This booklet outlines grammar expectations for your child. There are examples and explanations for each expectation statement. The games and activities included in the booklet are designed to support your child in developing the necessary skills at home.

Cully Education

Supporting a brighter future

Grammar Booklet for Parents

Games and activities to try at home

www.cullyeducation.co.uk

© 2016 Cully Education

Language

understand and use language appropriate to writing, e.g. noun, verb, adjective

- **Noun**

A noun is the name of a person, a place or a thing, e.g. Tom, London, table

If you can put *a*, *an* or *the* in front of a single word – it's a noun!

- **Verb**

Verbs tell us about actions, e.g.

I am ready.

The dog ran.

I know the answer.

- **Adjectives**

An adjective gives us more information about a noun, e.g. enormous beanstalk

© 2016

Handwriting Activities at Home

- **Connect Four**

Play Connect Four to develop the tripod grip.

- **Print Wrapping**

Make personalised wrapping paper by using potato printing

- **Cross-crawl Limbo**

Set up a limbo stick and see how low it can be for your child to crawl under it without collapsing

- **Baking Mayhem**

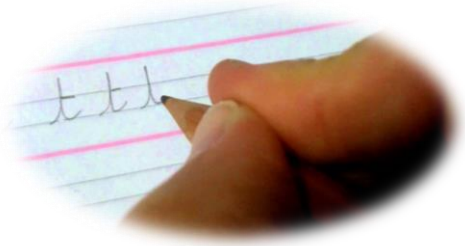
Bake goodies that need lots of stirring, rolling or kneading and can be cut out with cutters.

© 2016

Handwriting

form upper- and lower-case letters accurately and with consistent size

The quick brown fox jumped over the lazy dog.



- Lower-case letters are small letters, e.g.

  a b c d e f g h I j k l m n o p q r

  s t u v w x y z

- Upper-case letters are capital letters, e.g. A B C D E F G H I J K L M N O P

  Q R S T U V W X Y Z

© 2016

Language

use simple subject-related words appropriately

The body

skin
stomach
teeth
chest

Birds

feather
wing
claw
beak

© 2016

Language Activities at Home

Family Diner

Create a menu for tea together using lots of delicious adjectives – who can create the most persuasive menu?

Quick-fire Thinking

Call out statements or questions and challenge your child to hold up an ! or ? within a set time limit, e.g. 2 seconds

If they get it wrong, change places. Who can keep going the longest?

It's a What?

How many different names can you collect for everyday items, e.g. seat

chair	settee
sofa	armchair
stool	chaise longue
pew	recliner
bench	

© 2016

Punctuation Activities at Home

Think of a question

Look at a picture together and think of questions to ask about the scene.

Encourage your child to write the questions down. Stick the questions around the picture.

End the sentence

Divide punctuation cards equally between the players. Each player can add one word to a sentence when it is their turn, with the aim of completing the sentence using their punctuation card. The winner is the first player to use all their cards.

© 2016

Punctuation

use capital letters, full stops and question marks accurately, and sometimes use exclamation marks

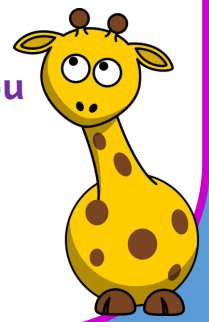
Use question marks accurately

- Use a question mark after a direct question, e.g.

  Would you like a sweet?
- Be careful not to use a question mark for indirect questions, e.g.

  I wonder if he would find me.
- A question mark replaces the end of sentence punctuation – you don't need a full stop too.
- Words that follow question marks should be capitalised.
- You can use a question mark with rhetorical questions, e.g.

  How many times do I have to tell you not to run in the house?



© 2016

Spelling

use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed

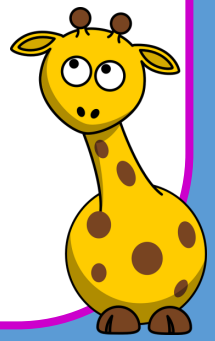
- **Segmenting**

  The ability to split words up into their separate speech sounds, e.g. sh – o – p
- **Root Words**

  The root word is the basic word and you can make new words from it by adding prefixes and suffixes. The root word is also a word in its own right, e.g. walked
- **Suffixes**

  A suffix is a letter or group of letters added at the end of a word which makes a new word, e.g.

  walk → walks walked, walking, walker



© 2016

Spelling

use knowledge of syllables to spell polysyllabic words

Syllables

Syllables are ways to split words into speech sounds, e.g.

spell = 1 syllable

wa /ter = 2 syllables

syl/la/ble = 3 syllables

Polysyllabic words

Polysyllabic words are words with more than one syllable, e.g.

chil/dren

thun/der/ing

sand/pit

© 2016

Connectives Activities at Home

I'll do your chores!

Agree to complete your child's chores as long as they can give you instructions using ordering words, e.g. Washing up

First, put on the washing up gloves.

Next, run the water until it is hot.

After that, squirt in some washing up liquid etc.

Family Chefs

Cook together, following instructions that use ordering words

Compound sentence Maker

Share out a number of connective cards equally between players. Give each player two simple sentences that they can join to make a compound sentence, using one of their connectives. If they can't join the sentences, they miss a go. The winner is the first player to get rid of all their cards.

© 2016

Connectives

use connectives to write compound sentences

- **Compound Sentence**

  A compound sentence includes more than one main clause.

  We can join the clauses together with a connective, e.g.

and **but** **or** **so**

I like sweets **and** I like chocolate.

I like chocolate cake **but** don't have it very often.

© 2016

Spelling

use a dictionary

Make sure all learners have the skills needed to use a dictionary. They should...

- know the alphabet
- know that words in bold at the top left and bottom right, show the range of words on each page
- understand that each word is in alphabetical order for letter 1, 2, 3 etc.
- know the structure of words: prefix, root, suffix
- discuss their predictions/different spelling possibilities before they begin their search (They need some idea of the spelling to be able to find it.)

© 2016

Spelling

spell all high-frequency words correctly

after	again	any
bath	beautiful	because
behind	break	both
busy	child	children
class	climb	clothes
cold	door	every
everybody	even	eye
father	find	gold
grass	half	hold
hour	kind	last
mind	money	move
old	only	path
poor	should	

© 2016

Connectives

use ordering words, e.g. first, next, then, lastly

Use ordering words

After that...	At last...	As soon as...
After a while...	At the end of the day...	
Eventually...	Finally...	First...
Immediately...	In the end...	Just then...
Lastly...	Later...	Meanwhile...
Next...	Once upon a time...	
Soon...	Suddenly...	Then...

© 2016

Word Class Activities at Home

The Lost Art of Letter Writing

Encourage your child to write to a friend or relative telling them what they have been doing and what they are hoping to do. Make sure they use the standard forms of verbs and subject-verb agreement.

Verb Tents

Give your child some present tense verbs and some past tense verbs. Time how quickly they can place the words in the correct verb tent. Add some fun by agreeing to perform the actions if they place them in the correct tent, e.g.

Present Tense Verb Tent

Sing loudly

Hop quickly

Past Tense Verb Tent

sang quietly

hopped slowly

© 2016

Spelling Activities at Home

Shopping List

Spell out words when writing a shopping list together. Look for initial letters whilst shopping.

Simon Says

Play 'Simon Says' spelling out instructions, e.g. Simon says touch your t-o-e-s.

Beat the Spell checker

Write a story together using homophones to beat the spell-checker, e.g. Once upon a time their lived a bare. Won day he sore a dear.

Spelling Decoration

Use water pistols, chalk or soluble paint to write spellings on outside walls and pavements.

Delicious Words

Make spelling words out of biscuit mixture. Yum!

© 2016

Word Class

use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were

Standard form of verbs

- Standard form is the form of the English language widely accepted as the usual correct form. There are many verb tenses for children to understand, starting with the simple past and present.

Present	Past
see	saw
run	ran
go	went

- In a sentence, every verb must have a subject. If the verb expresses action—like dance, run, skip, or jump—the subject is who or what does the verb, e.g. Sam skipped across the room. Who skipped?

Sam skipped, so Sam is the subject.

© 2016

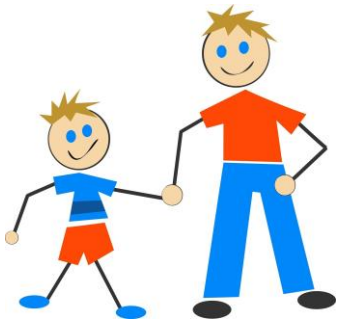
Word Class

use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were continued

Subject-verb agreement

- Subject and verb tense agreement means using the appropriate verb tense for the subject of the sentence, i.e. the subject and verb must agree in number.

Singular Subject	Singular Verb
Sam	is walking
Plural Subject	**Plural Verb**
Sam and Tom	are walking



© 2016