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INTRODUCTION

Grammar and Creativity for Year 4

Good writing may start with an exciting idea, but it needs structure to make sense to a reader. Grammar provides a framework on which to display the imagination.

Writing brings together individual expression and an understanding of the rules that allow our language (any language) to make sense.

This book has been written with the view that grammar and creativity go hand in hand to produce good writing. Developing children's understanding of the basics of English will encourage their literary adventures. The range of activities here has been designed to excite interest as well as guide children and teachers through the rules.

Organisation

The guide is organised in an incremental way, later tasks being built on earlier ones. Step by step, each exercise calls upon skills and terminology already explored. In this way, both the child and their teacher will develop a sense of the progress being made. At any particular age, of course, children will be working at different levels and may need either more fundamental or more challenging work set for them.

Where a lesson objective is presented as **My aim**, the child is introduced to a topic or is revising work from Year 3. Here a range of different outcomes should be expected with support (or *scaffolding*) being a necessary part of the learning process. An extension task is described as a **Challenge**. This assumes some understanding on the part of the child, with accompanying higher expectations. Teachers will also find it useful to refer to *Grammar and Creativity editions* for previous or subsequent years where appropriate.

The guide has three main sections: **word**, **sentence** (including **punctuation**) and **text**. Each section has an introductory page which can be enlarged to create an explanatory poster for display purposes. At the end, there is a glossary explaining the **terminology** used in the book, as well as an **answer** section. Teachers are encouraged to actively use the appropriate terms for the year group being taught. Sharing the language of grammar is the essence of detailed conversations about the child's work.

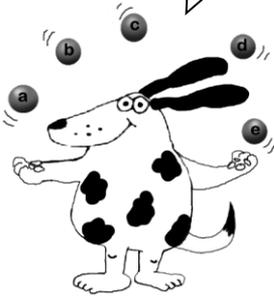
Assessment

As well as space for a comment – the **Suggestion Box** – by the teacher or work partner on almost every page, self-assessment and reflection by the child is encouraged. The picture of the target at the foot of the page is there to be used by the child to record their own feelings of how much they have understood, or how well they have achieved the aim of the exercise. The child could apply their own method here: perhaps colouring in one of the target areas or drawing an arrow pointing to the relevant one. Pages are also available for teachers to make their own notes.

Jim Edmiston

IN YOUR OWN WORDS

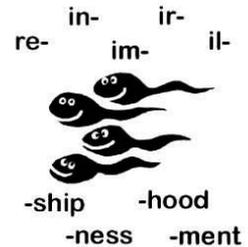
It's easy to start with a letter.



Then we make them into words.



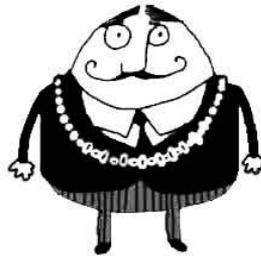
Sometimes you can add a prefix or a suffix.



I'm thinking of a word beginning with R.



What a difference a letter makes.



I'm thinking of a worm beginning with W.



lying (verb)

desperately (adverb)



beautiful (adjective)

alien (noun)

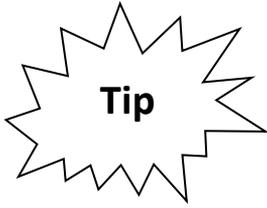


nouns
pronouns
verbs
adjectives
adverbs
determiners
conjunctions
prepositions
synonyms
antonyms

Name: _____

Date: _____

My aim: to investigate **compound words**.



The English language changes all the time. New words are often made by joining two existing words together. We have many of these already: *sunshine, moonlight, dishwasher, sheepdog, bookcase, weekend, etc.*

Find pairs of words that start the same way, such as *firefighter* and *firework*.

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**How many pairs can you find where the end of one compound word is the start of the next?
For example: *cardboard* and *boardgame*, *sidecar* and *carsick*.**

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Make a chain of compound words. Work together. Who can make the longest?

For example: *backbone* → *bonemeal* → *mealtime* → *timepiece* → *piecework* → *workout*

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Suggestion Box

