last autumn, I...'
Using pronouns to aid cohesion and avoid repetition	Children learn to use pronouns in their writing to avoid repeating nouns.
Correct use of relative clauses	Relative clauses usually begin with who, which, where, when, whose or that. They add extra information to a sentence.
Indicating degrees of possibility using adverbs or modal verbs	Adverbs (perhaps, surely) can be used in this way ('Surely you are able to ride a bike now?'). Modal verbs (might, should, will, must) can also be used in the following way: 'He might give us a lift home.'
Use of adverbials and time connectives to aid cohesion	Sophisticated adverbials (on the other hand, in contrast, as a consequence) and time connectives (then, after, firstly, alter) can be used to join sentences and paragraphs within a text.
Use of the passive to affect the presentation of information	'The people have counted the votes' can be changed to the passive: 'The votes have been counted by the people.'

Primary grammar tips and tricks

Throughout this learning pack there are lots of Grammar Gator tips to help your child identify and understand the different aspects of grammar covered. These will also be useful for parents!

The best way to ensure that your child has a thorough and sound understanding of grammar is to talk about it in everyday situations. Discuss the language being used on the TV or the radio, point out any particularly interesting words you hear and feel (rightly!) superior when you show your child a resounding grammatical error in a printed text. When you're out and about, look for mistakes on signs, too – you'll see loads if you look, and it's great fun to point them out!



By making grammar a part of everyday life and conversation, your child will grow to have a better understanding of – and love for – the English language and its meaning.

The Grammar Gator loves grammar and words, but ecology isn't his favourite subject, so you might find that his environment is a little nonsensical. Forgive him!

GAME 1

The Game: Noun swamps

Parent tip:

This game helps children practise classifying nouns. Definitions and examples are given to support your child.

How to play the game:

There are lots of different types of nouns. The main ones you will need to know are:



Common noun: Names common things that are physical objects (dogs, cats, chairs, cars).

Proper noun: Names an individual person, place, title, day of the week or month of the year, such as Jenna, the Queen, Australia and Friday.

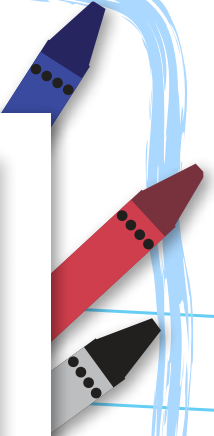
Collective noun: Names a group of people, animals or objects: crowd, flock, gang, gaggle.

Pronoun: You use a pronoun instead of another noun; examples are 'she', 'they', 'it', 'that'.


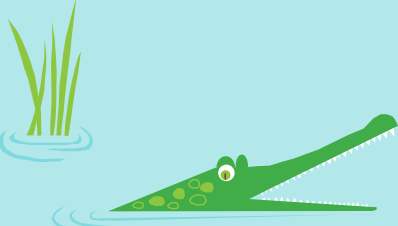
Abstract noun: This names something that is not physical (you can't hold or touch it), such as sadness, memories, trust, liberty and music.

Your job is to help the Grammar Gator by sorting the nouns on p14 into the correct noun swamps (on the next page).






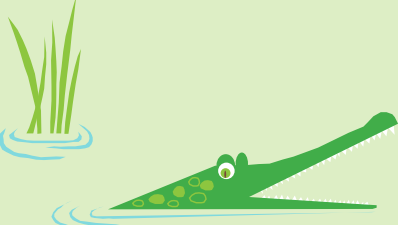
Common nouns



Proper nouns



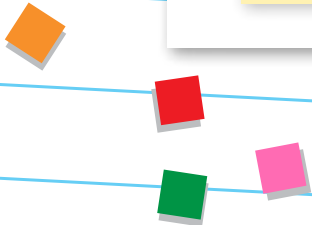

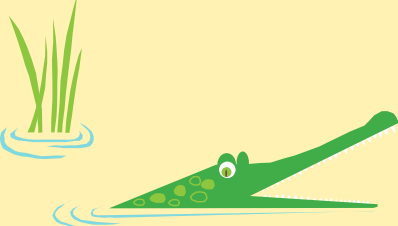
Collective nouns

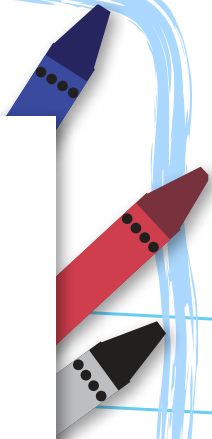


Pronouns



Abstract nouns





New York

December

cup

car

her

Mr

pencil

February

them

Mrs

Wednesday

hill

memory

they

those

him

Alice



that

freedom

tree

Greece

handful

group

skein

bed

desk

Red Road

thought

lamp

idea

glue

flock

loneliness

scissors

band

he

Smith

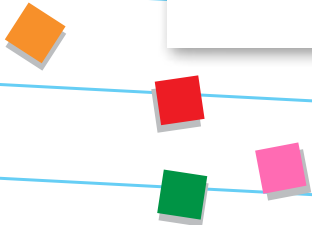
it

happiness

Gambia

she

Answers: (Common nouns: car, lamp, bed, scissors, glue, tree, hill, desk, cup, pencil) (Proper nouns: Alice, New York, December, Wednesday, Red Road, Greece, Gambia, Mrs, Mr, Smith) (Collective nouns: flock, group, band, handful, skein) (Pronouns: he, him, she, her, they, that, it, those, them) (Abstract nouns: happiness, memory, thought, loneliness, freedom, idea)



The Grammar Gator's extra challenge

Choose one word from each swamp and write a short story that includes all five words. For instance, you could write about a car on Red Road being attacked by a skein of wild geese.



A large rectangular area with a light beige background, containing ten horizontal orange lines for writing. A red pen with colorful polka dots is positioned at the bottom right corner of the writing area, with a small squiggle drawn on the line it is touching.

GAME 2

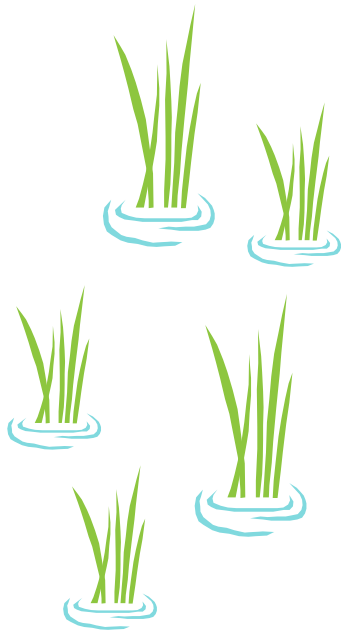
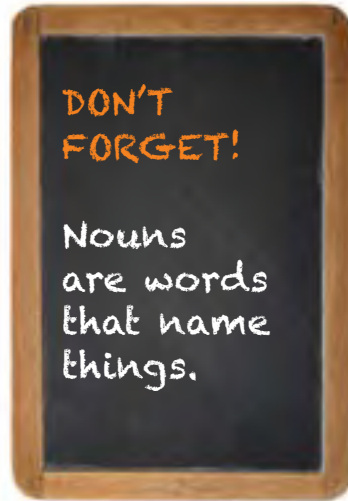
The Game: Spot the nouns

Parent tip:

This game encourages children to identify a wide range of nouns. In the extension activity they are asked to sort them into different noun categories.

How to play the game:

Can you underline all the nouns in the story on p17, Grammar Gator and the flamingo snack?



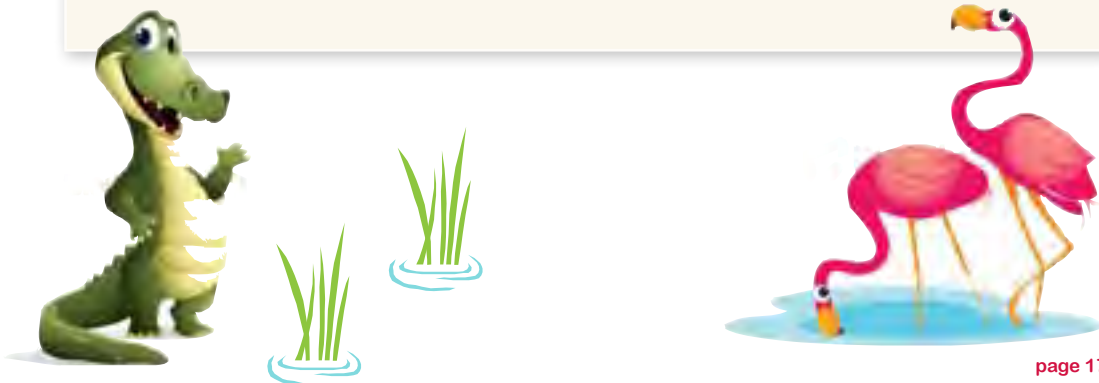
Answers: it, Wednesday morning, Grammar Gator, house, he, colony, flamingoes, sun, he, Grammar Gator, way, flamingoes, morning, enjoyment, he, them, he, twig, feet, chaos, prey, they, safety, trees, Grammar Gator, them, security, jungle, Grammar Gator, swamp, he, flamboyance, flamingoes.

Grammar Gator and the flamingo snack

It was a Wednesday morning when the Grammar Gator looked out of his swamp house. He could see a colony of flamingoes basking in the sun, enjoying their day. 'Not for long,' he thought.

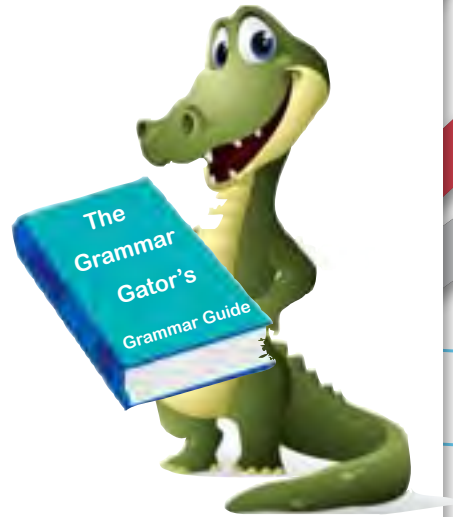
Sneakily, the Grammar Gator snuck his way over to where the pink flamingoes were filling their morning with enjoyment. As he edged towards them, he accidentally stood on a twig, cracking it beneath his clumsy feet. Chaos ensued as his prey realised what was happening. They pelted towards the safety of the nearby trees, knowing the Grammar Gator would struggle to catch them in the security of the jungle.

Broken-hearted, the devastated Grammar Gator returned to his swamp. He would be hungry... until the flamboyance of flamingoes returned tomorrow.



The Grammar Gator's extra challenge

Can you sort the nouns you've found into common, proper, pronoun, collective and abstract nouns?



Common	Proper	Pronoun	Collective	Abstract

Answers: Common - morning, house, flamingoes, sun, way, twig, feet, prey, trees, jungle, swamp
Proper - Wednesday, Grammar Gator, Pronoun - he, them, they, it Collective - colony, flamboyance
Abstract - enjoyment, chaos, safety, security.

GAME 3

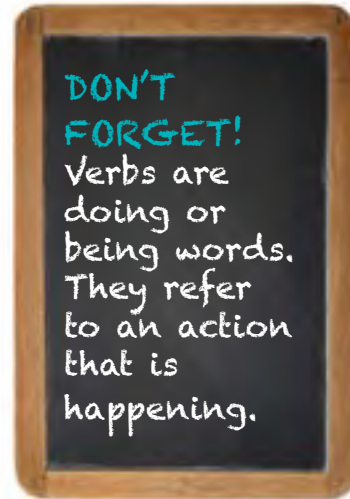
The Game: Verb lunch

Parent tip:

This game asks children to spot verbs. It offers an easy trick to help test if the word is a verb or not.

How to play the game:

The Grammar Gator eats verbs for lunch. Can you cut out the food with verbs on and place it on the Grammar Gator's plate? Don't put any non-verbs on his plate, though, they'll make him sick!



The Grammar Gator's trick

IS A WORD A VERB?

Ask yourself, "Can you _____?"

If the answer is yes, it's probably a verb.

Start a sentence with a verb ending -ed or -ing.

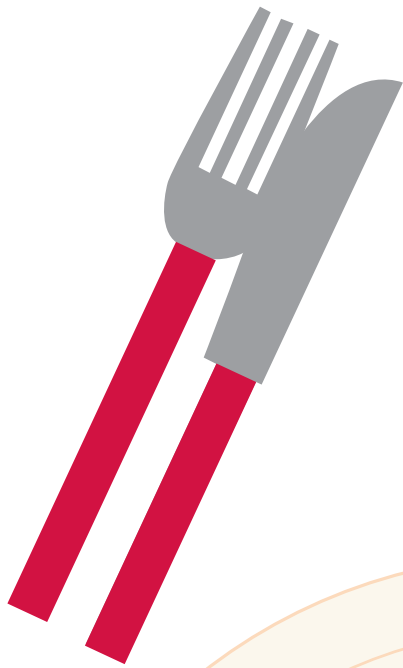
It's an easy way to force yourself to write a complex sentence!

For example:

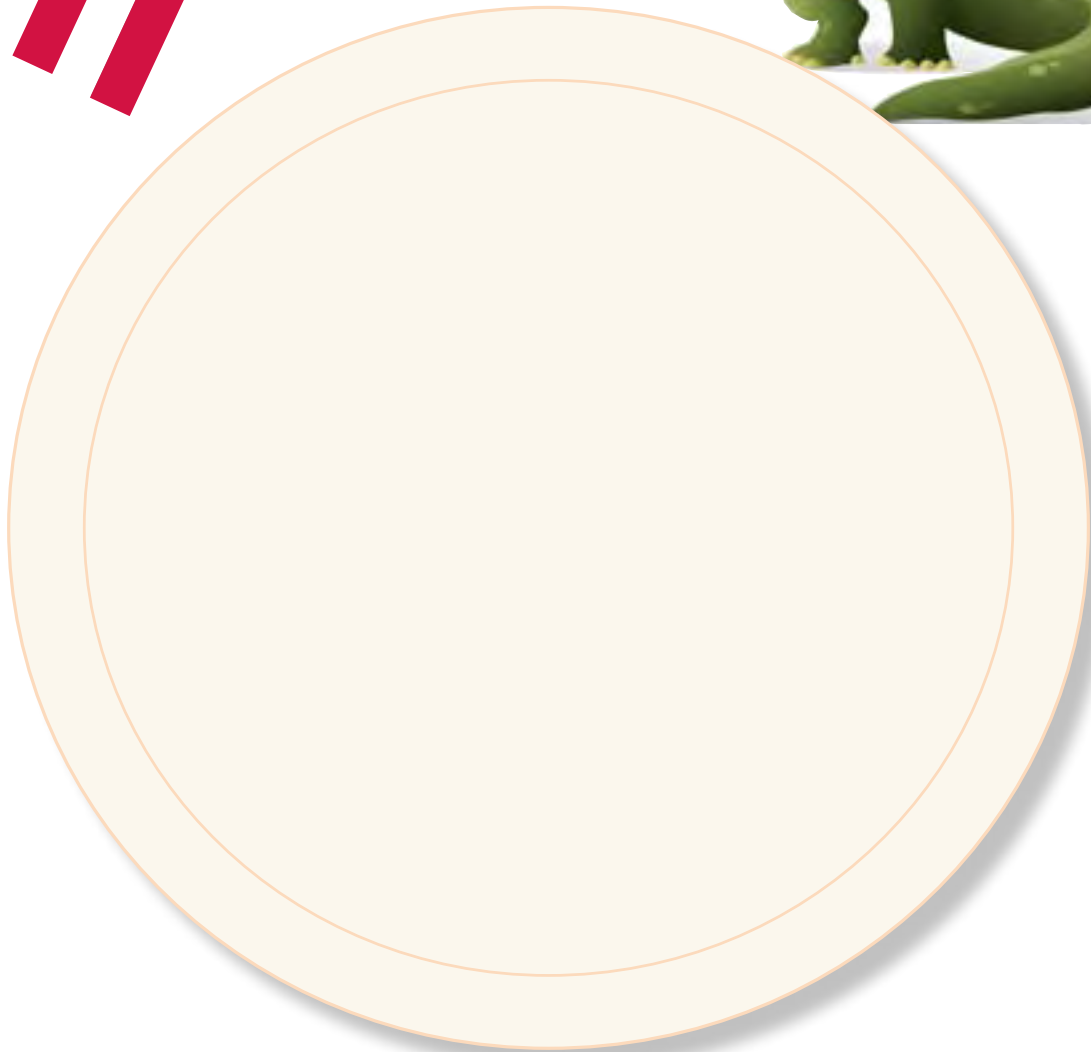
Playing, the Grammar Gator chased after the flamingoes.



The Grammar Gator's tip-top writing tip



Verb lunch



Answers: kick, eat, drink, drive, snap, write, read, look, listen, dive, cut, pick, hear, play, jump, serve, fix

 fix	 giraffe	 snap	 hunters
 drive	 listen	 ankle	 Friday
 read	 write	 drink	 quickly
 cut	 swerve	 slow	 devious
 eat	 minute	 pick	 Spanish
 look	 hear	 jump	 car
 VERB LUNCH	 Canada	 big	 red
	 dive	 play	 kick



The Grammar Gator's extra challenge



Can you change the verbs you've fed the Grammar Gator into the past tense? Some you'll just need to add the suffix -ed to, but others will be more tricky!

Verb	Past tense

Answers: kicked, ate, drank, snapped, wrote, read, looked, listened, dove, cut, picked, heard, played, jumped, swerved, fixed

GAME 4

The Game: Verb muddle

Parent tip:

This game encourages your child to use the correct verb form. Children have a good understanding of verbs and how we can use them in different forms, but they might not know the rules associated with correct verb use.

How to play the game:

Unfortunately for the Grammar Gator, his swamp has turned into a massive verb muddle! Can you select the correct verb from the swamp to fix these sentences?

stooded listening ated chased entering
ran enter standed ranned stood
eated run ate entered ent
chase listens eat chasered
listen chasing stand list runned



Read the sentence with the verb you've chosen to yourself. Does it make sense?

Verb muddle

1) Adam _____ to the shop.

2) Kate _____ her crisps.

3) The sheep _____ in the field.

4) The man _____ the library.

5) The lion was _____ the antelope.

6) The lady _____ to the music.

stooded listening ated chased entering

ran enter standed ranned stood

eated run ate entered ent

chase listens eat chasered

listen chasing stand list runned




Answers: 1 - ran, 2 - ate, 3 - stood, 4 - entered, 5 - chased, 6 - listens

The Grammar Gator's extra challenge

Choose any verb from the list on the previous page. How many ways can you change it (for example: eat, eats, eating, ate)?



A series of ten horizontal lines for writing, spaced evenly across the page.

GAME 5

The Game: Adjective trees and noun trees

Parent tip:

This game encourages children to identify adjectives and nouns. It will also consolidate their understanding of both word classes.

How to play the game:

Do you know your nouns from your adjectives? Remember, nouns are naming words and adjectives are words that describe nouns. This is a two-player game. One of you will use the noun tree, the other will use the adjective tree. The winner is the first person to collect 10 of their cards.



Step 1: Shuffle the cards on p29 and place them face down. Each player must pick a tree and board to play with (noun or adjective).

Step 2: The youngest player goes first and draws the top card.

Step 3: If they choose their correct word class (adjective or noun) they must use it properly in a sentence, then keep it for their tree.

Step 4: If the word class does not belong to them, it goes to the bottom of the pile.

Step 5: The winner is the player who gets 10 cards first.



The noun tree



1

2

3

4

5

6

7

8

9

10





The adjective tree



1

2

3

4

5

6

7

8

9

10



Noun

bun

Noun

car

Noun

Mrs Jones

Noun

Monday

Noun

idea

Noun

group

Noun

atmosphere

Noun

they

Noun

alligator

Noun

swamp

Adjective

red

Adjective

beautiful

Adjective

tasty

Adjective

horrid

Adjective

blue

Adjective

fluffy

Adjective

soft

Adjective

quick

Adjective

golden


















Adjective

crispy



The Grammar Gator's extra challenge

Use this blank sheet to produce your own noun and adjective cards to play Adjective trees and noun trees with.

Noun 	Noun 	Noun 
Noun 	Noun 	Noun 
Noun 	Adjective 	Adjective 
Adjective 	Adjective 	Adjective 
Adjective 	Adjective 	Adjective 
Adjective 	Adjective 	



GAME 6

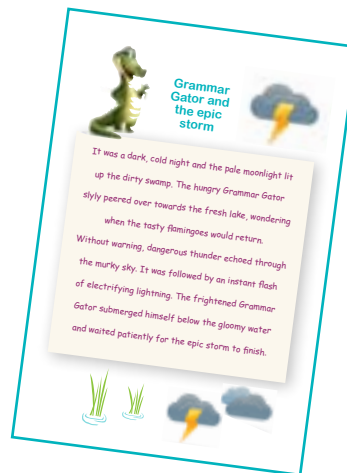
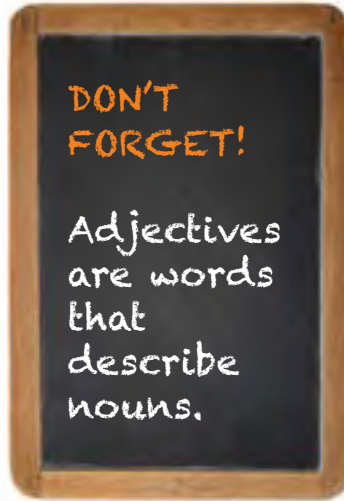
The Game: Adjective collector

Parent tip:

This game encourages children to spot adjectives. It asks them to distinguish between adverbs and adjectives as they will need to find only the words that are describing nouns.

How to play the game:

Circle all the adjectives in the story on p32 and then find them in the wordsearch on p33.



Don't get muddled up between adverbs and adjectives. Ask yourself, what is the word describing? If it's describing a verb, it's an adverb, if it's describing a noun, it's an adjective.



Grammar Gator and the epic storm



It was a dark, cold night and pale moonlight lit up the dirty swamp. The hungry Grammar Gator slyly peered over towards the fresh lake, wondering when the tasty flamingoes would return.

Without warning, dangerous thunder echoed through the murky sky. It was followed by an instant flash of electrifying lightning. The frightened Grammar Gator submerged himself below the gloomy water and waited patiently for the epic storm to finish.



Answers: dark, pale, dirty, hungry, fresh, tasty, dangerous, murky, instant, electrifying, frightened, gloomy, epic.

The Grammar Gator's adjective wordsearch

The Grammar Gator has hidden 14 adjectives in this wordsearch. Can you find them all? Time yourself with a stopwatch to see how fast you can do it!



dark cold pale dirty hungry fresh tasty dangerous
murky instant electrifying frightened gloomy epic

Turn to p111 for the solution!



The Grammar Gator's extra challenge

Some of the adjectives in Grammar Gator and the epic storm can be turned into adverbs, just by altering them slightly. Can you change the adjectives into adverbs?

Adjective	Adverb

Answers: darkly, coldly, palely, dirtily, hungrily, freshly, tastily, dangerously, murkily, instantly, electrifyingly, fearfully, gloomily, epically.

GAME 7

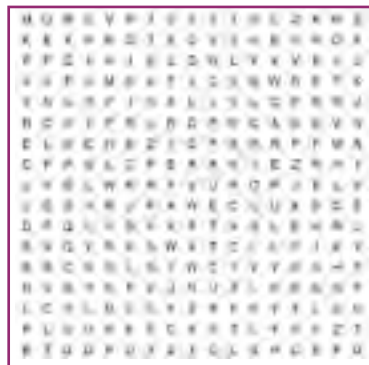
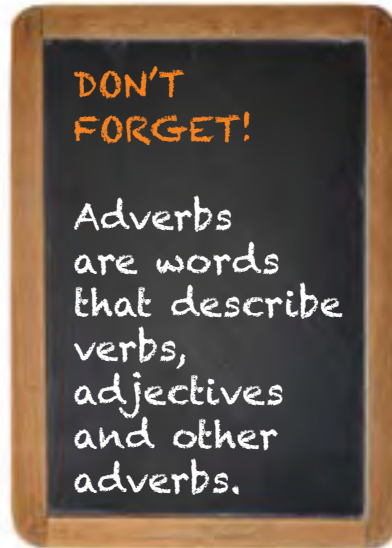
The Game: Adverb collector

Parent tip:

This game encourages children to spot adverbs within sentences. It suggests that they look for the -ly adverb suffix pattern, but not rely on it. The extension activity asks your child to work out what adverbs are describing.

How to play the game:

Circle all the adverbs in the story on p36 and then find them in the wordsearch on p37.



Lots of adverbs end in the suffix -ly, but be careful! Some adverbs do not end in -ly and some words that end in -ly are not adverbs. Ask yourself – is the word you are looking at describing a verb, an adjective or another adverb? If the answer is yes, then you've got an adverb!



Grammar Gator and the post-storm picnic



Morning had slowly appeared and the storm had finally passed. The Grammar Gator had been too scared to leave the swamp in the night. At daybreak he slyly exited his humble abode. Carefully, he made his way over to the refreshingly clear lake. There weren't any animals drinking on this gloriously lovely morning so the Grammar Gator had the whole, beautiful lake to himself, which never happened.

It was several hours later, when the Grammar Gator was craftily paddling just below the surface, when the unknowing flamingoes naively returned. Rapidly, the Grammar Gator attacked, chasing the fluorescently pink flamingoes as they headed towards the safety of the trees...



Answers: slowly, finally, too, slyly, carefully, refreshingly, gloriously, never, craftily, naively, Rapidly, fluorescently.

The Grammar Gator's adverb wordsearch

The Grammar Gator has hidden 12 adverbs in this wordsearch. Can you find them all? Time yourself with a stopwatch to see how fast you can do it!



M	O	R	D	V	P	T	Q	T	T	I	N	L	Z	K	W	Z
K	E	X	F	K	O	T	X	D	V	I	H	E	V	R	O	X
F	P	Q	I	H	I	S	L	O	W	L	Y	X	V	E	I	U
V	J	F	U	M	C	V	T	I	C	Y	G	W	D	E	T	K
Y	N	U	T	F	I	N	A	L	L	Y	L	C	F	R	R	J
R	O	H	I	F	R	U	R	D	P	W	O	A	G	E	V	N
E	L	O	E	H	B	Z	I	O	P	X	R	R	F	F	M	A
C	F	P	S	L	C	P	B	A	A	K	I	E	Z	R	H	I
J	V	E	L	W	A	R	Y	V	U	R	O	F	J	E	L	V
J	C	B	Y	R	J	P	A	W	E	O	U	U	X	S	C	E
D	P	Q	L	V	G	X	X	F	T	X	S	L	E	H	R	L
S	V	Q	Y	R	X	G	W	X	T	D	L	L	O	I	X	Y
B	R	C	S	O	L	G	I	W	C	I	Y	Y	O	N	H	T
D	V	G	T	N	F	V	J	N	U	Z	L	K	S	G	N	F
L	C	Y	L	D	C	C	Y	Z	B	F	K	Y	Y	L	G	D
F	L	U	O	R	E	S	C	E	N	T	L	Y	S	Y	Z	T
B	T	G	D	F	U	T	Z	I	C	L	S	H	C	E	F	G

slowly finally too slyly carefully refreshingly
gloriously never craftily naively rapidly fluorescently

Turn to p111 for the solution!

GAME 7

The Game: Adverb chooser

Parent tip:

To play this game your child will have to use appropriate adverbs in sentences. The extra activity highlights the fact that adverbs can be used in different places within a sentence.

How to play the game:

The Grammar Gator is struggling to choose appropriate adverbs for his sentences. Can you work your way around the board and use the correct adverbs?



Step 1: Choose a game piece (p41); place it on 'Go'. Cut out the sentence cards (p42) and make two piles, one of each colour.

Step 2: Roll a die and move that number of spaces.

Step 3: Choose the top card of the colour square you land on.

Step 4: Choose an adverb to fill the gap in your sentence card. It can be anything you like as long as the sentence makes sense!

Step 5: If the adverb is appropriate, collect a leaf or water reed. If it isn't, put the card to the bottom of the pile.

Step 6: The first player to get 10 leaves or reeds wins the game.

Note: If the same card appears more than once in the match, a different adverb must be chosen.



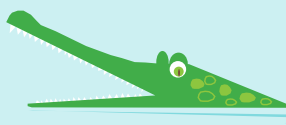



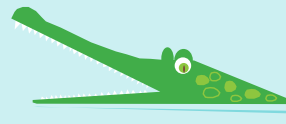

Make sure you read the sentence and think about the verb you are describing.

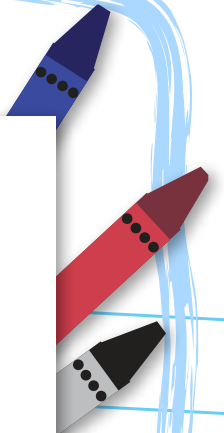
The Grammar Gator's tip



























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Adverb chooser

Go!	1	2	3	4
				5
				6
11	10	9	8	7
12				
13				
14	15	16	17	18
				19
				20
25	24	23	22	21
26				
27				
28	29	30	31	Finish



 Game piece	 Game piece	 Game piece	 Game piece
			
			
			
			
			



Adverb chooser: sentence cards

Harry swam _____
so he didn't win the race.

Kerry laughed _____ in
the crowded library.

The flower grew _____
because of the bad weather.

The cat meowed _____ at
the angry dog.

Mrs Thompson cried _____ at
the sad film.

The boy _____
walked by the deep lake.

Amy _____
ate her fries so she could catch the bus on time.

The dog _____
chased the cat.

The car _____
stood in the street.

_____,
Bobby snuck through the neighbour's garden.

_____,
the car drove on the wet road.

Mr Green _____
shouted at the unruly class.

_____,
the wedding guests applauded the bride and groom.

_____,
the mouse lumbered towards the hole.

_____,
Wendy played the drums.



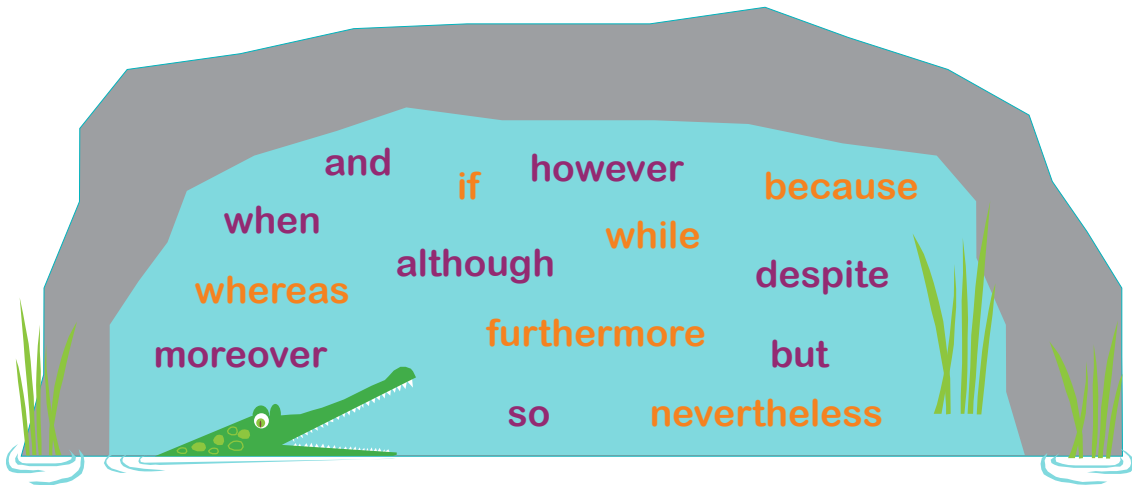


The Grammar Gator's extra challenge

Make your own sentence cards to play Adverb chooser with! Look at the format of the cards: there's something different about each coloured set. Can you write your cards in the same way?



GAME 9



The Game: Connective Cove

Parent tip:

This game asks children to choose appropriate connectives. The extra activity will help your child realise that changing a connective can often change the sentence meaning.

How to play the game:

Welcome to Connective Cove! This is where the Grammar Gator comes to select the finest connectives for joining sentences together. In this glorious, mud-filled swamp, you'll find a range of connectives. Can you choose the best-fitting connective for each sentence?

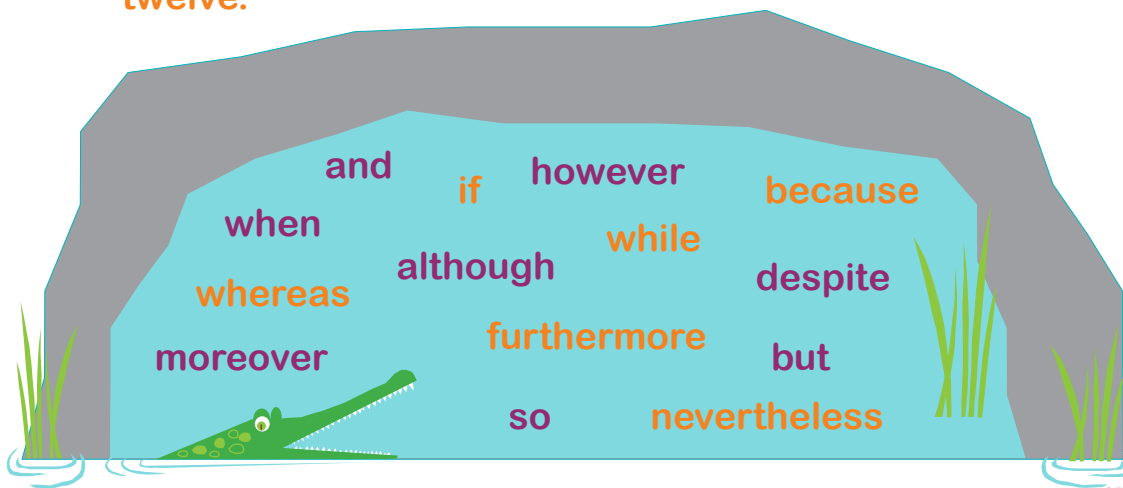


Make sure the connective you choose follows the direction of the sentence.

If it goes in another direction, you need a connective that shows opposition (for example, 'but' or 'however').



- 1) Jack wanted vanilla ice-cream _____ Mary only liked mint.
- 2) The car was in the drive _____ the workmen were digging up the road.
- 3) Paula was very tired _____ it was only 6pm.
- 4) The Grammar Gator was upset _____ the flamingoes had escaped.
- 5) The chair broke again _____ the fact it had been fixed by a professional.
- 6) The mouse was tired _____ she went to sleep.
- 7) The band played _____ the singer rested his voice.
- 8) There was quiet in the town _____ the clock struck twelve.





The Grammar Gator's extra challenge

Some spaces can be filled by multiple connectives. Can you see how many connectives could fit into each space and think about how these change the meaning of the sentence – if they do, that is?

- 1) Jack wanted vanilla ice-cream
 Mary only liked mint.
- 2) The car was in the drive
 the workmen were digging up the road.
- 3) Paula was very tired
 it was only 6pm.
- 4) The Grammar Gator was upset
 the flamingoes had escaped.
- 5) The chair broke again
 the fact it had been fixed by a professional.
- 6) The mouse was tired
 she went to sleep.
- 7) The band played
 the singer rested his voice.
- 8) There was quiet in the town
 the clock struck twelve.

Answers:
2. because; when; so; 3. and; although; but; 4. because; and; more-
ver; 5. despite; 6. and; when; so; 7. while; and; when; 8. and; when; while.

GAME 10

The Game:

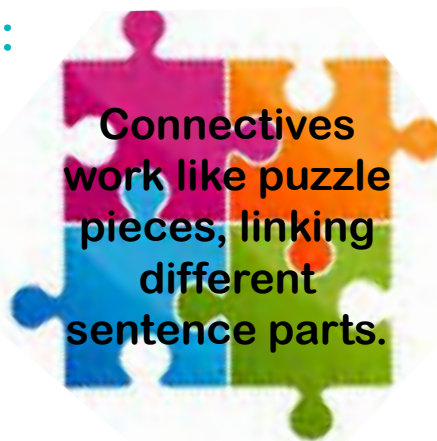
Return to Connective Cove

Parent tip:

This game asks children to choose the correct connectives for different sentences, reinforcing the fact that sentences can use different connectives and retain the same meaning. The extension activity demonstrates that connectives can be moved to the beginning of a sentence, with the main clause following.

How to play the game:

The Connective Cove is where the Grammar Gator comes to select the finest connectives for joining sentences together. He's got a different problem now though – he's selected the correct connectives but got them all muddled up. Help him join the starting sentence to the appropriate connective and the correct end of the sentence.



The Grammar Gator's tip

You might find that some connectives are suitable for various sentences, but others don't fit, so play around with them until you've got the final solution.

Answers:
Harriet was exhausted **although**... The cat was up the tree **because**... The moon shone **as a result** of... Dinosaurs lived a long time ago **so**... The Grammar Gator was angry **however**... It was a quarter to midnight **when**... Horace only hated vanilla cheesecake **if**... The chips went cold **while**...

Sentence starter	Connective	Sentence finisher
Harriet was exhausted	if	she'd slept for ten hours.
The cat was up the tree	as a result	the dog had been chasing it.
The moon shone brightly	while	the sun shining off of it.
Dinosaurs lived a long time ago	when	they no longer live today.
The Grammar Gator was angry	because	he was glad someone was helping him sort his sentences out.
It was a quarter to midnight	however	the children finally went to bed.
Horace only hated vanilla cheesecake	so	it had a raspberry topping.
The chips went cold	although	the children did their homework.

The Grammar Gator's extra challenge

Try this! Put the connective and the sentence finisher first, then a comma, then the sentence starter. Sometimes the sentence will still make sense. Can you find which reordered sentences make sense and which don't?



For example:

The chips went cold while the children did their homework. ✓
While the children did their homework, the chips went cold. ✓

Horace only hated vanilla cheesecake if it had a raspberry topping. ✓
If it had a raspberry topping, Horace only hated vanilla cheesecake. ✗

GAME 11

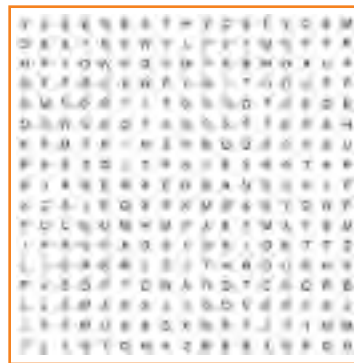
The Game: Preposition spotter

Parent tip:

Identifying prepositions can be quite tricky. Encourage your child to examine the words to determine whether they indicate the position of something.

How to play the game:

Can you pick out the prepositions in the story on p51? Once you've found them all, look for them in the wordsearch.



The Grammar Gator's trick

Prepositions are tricky to spot, as we use them so frequently in our speech and writing. Just remember, if it describes the position of something, whether in space or time (where is it? when is it?) then it's a preposition.



The Grammar Gator and the extremely cunning plan



The Grammar Gator rested beneath the surface of the dangerous swamp. His last attempt to devour the delicious flamingoes had failed.

Despite his misfortunes, the Grammar Gator wasn't going to stop trying to catch the elusive pink wading birds. Perhaps he could hide up a tree and jump down on them when they least expected it? Perhaps he could remain hidden inside the fresh lake and leap out and catch them unawares? He could even set up a trap against a tree to capture them...

As he thought he paddled through his dirty, but homely, swamp. Whilst paddling, he drifted past a half-full tin of pink paint, used to decorate his living room.

The Grammar Gator stopped and sat beside the tin. Was there a way to use paint to catch flamingoes? He schemed for hours, then fell asleep and forgot his plan.

The Grammar Gator's prepositions wordsearch

The Grammar Gator has hidden 20 prepositions, large and small, in this wordsearch. Can you find them all?



beneath into up down inside out against across through past
beside after beneath from over without with toward opposite off

Turn to p112 for the solution!

The Grammar Gator's extra challenge

Look at the prepositions in the story, The Grammar Gator and the extremely cunning plan. Could you replace them with different prepositions?



Preposition	Different preposition!
<i>paddled through his dirty, but homely, swamp</i>	<i>paddled across his dirty, but homely, swamp</i>

GAME 12

The Game: Choose the article

Parent tip:

This game encourages children to spot articles. Because we use articles in everyday speech, most children will know when articles have been used correctly and when they have not.

How to play the game:

Sometimes articles are needed, sometimes they're not. The Grammar Gator has been a bit over-enthusiastic about his use of articles, though – he's added them in everywhere on p55! Tick the sentences that use articles correctly.

There are three articles, split into two sets, specific (definite articles) and non-specific (indefinite articles).

Definite article: the

Refers to a particular thing.

Indefinite articles: A or an.

The thing mentioned is not a particular or specific one.



The Grammar Gator's trick

The difference between 'a' and 'an' is simple! If the next word (which should be a noun) starts with a vowel (AEIOU) then use 'an'. If the next word starts with a consonant, use 'a'.

A, AN
and THE



Choose the article



Q	A	B
1	We play basketball on Wednesday nights. <input type="checkbox"/>	We play the basketball on Wednesday nights. <input type="checkbox"/>
2	Thomas painted garage door. <input type="checkbox"/>	Thomas painted the garage door. <input type="checkbox"/>
3	My brother doesn't like swimming. <input type="checkbox"/>	My brother doesn't like a swimming. <input type="checkbox"/>
4	He wanted to eat a flamingoes. <input type="checkbox"/>	He wanted to eat the flamingoes. <input type="checkbox"/>
5	A acrobat cartwheeled. <input type="checkbox"/>	An acrobat cartwheeled. <input type="checkbox"/>
6	The Charlotte ate her dinner. <input type="checkbox"/>	Charlotte ate her dinner. <input type="checkbox"/>
7	Flamingo ran into the jungle. <input type="checkbox"/>	The flamingo ran into the jungle. <input type="checkbox"/>
8	I ate a sandwich. <input type="checkbox"/>	I ate an sandwich. <input type="checkbox"/>

Answers: 1-A, 2-B, 3-A, 4-B, 5-B, 6-B, 7-B, 8-A

The Grammar Gator's extra challenge

Can you rewrite this short story, fixing the articles? You might need to take them out, add them in or change them.



In the July, Grammar Gator was starting to get bored. He decided to find a elephant to play games with. Whilst looking for elephant, he saw gorilla bathing in an lake. A Grammar Gator decided to ask a gorilla if he wanted to play some games. Little did he know that gorilla did not like to be disturbed...

Answer: In July, the Grammar Gator was starting to get bored. He decided to find an elephant to play games with. Whilst looking for the elephant, he saw a gorilla bathing in a lake. The Grammar Gator decided to ask the gorilla if he wanted to play some games. Little did he know that the gorilla did not like to be disturbed...

GAME 13

The Game: Noun nonsense

Parent tip:

This game is to encourage children to identify when nouns are being used incorrectly. It will solidify their understanding of nouns and will make them realise that nouns must be used correctly in context.

How to play the game:

The Grammar Gator has just written a story about himself and the gorilla who was bathing in the lake. Unfortunately, on his way back to the swamp, he dropped it and all the nouns got muddled up! Can you put the nouns in the story, The Grammar Gator and the flying rock, back in the right places?



swamp

noise

game

gorilla

primate

lake

twig

safety

reptile

rock

Grammar Gator

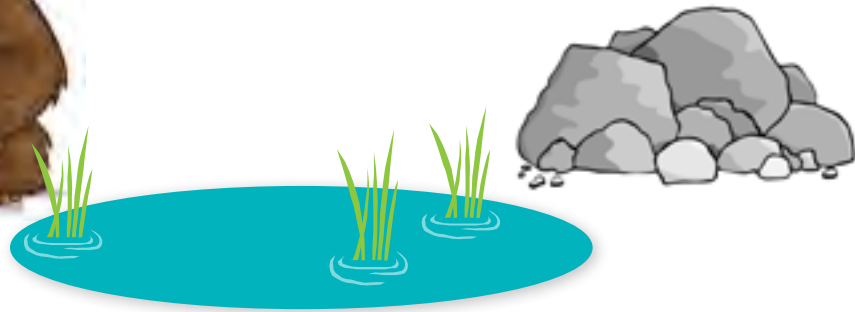


As you read through the muddled story, try to work out the easier incorrect nouns first and work by process of elimination.

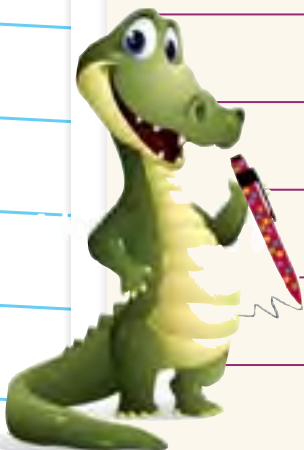
Once you've finished swapping the nouns around, it will make sense!



The Grammar Gator and the flying rock



As the swamp bathed in the noise, the game edged closer and closer. Unfortunately, he stepped on a gorilla which made a loud snapping primate. The lake, disturbed, picked up a Grammar Gator and threw it at our favourite twig. Startled, the Grammar Gator ran towards the safety of the reptile. He thought to himself, 'That wasn't a very fun rock...'



Answers:
As the gorilla bathed in the noise, the Grammar Gator edged closer and closer. Unfortunately, he stepped on a twig which made a loud snapping primate. The primate, disturbed, picked up a rock and threw it at our favourite reptile. Startled, the Grammar Gator ran towards the safety of the swamp. He thought to himself, 'That wasn't a very fun game...'

The Grammar Gator's extra challenge

Can you write your own short story and then swap around the nouns? Alternatively, replace all the nouns with fruits or vegetables. Give your story to an adult and challenge them to guess what the original words were.

A spiral-bound notebook with a silver metal spiral binding on the left side. The pages are white with horizontal purple lines. The notebook is shown at a slight angle, giving it a three-dimensional appearance.

GAME 14

The Grammar Gator's Alphabet Game

Parent tip:

This is a really fun game to play at any time – on the way to school, over breakfast or in the car. It encourages children to use common nouns, proper nouns and adjectives.

How to play the game:

The Grammar Gator loves playing this game on long journeys. Have a go yourself: use the alphabet and come up with a proper noun, an adjective and a common noun that begin with each letter, then put them together. Each of the players has a turn; the first person to give in (when they can't think of new words for their letter) loses!

For example:

A is for Adam, an adorable ant.

B is for Betty, a big baboon.

C is for Chelsea, a classy chameleon.

D is for Darvesh,
a delightful dinner plate.

E is for.....



Adam

The Grammar Gator's extra challenge



A is for Annie, an artistic antelope who attacks airplanes.

B is for Bertram, a boring beetle who blows balloons.

Add to the game! You can make your own rules. Maybe you could have a verb in there, too, and an extra noun (subject and object!).

GAME 15

The Game: Mood changer

Parent tip:

This game encourages children to choose adjectives that are appropriate to the mood of a story. They will have to think of words that describe and fit the mood described in the text.

How to play the game:

The Grammar Gator is writing his latest story based on his experiences in the swamp and its surrounding areas. He has left space for adjectives, but he hasn't decided what mood he wants the story to have yet. Fill in the missing adjectives twice, following the instructions given for each version of the story.



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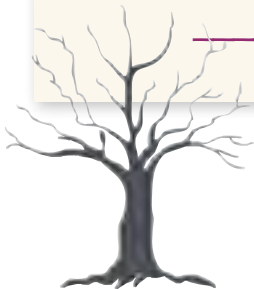
Mood changer Story 1 Mood: Happy, fun, cheerful



The _____ Grammar Gator woke up early on the _____ morning. After his run in with the gorilla on the previous day, he decided that today was going to be a _____ day. He squeezed some _____ toothpaste onto his _____ toothbrush and began to brush his _____ teeth. After the job was done, he walked towards the _____ lake, hoping the _____ flamingoes would be there...

Mood changer Story 2 Mood: Sad, horrible, miserable

The _____ Grammar Gator woke up early on the _____ morning. After his run in with the gorilla on the previous day, he'd decided that today was going to be a _____ day. He squeezed some _____ toothpaste onto his _____ toothbrush and began to brush his _____ teeth. After the job was done, he walked towards the _____ lake, hoping the _____ flamingoes would be there...





The Grammar Gator's extra challenge

Write your own story, missing out the adjectives, then see how you can change the mood of your text based on the adjectives you choose.



A series of horizontal lines for writing on a white notebook page. A red and yellow polka-dot pen is shown at the bottom right, with a small squiggle drawn on the line it is touching.

GAME 16

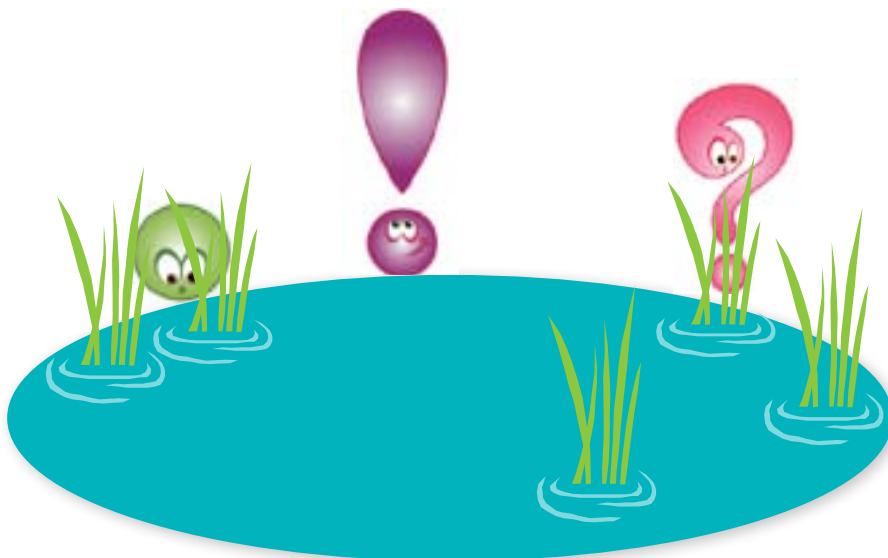
The Game: Punctuation fishing

Parent tip:

This game asks children to pick the correct punctuation to use at the end of a sentence. It will also help them identify statements, questions and commands.

How to play the game:

The Grammar Gator has been fishing in the swamp. He's come home with a bumper catch of full stops, exclamation marks and question marks... but isn't sure how to use them correctly. Can you match the sentences on p65 to their finishing punctuation to help him?



Any collection of words that is asking for an answer needs a question mark. Commands usually end in an exclamation mark and statements end in a full stop.



	Sentence	
1	Don't disturb the gorilla	.
2	The Grammar Gator is green	?
3	Did you see the gorilla	!
4	Where does the Grammar Gator live	.
5	Flamingoes enjoy basking in the sun	?
6	Chase the flamingos	!
7	Gorillas don't like the Grammar Gator	.
8	What time do the flamingoes feed	?
9	Eat the banana	!

Answers: . = 1, 2, 5, 6, 7, 9 ? = 3, 4, 8 ! = 1, 6, 9 *Commands can end in exclamation marks, but this just gives you more information about how the command is being given. They could also be punctuated with full stops.



The Grammar Gator's extra challenge

Can you sort the nine sentences into three types: statements, questions and commands.?

Statements

1.

2.

3.

Questions

1.

2.

3.

Commands

1.

2.

3.

GAME 17

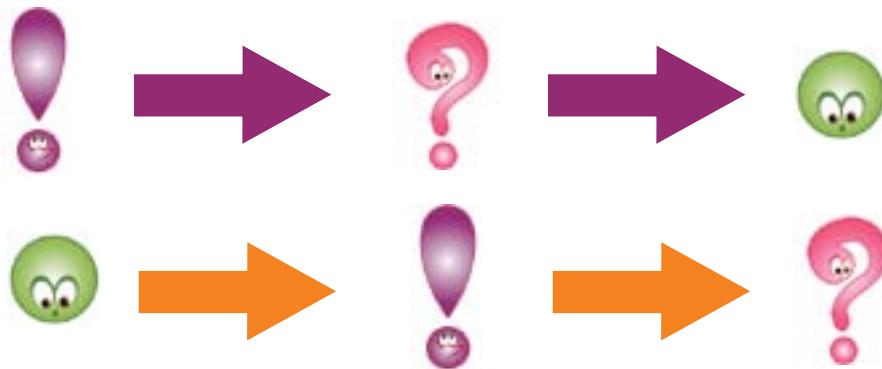
The Game: Purpose changer

Parent tip:

This game asks children to change the purpose of a sentence. They will need to slightly edit how the sentence is written and may need to change the punctuation used.

How to play the game:

The Grammar Gator has a new job! He's been asked to alter sentences to give them a new purpose, but he needs your help to do it! Change the sentences below to give them their new purpose. You might need to reorder, add, remove or change words and you might need to change the punctuation.



Remember, only questions need question marks. Questions also start with a specific set of words; make sure you include one if you're turning something into a question! If you're changing something into a command, the verb will need to be closer to the beginning of the sentence.

1 Question: Can you pass the fish?
to command: _____

2 Statement: Grammar Gators eat flamingoes.
to question: _____

3 Command: Eat your beans!
to question: _____

4 Statement: The gorilla eats bananas.
to command: _____

5 Question: Will you be on time tomorrow?
to command: _____



The Grammar Gator's extra challenge

Which is the easiest transformation and why? Discuss this with an adult and see if they agree.

Answers: 1. Pass the fish. 2. Do Grammar Gators eat flamingoes? 3. Can you eat your beans? 4. Eat your bananas, gorilla! 5. Be on time tomorrow. *These answers are not definitive, alternative (but correctly punctuated) answers may be given.

GAME 18

The Game: Purpose Snap!

Parent tip:

Playing this game will help children to identify the purpose of a sentence accurately and at speed.

How to play the game:

It's time for the Grammar Gator's favourite game, Purpose Snap! Cut out the 24 snap cards on p70, then deal them out equally between yourself and a partner and hold them in your hand face down. Take it in turns to put your top card down face up on the table. When the two sentence purposes match (for example, two questions), the first person to slap the pile and shout "Snap!" wins the cards. Keep playing until the winning player has all the cards.



Flamingoes
are pink.

Yikes!

Wow!

Are verbs
doing words?

The Grammar Gator's extra challenge

When someone snaps, the other player has to ask them to change the purpose of the sentence to a purpose of their choosing before they are allowed to keep the cards. You could also make your own snap cards!



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Wow!

Awesome!

Eurgh!

Yikes!

The Grammar Gator likes to play games.

The gorillas enjoy bathing in the lake.

Flamingoes are pink.

The swamp is dirty.

What time is it?

Are verbs doing words?

Where are the flamingoes?

When does the gorilla go home?

Eat your dinner!

Don't look at the sun.

Watch the flamingoes.

Chop the banana up.

Is the Grammar Gator upset?

Why are the flamingoes hiding?

The grass is dry.

The lake is refreshing.

Don't eat flamingoes!

Watch out for the gorilla.

The Grammar Gator is on his way.

Why are the flamingoes scared?

Make your own Purpose Snap! cards

GAME 19

The Game: Sentence sense

Parent tip:

This game encourages children to consider whether or not a sentence makes sense. This will allow them to demonstrate their understanding of sentences and connectives and should remind them to think about checking their own sentences.

How to play the game:

The Grammar Gator HATES it when a sentence doesn't make sense! He thinks that if sentences are incomplete, he should be allowed to eat whoever has written them! (Fortunately, he's not allowed to... but he's got his napkin on already...) Can you tick and cross the sentences on p73 before the Grammar Gator sees them? We can hide the ones you cross in the jungle!



The Grammar Gator's tip

When reading a sentence, ask yourself: 'Does it sound right? Does it sound complete?' Reading the words aloud will help you pick out the mistakes, too.

Sentence sense

Check these sentences to ensure the Grammar Gator doesn't decide to snack on their authors! Use a ✓ or a ✗ to show whether they are correct or incorrect.



1. I went jungle.	<input type="checkbox"/>
2. The gorilla is brown and hairy.	<input type="checkbox"/>
3. Because it is sunny.	<input type="checkbox"/>
4. Look at the swamp, you can see the Grammar Gator!	<input type="checkbox"/>
5. The jungle cold at night.	<input type="checkbox"/>
6. A elephant was in the lake.	<input type="checkbox"/>
7. Don't go to the swamp alone!	<input type="checkbox"/>
8. When the Grammar Gator is tired.	<input type="checkbox"/>
9. The flamingoes is pink.	<input type="checkbox"/>
10. It is Tuesday, so the flamingoes eat elsewhere.	<input type="checkbox"/>

Answers: Correct: 2, 4, 7, 10. Incorrect: 1, 3, 5, 6, 8, 9



The Grammar Gator's extra challenge

Can you fix the incorrect sentences and rewrite them correctly? Don't forget to check for correct use of:

- prepositions
- definite / indefinite articles
- main and subordinate clauses ● verbs

GAME 20

The Game: McSubs

Parent tip:

This game asks children to decide which part of the sentence is an MC (Main clause) and which part of the sentence is a SUB (subordinate clause).

Instruction:

The Grammar Gator, realising he's never going to catch those delicious flamingoes, has decided to go to his favourite fast food restaurant, McSubs. The only problem with McSubs is that if you want to order a meal, you have to tell them which part of a sentence is the MC (Main Clause) and which part is the SUB (subordinate clause). Help the Grammar Gator out so he can finally get fed! Underline and label the main and subordinate clauses in the McSubs menu on the next page.



The Grammar Gator's tip

Remember, each clause needs its own verb. Details of something being done will be one of the clauses; another action will make up the second clause. The connective should be underlined as part of the subordinate clause.

McSubs

Take away menu



1. We went to the swamp because we wanted to see the Grammar Gator.
2. If it's a Wednesday, the flamingoes are supposed to be at the lake.
3. The gorilla hates being disturbed so leave him alone.
4. The Grammar Gator doesn't eat fish since he tried to catch a piranha!
5. When it's cold, the Grammar Gator stays in the swamp.
6. While he reads his book, the gorilla bathes in the refreshing lake.
7. Because of the weather, the gorilla didn't take a bath.
8. Although it was hot, the flamingoes were nowhere to be seen.



Free delivery throughout the swamp!

Answers (subordinate clauses underlined):
1. We went to the swamp because we wanted to see the Grammar Gator.
2. If it's a Wednesday, the flamingoes are supposed to be at the lake.
3. The gorilla hates being disturbed so leave him alone.
4. The Grammar Gator doesn't eat fish since he tried to catch a piranha!
5. When it's cold, the Grammar Gator stays in the swamp.
6. While he reads his book, the gorilla bathes in the refreshing lake.
7. Because of the weather, the gorilla didn't take a bath.
8. Although it was hot, the flamingoes were nowhere to be seen.

The Grammar Gator's extra challenge



Three of the sentences on the McSubs menu don't start with a subordinate clause. Can you rewrite them, moving the subordinate clause to the beginning of the sentence and adding a comma in the right place?

 Sentence 1:

 Sentence 2:

 Sentence 3:

Answers: 1. Because we wanted to see the Grammar Gator, we went to the swamp. 3. Leave him alone, the gorilla hates being disturbed. 4. Since he tried to catch a piranha, the Grammar Gator doesn't eat fish.

GAME 21

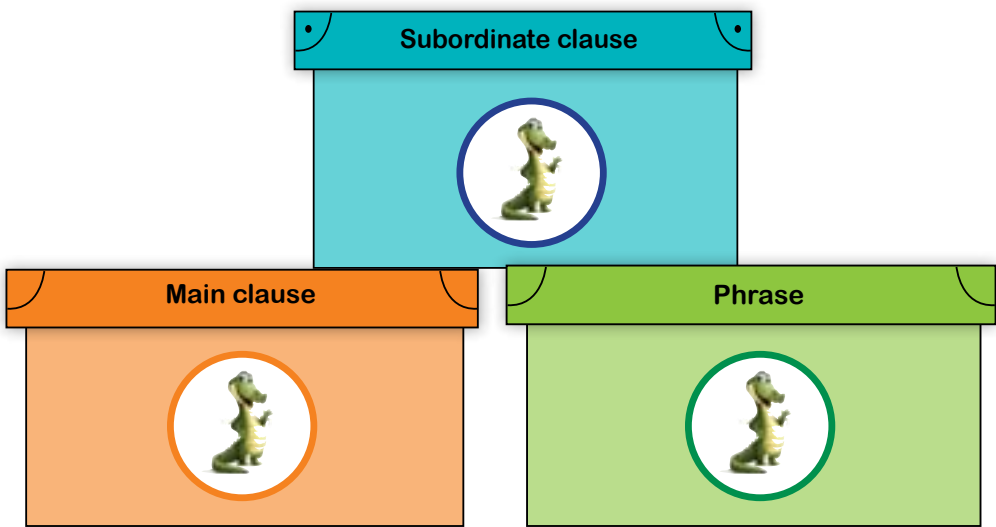
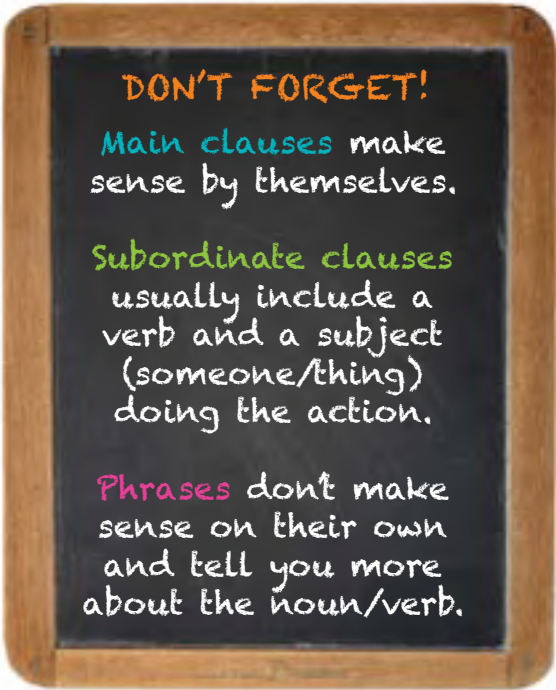
The Game: Boxing clauses

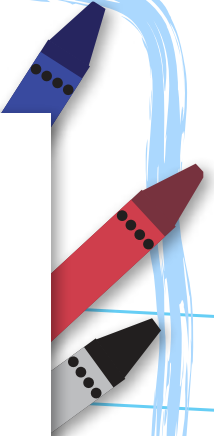
Parent tip:

This game helps children practise labelling sentence parts as either phrases, main clauses or subordinate clauses.

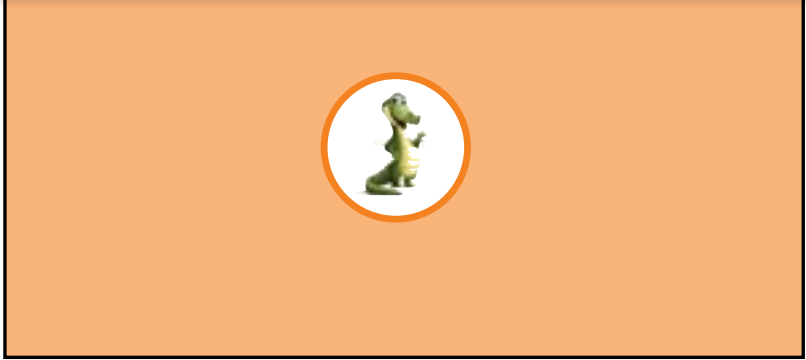
How to play the game:

The Grammar Gator has been busy chopping up sentences into parts, but he didn't organise them into nice tidy piles! Can you cut out the sentence parts on p80 and sort them into the correct boxes?

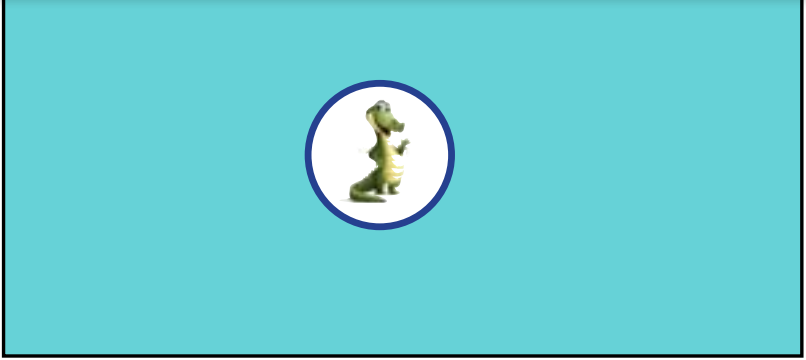




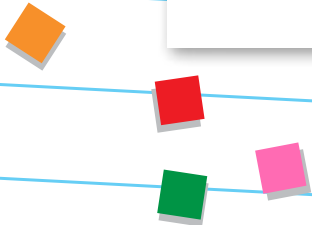
Main clause



Subordinate clause



Phrase



the Grammar Gator eats McSubs

the green, scaly Grammar Gator

the gorilla was tired

because it is Tuesday

he ate on Thursday

the deep, dark swamp

before his birthday

in the middle of the swamp

if the gorilla is angry

she couldn't find it

up the tree

while he waited



Answers:
the Grammar Gator eats McSubs - **main clause**; the green, scaly Grammar Gator - **phrase**;
the gorilla was tired - **main clause**; because it is Tuesday - **subordinate clause**; he ate on
Thursday - **main clause**; the deep, dark swamp - **phrase**; before his birthday - **phrase**; in the
middle of the swamp - **phrase**; if the gorilla is angry - **subordinate clause**; she couldn't find
it - **main clause**; up the tree - **phrase**; while he waited - **subordinate clause**.

The Grammar Gator's extra challenge

Look at the different
sentence parts. Can you
combine any of them to
make some complete and
correct sentences?



GAME 22

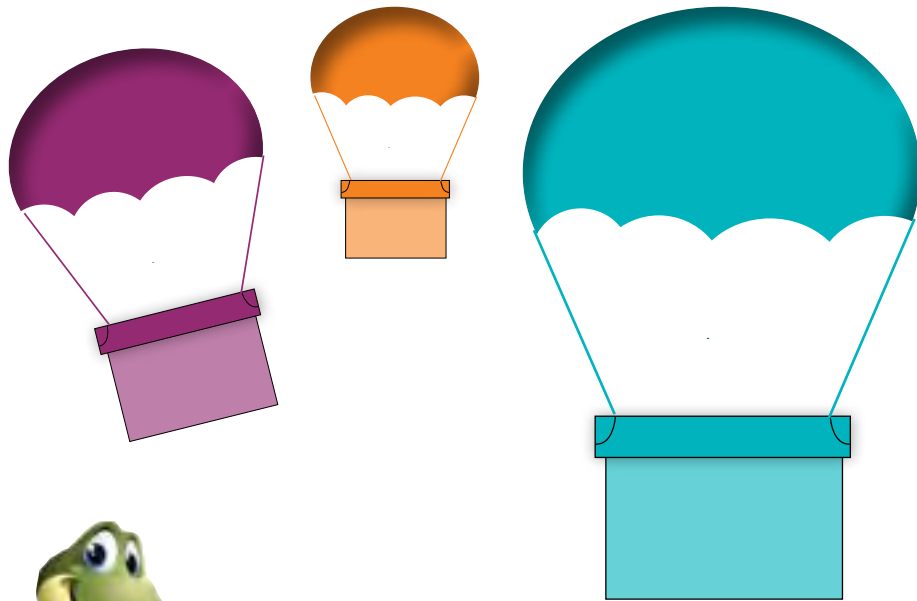
The Game: Drop-in arrivals

Parent tip:

This game helps children place embedded clauses (and commas) in the correct place within a sentence.

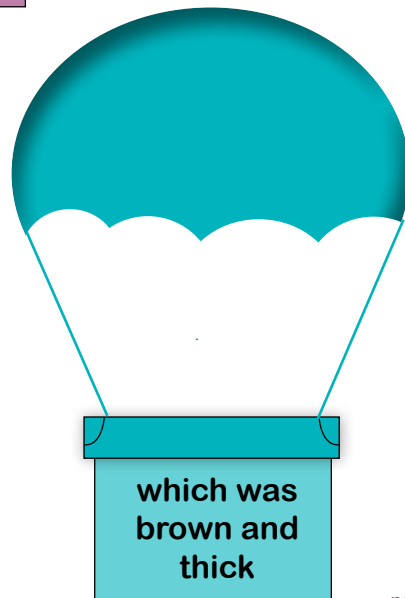
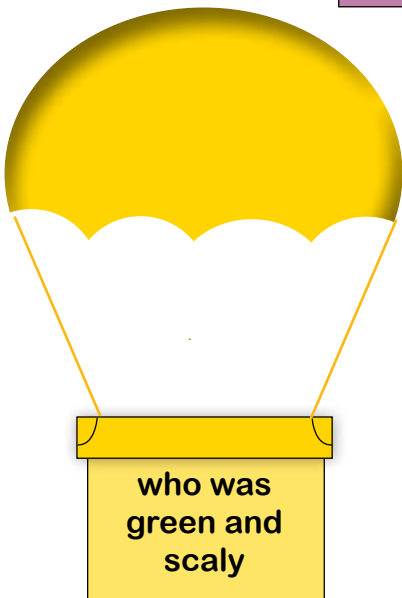
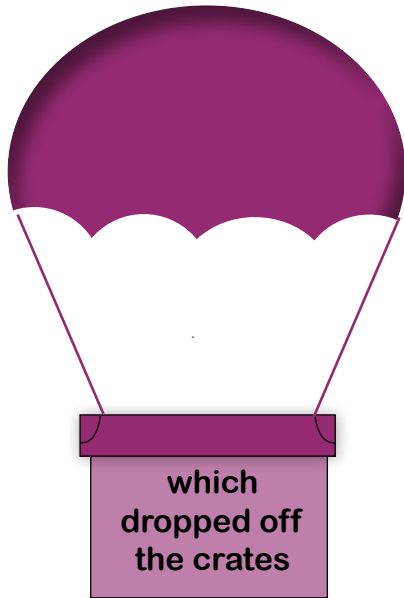
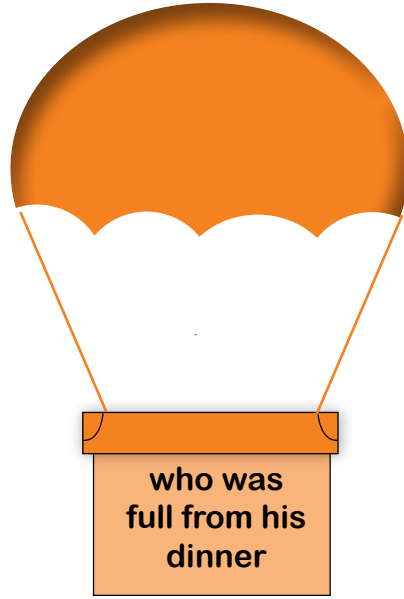
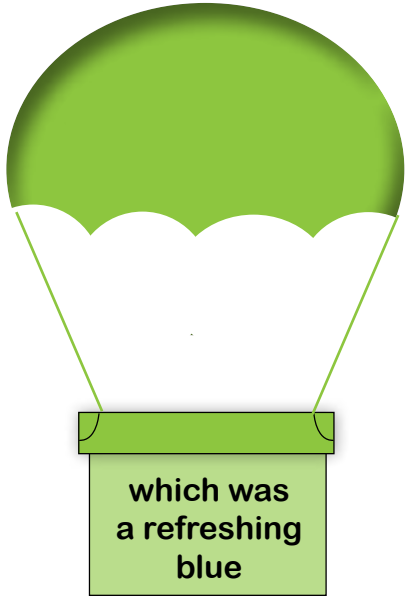
How to play the game:

The Grammar Gator recently ordered some drop-in, embedded clauses and today is the day they're being delivered – by hot air balloon! Can you match up the crates on p82 with the correct sentences on p83? Don't forget, each embedded clause follows and is followed by a comma.



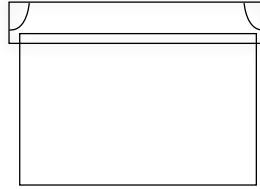
The Grammar Gator's tip

The embedded clause will often appear in a sentence after the thing that it is giving more information about.



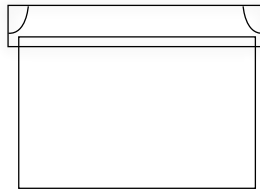
1. The Grammar Gator, *who was green and scaly*, loved reading.

2. The swamp



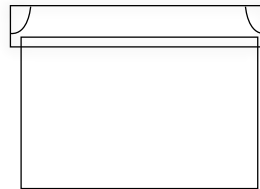
stood still.

3. The gorilla



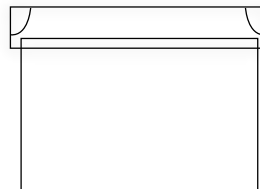
bathed in the refreshing lake.

4. The lake



was full of jungle creatures.

5. The plane



flew by quickly.

The Grammar Gator's extra challenge

Can you explain the difference between an embedded clause and a subordinate clause to an adult? Think about their position in a sentence.



Answers: 2. The swamp, which was brown and thick, stood still. 3. The gorilla, who was full from his dinner, bathed in the refreshing lake. 4. The lake, which was a refreshing blue, was full of jungle creatures. 5. The plane, which dropped off the crates, flew by quickly.

GAME 23



The Clause Board Game

Parent tip:

This game encourages children to identify and use main, subordinate and embedded clauses.

How to play the game:

Play this game with a partner. You'll both need a game piece (p87) and a die or number spinner.



Step 1: The player whose name comes first alphabetically starts.

Step 2: Roll a number. You will land on a coloured square; pick up a coloured card (p86) matching the square you've landed on.

Main clause
cards

Embedded
clause cards

Subordinate
clause cards

Make up either a subordinate or an embedded clause to add to your main clause (you must say which you are adding).

If you've picked up a subordinate or embedded clause, you need to make up a main clause, with the embedded/subordinate clause that you've picked up added on correctly.

Step 5: If your sentence is correct, stay on the square.

Step 6: If your sentence is incorrect, move back one space.

Step 7: The first player to get to the Finish line wins.

Step 8: Make your own clause cards to personalise the game.

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The Clause Board Game



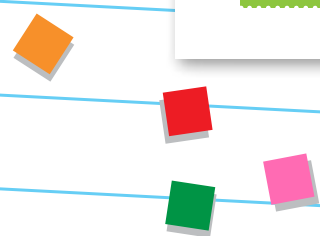
	Start	1	2	3	
				4	
				5	
22	23	24		6	
21		Finish		7	
20				8	
19				9	
18				10	
17				11	
16	15	14	13	12	



Main clause cards

Embedded clause cards

Subordinate clause cards



The cat was tired.

The town was busy.

The boy walked to the shop.

Imran ate a sandwich.

The cow stood in the field.

Melissa played tennis.

The beach was empty.

Mr Green loved gardening.

because it was Tuesday

although he was tired

since she was ten

despite her toothache

after it turned dark

as he walked through the field

while he ate lunch

because she was freezing

which was red and blue

who was twenty yesterday

which had sunk to the bottom of the ocean

which had grey hair and skinny legs

who couldn't stop laughing

which was hard and chewy

who had black and white stripes

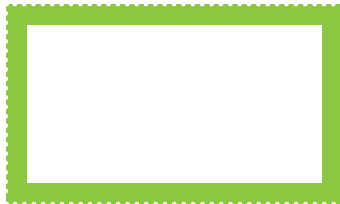
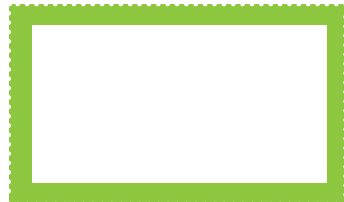
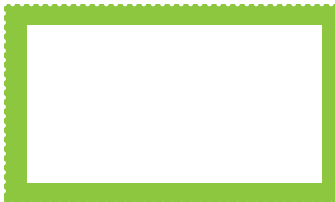
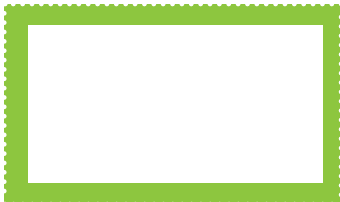
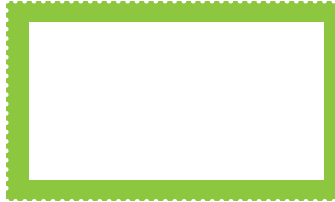
which looked like a monster



Game piece



Game piece



GAME 24

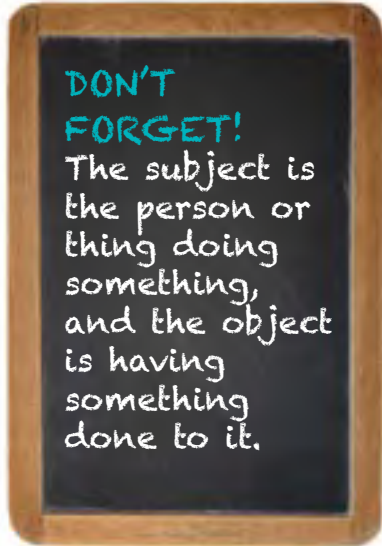
The Game: Subjects and objects

Parent tip:

This game helps children to identify the subject and object of a sentence. The extension activity looks at turning the subject into the object and having it affected by the object so that the sentence becomes passive rather than active.

How to play the game:

Underline and label the subject and object in each sentence on p89.



Subject

Object

The cat chased the mouse.



Remember, subjects and objects are both nouns. To help you identify subject and object think of the sentence 'I love you'. 'I' is the **subject** of the sentence. 'You' is the **object** of the sentence and also the object of affection.

1. The cat chased the mouse.
2. Anthony ate the sandwich.
3. The tractor ploughed the field.
4. Melissa walked through the meadow.
5. The child broke the glasses.





- Answers:
1. The **dog** (subject) chased the **cat** (object).
 2. **Anthony** (subject) ate the **sandwich** (object).
 3. The **tractor** (subject) ploughed the **field** (object).
 4. **Melissa** (subject) walked through the **meadow** (object).
 5. The **child** (subject) broke the **glasses** (object).

The Grammar Gator's extra challenge

Try to change the voice in the sentences on p89 from active into passive. You'll need to rewrite the sentences so that the subject is affected by the noun (rather than the other way around).



Active	Passive
	
<p>The cat was chased by the mouse.</p>	<p>The mouse was chased by the cat.</p>

GAME 25

The Great Grammar Board Game

Parent tip:

This game helps your child review all the grammar learning objectives introduced in this pack. Show them how to refer to the grammar glossary if they're unsure about the vocabulary.

How to play the game:

Play this game with a partner. You'll both need a game piece and a die or number spinner. Try to remember all the grammar rules you've practised in the pack so far!



Step 1: The person whose birthday is in the earliest month plays first.

2: Choose a green card (p94); this is your sentence card for the entire game.

Both players use the same sentence card.

3: Roll the die and move that number of squares. You will land on a coloured square. Pick up that colour card (p95).

4: Follow the instruction on the card:

Blue = Add on Red = Change


5: If you complete the instruction successfully, you receive a gorilla or swimming crocodile counter.







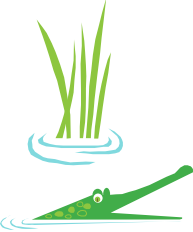

















6: The first player to get ten counters wins.

TIP: Keep writing the new sentence on a piece of paper. It will be interesting to see the finished sentence at the end of the game and compare it to the starting sentence.



The Great Grammar Board Game

Add on	Change	Add on	Change
Change	 Sentence cards	Add on	Add on
Add on		Change	
Change		Add on	
Add on		Change	
Change		Add on	
Add on		Change	
Change		Add on	
Add on		Change	
Change		Add on	
Add on		Change	
Add on	Change	Finish	
Add on	Change	Add on	← Start

			
Game piece	Game piece	Game piece	Game piece
			
			
			
			
			



Sentence cards



Jack ate the cold ice-cream.

Gabriella walked to the
clean park.

Mr Morris fed his ginger cat.

Ms Smith drove through
the small town.

The grumpy dog sniffed
the lamp post.



Add an adverb.

Add an adjective.

Add a subordinate clause using 'because'.

Add a subordinate clause using 'although'.

Add a subordinate clause using 'while'.

Add a subordinate clause using 'after'.

Add an embedded clause.

Add a main clause using a FANBOYS connective.
for / and / nor / but / or / yet / so

Change the subject.

Change the object.

Change one of the nouns.

Change the verb.

Change one of the adjectives.

Change one of the nouns to a pronoun.

The Grammar Gator's extra challenge

Make your own sentence cards to play the Great Grammar Board Game with. You could then write some extra change and add on cards.



Make your own Sentence cards

Make your own Change and Add on cards



Welcome to Common Errors Creek!

This is where the Grammar Gator comes to stop him making pesky errors.

There are lots of little mistakes that we need to avoid to produce good writing. Common Errors Creek includes teaching guides and short activities to help you develop a better understanding of these errors; you'll stop making them in no time!



Common Errors Creek tutorial



Me and I

Using I and me properly is quite difficult, but there's a really easy way of remembering how to do it.

Basically, if the **I** or **me** is the **SUBJECT** of the sentence, you use **I**.

Fiona and I played football.

If the **I** or **me** is the **OBJECT** of the sentence, you use **me**.

The teacher was impressed with **Freddie and me**.

PARENT TIP!

Using me and I correctly is quite tricky and lots of children (and adults!) get it wrong. The tutorial and practice activity should clear up any confusion.

page 99

Check if you've used I or me correctly by taking out the other person and seeing if your sentence still makes sense.

~~Jake and me~~ played football. ✗

~~Jake and I~~ played football. ✓

The teacher was impressed with ~~Kate and I~~. ✗

The teacher was impressed with ~~Kate and me~~. ✓

Can you complete these sentences using either I or me?

1. The cat and were having a lazy day.
2. Georgina and did the difficult homework.
3. The dog chased the cat and .
4. After our dinner, my dad and ate the rest of the cake.
5. Mrs Green asked Terrence and to mow her lawn.

Answers: 1, 2 and 4 - I, 3 and 5 - me.



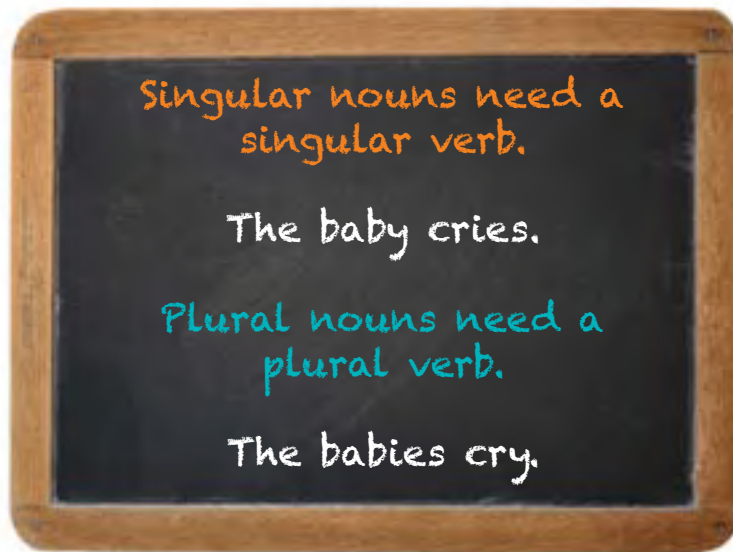
The Grammar Gator's trick

Remember, always refer to the other person before yourself ('I' or 'me'). It's more polite (and grammatically accurate!)

Common Errors Creek tutorial



Noun and verb agreement



Can you complete these sentences using the correct verb form? Make sure you choose the one that sounds right.

1. The children was / were hungry.
2. Bella go / goes to ballet on Tuesday afternoons.
3. My aunt and uncle watch / watches me play.
4. My dogs is / are so lazy in a morning.
5. Everybody listen / listens to Mr Stewart speak.
6. I was / were ten last September.
7. The football team go / goes to the ice cream shop when we win.
8. My mum walk / walks to town because she doesn't like catching the bus.

Answers: 1. were 2. goes 3. watch 4. are 5. listens 6. was 7. goes 8. walks

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The Grammar Gator's extra challenge

Can you rewrite the sentences to use the other verb forms? You'll need to change singular nouns into plural and plural nouns into singular.



The children were hungry.



The child was hungry.

A large rectangular box with a purple border, containing seven purple arrows pointing to the right, intended for students to write their rewritten sentences.

Common Errors Creek tutorial



There, they're, their

There, their and they're get muddled up a lot, but these three words all have very different meanings.

THERE

This relates to **place**, the location of something or someone.

The car was over there.

There is also used when making a **statement**.

There aren't any chocolates left.

THEIR

This relates to **possession** (something belonging to someone).

Their picture was on the wall.

THEY'RE

This is a contracted (shortened) form of they are.

They're going to the circus.

Complete these sentences using the correct word ('there', 'their' or 'they're'). Think about what the word is referring to in the sentence!

1. _____ not having any dessert after dinner.
2. _____ cat was in our house last night.
3. _____ are seven days in a week.
4. The dog was found over _____.
5. I think _____ lovely people.
6. _____ not used to missing _____ dinner.
7. _____ cat was spotted in the bushes over _____.
8. _____ car was washed at the supermarket.

Answers: 1. they're, 2. their, 3. there, 4. there, 5. they're, 6. they're, 7. their, there, 8. their



If you think the correct form is 'they're', replace it with the words 'they are' in the sentence. Does it still make sense?

Common Errors Creek tutorial



Where, were, we're, wear

Where, were, we're and wear sound similar, but they have very different meanings.

WHERE

This relates to **place** (the location of something or someone).

Where is the ship?

WERE

This is the **past tense** of the verb 'to be', used for plural subjects.

We were tired after the long football match.

WE'RE

This is a contracted (shortened) form of we are.

We're going on holiday.

WEAR

This means to have or carry on the person or to destroy by constant use.

Wear a coat today!

The pattern has started to wear away.

Complete these sentences using the correct word ('where', 'were', 'we're' or 'wear'). Think about what the missing word is referring to in each sentence.

1. _____ going to the football match later.

2. Make sure you _____ sensible shoes.

3. _____ is the nearest post office?

4. The children _____ tired.

5. Although we'd followed the map, we weren't sure
_____ we _____.

6. Only _____ your suit for formal occasions.

7. _____ going swimming tomorrow.

8. The rocks continued to _____ away in the
violent storm.

Answers: 1. we're 2. wear 3. where 4. were 5. where 6. wear 7. wear 8. wear



If you think the correct form is 'we're', replace it with the words 'we are' in the sentence. Does it still make sense?

Common Errors Creek tutorial



The use of apostrophes

There are only two main reasons for the use of an apostrophe.

Use 1: To show a missing letter or letters

When we have a contraction (two words written together with letters missing, such as don't), we need an apostrophe to show where the missing letters should be.

For example:

do not = don't

(the apostrophe replaces the 'o')

can not = can't

(the apostrophe replaces the 'no')

could have = could've

(the apostrophe replaces the 'ha')

PARENT TIP!

Challenge your child to think of six more contracted words we use all the time.

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The use of apostrophes

Use 2: To show possession

If something belongs to someone or something else, we use an apostrophe followed by 's' to show this possession.

The **child's** coat
(the coat that belongs to the child)
The **dog's** bowl
(the bowl that belongs to the dog)

If the noun is plural and the item belongs to more than one person/thing we simply add an apostrophe AFTER the 's'.

The **dogs'** bones
(this shows us that the bones belong to more than one dog).
The **dog's** bones
(this shows us that the bones all belong to one dog).

Can you see the difference?

Finally, if the owner is plural and does not end in s, you add apostrophe and then 's'.

The **men's** shoes
(the shoes that belong to the men).
The **children's** playground
(the playground that belongs to the children).

Add in the missing apostrophes in these sentences. If you're struggling, look back at the rules and try to work it out. It's tricky, but the more you look out for it the more confident you'll become.

1. I dont like skiing.

2. The cats eyes were sore.

3. We didnt have enough food for everyone.

4. The children werent listening to the teacher.

5. The womens shoes were half price.

6. The ladies handbags were 20% off the original price.

7. Janes throat was stinging.

8. We werent allowed in the lake until the lifeguards whistle was blown.

9. The gentlemans top hat flew off of his head and he couldnt catch it.

10. We wont see the match tomorrow because were going to the twins party.



Answers: 1. don't 2. cat's 3. didn't 4. weren't 5. women's 6. ladies' 7. Jane's 8. weren't 9. lifeguard's 10. won't, we're, twins'



The Grammar Gator's tip

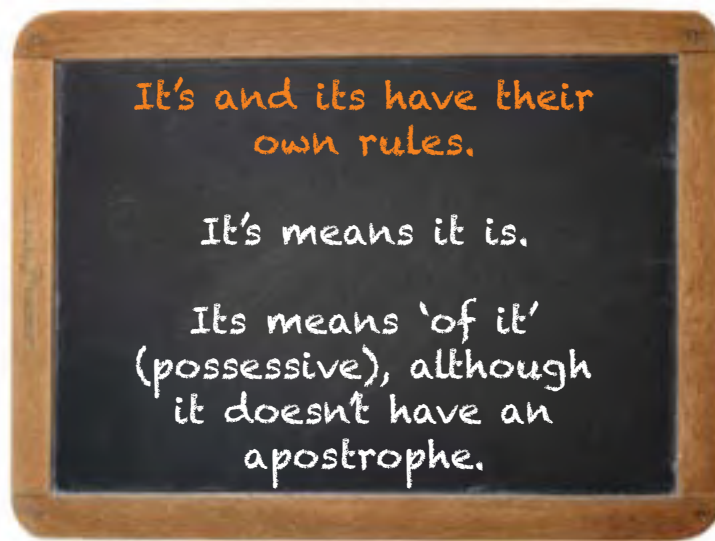
REMEMBER! Just because a noun becomes plural does not mean it needs an apostrophe.

Two dogs, not two dog's.

Common Errors Creek tutorial



Its and it's



Can you decide whether the 'its' in the sentences below need an apostrophe or not?

1. Its midnight in one hour.
2. The plane blew its engine.
3. Its not fair that Greg gets to play out longer.
4. Because the children didn't complain, its tonight that they will have their party.
5. Don't worry about the hamster, it only plays on its wheel at night.



Answers: 1. it's, 2. its, 3. it's, 4. it's, 5. its

Wordsearch solutions



Words to find: dark cold pale dirty hungry fresh tasty dangerous
murky instant electrifying frightened gloomy epic



Words to find: slowly finally too slyly carefully refreshingly
gloriously never craftily naively rapidly fluorescently

PREPOSITIONS
WORDSEARCH



V	S	B	E	N	E	A	T	H	Z	C	S	F	V	O	E	M	
O	E	S	Y	R	X	W	Y	L	F	V	Y	M	N	F	F	P	
N	P	Y	O	W	V	Q	Y	M	F	S	B	W	W	A	U	F	
S	F	P	R	U	X	W	F	Y	W	I	T	H	O	U	T	F	
S	M	N	O	R	T	I	T	G	S	H	D	T	H	E	D	E	
D	O	W	N	S	D	T	K	D	C	A	F	T	E	R	A	H	
K	P	M	Y	K	I	H	Z	H	B	Q	Q	S	C	N	G	U	
P	A	S	T	D	J	T	P	N	J	E	X	R	A	T	A	P	
S	I	A	N	E	R	A	E	G	B	A	N	E	U	K	I	F	
X	C	A	I	P	Q	X	R	K	M	R	A	E	T	D	N	P	
F	O	C	W	O	M	H	M	P	A	E	F	M	A	F	S	D	
I	P	R	N	F	A	O	S	I	N	S	I	D	E	T	T	Z	
L	I	O	R	G	R	L	D	J	T	H	R	O	U	G	H	V	
P	V	S	D	E	F	T	O	W	A	R	D	T	C	N	O	R	B
L	L	S	M	A	P	X	J	I	D	O	V	E	R	Y	N	J	
J	P	V	M	U	S	B	D	X	W	P	Y	J	T	I	M	M	
T	L	I	N	T	O	M	K	Z	B	E	S	I	D	E	D	N	

Words to find: beneath into up down inside out against
across through past beside after beneath from over
without with toward opposite off