



LONG CRENDON SCHOOL

*the place to grow*

## Year 1 Grammar Guide

FOR PARENTS

# The Basics

**A word:** letters that when put together convey sense.

Examples: **cat beach table teacher**

**A sentence:** A group of words that convey meaning (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark. Usually contains a subject and always contains a verb

Example: subject/noun                      verb

**The                      dog                      barked.**

**A noun:** A naming word for things, animals, people, places and feelings.

Examples: **cat Peter table France angry**

(Later children will learn that there are 5 types of nouns – common, collective, proper, concrete and abstract.)

**A verb:** A word used to describe an action, occurrence or state. Verbs are often known as “action” words. They describe what a person or thing is doing or being. All sentences need a verb.

Examples: **climb bounce write hope is**

noun                      verb

The                      cat                      **meowed.**

**Singular:** Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.

Example: **The boy ate a cake.**

There is **one** boy and there is **one** cake.

**Plural:** More than one. Using plurals can affect the nouns and verbs in a sentence.

Example: The **boys** ate **lots of cakes**.

There are **lots** of boys and there are **lots** of cakes.

**Conjunctions:** **Conjunctions** are used to connect two or more parts of a sentence. In Year 1 children use ‘and’ to link phrases and clauses and to extend sentences.

Example: The cup is blue.

It has tea in it.

The cup is blue **and** it has tea in it.

**Punctuation:** Symbols that help the reader to make sense of written words. Emphasis must be placed on leaving spaces between words in writing.

**Capital letter:** A capital letter is used at the beginning of a sentence, for days of the week and months of the year and for proper nouns (names of people, places, titles).

**Full stop:** ■ A full stop is used to demarcate the end of a statement or command.

**Question mark: ?** A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.

Example: **Can I have a slice of cake?**

**Exclamation Mark: !** A punctuation mark used at the end of an exclamation .

Example: What a fantastic day we have had!

It can also be used at the end of a statement or command to show something has been said with feeling or emotion,.

Example: 'That was a really scary film!' or 'Stop annoying your brother!'

## Prefixes and Suffixes

**Prefix:** Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/ react)

**Suffix:** A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb and can show the tense of the word, for example '-ing' (garden, gardening) '-ed' (jump, jumped)

## Grammar Activity Ideas:

### These simple games can be used to reinforce the concepts being taught in class.

- **Spot the sentence:** Provide a list of sentences, some of which don't make sense. Can your child spot which is a real sentence? Why? Change them together.
- **Get your sentences in order:** Write the words of a simple sentence – such as, 'A duck swims on the pond.' – on individual slips of paper, and get your child to put the words in the correct order, with a capital letter at the beginning and a full stop at the end.

- **Opposites game:** Help your child understand antonyms (opposites) by calling out words like hot, big, slow, easy and getting him/her to shout out the opposite. Similarly, get your child to shout words that mean the same as the ones you're calling out (synonyms).
- **Finger space game:** Write up a sentence without the finger spaces and read it out. Does it make sense? Why not? Can your child say where the words should be separated?
- **Dictionary fun:** Build familiarity with the dictionary by playing games. For a younger child, write down a mixture of correctly and wrongly spelled words ('toothbrush' and 'toofbrush') and get him/her to find the right spelling, or challenge an older child by calling out unfamiliar words and timing how long it takes him/her to find the definition.
- **Punctuation mark mime:** Agree a mime for full stop, e.g. a stomp. Read a story and every time a full stop happens in the sentence, stomp. Extension: Draw a line in the air above the stomp to indicate the exclamation mark. What could you use for a question mark? Encourage your child to join in.
- **"I want a banana" game:** Give your child a pile of simple silly sentences (eg I want a banana) to read and a pile of cards with punctuation marks to choose from. Get your child to take a card and read out the sentence "I want a banana" including the punctuation. Encourage him/ her to moderate the tone if it is a question, shout if it is an exclamation mark etc.
- **Noun and verb game:** Ask for a list of nouns (engine, ruler, pencil, tree). Then make a list of verbs (sipped, stole, rushed, wished). The game is to invent sentences that include a noun and a verb from the lists. This can be fun if the nouns and verbs do not match in any sensible way - you will get some quite unusual sentences.

Extend this by playing:

- **Silly sentence makers:** Appeal to your child's silly side by encouraging him/her to make up funny sentences which still make grammatical sense. Write a selection of subjects, verbs, adjectives, adverbs, conjunctions etc. on individual flashcards and get your child to compose crazy sentences e.g. 'The purple elephant flew to the moon on a giant strawberry.'