Do you sometimes mix up your clauses, conjunctions and common nouns? The Grammar Gremlins are here to help!
Nouns are used to name people, animals, places, things or ideas.

- helmet
- ears
- shorts
- skateboard
- park
- kittens
- diamond
- magic
- teacher
Comparative and superlative adjectives can be used to compare things.

We usually use a **comparative adjective** when we are comparing **two things**

and a **superlative adjective** when we are comparing **more than two**.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>shorter</td>
<td>shortest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>handsome</td>
<td>more handsome</td>
<td>most handsome</td>
</tr>
<tr>
<td>clever</td>
<td>more clever</td>
<td>most clever</td>
</tr>
</tbody>
</table>
Adverbs can tell us how, when, where and how much something happens.

<table>
<thead>
<tr>
<th>How?</th>
<th>I played on my skateboard carefully.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>I played on my skateboard yesterday.</td>
</tr>
<tr>
<td>Where?</td>
<td>I played on my skateboard nearby.</td>
</tr>
<tr>
<td>How much?</td>
<td>I was very excited when I played on my skateboard.</td>
</tr>
</tbody>
</table>

Here are some more examples...

<table>
<thead>
<tr>
<th>How?</th>
<th>When?</th>
<th>Where?</th>
<th>How much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The car raced quickly around the track.</td>
<td>The train arrived late.</td>
<td>Sam went there with his dad.</td>
<td>Lucas was incredibly excited!</td>
</tr>
<tr>
<td>The dinosaur roared furiously!</td>
<td>Yesterday, I won a prize!</td>
<td>“Please come here” asked the teacher.</td>
<td>The car was slightly damaged in a crash.</td>
</tr>
<tr>
<td>Singing beautifully, the choir gave a wonderful performance.</td>
<td>The school holiday will be over soon.</td>
<td>Mia looked for her missing rabbit everywhere.</td>
<td>Emily was too tired to watch her favourite film.</td>
</tr>
<tr>
<td>Jenny is always helpful.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conjunctions are also cohesive devices. They link together ideas, words and phrases in the same sentence.

The dog barked loudly when she heard a knock at the door.

Would you like water or milk?

I am nervous because I have a test tomorrow!

After eating his dinner, grandad fell asleep on the sofa.

Some conjunctions can be used at the beginning of a sentence.
A paragraph is a group of sentences. Organising your writing into paragraphs helps the reader because the text is broken into sections.

Using paragraphs in Fiction Writing
You could start a new paragraph whenever:
• A new event takes place,
• A new character is introduced,
• There is a change of time,
• There is a change of place,
• There is a change in mood.

Thinking about what will go in each chapter can help when you are planning (and then writing) your story.

Using paragraphs in Non-Fiction Writing
You could start a new paragraph whenever:
• You are introducing or concluding your non-fiction writing.
• There is a change in subject / topic,
• A new point is explained.
• A different point of view is discussed.
• A new example is given.
• The next instruction is written.

Some paragraphs may need a sub-heading.

Use cohesive devices at the start of your paragraphs to show your reader the link between the ideas.
Add an adverbial phrase to this sentence:

The flower bloomed.

Make a list of cohesive devices that writers can use to link ideas and parts of their writing together.

Use this coordinating conjunction in a compound sentence.

but

Use this coordinating conjunction in a compound sentence.

or
Use this subordinating conjunction in a complex sentence.

since

Use this subordinating conjunction in a complex sentence.

when

Make a list of interjections.

Choose something that you can see and describe its location using prepositions.
Write a question that has exactly eighteen words.

Write a statement that has exactly eighteen words.

Write an exclamation that has exactly eighteen words.

Write a command that has exactly eighteen words.
My writing is about...

My audience is...

I have used:

☐ A range of word classes (e.g. nouns, adjectives, verbs, adverbs, pronouns),

☐ Carefully chosen words to give the reader a clearer picture (e.g. Labrador instead of dog... friendly instead of nice),

☐ Different types of sentences (i.e. simple, compound and complex).

☐ Cohesive devices to link ideas and parts of my writing together (e.g. pronouns, conjunctions, punctuation, prepositions).

☐ Paragraphs to organise my writing into clear sections.

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☐ Paragraphs to organise my writing into clear sections.
Can you find these words in this Grammar Wordsearch?
Thank you for looking at our preview resources. We hope that they are useful to you.

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Mark and Helen