Parent Workshops May 2025

"ONLY MY BEST IS GOOD ENOUGH FOR ME"

MTS

rainbow grammar

Grammar and the Curriculum

"The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking."

National Curriculum

Grammar and the National Curriculum

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]
	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, <u>*a* rock</u>, <u>*an* open box</u>]
	Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material
	Headings and sub-headings to aid presentation
	Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech

What is Rainbow Grammar?

"At the heart of Rainbow Grammar is a very simple idea – that colour can be used to expose the underlying structure of sentences, so that children can understand how they work, imitate their patterns and then apply those patterns to new contexts. Now, using colour to understand sentences is nothing new, but it is the unique way in which Rainbow Grammar does it that makes it so powerful."

Jason Wade

Rainbow Grammar

Quick Guide

Introducing the
Rainbow Grammar cards

Word Classes

It is important that the children become confident in recognising word classes as these underpin the structure of sentences.

Noun spotting – highlight the nouns

The dog barked loudly at a cat which ran up a tree. Some birds were also startled and flew up into the blue sky.

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NOUN PHRASES

determiner + adjective + noun

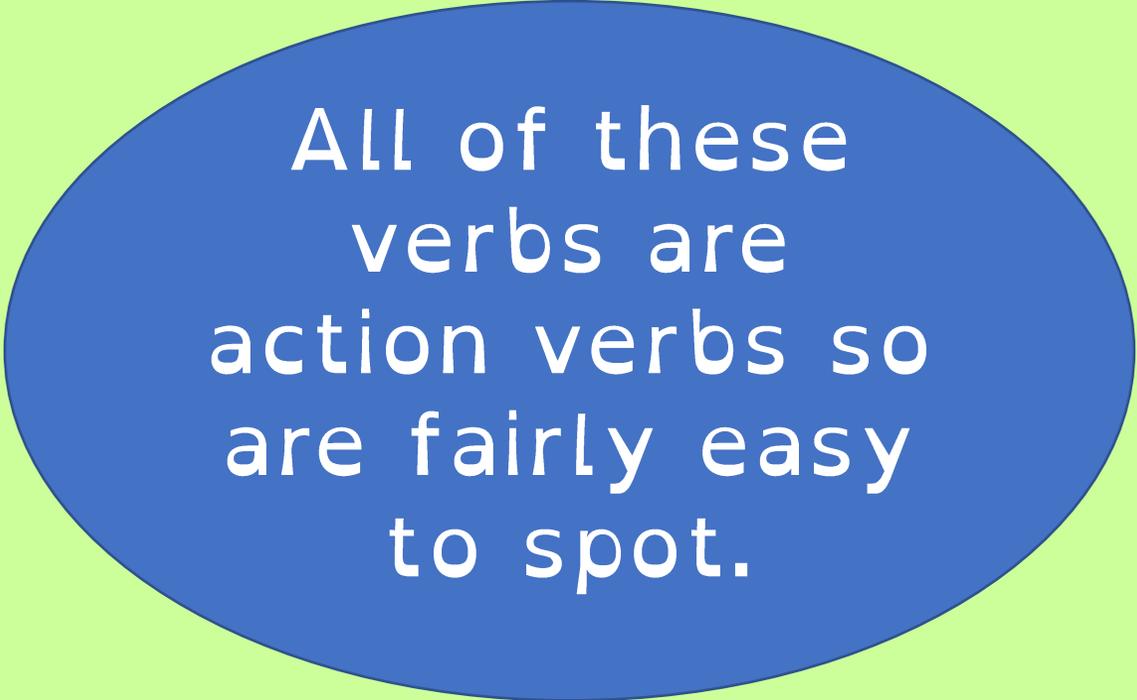| determiner	adjective	noun
a	colourful	clown
that	dark	night
its	razor-sharp	teeth
two	huge, green	eyes

VERBS – a single word that describes an action.

The sun <u>shone</u> brightly.

A wolf <u>howled</u>.

The frightened child <u>sobbed</u>.

The robber <u>sprinted</u> away.

All of these verbs are action verbs so are fairly easy to spot.

Where are the verbs now? 🤔

I <u>am</u> sad.

They <u>were</u> tired.

Mum <u>had</u> a headache.

It <u>is</u> raining.

Common verbs that describe states of being:

	past	present
To be	was were	am are is
To have	had	have has

Verbs are doing and <u>being</u> words.

They <u>were sleeping</u>. This is a verb phrase. A group of words that function as a verb.

Watch out for adjectives that sound like verbs!

The slobbering monster <u>ate</u> the cowering mouse.

ADVERBS – a single word that describes how, when or where the verb happens.

how	angrily bravely calmly happily silently
where	clockwise here nearby downstairs inside far
when	again early first lately last next soon still

The man <u>reacted</u> angrily.
She <u>turned</u> the key clockwise.
The horse <u>came</u> first in the race.

Notice that they don't all end in –ly!

The adverb can sometimes split the helper verb (auxiliary verb) and the verb.

The vampire <u>had</u> secretly <u>followed</u> him home.

The athlete <u>had</u> proudly <u>represented</u> her country.

What is the difference between a phrase and a clause?

Phrase

- a phrase does not make complete sense
- a phrase does not contain a subject and a predicate
- a phrase cannot stand alone as a simple sentence.

Examples:
- in the park
- how to do it
- fine beaches

Clause

- main clauses make complete sentences
- a clause contains a subject and predicate (with a verb)
- a main clause can stand alone as a simple sentence.

Examples:
- Who gave you a book?
- You have made a mistake.
- That is made of gold.

Is it a clause?
(Top tip: spot the verbs)

1. The ^sboy <u>cried</u>. Yes   Main clause
2. After the storm ❌   Adverbial
3. <u>Shouting</u> loudly Yes   subordinate clause
4. The^s lamb <u>lay</u> down. Yes   Main clause
5. <u>Sleeping</u> soundly Yes   subordinate clause
6. You <u>are</u> late. Yes   Main clause

How many clauses?

As the wind <u>howled</u> through the trees, the horse - whose rider <u>gripped</u> the reins in terror - <u>galloped</u> through the forest, <u>swerving</u> between ghostly trees and <u>leaping</u> over fallen branches.

5

Main clause: a clause that may function as a sentence. It's the main idea.

In Rainbow Grammar, they are green and orange.

What is the main clause in the sentence above?

The horse <u>galloped</u> through the forest.

Is it a clause?

- as thunder boomed in the dark sky
- in the middle of the misty moor
- smashing the door into pieces
- a huge monster with sharp claws
- the warriors grabbed their weapons

Is it a clause?

- as thunder <u>boomed</u> in the dark sky Yes
- in the middle of the misty moor ❌
- <u>smashing</u> the door into pieces Yes
- a huge monster with sharp claws ❌
- the warriors <u>grabbed</u> their weapons Yes

Clause
has a verb

Main clause
☑ sentence

- the monster <u>prowled</u> across the moor
- the warriors <u>grabbed</u> their weapons
- the men <u>were stabbing</u> with their spears
- the beast <u>had killed</u> six men

Subordinate clause
✖ sentence

- as thunder <u>boomed</u> in the sky
- <u>smashing</u> the door to pieces
- <u>throwing</u> a man across the hall
- which <u>was</u> wild with hunger
- while its eyes <u>were</u> slits of hatred

In Rainbow Grammar, main clauses are green and orange.

subject	predicate	stop
The pizza	<u>was</u> delicious	.
The children	<u>were playing</u> in the field	.

Identify the main clause

1. As it was a hot day, Nadia decided to buy her friends an ice-cream.

2. The fish seemed happy enough even though the water in the tank was a little murky.

3. Ahmed zoomed his cars up and down the table with glee though he had been told not to.

4. The penguin, looking like a cuddly toy, slid down the ice on its belly.

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Simple, compound and complex sentences.

Simple Sentence: contains one independent clause with a subject and a predicate.

She runs every day .

Simple, compound and complex sentences.

Compound Sentence: Contains two or more independent clauses joined by a coordinating conjunction.

She <u>runs</u> every day and she <u>swims</u> on weekends.

Simple, compound and complex sentences.

Complex Sentence: Contains one independent clause and at least one dependent clause (subordinate clause).

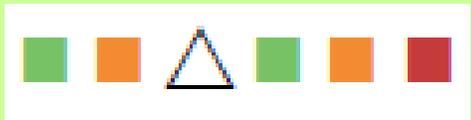Although she <u>was</u> tired, she <u>ran</u> every day.

Guided Tasks:

1. Compose a simple sentence.

2. Join 2 predicates with a coordinating conjunction.

3. Join 2 main clauses with a coordinating conjunction

Fronted adverbials

An adverb, adverbial phrase or adverbial clause placed at the start of the sentence. Always followed by a comma.

Suddenly, the window shattered .

Deep in the forest, a small cottage lay hidden from the world .

Speech

“ C   .?!”

Direct speech

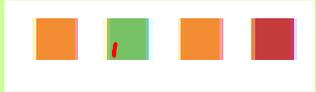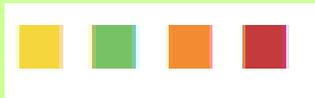“What is going on?” asked the teacher .

Sam shouted loudly, “Look out! It's behind you!”

Guided Tasks:

4. Begin a sentence with a fronted adverbial (when, where, how).

 f a ,

5. Punctuate direct speech with inverted commas.

Adverbial clauses – look at the card

subordinating conjunctions

because   if   when

after   although   before   as   just as   while

as soon as   by the time   even though   once   unless   until

now that   so that   whatever   whenever   whereas   wherever
whoever

as if   as long as   as much as   if only   in case   provided that   since

Adverbial clauses –

subordinating conjunction verb

subordinating conjunctions

because   if   when

after   although
before   as   just as
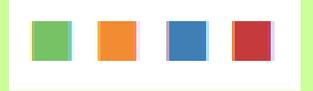while

as soon as   by the
time   even though
once   unless   until

now that   so that
whatever   whenever
whereas   wherever
whoever

as if   as long as
as much as   if only
in case   provided
that   since

The thief   grabbed the old lady's bag   .

Adverbial clauses are a type of subordinate clause.

| The thief | grabbed the old lady's bag | because he wanted her purse | . |

Main clause
Makes sense on its own.
It is a complete sentence.

subordinate clause
Does not make sense on its own

Adverbial clauses can be moved around the sentence.

| The thief | grabbed the old lady's bag | because he wanted her purse | . |

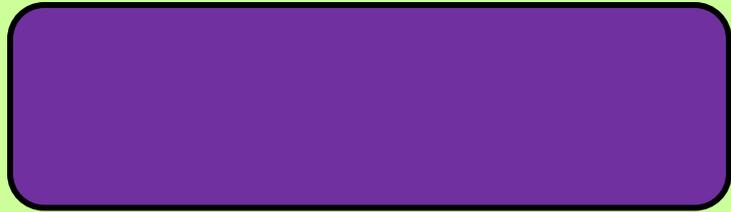| Because he wanted her purse, | the thief | grabbed the old lady's bag | . |

capital letter

comma

Guided Tasks:

6. Use an adverbial clause after a main clause.

or

Relative clauses – Y5 and 6

A relative clause is a subordinate clause that begins with a relative pronoun.

person	that	who	whose
thing	that	which	whose
place	that	which	where
time	that	when	

Relative clauses – Y5 and 6

Mrs Missin, who <u>teaches</u> in Year 6, <u>arranged</u> the residential trip .

The accident, which <u>happened</u> in Melbourne, <u>was reported</u> on the local news .

Non-finite clause

A non-finite clause is a subordinate clause that begins with a verb.

Use an -ed non-finite clause, separating with commas

■ ■ ■ ■

Smothered in dust, furniture was scattered about the room.

■ ■ ■ ■

Furniture was scattered about the room, smothered in dust.

■ ■ ■ ■

Furniture, smothered in dust, was scattered about the room.

Coordinate 3 -ing non-finite clauses

■ ■ ■ △ ■ △ ■ ■

The boy crept through the room, sweeping his torch around the room, shining it into dark corners and chasing away the shadows.

■ △ ■ △ ■ ■ ■ ■

Slithering under doors, snaking over the floor, pooling in shadows, mist filled the house.

Appositive

An appositive is a noun phrase that explains or expand upon another noun phrase.

Augustus, the first Roman emperor, <u>ruled</u> from 27BCE until his death in 12CE .
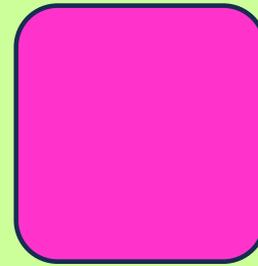
The boy <u>pushed</u> the gate, a heavy mass of twisted iron. .

Linking adverbs

It | began to rain | **;** | however, | the match | continued | .

The intrepid explorer | was fearful | **;** | nevertheless, | he | ventured on | .

Retrieval: Linking adverbs

meanwhile   however   subsequently   in fact

Select appropriate linking adverbs to complete the sentences below:

One sortie of German bombers headed for the docks;
_____two further sorties travelled towards central London.

Fire crews tried desperately to extinguish the fires; _____ the tide was out and so water was in short supply. _____, many buildings collapsed due to fire damage.

Appositive

🟩⬜🟧🟥

Non-finite

🟦🟩🟧🟥

Relative clause

🟩🟪🟧🟥

How to help your child.

- Support the completion of homework.
- Read through writing. Does it make sense?
- Encourage opportunities to write.

Pobble 365