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# INTRODUCTION

## Grammar and Creativity for Year 6

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 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

# A WAY WITH WORDS

sky aeroplane  
freedom



These **nouns** are my  
favourites.

Me?

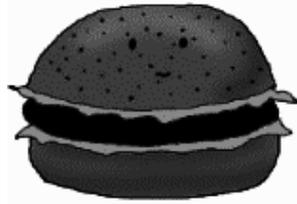


I am a pronoun.

sweet melodic  
tuneful



Adjectives are  
**important.**



Eat my words!

Is **this** word **the**  
determiner, or...



is **that** word a  
determiner too?

over below in on  
beside behind  
near outside  
underneath



You know where you are  
**with** a preposition.

Prefixes are like  
starters: **re, un,**  
**mis, de, dis, sub...**



Suffixes are like  
afters: **est, ing,**  
**tion, ify, ness...**

explode mutate



Whatever you **do,**  
**don't try** these  
verbs at home.

shortly doggedly

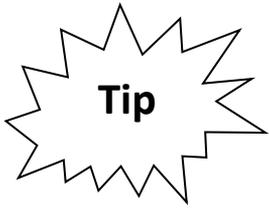


**Exceptionally** good  
adverbs.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**My aim:** to understand the difference between **common** and **proper nouns**.



A **common noun** is the name of a type of person, animal, place or object. A **proper noun** is the name of a particular person, animal, place, day or month and is given a capital letter. For example:  
*The **gorilla** called **Guy** visits the **city** of **London** on **Tuesdays**.*

**Complete this grid with your own examples.**

<b>Common noun</b>	boy		river		monarch		pet
<b>Proper noun</b>		Lucy		Vesuvius		Yorkshire	

**Here is an excerpt from a story about emigrants to Canada. Underline the common nouns and give the proper nouns their missing capital letter.**

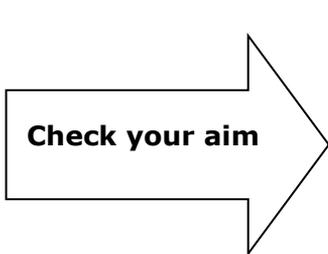
“Take rory up to the crag,” said mother, looking pale and tired, a darkness round her eyes like gathering rain. “It might stop his yelping. Up to the top of the hill. One last time. The last sunday in june. Do you good, jess. I like the thought of you up there with the eagles and the ravens and the grouse and all those wild flowers. You can see for miles up there. You can see the length of loch broom right out to where it meets the sea and the islands.”

I nodded and started up deerpath hill, but she called to me. “Wait!” She disappeared inside the house and returned with the shawl that had once belonged to her sister, joan. “Put this on. There’ll be a sharp wind up there. It’ll cut you to pieces. And you can have one last look for me too.”

“I will, mother.”

“Don’t be too long. I can see a queue of dark clouds hovering over the atlantic, and we must get over to ullapool. The tide’s not going to wait all day for us. The *lysander* mustn’t leave without us.”

On that hilltop, I could see across the straits to the island of lewis. East was the rough, deer path that took you down to our landlord’s house, gillandres, and the road the wagoners took. But, best of all, to the west, beyond the mists and faint horizon lay canada of our dreams.

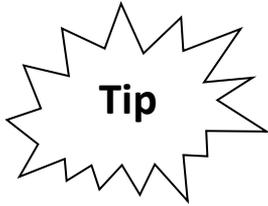


**Suggestion Box**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**My aim:** to identify **collective nouns**.



A **collective noun** is the name of a group of something. For example: *crowd, team, flock, swarm, gang*. Some are associated with particular animals or objects. For example: *A pride of lions. A fleet of ships.*

**Draw a line connecting the collective noun and the things it relates to.**

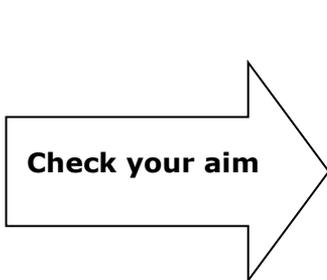
panel  
swarm  
gaggle  
pack  
plague  
shoal  
bunch  
crew  
string  
chest

drawers  
sailors  
experts  
bees  
bananas  
locusts  
wolves  
fish  
geese  
pearls



**Use your imagination to create your own collective nouns for the following:**

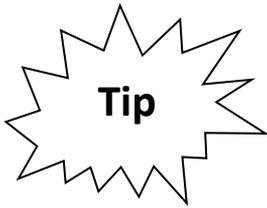
1. A ..... of aardvarks.
2. A ..... of dentists.
3. A ..... of geniuses.
4. A ..... of holidaymakers.
5. A ..... of pencils.
6. A ..... of school lunches.
7. A ..... of mathematicians.
8. A ..... of spiders.
9. A ..... of spies.
10. A ..... of snails.



**Suggestion Box**



**Challenge:** to identify **abstract nouns**.



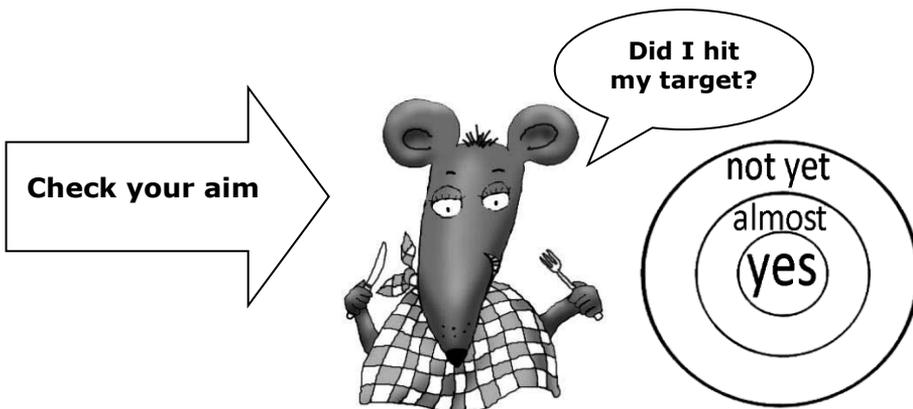
**Abstract nouns** are the names of qualities that can be felt but not seen or touched liked objects. Some can be made plural: *sympathies, fears, hopes, disappointments, anxieties*. Many cannot: *hatred, peace, courage, despair, honesty, wisdom, luck, generosity, etc.*

**Find the abstract nouns in this word search. Write your answers next to the clues.**

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

1. Schooling .....
2. Result .....
3. Jealousy .....
4. Jokes .....
5. Danger .....
6. Liberty .....
7. Happiness .....
8. Courage .....
9. Madness .....
10. Skill .....
11. Disorder .....
12. Honour .....
13. Doubt .....
14. Unselfishness .....
15. Fact .....
16. Dread .....
17. Triumph .....
18. Inevitability .....
19. Thrill .....
20. Reliability .....

**A common noun sneaked into the word search. Did you spot it?**



**Suggestion Box**