rainbow grammar 2

Christ Church C of E Primary School

	main clause	fronted adverbial	speech	adverbial clause	non-finite clause	relative clause	appositive	punctuation
1	**Compose a simple statement sentence where the predicate is:** ■ ■ ■ verb + object — The moon shone. / The boy opened the gate. **Add a where or when adverbial to a simple statement sentence:** ■ ■ ■ The moon shone in the sky. The moon shone all night. **Join 2 subjects with a coordinating conjunction** ■ △ ■ ■ ■ The boy and his dog entered the old house. **Join 2 predicates with a coordinating conjunction** ■ ■ △ ■ ■ The boy trembled but stepped into the hall.							**Start a sentence with a capital letter** **T**he moon shone in the sky. **Complete a sentence with a full stop** The boy opened the gate**.** **Complete a sentence with an exclamation mark** A scream suddenly filled the air**!** **Complete a question with a question mark** Who made that terrible sound**?**
2	**Join 2 main clauses with a coordinating conjunction** ■ ■ △ ■ ■ ■ The clouds covered the moon so the night turned black. **Compose a simple command that starts with a verb** Look out for ghosts. **Use the following question words to compose a question** how what when where which who whose why **Use 'how' and 'what' to compose an exclamation** What a spooky house this is. How dark it is in here.	**Begin a sentence with a fronted adverbial (an adverb or adverbial phrase) of time (when), place (where) or manner (how)** ■ ■ ■ ■ That night the moon shone. In the sky the moon shone. Silently a bat flew across the sky.	**Use direct speech in a sentence, punctuating with inverted commas (speech marks)** ■ ■ ■ ■ "It's dark tonight" the boy said.	**Use an adverbial clause after a main clause** ■ ■ ■ ■ The gate creaked when the boy pushed it. **Start a sentence with an adverbial clause** ■ ■ ■ ■ When the boy pushed it the gate creaked.				**Use a comma between 2 adjectives** Thick**,** grey cobwebs covered everything. **Use commas in a list of nouns or noun phrases** The room was covered with dust**,** cobwebs and mould. **Show omission with an apostrophe** James wasn't scared. **Use an apostrophe to mark singular possession** The boy's heart pounded in his chest.
3	**Understand a main clause as a clause that may function independently as a sentence** **Join 3 predicates with a comma and a coordinating conjunction** ■ ■ △ ■ △ ■ ■ The boy fumbled through his bag, found the old key and pushed it into the lock.	**Separate a fronted adverbial with a comma** That night, the moon shone. **Begin a sentence with a linking adverb** ■ ■ ■ ■ Soon the sky was as black as pitch. Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma ■ ■ ■ ■ Like a ghost, the moon drifted across the sky. As quiet as a mouse, the boy tiptoed across the garden.	**Use direct thought in a sentence, punctuating with inverted commas (speech marks)** ■ ■ ■ ■ "Is it safe in here?" the boy wondered.	**Understand an adverbial clause as a subordinate clause that starts with a subordinating conjunction** **Separate an adverbial clause with a comma when it starts a sentence** ■ ■ ■ ■ When the boy pushed it, the gate creaked.	**Understand a non-finite clause as a subordinate clause that starts with a verb** **Use an -ing non-finite clause after a main clause, separating with a comma** ■ ■ ■ ■ The moon hung in the sky, casting a sickly light over the world. **Start a sentence with an -ing non-finite clause, separating with a comma** ■ ■ ■ ■ Casting a sickly light over the world, the moon hung in the sky.			**Use an apostrophe to mark plural possession** Rats' eyes glittered in the darkness.
				Understand a subordinate clause as a clause that does not function independently as a sentence				

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	determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction
1		Understand an adjective as a single word that describes a noun Use adjectives of colour red white blue orange black Use adjectives of size tiny small little large gigantic Use an adjective before a noun a **black** cat the **huge** dog	Understand a noun as a single word that names a person, place or thing Distinguish between singular and plural nouns, adding -s and -es suffixes to form plural nouns singular cat dog box -s plural cat**s** dog**s** cake**s** es plural box**es** d**i**sh**es** Capitalise proper nouns (people) The house was watching **J**ames.		Understand a verb as a single word that describes an action Use the suffixes -s and -es to write verbs in the 3rd person present tense **-s** lift**s** smile**s** jump**s** **-es** buzz**es** push**es** mix**es** Use the -ed suffix to write verbs in the simple past tense wait**ed** watch**ed** sniff**ed**	Understand a preposition as a single word that describes time (a when word) or place (a where word) Know and use the following prepositions: after at before behind beside between down in inside near off on outside up with		Understand a conjunction as a single word that joins (a joining word) Know and use the following coordinating conjunctions: and but Coordinate 2 nouns or two adjectives using the conjunction *and* cats **and** dogs egg **and** chips black **and** blue cold **and** wet
	Understand a subject as who or what performs the action in a simple sentence who or what did the chasing? **The dog** chased the cat. who or what did the eating? **Jim** ate a huge cake. Understand an object as who or what receives the action in a simple sentence who or what was chased? The dog chased **the cat**. who or what was eaten? Jim ate **a huge cake**.					Use prepositions to compose simple adverbial phrases of time (when phrase) and place (where phrase) time **on** Tuesday **at** night **in** the morning place **on** the desk **with** Jim **outside** the house		
2	Understand a determiner as a single word that introduces a noun (an introducing word) Know and use the following determiners (articles) a an the Know and use numerical determiners one two three five ten twenty	Use adjectives of shape flat round narrow straight Use adjectives of character cruel kind wicked brave Use 2 adjectives before a noun the **wise**, **old** king a **sad**, **lonely** elf Use comparative and superlative adjectives, adding the suffixes -er and -est comparative colder hotter superlative coldest hottest	Capitalise proper nouns (places) The house stood at the end of **G**rey **S**treet.		Understand *to be* and *to have* as verbs to be am is are was were to have have has had Use the past and present progressive tense to form actions in progress, using the form: *to be + -ing* am eating are eating is eating was eating were eating Use the past and present tense consistently Use imperative verbs to form commands **Wait** for me outside! Don't **eat** the cake.	Know and use the following prepositions above across against along around below into from onto past through to	Understand an adverb as a single word that describes how a verb happens Use the -ly suffix to write adverbs of manner (how adverbs) slow**ly** happi**ly** careful**ly** sudden**ly** gent**ly** greedi**ly**	Know and use the following coordinating conjunctions or so Know and use the following subordinating conjunctions because if when
	Understand a noun phrase as a group of words that describes a person, place or thing Know that a noun phrase is constructed from determiners, adjectives and nouns det adj n noun phrase the cat the cat the hungry cat the hungry cat hungry cats hungry cats							
3	Know and use ordinal determiners first second third fifth tenth thirteenth hundredth	Use adjectives of sound loud quiet shrill melodic Use adjectives of touch icy rough smooth sticky	Use precise nouns tree > oak flower > daisy insect > moth	Understand a pronoun as a single word that replaces a noun or noun phrase Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects) subjective I you he she it we they objective me you him her it us them	Use the present perfect tense, using the form: *to have +ed* have walked has walked have caught has caught Know and use a range of reporting verbs yelled shrieked murmured Understand a clause as a structure that contains a single verb or verb phrase	Understand a preposition as a single word that starts an adverbial phrase Know and use the following prepositions among beneath beyond by during for like throughout until	Know and use the following linking adverbs next now soon then Understand an adverbial phrase as a group of words that describes how, when or where a verb happens Use *like* and *as... as* to create similes **like** a shadow **as** old **as** time	Understand a coordinating conjunction as a single word that joins two equal sentence elements Understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause Know and use the following subordinating conjunctions after although before as just as while

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	main clause	fronted adverbial	speech	subordinate clause: adverbial clause	subordinate clause: non-finite clause	subordinate clause: relative clause	appositive	punctuation
4	Join 3 main clauses with a comma and a coordinating conjunction The boy's knees knocked, his skin prickled and his heart pounded in his chest.	Begin a sentence with 2 fronted adverbials Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house. **Begin a sentence with a linking adverb, separating with a comma** The moon shone. However, the sky was as black as pitch.	**When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark** "It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.	Use a **subordinate clause** at the start and at the end of a sentence As clouds gathered overhead, shadows stole across the land, smothering the world in darkness. Opening the gate, the boy entered the garden even though his heart pounded in his chest.	**Use a parenthetic -ing non-finite clause, separating with commas** The moon, casting a sickly light over the world, shone with a deathly glow.		**Describe a noun or noun phrase with an appositive, separating with commas** A spider, a huge hairy-legged beast, sat in the centre of a vast web. The boy pushed the gate, a heavy mass of twisted iron.	
5	Coordinate using 2 different coordinating conjunctions The boy heard a scream in the darkness and shivered but made his way towards the sound. Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards. **Join 2 main clauses with a semi colon** Strange slithering noises made his skin crawl; something was inside the walls.	Zoom in using 3 'when' or 'where' fronted adverbials In the dead of winter, on a blustery night, upon the stroke of midnight, the dead rose from their graves. Zoom out using 3 'when' or 'where' fronted adverbials In an abandoned house, upon a lonely hill, at the edge of a dark forest, something stirred.	**When at the end of a sentence, capitalise direct speech, separate from the main clause with a comma, and close with a full stop, question mark or exclamation mark** The boy said, "It's dark tonight." The boy asked, "Should I go in?" The boy cried, "A ghost!" **Insert a reporting clause into longer speech.** "Should I go in?" the boy asked. "It doesn't look very safe to me."	**Use a parenthetic adverbial clause, separating with commas** The old door, as it was pushed open, squealed upon rusty hinges. Begin a sentence with 2 adverbial clauses Now that clouds had gathered overhead, now that the moon had faded from view, darkness stole across the land.	Coordinate 2 -ing non-finite clauses The boy crept through the room, sweeping his torch into corners and chasing away the shadows. Slithering beneath closed doors, snaking through empty rooms, a grey mist filled the house. **Use an -ed non-finite clause, separating with commas** Smothered by a layer of dust, debris was littered about the room. Debris was littered about the room, smothered by a layer of dust. Debris, smothered in dust, was littered about the room.	**Understand a relative clause as a subordinate clause that starts with a relative pronoun** **Describe a noun phrase with a relative clause, separating with commas** Rats, whose eyes flashed in the light, skittered away into the dark. The boy stepped over broken furniture, which littered the floor. Coordinate 2 relative clauses The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.	Coordinate 2 appositives, separating with commas The old house, a place of untold terrors and a source of great evil, squatted at the edge of the village.	**Use ellipsis to show incompletion** The boy opened the door, stepped through and... **Use commas, brackets and dashes for parenthesis** Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house. **Use a colon to introduce and bullet points to demarcate a list** The boy carried: •a torch •a lantern •his packed lunch
6	Coordinate 4 predicates in a double see-saw pattern Strange voices whispered from the walls and echoed through the house, writhed inside the boy's head and filled him with dread and despair.	Use a linking adverb after a semi colon The boy was overcome with dread; still, he inched through the darkness.	**Use indirect (reported) speech** The boy said that he was terrified throughout his adventure. Use ellipsis to denote speech that trails away "We can make it if we just..." the boy wheezed in exhaustion. Use a dash to denote speech that is interrupted "There's nobody in th-" the boy started.	**Use the subjunctive mood with the subordinating conjunctions *if, as if* and *if only*** If he were brave for just a little longer, the boy could defeat this evil. The boy stepped into the darkness as if he were a fearless adventurer. Begin a sentence with 3 adverbial clauses Although his skin prickled with fear, although ice filled his veins, although his heart hammered against his ribcage, the boy opened the cellar door.	**Begin a non-finite clause, with a noun or noun phrase** His heart pounding in his chest, the boy stepped into the house. The boy stepped into the house, his heart pounding in his chest. Coordinate 3 non-finite clauses The boy crept through the room, sweeping his torch into corners, shining it into dark places and chasing away the shadows. Slithering under doors, snaking across empty rooms, pooling in shadows, mist filled the house. Coordinate 4 non-finite clauses in a double see-saw pattern The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering into dark corners.	Distinguish between non-essential from non-essential relative clauses using commas The rats that scrabbled about on the table gnawed at rotting food. The rats, which scrabbled about on the table, gnawed at rotting food. The boy pushed open the rusty door that led to the cellar. The boy pushed open the rusty door, which led to the cellar. **Omit *who, that* or *which* at the start of a relative clause** The door ~~that~~ the boy pushed open creaked upon rusty hinges. An icy draught howled through the door ~~which~~ the boy had opened. Coordinate 3 relative clauses The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.	Coordinate 3 appositives, separating with commas The boy, a brave soul and a fearless adventurer or a just fool with a death wish, entered the old house. Combine an appositive with a relative clause Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness. The stairway led to a basement, a shadowy room whose stone walls were carved with arcane symbols. Combine an appositive with a non-finite clause The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below. The earth was soaked by incessant rain, a raging torrent filled with hate and fury.	**Use a hyphen to avoid ambiguity** A child-eating monster lurked in the cellar. **Use semi-colons in a complex list** The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes. **Use semi-colons in a bulleted list** The boy carried: •a torch; •a lantern; •his packed lunch. **Use a colon to illustrate or expand** The boy couldn't decide what to do: open the cellar door or flee like the wind.

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rainbow grammar 2

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	determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction
4	**Understand a determiner as a single word that makes a noun more precise** **Know and use the following possessive determiners** my your his her its our their	Use adjectives of taste and smell fragrant putrid spicy acrid	**Capitalise proper nouns (things)** **F**errari **T**he **G**ruffalo **T**wix **Join 2 nouns or noun phrases with the preposition *with* to create an expanded noun phrase (a double noun phrase)** the dog **with** shaggy fur the house **with** no windows **Create collective noun phrases by joining 2 nouns or noun phrases with the preposition *of*** a class **of** children a bunch **of** flowers a murder **of** crows	**Know and use the following possessive pronouns** mine yours his hers its ours theirs **Balance the use of pronouns and nouns to avoid ambiguity and repetition**	**Know and use common irregular past tense verb forms** bought slept cut dreamt **Use standard verb forms** we was > we were I done > I did could of > could have **Use precise verbs to create shades of meaning** **walk** trudge stride saunter **eat** nibble devour munch	**Know and use the following prepositions** about adjacent despite except of opposite since toward upon within without **Understand a preposition as a single word that joins two nouns or noun phrases (within a double noun phrase)** **Coordinate 2 or 3 adverbial phrases** The pirates carried the treasure **from the ship**, **over the golden sands** and **to the secret cave**.	**Understand an adverb as a single word that describes how, when or where a verb happens** **Know and use adverbs of time (when) and place (where)** **time** still again soon tomorrow today **place** here there home left south upstairs **Know and use the following linking adverbs** also finally for example however meanwhile therefore	**Know and use the following coordinating conjunctions** yet **Know and use the following subordinating conjunctions** as soon as by the time even though once unless until
5	**Know and use the following demonstrative determiners** that these this those	Use adjectives of age young fresh elderly ancient Use adjectives that describe materials silk bronze plastic porcelain **Avoid pleonasm when using adjectives** huge giant cold ice future plans white snow	**Understand an abstract noun as concept, idea or emotion** love terror religion friendship success **Join 2 nouns or noun phrases with a range of prepositions to create an expanded noun phrase (a double noun phrase)** the house **by** the lake that book **about** the Romans	**Know and use the following relative pronouns** that when where which who whose	**Know and use the following modal verbs** can could may might must shall should will would	**Use prepositions to compose adverbial phrases of manner** **with** great care **in** disgust **in** a fit of rage	**Know and use the following linking adverbs** besides furthermore in conclusion in fact likewise similarly still **Avoid pleonasm when using adverbs** smiled happily shouted loudly ran quickly	**Know and use the following coordinating conjunctions** for **Know and use the following subordinating conjunctions** now that so that whatever whenever whereas wherever whoever
6	**Know and use a range of the following quantifying determiners** all another any both each either enough every few fewer fewest least less little many more most much neither no other several some	Use adjectives of origin local distant French Saxon **Use adjective phrases** a **dimly lit** room the **beautifully painted** vase this **jade-winged** dragon our **six-page** leaflet	**Use nominalisation to create formality** argue > argument decide > decision remove > removal total > totality	**Know and use a range of indefinite pronouns** another both enough less more nobody nothing plenty others several someone	**Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)** **active** Jim **chased** a bee around the room. **passive** The bee **was chased** around the room. **Form passive verbs, using the form: to be + -ed** was watched were carried are broken is caught Use phrasal verbs (verb + preposition or adverb) in informal, but not formal, writing **informal** get up ask for go in **formal** rise request enter **Use the subjunctive mood in formal writing** If I **were** rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he **were** the king.		Know and apply the royal order of adverbials: how > where > when Jim leisurely strolled around the park on Saturday morning. **how** leisurely **where** around the park **when** on Tuesday evening **Know and use the following linking adverbs** above all consequently in contrast instead nevertheless nonetheless otherwise subsequently	**Know and use the following coordinating conjunctions** nor **Know and use the following subordinating conjunctions** as if as long as as much as if only in case provided that since

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