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INTRODUCTION

Grammar and Creativity for Year 5

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 an earlier year. 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 comprises 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 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

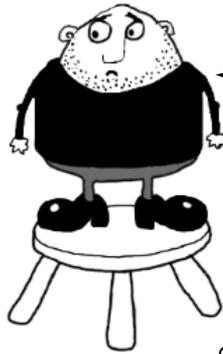
WORKING WITH WORDS

NOUNS PRONOUNS ADJECTIVES
ADVERBS VERBS ?
CONJUNCTIONS PREPOSITIONS
? ? DETERMINERS ? ?

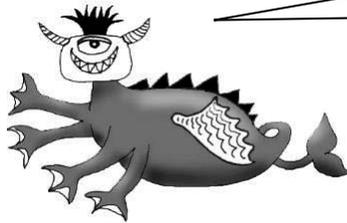


I want some answers
and I want them now!

Noun? Is that anything
like **cheese** or **crackers**?



Adjective? That's a
big, difficult and
scary question.



Pronoun? **You** are asking
me if I know what **it** is?



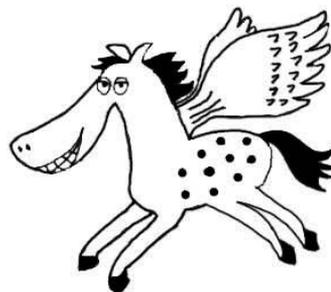
Adverb? Sorry, I was crunching **loudly**. I didn't
hear **properly**. Ask me again, **slowly** and **politely**.

Verb? You can **ask** me,
you **can jump** up and
down and **flap** around
but I **won't** tell you.



Conjunction? I'll try;
however, if I don't
know, **because**, as you
know, I try to do my
best, will you,
nonetheless, give me
another go?

Prepositions? Do you find
them **down in** a hole, **under**
the sea, **beside** the jam or
inside your head?



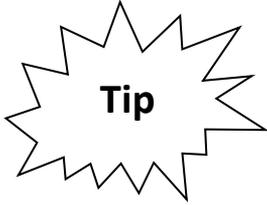
I'm determined not to
forget **the determiner**.



Name: _____

Date: _____

My aim: to put words into **alphabetical order**.



Dictionaries and thesauruses are organised alphabetically. If two words have the same first letter, then the second letter is used to order them. If the second letter is the same, the third letter is used, and so on. For example: *funfair, fungus, funky, funnel, funny*.

Draw an arrow showing where you would put the following words in the dictionary.

detain			
detach	detail	detect	determined

exile			
exhale	exhaust	exhibit	exit

generate			
general	generous	genesis	genetic

laugh				
lastly	latch	lately	later	latest

Demonstrate how well you know the alphabet by creating sentences in which the first letter of each word follows alphabetical order.

EXAMPLE: *Kitten loses mouse near open quarry. Amazing bats can do exercises.*

1.
2.
3.
4.
5.
6.
7.

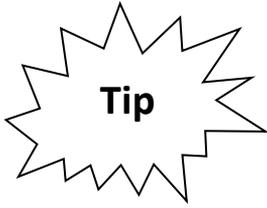


Suggestion Box

Name: _____

Date: _____

My aim: to extend my vocabulary using **root words**.



Root words are the basic elements to which bits are attached to create new words. Knowing these connections helps to widen your vocabulary.

EXAMPLE: From the word *public* we get *publicity, publication, publicise, publish, publisher*.
From the word *medical* we get *medicate, medication, medicine, medicinal*.

What words do we get from the following root words? Use a dictionary to find two more root words and linked words of your own.

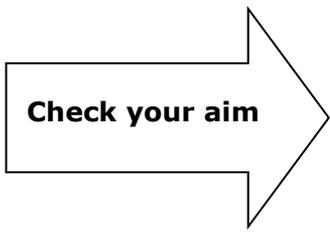
Root Word	Linked Words
sign	
hand	
light	

Choose a word from the second column that is a noun (the name of something) and put it into a sentence.

.....

Choose a word from the second column that is a verb (doing or being) and put it into a sentence.

.....

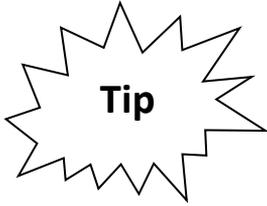






Suggestion Box

My aim: to investigate **homophones**.



Homophones are words that sound the same but mean different things and may be spelt differently. This is how to remember: you are on the phone and someone says only one word, such as *red*. Do they mean *red* or do they mean *read*? These are homophones.

Choose the correct word to put into these sentences.

- Hayley assured us that the movie was [grate, great]
- Tim went pale when he about the of cows. [herd, heard]
- After getting married the couple flew off to the of their dreams. [isle, aisle]

People often confuse *their, there* and *they're*. Complete the sentences below.

their – means *belonging to them*.
there – is the opposite of *here* and is also used in *there is, there are, there was* and *there were*.
they're – is short for *they are*.

- building a snowman in the playground.
- dog dug up a fossil in the garden.
- The giant spider is locked up in
- is a very silly bird sitting on windowsill.
- the smartest children in the world.
- balloon popped when it was blown over garden fence.
- sure that is a secret room in old house, where treasure is hidden.



Can you make up a sentence with *there, their* and *they're* in it?

.....



Suggestion Box