

# Active English



A parent's  
guide

# What is Active English?

Active English is an approach to teaching grammar which uses images as visual clues for children to remember various grammatical terminology and use. It is a daily programme of 15 minutes which runs at the beginning of the literacy lesson. Active English supports children in relation to the National Spelling, Punctuation and Grammar (SPaG) assessments, but importantly, this approach supports your child in their writing.






# Active English images


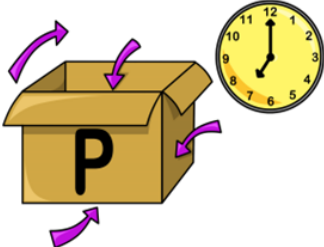

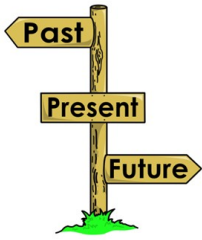
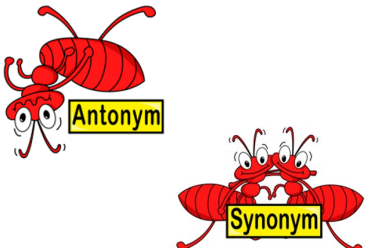
Below are the images used during Active English teaching. This programme is designed to be started once your child has a secure understanding of phonics. Children will be introduced to each image when their class teacher feels they are ready and also in line with national expectations.



# Active English images





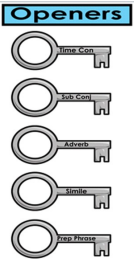
<p>Noun</p> 	<p>A thing, person, place or feeling.</p> <p>Nouns can be common, proper, abstract or collective.</p>	<p>Chair, whiteboard, London, Sarah, happiness, friendship, pack, flock...</p>
<p>Pronoun</p> 	<p>Used instead of a noun.</p> <p>It stops the noun being repeated again and again.</p>	<p>me, him, he, his, himself, who, what, that, they, we, it...</p>
<p>Adjective</p> 	<p>An adjective gives more information about a noun.</p> <p>It normally goes before the noun.</p>	<p>Tall, extensive, vertical, beautiful...</p>
<p>Noun Phrase</p> 	<p>Expanded noun phrases allow exact information to be communicated in a quick and concise way.</p> <p>The adding of adjectives before nouns is a basic skill in the building of description.</p>	<p>Tiny girl red shoes large box</p>
<p>Verb</p> 	<p>A verb is a doing word or an action.</p> <p>A verb is a being word.</p>	<p>Dance, swim, jump... is, was...</p>

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<p>Adverb</p> 	<p>An adverb gives more information about a verb. It tells you how, when, where and how often something happens.</p>	<p>quickly, slowly, playfully, nicely, steadily, quietly, carefully, soon, very...</p>
<p>Preposition</p> 	<p>Shows how things are related. Describes the position of something or the time when something happens.</p>	<p>above, against, behind, below, near, on, onto, outside, over, through...</p>
<p>Determiner</p> 	<p>A determiner goes in front of a noun and the adjective to help you to identify which person or thing the sentence is about. It can also tell you how much or how many there are.</p>	<p>a an the, that, this, those my, his her, each, every</p>
<p>Tense</p> 	<p>The verb in a sentence shows the tense. The tense shows when the action takes place.</p>	<p>Present Tense: Shows what is happening now. It usually has an s ending or no ending. Past Tense: This describes something which has happened in the past. It usually ends with ed.</p>
<p>Antonym/Synonym</p> 	<p>Antonym are words that mean the opposite of each other. Synonyms are words that mean the same or nearly the same as each other</p>	<p>Wet and dry Hard and soft Big and huge Tiny and small</p>





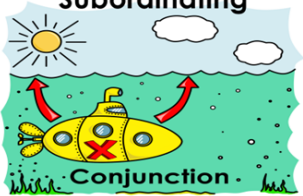

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<p>Simile</p> 	<p>A simile is where one item is compared with another using 'like' or 'as'.</p>	<p>The snake was as long as a classroom ruler.</p> <p>The snake was like a hissing fire.</p>
<p>Metaphor</p> 	<p>A metaphor is a figure of speech that describes a subject by saying that it is something else.</p>	<p>The ball was a hard round apple sitting on a table.</p> <p>My tooth is a hard pebble in my mouth.</p>
<p>Personification</p> 	<p>Personification is when an object is given a human verb or quality.</p>	<p>The volcano wept hot tears as it erupted.</p> <p>The leaves danced in the warm breeze.</p>
<p>Onomatopoeia</p> 	<p>Words which represent sounds, often used in poetry.</p>	<p>Splash</p> <p>Bleep</p> <p>Whoosh</p>
<p>Openers</p> 	<p>A range of ways in which to start a sentence.</p>	<p>Although it was dark, I still went out.</p> <p>Very slowly, the cat crept through the house.</p> <p>As quietly as a mouse, the man opened the lid.</p> <p>Under the dark trees stood a</p>

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<p>Simple sentence</p> 	<p>A single thought which does not include any kind of conjunction.</p>	<p>The boy ran. The cat went to the park. The shimmering sun reflected off the glistening water.</p>
<p>Compound sentence</p> 	<p>A sentence including two main clauses linked with a coordinating conjunction.</p>	<p>The man wanted milk so he walked to the shop. The dog was barking but the owner didn't notice.</p>
<p>Complex sentence</p> 	<p>A sentence which includes a main clause, a subordinate clause and a subordinating conjunction.</p>	<p>Even though it was raining, the twins wanted to play outside. Molly can walk to school alone, when she is in Year 7.</p>
<p>Main clause</p> 	<p>A part of a sentence which is a complete thought. It makes sense on its own. All main clauses have a verb.</p>	<p>The dog ran across the park Happily, the girl skipped into the shop</p>
<p>Subordinate clause</p> 	<p>A subordinate clause cannot stand alone, it must have a main clause alongside it in order to make sense.</p>	<p>when the bus arrives although it was sunny because it was midnight</p>

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<p>Relative clause</p>  <p><b>Relative Clause</b></p>	<p>Another type of subordinate clause.</p> <p>They add extra information into the sentence using a subordinate clause.</p>	<p>which... where... that... whose... who...</p> <p>The boy, who was wearing a blue coat, went outside.</p>
<p>Co-ordinating conjunction</p>  <p><b>Co-ordinating Conjunction</b></p>	<p>Can only go in the middle of a sentence to join two main clauses. It makes a compound sentence.</p>	<p>for and nor but or yet so</p>
<p>Subordinating conjunction</p>  <p><b>Subordinating Conjunction</b></p>	<p>A subordinating conjunction joins a subordinate clause to a main clause.</p> <p>This makes a complex sentence.</p>	<p>Although However Even though Because If When</p>
<p>Dr Sense</p>  <p><b>Doctor Sense</b></p>	<p>This image reminds children that their writing must make sense to their reader!</p>	



# How can I help my child?

## Developing vocabulary

When out and about, use and encourage the use of high quality vocabulary. For example, “Look at that delicate flower.” rather than “Pretty flower”.

## Tense and determiners

Encourage the correct use of and also verbally correct children’s errors when speaking in the wrong tense. For example, “It’s not I goed to the park, it’s I went to the park.” Similarly with determiners, for example, “Remember, it’s those chairs not that chairs.”

## Writing

When children are completing homework or writing for enjoyment, encourage the use of a wide range of vocabulary and sentence structures. If children tend to open their sentences the same way (I, The, Then...) suggest alternative openers for example adverbs, similes or verbs.