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About the series

Grammar Springboards is a series of three attractive resource books and CD-ROMs designed to make grammar a stimulating and fun learning experience for children of all abilities within KS1 and KS2. Each book is closely linked to the New National Curriculum of 2014's Programmes of Study and the statutory English Appendix 2: Vocabulary, grammar and punctuation.

Together, the books and the CD-ROMs make an excellent tool for:

- Teaching grammar in a range of class settings, as lessons, within groups, individually or as homework.
- Teachers and teaching assistants to access easy to use resources and activities for different class situations.
- Using elements from the New National Curriculum of 2014's Programmes of Study and the statutory 'English Appendix 2: Vocabulary, grammar and punctuation'.
- Pupil assessment with opportunities for day to day assessment, periodic assessment and transitional assessment.

About the book

Each book focuses on the main areas of grammar taught within KS1 and KS2.

These are:

- Nouns
- Pronouns
- Verbs
- Adjectives
- Sentences
- Punctuation.



There are three main sections to the book:

Section 1

Section 1 is set out in chapters covering each of the main grammar areas – nouns, pronouns, verbs, adjectives, sentences, punctuation.

Each chapter contains:

Grammar information: Teacher information about the uses and different aspects of the grammar subject, including a glossary of terms, examples and word tables.

Grammar and punctuation objective chart:

A simple to read chart to show what grammar and punctuation objectives are covered in the grammar lessons and activities.

Ideas springboard: Fun ideas for wall displays, games and activities for the class, groups or individuals. Some resources for games and activities can be found in ‘Teacher resources’ – on the CD-ROM.

Lesson plans: Suggested lesson plans for the different grammar subjects and objectives, e.g. ‘Chapter 1 – Nouns’ includes the subjects Common nouns, Proper nouns and Compound nouns.

Each lesson has a main teacher led lesson followed by differentiated activities for three ability groups.

Each lesson plan has:

- **Lesson objectives**
- **Resources:** list of suggested resources for the lesson and activities. Resources can be found in ‘Lesson resources’ on the CD-ROM.
- **Lesson/activity notes:** Suggestions on setting up resources and suggested grouping and support for the activity groups.
- **Introduction:** Ideas for introducing a grammar subject.
- **Main lesson:** Teacher or adult led lesson with class participation.
- **Differentiated group activities:** Three bullet point activities.
- **Plenary:** Suggestions on ways to reinforce the lessons objectives.
- **Support:** Ideas for supporting children who may need more reinforcement or consolidation in their learning.
- **Extension:** Ideas and challenges for children who have grasped the main objectives and need to extend their knowledge.

- **Activity worksheets or resources:** The activity worksheets are set out in age related abilities from Year 3 to end of Year 4.

Section 2: Assessment

Periodic Assessment tests: Two levelled short tests to accompany each grammar chapter. The questions cover all the grammar areas taught in each chapter.

Transitional Assessment tests: Two levelled transitional tests that can be used at the end of a school year to judge the progress and understanding of grammar subjects.

Section 3: CD-ROM

The accompanying CD-ROM contains resources which can be used on whiteboards, printed or photocopied.

Lesson resources: Include resources to accompany each of the lesson plans, including texts to highlight or re-model word and sentence examples, flashcards, information posters, games, templates for word sliders and pictures.

Worksheets: Stand alone worksheets for reinforcement, extension, homework and individual assessment. There are two levelled worksheets linked to each grammar subject covered within each chapter.

Records for assessment:

- **Individual grammar record sheet:** To be used during an activity for observing or assessing a child’s responses and understanding of the objective.
- **Group activity record:** To be used for writing observational notes and the children’s comments during a group activity.
- **Group record sheets:** To be used to record when certain children in a specific group have understood different learning objectives.
- **My grammar target record sheets:** A child’s own record sheet of achieving the learning objectives of the different grammar subjects. There is one sheet per grammar subject with a tick chart and a design to colour in as children achieve each objective.

Teacher resources:

- Word bank
- Word searches and word search grid templates
- Flash cards.

Word Bank: This useful resource can be used by teachers as a quick and easy reference or by children exploring different words and creating their own word banks.

Chapter 2 – Pronouns

Pronoun information

Pronoun	A word that can replace a noun or noun phrase to make a text flow and cut down on repetition.	<i>Ali ran to the park. Ali went on the swings.’ becomes ‘Ali ran to the park. He went on the swings.’</i>
Personal pronouns	Personal pronouns are words that replace names of people, places, objects and creatures.	
	1. Subject personal pronouns: i, you, she, he, it, we, and they. These pronouns replace the names of people or objects that do actions.	<i>‘Josh kicked the ball.’ becomes ‘He kicked the ball’.</i>
	2. Object personal pronouns: me, you, her, him, it, us and them. These pronouns replace the names of the people or things that are affected by an action.	<i>‘Kim hugged Gran.’ becomes ‘Kim hugged her.’</i>
Singular pronouns	Words that replace single nouns such as one person or one object. I, me, mine, you, your, yours, she, her, hers, he, him, his, it, its.	<i>‘Mrs King read Harry’s letter.’ becomes ‘She read his letter.’ ‘The snake hissed. The snake was cross.’ becomes ‘The snake hissed. It was cross.’</i>
Plural pronouns	Words that replace plural nouns such as more than one person or object. We, us, ours, you, yours, they, them, theirs.	<i>‘Tim let the fish go.’ becomes ‘Tim let them go.’</i>
Distinguishing the person	Pronouns distinguish between the 1st, 2nd and 3rd person form in speech and writing:	
	1st person is used when referring to oneself.	<i>I, me, mine, we, us, ours</i>
	2nd person is used when referring to the person being addressed (the reader or listener).	<i>You, yours</i>
	3rd person is used when referring to somebody else.	<i>He, she, her, him, hers, his, they, them, theirs, it, its</i>
Interrogative pronouns	Question words that replace a person or object, that is being asked about. Who? Whose? Which? What? Whom?	<i>Who is the boss? What is his address? Whose shoes are these?</i>
Demonstrative pronouns	Words that replace singular or plural nouns and highlight the location of an object. This, that, these, those.	<i>‘You get these crisps and I’ll get the crisps over there.’ becomes ‘You get these crisps and I’ll get those.’</i>
Possessive pronouns	Words that are used to replace a noun to show ownership. Mine, his, hers, its, yours, ours, theirs.	<i>‘This is Sara’s book and that is your book.’ becomes ‘This is Sara’s book and that is yours.’</i>

Pronoun objective chart

Objectives	Pronouns 1st, 2nd and 3rd	Possessive pronouns	Personal pronouns
Word – Year 3			
Choosing pronouns appropriately for clarity and cohesion and to avoid repetition.	★	★	★
Word – Year 4			
Choosing pronouns appropriately for clarity and cohesion and to avoid repetition.	★	★	★
Sentence – Year 3			
Choosing pronouns appropriately for clarity and cohesion and to avoid repetition.	★	★	★
Revision from previous years.	★	★	★
Sentence – Year 4			
Choosing pronouns appropriately for clarity and cohesion and to avoid repetition.	★	★	★
Revision from previous years.	★	★	★
Text – Year 3			
Revision from previous years.	★	★	★
Text – Year 4			
Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	★	★	★

Personal and possessive pronouns

Learning Objectives

- To identify and use personal and possessive pronouns.
- To distinguish between personal and possessive pronouns.

Resources

- **Lesson** – Personal pronoun cards; possessive pronoun cards; 'Busy Charlotte' (Resources);
- **Group 1 (Year 3)** – Copies of activity sheet 1, 'Cake trouble!'
- **Group 2 (Year 3/4)** – Copies of activity sheet 2, 'The ballet shoes'.
- **Group 3 (Year 4)** – Copies of activity sheet 3, 'A thoughtful plan'.

Lesson/activity notes

- **Lesson** – Before the lesson, cut out pronoun cards; make individual copies of 'Busy Charlotte' (Lesson resources).
- **Group 1 (Year 3)** – Children work individually and in pairs, with adult support for the group.
- **Group 2 (Year 3/4)** – Children work individually on activity.
- **Group 3 (Year 4)** – Children work individually on activity sheet.

busy on the farm. Charlotte had animals to keep in order. Charlotte had newcomers to welcome. Charlotte had the young ones to look after. Charlotte had no choice about the jobs: Charlotte knew that the jobs were Charlotte's. Ask the children to note on their copy when they would replace a word by a pronoun and to write the pronoun. Put the children into pairs to compare results. Share answers. How many times have they replaced Charlotte by *she*? Point out the repetition of *the jobs*. Suggest replacement by *they*. What can they use instead of *Charlotte's*? (the possessive pronoun *hers*)

Explain that possessive pronouns also replace nouns, but they show ownership. Show examples: *That bike is Craig's property* becomes *That bike is his*. *The scooter is Kylie's property* becomes *The scooter is hers*. (*his* and *hers* are possessive pronouns.) Explain that personal and possessive pronouns relate to one another. Demonstrate this with a game. Divide the class in half. Give one half a personal pronoun card; give everyone in the other half a possessive pronoun card. Challenge the children to find an appropriate partner from the other half of the class. Let children sit together when they decide. Listen to and discuss the results. Make two columns on the whiteboard. Label them 'Personal pronouns' and 'Possessive pronouns'. Write correct partnerships in corresponding places in the lists. Put the children into their levelled groups and give out the activities.

Lesson

Introduction

Begin by revising the function of a pronoun, the children explaining it to a partner before you share class ideas. Agree that a pronoun's function in a sentence is to avoid repetition by replacing a noun. Try oral examples, explaining that when you say a noun, you want the class to say the replacement personal pronoun. Vary your nouns, moving between singular and plural, and genders. Using personal pronoun cards (Resources) hold up answers the children say. Reverse the game, you holding up a personal pronoun card first, and the children then saying the correct noun. Do the children soon realise there is a problem? (Everyone has a different answer when you hold up, for example, *it*.) Emphasise that a pronoun only makes sense if the noun it is going to replace has already been used.

Main lesson

Remind the children that a pronoun helps the writer or speaker to avoid repetition. Display the 'Busy Charlotte' text and give the children a copy of it. *Charlotte was very*

Chapter 2, Personal and possessive pronouns, Activity 1

Cake trouble!

Name _____

Personal pronouns

it we I you they he she

Read the sentences with a partner and choose personal pronouns for the gaps.

Chapter 2, Personal and possessive pronouns, Activity 2

The ballet shoes

Name _____

Circle the personal pronouns in these sentences. Work out which nouns they are replacing.

a. Emma had ballet lessons which she hated.
b. Miss Howitz gave the lesson which she hated.
c. The lesson was always fun.
d. Football was fun and Emma always had to do it.
e. Emma always had to do it.
f. Emma talked to a friend.

Read the sentences with a partner and choose personal pronouns for the gaps.

Chapter 2, Personal and possessive pronouns, Activity 3

A thoughtful plan

Name _____

Circle the personal pronoun in each sentence. In brackets, write the noun it replaces.

a. The twins decided they wanted a dog.
b. If they asked Mum and Dad they might refuse to have it at home.
c. Mum suffered from hay fever, and animals made it worse.
d. The twins made a plan they thought would work.
e. The plan involved Dad's office, and it was suitable.
f. His office was nearby and it was suitable. (Add your own words)
g. Mum and Dad, happy with their plan, said the puppy was theirs!

Underline the possessive pronoun in each sentence.

a. The twins thought they heard Dad's car, but it was not his.
b. When Mr and Mrs Smith walked past, the children realised the car was theirs.
c. The next engine was obviously Mum's: hers was different.
d. "That's ours!" shouted the twins, as a red car came into view.

Make a chart of personal and possessive pronouns. Keep the pronouns on separate sides, but show how they pair up.

Cake trouble!

Name _____

Personal pronouns

it	we	I	you	they	he	she
----	----	---	-----	------	----	-----

Read the sentences with a partner and choose personal pronouns for the gaps.



- Sharon bought a cake and she decided to eat _____.
- Darren started moaning that _____ wanted some.
- Sharon got cross and said _____ was having it all.
- Mum told Sharon and Darren that _____ must share.

Possessive pronouns

its	ours	theirs	mine	yours	his	hers
-----	------	--------	------	-------	-----	------

Read the sentences with a partner and choose possessive pronouns for the gaps.

- Sharon bought the cake, so it was really _____.
- "The cake's _____!" shouted Sharon.
- Darren had given her some money, so he said the cake was _____.
- If they both paid, the cake was _____.
- Mum said that she gave them both the money, so the cake was _____!

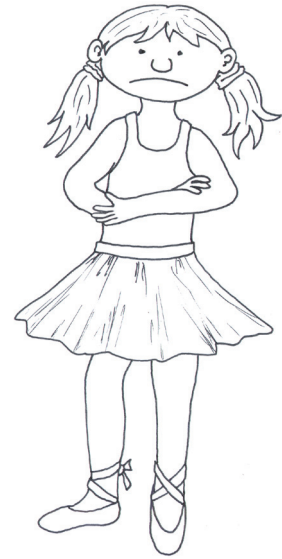
The ballet shoes

Name _____

Circle the personal pronouns in these sentences.

Work out which nouns they are replacing.

- Emma had ballet lessons which she hated.
- Miss Hewitt gave the lessons and they were very long.
- The lesson was always on a Saturday and it really spoilt the day.
- Football was fun and Emma was good at it.
- Emma always had to do the same dance and she did not like the moves.
- Emma talked to a friend, and they had an idea.



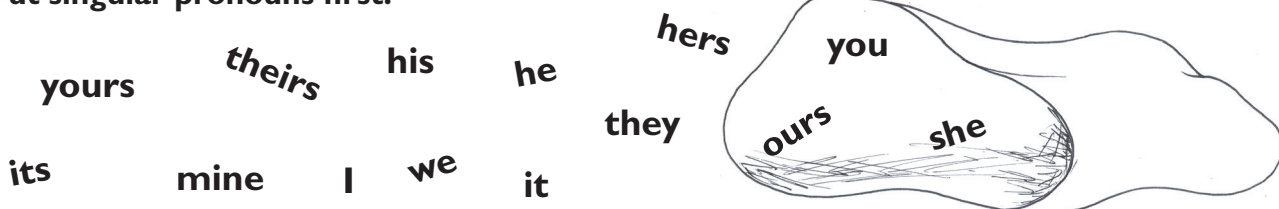
its	ours	theirs	mine	yours	his	hers
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Write a possessive pronoun in each gap.

- Emma had bought her own ballet shoes, so they must be _____
- "I can do what I want with the shoes because they're _____," thought Emma.
- "Everyone needs ballet shoes!" shouted Miss Hewitt at a barefoot Emma. "Where are _____?"
- "I've lost _____," answered Emma, crossing her fingers behind her back.
- "I found Emma's shoes in the bin!" interrupted Mum. "These are _____."

Sort the pronoun jumble into side-by-side lines.

Put singular pronouns first.

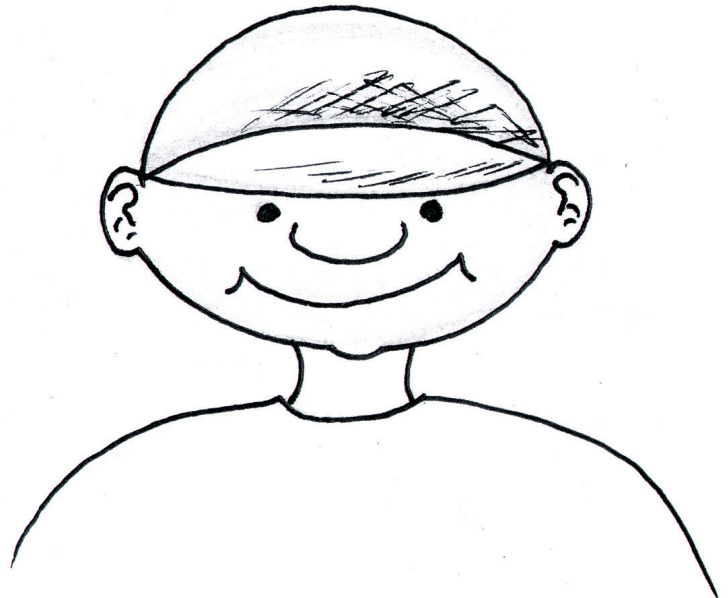


personal pronouns	possessive pronouns

A thoughtful plan

Name _____

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- d. The twins made a plan they thought would work.
- e. The plan involved Dad's office, and it was suitable.
- f. His office was nearby and it _____ (Add your own words.)
- g. Mum and Dad, happy with their plan, said the puppy was theirs!

Underline the possessive pronoun in each sentence.

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