

# Grammar

**What terms mean and how to use them**

# Word classes

- Noun – a place, object or living thing
- Verb – an action, a state of mind or state of being
- Adjective – a word that describes a noun
- Adverb – a word that describes a verb, adjective or another adverb (gives extra information)

# Word classes

- Preposition – where something is (describing a relationship between things)
- Determiners – how much of something there is (modifies or adds extra information to a noun)
- Pronouns – replaces a noun in a sentence. Can also show possession.

# Determiner or possessive pronoun? – Y3/Y4

- Determiners - (modifies or adds extra information to a noun)
- Pronouns – replaces a noun in a sentence. Can also show possession.
- This is our house. My dog is barking.
- This house is ours. The barking dog is mine.
- Hint: which word comes before the noun?

The shark swam underneath the waves.

Slowly, the fish drifted along the sandy floor.

Every once in a while, bubbles erupted from a crack in the wooden hull of the sunken ship.

# Clauses

- Main (or independent) clause – a set of words that include a verb and a subject. Can usually make a sentence, because it makes sense.
- Subordinate clause – does not make sense on its own, needs to be joined to a main clause.
- Co-ordinating conjunctions – FANBOYS
- Subordinating conjunctions - ISAWAWABUB

for	and	nor	but	or	yet	so
<b>F</b>	<b>A</b>	<b>N</b>	<b>B</b>	<b>O</b>	<b>Y</b>	<b>S</b>

if	since	as	when	although	while	after	before	until	because
<b>I</b>	<b>S</b>	<b>A</b>	<b>W</b>	<b>A</b>	<b>W</b>	<b>A</b>	<b>B</b>	<b>U</b>	<b>B</b>

The ducks quacked noisily and the pigs grunted.

The cows took shelter because it was raining.

Rain will sometimes fall when it is cloudy.

While the rain poured, the streetlights flickered.

Tim played outside yet Tom worked inside.



# Sentences

- Sentences MUST include a capital letter at the beginning and punctuation at the end – a full stop, question mark or exclamation mark.
- A good rule of thumb – one conjunction per sentence.

# Sentences – Y2

- Statement sentence – conveys a simple piece of information. **I like eating ice cream.**
- Exclamation sentence – conveys a strong emotion or feeling. **What a day!**
- Command sentence – tell someone to do something. **You must go to bed.**
- Question sentence – asking a question! **What are you doing?**

# Paragraphs

- Paragraphs are breaks in writing to make it easier to read.
- Rule of thumb – when there is a change of time or place, start a new paragraph.

# Expanded noun phrases – Y2

- A determiner, and one or more adjectives describing a noun
- A shiny, gold coin
- A phrase giving more detail about a noun
- The girl with dark hair and glasses

# Commas in lists – Y3

- When you have three or more items in a list, commas are used to separate them.
- James bought lemons, limes, apples, strawberries and a pie.

# Tenses – past and present – Y2

- Present tense is happening now.
- I am standing up. You are sitting down. It is raining outside.
- Past tense has happened already.
- I was standing up. You were sitting down. It was raining outside.

# Tenses – perfect – Y3

- Describes completed actions before another action.
- Past perfect – “had” + “verb”
- Present perfect – “has/have” + “verb”
- Future perfect – “will have” + “verb”
- E.g. waiting for the bus

# Apostrophes – contractive/omission – Y2

- Shows missing letters in a word when made shorter
- Shouldn't – should not
- Can't – can not
- I'll – I will
- There's – there is
- They're – they are



# Apostrophes – possessive – Y2

- Shows something belongs to someone else
- Amy's bottle
- Boy's ball
- Boys' toilet
- The dog wagged its tail.

# Adverbs of time – Y3

- Adverbs describe a verb, adverb or adjective, giving extra information
- Adverbs of time also give extra information (soon, later, eventually)
- Or how often something happens (daily, every night, once in a while)

# Prepositions of time – Y3

- Prepositions describe the relationship between two things (under, behind, next to)
- Prepositions of time still describe a relationship (when, as, while, during)

# Preposition or adverb?

- Once we had arrived, we unpacked.
- I eat an apple once a day.

# Inverted commas (speech marks) – Y3

- Shows direct speech.
- All words that are spoken are between “inverted commas”
- Because the words spoken are still a sentence, they still need punctuation!
- “Hello,” said Tina.
- Tina said, “Hello.”

# More complex examples

“How are you doing?” Gil asked, “It’s been a tough day.”

“I know what you mean,” John replied, “but that’s the way it goes!”

# Fronted adverbials – Y3

- Adverbs add extra information
- Adverbials use more than one word to add extra information
- Fronted adverbials are adverbials at the front of a sentence!

# Modal verbs – Y5

- Show ability, likelihood, or permission.
- Can/could
- May/might
- Will/would
- Shall/should
- Must



# Relative clauses – Y5

- A type of subordinate clause that describes a noun, using a relative pronoun such as who, what, where, when or which.
- She lives in London, **which is the capital city.**
- This is the boy **whose mother is waiting.**
- He went into the garden, **where the aliens had landed.**

# Relative clauses – Y5

- We often see these used in the middle of sentences, requiring parentheses (covered further in Y6).
- Charles Darwin, who was a scientist, changed the way we thought about the world.

# Commas in sentences – Y5

- Let's eat Grandma or Let's eat, Grandma
- Commas can provide clarity.
- Rule of thumb – when speaking the sentence out loud, a comma should go where you would naturally take a breath.

# Passive voice – Y6

- When the subject of a sentence is doing something, this is the active voice.
- Susan cooked dinner.
- If the subject isn't doing something, this is the passive voice.
- Dinner was being cooked by Susan.

# Hyphens – Y6

- Used to compound adjectives for clarity
- Man-eating shark or man eating shark

# Parenthesis – Y6

- Parenthesis add extra information
- Brackets, dashes or commas
- The dog's nose, buried in the bushes, twitched and snuffled.
- A cat's tongue (covered in small barbs to make it rough) is often used to keep its fur clean.

# Semi-colons, colons – Y6

- Mark boundaries between independent clauses
- The world continued to spin; nothing had really changed at all.
- It was true: the car really had gone.

# Colons – Y6

- Introduce a list (replace a colon with “which are”)
- Jane liked colours: green, blue, purple and red were her favourites.
- The shop had many types of flowers: roses, lilies, foxgloves and bluebells.



# Colons – Y6

- Link two main clauses, replacing “because” with a colon. Adds detail to a description.
- I like cake because it is tasty.
- I like cake: it is tasty.
- Puts emphasis/importance on what follows.
- They found him where he always was: in his chair by the fire.

# Semicolons – Y6

- Used to separate ideas in main clauses that are related to each other (like using a conjunction).
- The lions were closing in; Daniel knew his time was up.
- It was getting late; the stars were already twinkling in the sky.

# Semicolons – Y6

- Children often comma splice main clauses – this should be a semicolon instead.
- The weather was terrible, I was looking for shelter. X
- The weather was terrible; I was looking for shelter.

# Joined handwriting

- A requirement in Y6 writing!