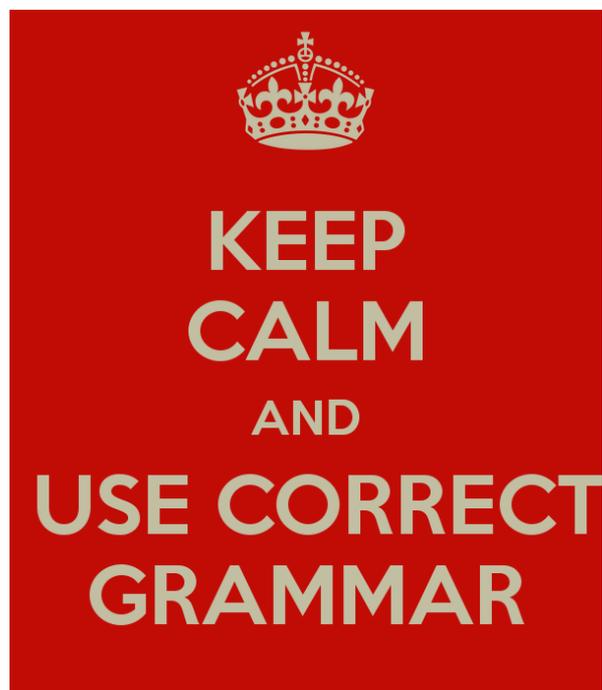




# How to help your child with Grammar!

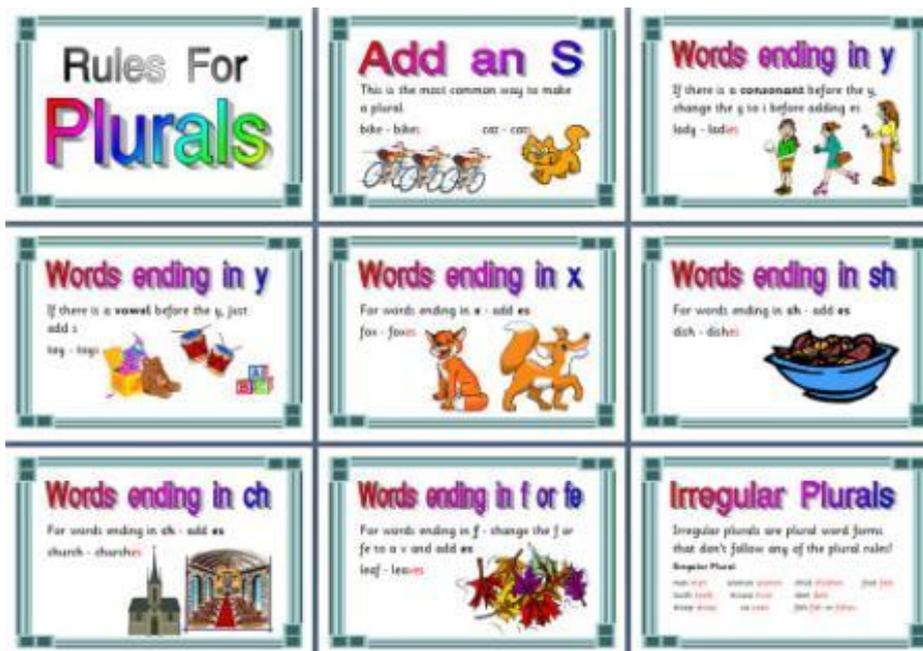




Show your child a tray of objects. Name them together and explain that all these words are nouns. Nouns name a person, place or thing.

Ask your child to say their name. Explain that their name is a special noun called a proper noun. People's names have a capital letter at the beginning to show that they are proper nouns.

Look for capital letters at the beginning of proper nouns, e.g. on a map for place names, or the address on a letter for people's names, street and county names.



When you have one of a noun then it is singular: one cat. When you have two or more of a noun it is plural: two cats. Most plurals are made by adding -s or -es to the noun. But some are different: child becomes children; foot becomes feet; person becomes people.

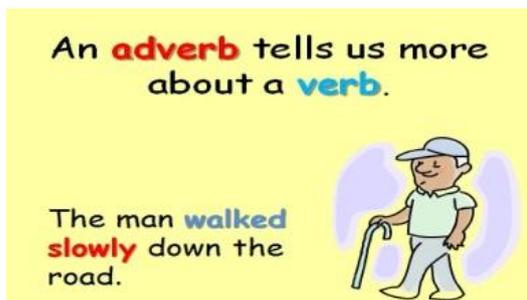
There are special nouns called collective nouns which describe a group of people or things, e.g. a crowd of people. Look at an animal book and explore the collective nouns. Make a list of the ones you find. Here are some you might like to tell your child: a murder of crows, a crash of hippopotami, a leap of leopards, a lounge of lizards, a tower of giraffe



An adjective adds information about a noun, e.g. a *red* hat, a *tiny* bird.

Play guessing games that encourage your child to describe an object. Ask them to choose one of their toys and describe it to you. Make sure that you can't see the toy. Can you guess what it is from the adjectives they have used? Now describe an object for your child to identify.

Top Tip: Repeat what your child has described back to them and then ask for an additional adjective to help you work out what the object is like, e.g. 'What does it feel like?'



An adverb gives more information about a verb, e.g. shout *loudly*, play *nicely*.

Play 'Crazy Adverbs' – one person is given a verb and adverb to act out, e.g. 'dance gracefully', 'spin quickly'. The aim is for the actor to dance/spin in such a way that others can guess what the adverb is. It might be worth modelling this game for your child by taking the first turn at being the 'actor'.

# Sit down! Stand up!

## **QUESTIONS AND COMMANDS**

Show your child how a question is formed using question words such as how, where, when, what and why. Make up some questions together. You could try to find the answers too.

Together, practise asking questions using can, will, could and would, e.g. 'Can you help me with the lunch?', 'Will you bring me a cup?' etc.

Now show your child how to turn the questions into commands . For example, 'Can you help me with the lunch?' becomes 'Help me with the lunch!' Point out the difference in punctuation at the end of a question and a command. Can your child change a question into a command? They can imagine they are a captain telling you what to do!

## **ODD ONE OUT**

Play 'Odd one out' – write a list of words with one word that is the odd one out e.g. the words are all verbs except one. Can your child find the odd one out? Can they say what types of words are in the list? Can they tell you what type of word the odd one out is? If your child finds it too difficult, give them a clue.

For example: shout, sing, horse, flick, beg (all verbs except horse which is a noun); cute, small, delicate, bendy, sky, (all adjectives except sky which is a noun); teacher, mouse, ladder, Scotland, desk (all common nouns except Scotland which is a proper noun); quickly, silently, cautiously, dance, fast (all adverbs except dance which is a verb).