No more repeats: answers and notes

What your child practised: swapping repeated nouns for pronouns, within a sentence and across sentences, and choosing a pronoun that matches (Year 4 grammar).

Page 1 · Warm up

they · **she** · **it** · **we** (them, her and us are fine too)

Page 2 · Try it together

Answers will vary. The name stays the first time; after that, a matching pronoun.

Page 3 · B. Rewrite

1. **It** knocked over a cup.
2. **They** played on the swings.
3. **He** flew **it** on the hill.

Page 2 · A. Ring the repeat

1. children → **they** · 2. robot → **it**
3. *…because **he** missed **her**.*
4. *…and **she** gave **it** to Mum.*

Page 3 · C. Does it match?

1. **She** or **He** · 2. tick · 3. **They** · 4. tick
A teacher is a person, not a thing; cousins are more than one (*They have six goats.*)

Challenge: *She* comes first, so the reader doesn't know who found the shell until later. Name her first, then use the pronoun: ***"Ava found a shell on the beach. She took it home."***

Watch out for

- **A pronoun the very first time someone appears**, as in the Challenge. Ask: "Would someone who hasn't met Ava know who *she* is?"
- **A pronoun that doesn't match**, such as *it* for a person or *she* for a group. Ask: "Is it a person or a thing? One, or more than one?"
- **Swapping every noun.** Pronouns are for repeats. It's fine to use a name again later in a story.

Going further (5 minutes, no paper)

- **Too repetitive!** Say a sentence like *"Dad made tea and Dad drank the tea"* in a silly voice. Your child fixes it: *"Dad made tea and drank it."*
- **Story chain:** take turns adding a sentence to a story about a named pet. Each new sentence must use a pronoun, not the name.
- **In the game:** Chapter 3, Clear writing, shows when to keep the noun because a pronoun would be unclear.