



Grammar

A guide for parents to what Rainbow
Grammar is and how we use it at

Scotholme Primary School

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What is grammar?

Grammar is all of the rules that we have to follow and teach the children so that they can learn to write properly.

The rules set out exactly what you are and are not allowed to do when writing English. It is important that children learn these rules and build upon them through their school time.

Why Rainbow Grammar?

At Scotholme Primary, we use a system of colours, which help teach the children how to use grammar correctly. The colours help the children learn and recognize different sentence structures.

We get children to write on coloured strips of card to create sentences; write sentences using different coloured pencils or pens or underline the different parts of sentences in different colours.

First colour - GREEN

Green represents the main subject of a sentence (normally a noun) e.g

boy chicken bells tree Paul television apples

We can add adjectives to it.

six bells brown hens funny Paul clear sky

Or two adjectives.

six golden bells fluffy brown hens ripe juicy peaches
clear cloudless sky or 3 blue, new and fast car

We can also add a determiner like the, a, some, those, my

My fluffy brown and lazy hens

The big and slow elephant

Some green eggs and ham

We can also write about people or things using a pronoun

He (the boy) The people They (a group) It (referring to an object) etc

There can be more than one subject in a sentence.

Amira was reading and she was looking at the pictures.

The sun was warm but I did not go out.

The second colour **Orange**

The next part of the sentence is where the action happens and we colour this Orange. It is called the predicate and it normally starts with a verb.

clucked around the yard

rang out over the town

sizzling in the pan

went into town

Putting the green and orange together make a simple sentence (Year 1 level).

An old and wise elephant **marched across the land.**

The school children **read a book.**

Using a see-saw, we can have more than two predicates in a sentence. We can use for, and, nor, but, or, yet and so to join two parts. This is called a compound sentence (Year 1 to 2 level).

We set off for town **but** **forgot our umbrellas.**

Some cats **hung around the yard** **and** **they made such a noise.**

Or a semi colon to add two parts

He is going to his cabin; **he wants to stay all weekend.**

Myera brought the drinks; **Frank brought the main dish.**

Also add adverbs - **I swam to the island** **quickly.**

The third colour is **RED**

We use red for all the punctuation that may occur in a sentence. This means full stops, question marks, exclamation marks, commas, semi colons, colons, speech marks etc

E.g

The cat sat on the mat.

Are you going to the cinema?

The rocket shot across the dark sky!

Green Orange Red is the order of a simple sentence (Year 1)

We set off for town but forgot our umbrellas.

Some cats hung around the yard and they made such a noise.

He is going to his cabin; he wants to stay all weekend.

Myera brought the drinks; Frank brought the main dish.

We also use red for commas in a list.

The cake needs some flour, six eggs, a slab of butter and a bar of chocolate.

In the zoo were an elephant, a giraffe, zebra and some lions.

The fourth colour is **Yellow** - Y2 and above

When we get the children to write speech, we put what is actually said in **yellow**. We colour the verb **orange** for the way of speaking and **green** for the person. E.g.

"That was amazing!" said **Mr Hollis**.

Becky questioned, **"Who said that?"**

"The cat is on the table," shouted the children.

Here is an example-

"It's late," said **Cinderella**.

The prince smiled and answered, **"Yes, but we have all the time in the world."**

"What time is it?" asked **Cinders**. **"I must leave before midnight."**

"If you must go," said the prince, **"you'd better hurry. It's 5 to 12."**

"Oh no!" cried **Cinders**.

Notice all the punctuation is still highlighted **RED**

The next colour is **PINK** – Y1 and above

We use **pink** for what we call a fronted adverbial. These are a group of words that go at the start of a sentence and tell the reader when or where or how something happens.

At three thirty, the children went home.

Yesterday, it all seemed so far away.

At the funfair, the children rushed to the roller coaster.

Down on the farm, some cows and sheep were herded into a field.

Quickly, the policeman closed the door.

In a crafty manner, the witch pulled out her wand.

You will notice that after the fronted adverbial (bit in pink), there always has to be a comma. The children get used to the idea that a fronted adverbial simple sentence follows the **PINK, RED, GREEN, ORANGE, RED** order.

As the children move through school, we make the fronted adverbials more complicated. E.g.

Before the sun rose up, the lions were already stalking the zebras.

The next colour is **Dark Blue**. – Year 2 and upwards

We use **dark blue** to show the children where to put what we call a **subordinating clause** (some extra information in a sentence).

We add the extra information using words like:-

when, while, whilst, unless, before, after, although, if rather than, as soon as, so that, whereas etc

Some examples:-

I will go outside unless it rains tomorrow.

The sun rose in the sky before the birds woke.

Some zebras ate humbugs although not mints.

Adam danced all night whilst eating at the same time.

The extra information can also go at the front of the sentence. When we do this, we must use a comma straight after.

Some examples:-

Rather than being scared, the child patted the goose.

After six cakes, Yusuf felt very ill.

If it is sunny, I will not take my umbrella.

So that the sheep flow, the gate must be wide open.

The next colour is **Light Blue** – Year 5 and 6

In a sentence we use **light blue** to highlight what we call a **non-finite verb clause**. This again is another way of adding extra information to a sentence. **Non-finite clauses** all start with verbs, either those ending in **ed, ing** or **to** something

Eg **exhausted by the run** **headed away from the scene**

jumping up and down **listening at the door**

to escape the ghost **to catch the robber**

Non-finite verbs clauses can be placed at the start of a sentence and then followed up with a comma, before the rest of the sentence is added.

Exhausted by the run, **James panted for breath.**

Jumping up and down, **the meerkat family looked for predators.**

To catch the robber, **the police put up a wanted poster.**

Or it can be added in the middle of a sentence with 2 commas, one in front and one after.

The child, **headed away from the scene,** **was very worried.**

Maggie, **listening at the door,** **found out the secret.**

Ahmed, **to escape the ghost,** **hid behind the sofa.**

And the final colour is **Purple** - Y4 onwards

We use the colour **Purple** to highlight what we call a **relative clause**. This is another way of adding extra information to a normal sentence.

We do this mainly using the words:-

which and **who**

We use **which** to give more information about an object in a sentence. The words go straight after the object with a comma in between.

Six chairs, which were striped and old, sat in the dining room.

The children slept in the tent, which was cold and smelly.

We use **who** to add extra information to people and living things.

Amir, who was working hard, finished all his sums.

The Frisbee headed towards the children, who were lying in the sun.

The football team, who were champions, beat the new side 10 -0.