

Year 4: Building on Year 3 sentences.

Using subordinate conjunctions; **as soon as, by the time, even though, just as, so that.**

The pale moon shone brightly even though the clouds were eerily thick.

Even though the clouds were eerily thick, the pale moon shone brightly.

Exhausted, the snow melted into the thawing ground.

Year 5: Building on Year 4 sentences.

Using subordinate conjunctions; **as, now that, unless, until, whenever, wherever.**

The pale moon shone brightly unless the thick, eerie clouds drifted across it.

Unless the thick, eerie clouds drifted across it, the pale moon shone brightly.

The mouse ran in the shadows to avoid the eyes of the owl flying above.

To avoid the eyes of the owl flying above, the mouse ran in the shadows.

Use relative words: **who, that, which, where, whose.**

The pale moon shone brightly in the sky where owls swooped down to their perches.

The pale moon, which was shielded by thick, glowing clouds, shone brightly in the sky.

Year 6: Building on Year 5 sentences and continuation of using all sentence structures learned for effect.

Using subordinate conjunctions; **in case, once, provided that, since, where as.**

The pale moon, once the sun rose on the horizon, faded into the dawn.

The mouse, to avoid the eyes of the owl flying above, ran in the shadows.

Want to know more?

Speak to your child's class teacher or Mrs Maloney for how to help your children with Rainbow Grammar at home.

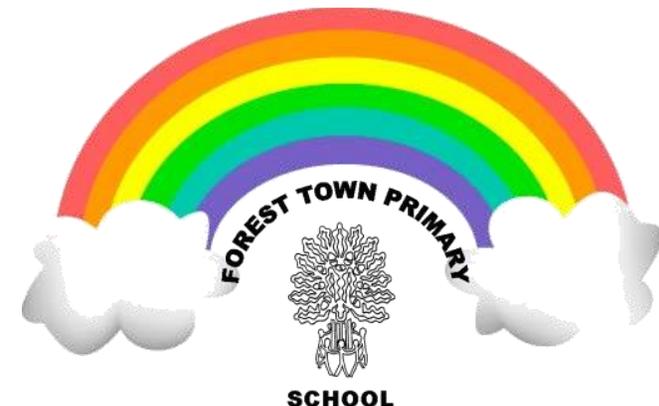
Look out for more details of Rainbow Grammar workshops later in the school year.

Check out NEW Spelling and Grammar Bug activities which support our SPaG work on Bug Club.



Rainbow Grammar at Forest Town Primary School

“Grammar is the pole you grab to get your thoughts up on their feet and walking.” Stephen King





Why is Grammar a focus this year?

There have been lots of changes to the Curriculum and the way in which it is assessed recently.

One of these major changes within Literacy is the greater emphasis on Spelling, Punctuation and Grammar (SPaG) from Year 1 through to Year 6. The children are also to be assessed by a National SPaG test at the end of KS1 (Y2) and end of KS2 (Y6)

So what is Rainbow Grammar?

To support our pupils staff began some training last academic year in readiness for the changes within the curriculum. This training is ongoing this year to ensure that the children are receiving high quality teaching to support them in their understanding of SPaG.

Rainbow Grammar is a systematic approach to teaching grammar and punctuation created by Jason Wade, a grammar guru who is working very closely with school. It separates sentences into eight parts of grammar and assigns each a colour. Throughout primary school, children learn about each colour and how to combine them to build a rich array of sentence structures.

What are the colours of the Rainbow?

3 basic colours which underpin all sentences.

Green = Subject. This is the who or what in the sentence.

Orange = Predicate. What the subject of the sentence is doing or what is happening to them.

Red = Stopper. This is a piece of punctuation that ends the sentence.

Yellow = Speech.

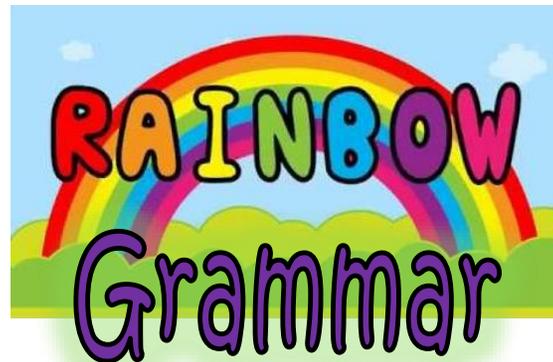
SUBORDINATE CLAUSES

Dark Blue = Adverbial Clause. This adds more detail to what is happening in the sentence to answer Who? What? When? Where? Why? It can not stand alone and make sense.

Light Blue = Non-Finite verbs (ing/ed/to words). Often used to begin a sentence, such as Walking... Exhausted... To ...

Pink = Linking Adverbs. This links ideas in two separate sentences together, words like Next, Then, However.

Purple = Relative Clause. These are parts of the sentences which depend on another part to make sense. For example: The horse **who won the race last week** won again today.



What will it look like for my child?

Your child may well come home and use some of the vocabulary of Rainbow Grammar or talk about "green strips" which will sound a little alien so to help you understand this new vocabulary we have broken it down into what it will look like for each year group.

Year 1

The moon shone in the sky.

Late at night the moon shone in the sky.

Year 2: building on Y1 sentences.

Across the sky, the bat flew silently so it caught its prey.

Soft snow covered the ground when the winter arrived in Forest Town.

When the winter arrived in Forest Town, soft snow covered the ground.

Year 3: building on Y2 sentences.

Throughout the winter night, soft, sparkling snow covered the hard ground.

However, the moon shone.

The silver moon shone through thick clouds so long shadows were cast across the frozen ground.

The pale moon shone brightly before the thick clouds drifted over it.

Before the thick clouds drifted over it, the pale moon shone brightly.