

Thames View Infants



TVI

Grammar Essentials



Grammar – there's no getting away from it. We're all judged on our ability to communicate with others.

In school, children have opportunities to learn and to experiment with grammar techniques across the curriculum. Here are some of the skills your child will learn within KS1.

Adjectives

Adjectives are used to describe nouns in a sentence.

Example: The cute kitten has soft, silky fur.

Verbs

This is an action or a 'doing' word (read, play, talk, smile)

Example: I ride my bike to school.

Adverbs

An adverb describes a verb and tells us how something is happening. These usually end in 'ly.

Example: The boy walked sensibly along the corridor.

Connectives

Connectives link simple clauses together to give more information (because, as, so, but)

Example: The pig was hot, because it was a sunny day.

The pig was hot, so he jumped into the pond.

Connectives can also be used in this way:



Because it was a sunny day, the pig was very hot.

Time Sequence Words

These are used to structure ideas in the correct order, typically in story writing and instructional writing.

Example: First, pour the milk into the bowl.

In the morning, Jack spotted a beanstalk outside his window.

Alternatives for *said* and *went*

(shouted, sighed, gasped: dashed, drove, tiptoed).

Example: The plane flew through the sky.

"Not now Bernard," moaned Dad.

Here are some interesting ways to use adjectives:

An Embedded Clause

The tiger, who was scary and fast, rushed through the jungle.

Alliteration

The **t**errible, **t**errifying **t**iger rushed through the jungle

Similes

The tiger rushed through the jungle as quick as lightning.
The lake sparkled like diamonds.



Expanded Noun Phrases

These are used in place of a name or 'he', 'she', 'it'.

*Example: The courageous explorer continued his journey.
The terrible troublemaker couldn't help but get into mischief.*

Metaphors

A metaphor describes a noun by comparing it with something else, creating a visual picture.

*Example: It was raining cat and dogs
The headteacher was a dragon*

Double adjectives and Double Adverbs

Adverbs and adjectives can be repeated within a sentence to give them more emphasis.

Example: The girl ran quickly along the road, quickly because she was late for school.

The classroom was silent, silent since everyone was working.

Personification

Personification gives a noun human qualities and is really effective in story writing.

*Example: The waves kissed my feet as the tide came in.
The stars danced playfully in the midnight sky.
I could feel the chocolate smiling at me from*



inside my bag.

Three _ed words

This is when 3 verbs are used together in one sentence.

Example: The train raced, dashed, hurried along the track.

He hopped, skipped, jumped all the way to the end of the road.

There are four different sentence types. Each one has a specific purpose

A statement gives the reader information and is the most common sentence type:

Example: Dinosaurs lived millions of years ago.

The monster terrified the little boy.

A question asks something and ends with a question mark.

Example: What will happen next?

Can we play a game together?

A command sentence uses imperative verbs ('bossy verbs') and is used to give an instruction or an order.

Example: Shut the door, please.

Pour the milk into the glass.

Or a negative imperative: Don't forget to bring your PE kit

An exclamation sentence must begin with 'what' or 'how' and be followed by a subject and a verb.

Example: What big teeth you have!



How silly we felt!



Handwriting

Children are taught to form their letters, and then join them together, in the following way. This sentence includes all the letters of the alphabet!

the quick brown fox jumps

over the lazy dog.

the quick brown fox jumps

over the lazy dog.

