

## Summary of Grammatical Terms, Word Classes and Features of Sentences

NOUNS	
Term	Definition
Noun	A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: <i><b>Jim, Betty, London...</b></i> - and some 'times': <i><b>Monday, April, Easter...</b></i> It always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: <i><b>cars, toothbrushes, trees,...</b></i> - and kinds of people: <i><b>man, woman, child, school ...</b></i>
Collective noun	This is a noun that describes a group or collection of people or things: <i><b>army, bunch, team, swarm, gaggle...</b></i>
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, touched or tasted: <i><b>sleep, honesty, boredom, freedom, power, shame, pride ...</b></i>
Noun phrases: simple expanded	<p>A noun phrase is a noun - and any other words that go with it - that helps explain more about the noun. Noun phrases can be simple or expanded. Noun phrases DO NOT contain a verb.</p> <p>Examples:</p> <p><u><b>friendly</b> dog</u> <i>is chewing a bone</i> (simple noun phrase - only <i>1 adjective</i> describing the noun 'dog')</p> <p><u><b>terrifying, unfriendly and dangerous</b> dog</u> <i>is chewing a bone</i> (expanded noun phrase - <i>more than 1 adjective</i> describing the noun 'dog')</p> <p><u><b>history</b> book</u> <i>on the shelf</i> (simple noun phrase)</p> <p><u><b>that non-fiction book about the Egyptians</b></u> <i>is behind the atlases</i> (expanded noun phrase)</p>
ADJECTIVES	
Term	Definition
Adjective	<p>An <b>adjective</b> is a 'describing' word: it is a word used to describe (or tell you more about) a noun.</p> <p><u>Example:</u> The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face. (The words in bold - adjectives - tell us more about the noun that follows)</p> <p>An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked <b>frightened</b>; the dog was very <b>fierce</b>)</p>

<b>Interrogative ('asking') adjectives</b>	E.g.: What? Which? ... They are used to ask questions about a noun. <u>Example:</u> <b>Which</b> hat do you prefer?
<b>Possessive adjectives</b>	E.g.: my, our, their, his, your ... Possessive adjectives show ownership. <u>Example:</u> Sue never brushes <b>her</b> hair.
<b>Adjectives of number or quantity</b>	E.g. much, more, most, little, some, any, enough ... These answer the question: How much? <u>Examples:</u> She invited <b>five</b> friends for breakfast. She did not have <b>any</b> food left.
<b>Demonstrative ('pointing-out') adjectives</b>	E.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? <u>Examples:</u> <b>Those</b> apples and <b>these</b> pears are bad. <b>That</b> man stole <b>this</b> handbag.
<b>VERBS</b>	
<b>Term</b>	<b>Definition</b>
<b>Verb</b>	A verb is a word, or a group of words, which tells you what a person or a thing is doing. It is often called a 'doing' or 'action' word: e.g. <i>running, eating, sitting</i> All sentences have a subject and a verb. The subject is the person or the thing doing the action: <u>Example:</u> Cats purr (Cats is the subject and purr is the verb)  The subject (cat) and the verb (purr) in a sentence must agree; singular <b>or</b> plural subject-verb. E.g. Cats <u>purr</u> when <b>they are</b> happy. <u>A cat purrs</u> when <b>it is</b> happy.
<b>Auxiliary verb</b>	A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb <b>to be</b> and the verb <b>to have</b> . These 'helping' verbs are called <b>auxiliary verbs</b> and can help us to form tenses. Auxiliary verbs for 'to be' include: am, are, is, was, were, Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have. <u>Examples:</u> I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)
<b>State verbs</b>	The verb 'to be' and verb 'to have' can also act as the only <b>verb</b> in a sentence when there is no action verb present E.g. Sally <b>is</b> really silly. She <b>has</b> a funny laugh.

Modal verbs	<p>A modal verb is placed before the main verb and it indicates certainty OR possibility.          Modal verbs are: <i>will, would, can, could, shall, should, may, might, must, ought to</i>  <u>Examples:</u>          Tina <u>will do</u> her homework tonight. (certainty)          Andrew <u>might come</u> to my party. (possibility)</p> <p>Modal verbs have a positive and a negative form          E.g.: I <i>can</i> swim (positive)          I <i>can't</i> swim (negative)</p>
<b>ADVERBS</b>	
Term	Definition
Adverb	<p>An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why?          Most - but not all - adverbs in English end in <i>-ly</i> and come from adjectives:  <u>E.g. soft - <i>softly</i>; slow - <i>slowly</i>.</u></p> <p><u>REMEMBER:</u> to help find the adverb in a sentence always look for the verb first.</p>
Adverb or Adjective?	<p>Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i>          If they answer the questions: How? When? Where? or Why? - they are adverbs.          If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples:</u>  <i>Life is <b>hard</b>. (adjective - describes noun 'life')</i>  <i>Kim works <b>hard</b>. (adverb - describes how Kim works)</i>  <i>The train arrived <b>early</b>. (adverb - describes when train arrived)</i>  <i>I took an <b>early</b> train. (adjective - describes noun 'train')</i></p>
Fronted Adverbial	<p>A fronted adverbial is a word OR a phrase that goes at the beginning of a sentence. It describes the verb in the sentence. It clarifies <u>when, where or how</u> action occurs. Fronted adverbials are <b>always</b> followed by a comma. If they are removed from a sentence, the sentence will still make sense.</p> <p><u>Examples:</u>  <i>In the winter, some animals hibernate. (when)</i>  <i>At the end of the rainbow, I found a pot of gold. (where)</i>  <i>Gently, the dentist removed my tooth. (how)</i></p>

PRONOUNS	
Term	Definition
Pronoun	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a <b>pronoun</b> (which means 'for a noun'). We use <b>pronouns</b> so that we do not have to repeat the same nouns over and over again.</p> <p><b>Have a look at the following sentence:</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p><b>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</b> When Barnaby stroked the cat and listened to it purring softly, <b>he</b> felt calm and peaceful.</p>
Singular pronouns	<p>Singular pronouns are used to refer to <b>ONLY</b> one person or thing (pronouns can be personal or possessive or compound).</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>
Plural pronouns	<p>Plural pronouns are used to refer to <b>MORE THAN</b> one person or thing (pronouns can be personal or possessive or compound).</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>
Possessive pronouns	<p>Possessive pronouns replace the noun and are used to indicate ownership (possession).</p> <p>E.g.: <i>my, mine, his, hers, its, yours, ours, theirs</i></p> <p><u>REMEMBER:</u> <i>possessive pronouns have an 's' and determiners don't e.g. yours vs. your</i></p>
Compound pronouns	<p>Compound pronouns are made up of a personal pronoun + self (singular) or + selves (plural)</p> <p>E.g.: <i>myself, yourself, himself, herself, itself</i> <i>ourselves, yourselves, themselves</i></p>
Relative pronouns	<p>Relative pronouns replace the noun and relate to the subject used earlier in the sentence.</p> <p>E.g.: <i>who, whom, whose, which, where, that</i></p> <p>Remember, <b>who</b> and <b>whose</b> are used to refer to people and other relative pronouns (<b>which, that, where</b>) refer to objects and places.</p> <p><u>Examples:</u></p> <p>The policeman, <b>who</b> found my stolen wallet, is now my hero.</p> <p>The path <b>that</b> winds through the forest is spooky.</p> <p><u>REMEMBER:</u> <i>relative pronouns are used in relative clauses.</i></p> <p>E.g. The policeman, <b>who</b> found my stolen wallet, is now my hero.</p> <p>The path <b>that</b> winds through the forest is spooky.</p> <p><i>The relative clauses in the sentences above are shown in bold.</i></p>

Other WORD CLASSES and Grammatical Terms	
Term	Definition
Prepositions	<p>Prepositions are words which show the relationship of one thing to another. There are prepositions to indicate <u>time</u> <i>e.g. during</i> and also to show <u>place</u> <i>e.g. underneath</i>.</p> <p><u>Examples:</u> Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.</p> <p>Prepositions tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <i>up, across, into, past, under, below, above ...</i></p>
Determiner	<p>Determiners include many of the most frequent English words, <i>e.g. the, a, my, this</i>.</p> <p>Determiners are <u>used with nouns</u> (<i>this</i> book, <i>my</i> best friend, <i>a</i> new car) and they limit (i.e. determine) the reference of the noun in some way.</p> <p><u>Determiners include:</u></p> <p><b>articles</b> <i>a / an</i> (indefinite article), <i>the</i> (definite article)</p> <p><b>demonstratives</b> <i>this / that, these / those</i></p> <p><b>possessives</b> <i>my / your / his / her / its / our / their</i></p> <p><b>REMEMBER:</b> <i>determiners don't have an 's' but possessive pronouns do e.g. your vs. yours</i></p> <p><b>quantifiers</b> <i>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</i></p> <p><b>numbers</b> <i>three, fifty, three thousand etc.</i></p> <p><b>some question words</b> <i>which (which car?), what (what size?), whose (whose coat?)</i></p>
Co-ordinating Conjunctions (FANBOYS)	<p>Conjunctions join together words, phrases, clauses and sentences. They help us to create compound and complex sentences by joining two main clauses together. These coordinating conjunctions provide balance within a sentence, rather than opening sentences.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together:</p> <p><u>She went to the shops <b>and</b> bought a box of chocolates.</u></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; float: right;"> <p>For And Nor But Or Yet So</p> </div>
Subordinating Conjunctions	<p>Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own - it sounds silly on its own).</p> <p><u>Example:</u> <b>When</b> we got home, we were hungry.</p> <p>We were hungry <b>because</b> we hadn't eaten all day.</p> <p>Other subordinating conjunctions include: <i>if, while, after, until, before, although...</i></p> <p><b>REMEMBER:</b> <i>if a conjunction is not a FANBOY then must be a subordinating conjunction.</i></p>



<p><b>Clauses:</b></p> <ul style="list-style-type: none"> <li>- Main</li> <li>- Subordinate</li> <li>- Relative</li> </ul>	<p>A clause is a group of words which <u>does</u> contain a verb (action verb and/or state of being verb); it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <p>A <b>main clause</b> (<u>m</u>akes sense on its own) e.g.: Sue bought a new dress.</p> <p>A <b>subordinate clause</b> (does not make sense on its own (<u>s</u>ounds silly); it depends on the main clause for its meaning)</p> <p>E.g.: Sue bought a new dress <i>when she went shopping</i>.</p> <p>*'when she went shopping' is the <u>subordinate</u> clause as it would not make <u>s</u>ense without the main clause - it <u>s</u>ounds <u>s</u>illy on its own.</p> <p>A <b>relative clause</b> is a type of subordinate clause that uses a relative pronoun and adds detail after the noun.</p> <p>E.g.: Sue, <i>who had been invited to a party</i>, bought herself a new dress.</p> <p>**'who had been invited to a party' is the relative clause ('who' refers to Sue - the subject) and is still a subordinate clause as it still does not make sense without the main clause.</p> <p>E.g.: This is the book <i>which we are reading in class</i>.</p> <p>** 'which we are reading in class' is the relative clause ('which' refers to the book)</p>
<p><b>Phrase</b></p>	<p>A phrase is a group of words which does not make complete sense on its own and <u>does not</u> contain a verb; it is not a complete sentence.</p> <p>E.g.: up the mountain</p> <p>during the holidays</p> <p>that talented sportsman</p> <p>an enormous pile of rubbish</p>
<p><b>Active and Passive Voice</b></p>	<p><u>Active voice:</u></p> <p>Subject - Verb - Object. Subject is performing the action in the sentence.</p> <p>E.g. <i>Humans are destroying the rainforests.</i></p> <p>(humans - the subject, are destroying - verb, rainforests - object)</p> <p><u>Passive voice:</u></p> <p>Object - Verb - Subject. Object is having the action done to it. The passive voice is often used when what is happening is more important than who is doing it, to add mystery/suspense, in factual reports such as news reports, crime reports, science reports and legal documents.</p> <p>E.g. <i>The rainforests are being destroyed by humans.</i></p> <p>(rainforests - the object, <b>being</b> destroyed <b>by</b> - verb, humans - subject)</p> <p>The subject can also be removed altogether from a sentence in the passive voice</p> <p>E.g. <i>The rainforests are being destroyed.</i></p>

## VERB TENSES

Definition	Example
<p><b>Present Tense</b></p> <p>Can be simple present or present progressive (continuous) or present perfect tense.</p> <p>The progressive and perfect tense need an auxiliary verb to 'help'.</p> <p>Look at the auxiliary verb (to be, to have) to help identify tenses that are not simple.</p>	<p><u>Simple present tense:</u></p> <p>The action is happening now and takes only a moment.  E.g. The cat <u>licks</u> its paws.                      The cats <u>lick</u> their paws.</p> <p><u>Present progressive tense:</u></p> <p>The action is happening now and is ongoing.  E.g. The cat <u>is licking</u> its paws.                      The cats <u>are licking</u> their paws.</p> <p><u>Present perfect tense:</u></p> <p>Action is taking place before a certain moment in time.  E.g. The cat <u>has licked</u> two of its paws so far. (has = present tense)</p>
<p><b>Past Tense</b></p> <p>Can be simple past tense or past progressive (continuous) or past perfect tense.</p> <p>The progressive and perfect tense need an auxiliary verb to 'help'.</p> <p>Look at the auxiliary verb (to be, to have) to help identify tenses that are not simple.</p>	<p><u>Simple past tense:</u></p> <p>The action has already happened. Past tense verbs usually end in -ed.  Not all though - as some are irregular e.g. eat/ate, take/took.  Action took only a moment.  E.g. The cat <u>licked</u> its paws.                      The cats <u>licked</u> their paws.</p> <p><u>Past progressive tense:</u></p> <p>Action was on-going.  E.g. The cat <u>was licking</u> its paws.                      The cats <u>were licking</u> their paws.</p> <p><u>Past perfect tense:</u></p> <p>Action was taking place before a certain moment in time.  E.g. The cat <u>had licked</u> its paws by teatime. (had = past tense)</p>
<p><b>Future Tense</b></p> <p>Can be simple future or progressive (continuous) future or future perfect tense.</p> <p>The progressive and perfect tense need an auxiliary or modal verb (will) to help.</p> <p>Look at the auxiliary verb (to be, to have) to help identify tenses that are not simple.</p>	<p><u>Simple future tense:</u></p> <p>The action has not yet happened.  E.g. The cat <u>will lick</u> its paws.</p> <p><u>Future progressive tense:</u></p> <p>The action will be happening in the future.  E.g. The cat <u>will be licking</u> its paws.</p> <p><u>Future perfect tense:</u></p> <p>Action will be taking place before a certain moment in time.  E.g. The cat <u>will have licked</u> its paws by teatime. (will = future tense)</p>



<p><b>Subjunctive Mood</b></p> <p>This is no longer used very often in English and has been replaced by modal verbs such as <i>could, should</i>. So, it may sound strange or old-fashioned.</p>	<p>Used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.</p> <p>The final 's' is removed from verbs that are in the subjunctive mood.</p> <p>Look out for 'I were' and 'they be' when spotting the subjunctive mood.</p> <p>E.g. <i>If I were you I'd accept.</i>  <i>I suggested that he face up to the bully.</i>  <i>It is vital that she attend the meeting.</i>  <i>I wish I were able to fly.</i>  <i>I suggest you take a rain coat with you.</i>  <i>I demand that they be counted again!</i></p>
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### Summary of VOCABULARY and/or SPELLING Strategies

Definition	Example
<p><b>Synonyms</b></p> <p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p><u>Synonyms for:</u></p> <p>Bad - awful, terrible, horrible</p> <p>Happy - content, joyful, pleased</p> <p>Look - watch, stare, glaze</p> <p>Walk - stroll, crawl, tread</p> <p>Said - explained, whispered, shouted, cried</p>
<p><b>Antonyms</b></p> <p>These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u></p> <p>The antonym of <u>tall</u> is <u>short</u></p> <p>The antonym of <u>add</u> is <u>subtract</u></p>
<p><b>Word groups/ families</b></p> <p>These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.</p>	<p><b>at, cat, hat, and fat</b> are a family of words with the "at" sound and letter combination in common.</p> <p><b>bike, hike, like, spike and strike</b> are a family of words with the "ike" sound and letter combination in common.</p> <p><b>blame, came, fame, flame and game</b> are a family of words with the "ame" sound and letter combination in common.</p>
<p><b>Prefix</b></p> <p>Prefixes are added to the beginning of an existing word in order to create a new word with a different (often opposite) meaning.</p>	<p>Adding 'un' to important - <b>unimportant</b></p> <p>Adding 'dis' to appear - <b>disappear</b></p> <p>Adding 're' to try - <b>retry</b></p> <p>Adding 'mis' to understand - <b>misunderstand</b></p> <p>Adding 'il' to legal - <b>illegal</b></p>

<p><b>Suffix</b></p> <p>Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child - childish</p> <p>Suffixes can be added to verbs to turn them into adjectives. E.g.: 'to like' (verb) becomes 'likeable' (adjective)</p> <p>Adding 'ion' to act - action</p> <p>Adding 'ment' to enjoy - enjoyment</p> <p>Adding 'less' to count - countless</p> <p>Adding 'ful' to care - careful</p> <p>Suffixes can be added to nouns to turn them into adjectives. E.g.: 'imagination' (noun) becomes 'imaginative' (adjective)</p> <p>Adding 'ful' to a 'colour' - colourful</p> <p>Adding 'y' to a 'mess' - messy</p> <p>Adding 'est' to a 'cold' - coldest</p>
<p><b>Root words</b></p> <p>Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' (comes) from.</p>	<p><u>help</u> is a root word</p> <p>It can grow into:</p> <p style="text-align: center;"> <u>helps</u>  <u>helpful</u>  <u>helped</u>  <u>helping</u>  <u>helpless</u>  <u>unhelpful</u> </p>
<p><b>Singular</b></p> <p>A singular noun names one person, place or thing (a single item).</p>	<p>One bike</p> <p>One mango</p> <p>One dress</p> <p>One fly</p> <p>One turkey</p> <p>One half</p>
<p><b>Plural</b></p> <p>More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding -s:</i> e.g. Three bikes</p> <p><i>Some nouns ending in -o are made into plurals by adding -es:</i> e.g. Two mango<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es:</i> e.g. Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then -y, just add -s:</i> e.g. Eight turk<u>ey</u>s</p> <p><i>For words ending in a consonant and then -y, change -y to -i and add -es:</i> e.g. Five fl<u>ies</u></p> <p><i>Most nouns ending in -f or -fe change to -ves in the plural:</i> e.g. Six halv<u>es</u></p>

## Summary of PUNCTUATION

Definition	Example
<p><b>Capital letter</b>    <b>A, B, C...</b></p> <p>Used to denote (mark) the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p>Joel has karate training every <u>M</u>onday afternoon at <u>H</u>ardwick <u>P</u>rimary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p> <p><i><u>REMEMBER:</u> a proper noun is special - not just any old common noun E.g. school, doctor, bear, hospital = ordinary common nouns so no capital letter is used Hardwick School, Doctor Adams, Polar Bear, Addenbrooks Hospital these = specific schools, doctors etc. (proper nouns) and so do need capital letters</i></p>
<p><b>Full stop</b>        <b>.</b></p> <p>Placed at the end of a sentence that is <u>not</u> a question or statement. <b>NEVER</b> use a full stop with ? or with !</p>	<p>Terry Pratchett's latest book is not yet out in paperback.</p> <p>I asked her whether she could tell me the way to Brighton.</p>
<p><b>Question mark</b>    <b>?</b></p> <p>Indicates a question/disbelief. Questions <b>MUST</b> end with ?</p>	<p>Who else will be there?</p> <p>Is this really little Thomas?</p>
<p><b>Exclamation mark</b>    <b>!</b></p> <p>Indicates (shows) an interjection/surprise/strong emotion</p>	<p>What a triumph!</p> <p>I've just about had enough!</p> <p>Wonderful!</p>
<p><b>Inverted commas</b>    <b>" " or ' '</b></p> <p>Punctuation marks used in pairs ( " " ) to indicate:</p> <ul style="list-style-type: none"> <li>- direct speech</li> <li>- quotes (evidence)</li> </ul> <p>'Inverted commas' used in pairs ( ' ' ) to indicate:</p> <ul style="list-style-type: none"> <li>- words that are defined</li> <li>- words that follow certain phrases</li> <li>- words that have special meaning</li> <li>- sometimes to indicate irony or a pun</li> </ul>	<p><u>For direct speech:</u></p> <p>Janet asked, "Why can't we go today?"</p> <p><u>For quotes:</u></p> <p>The man claimed that he was "shocked to hear the news".</p> <p><u>For words that are defined, that follow certain phrases or that have special meaning:</u></p> <p>'Buch' is German for book.</p> <p>The book was signed 'Terry Pratchett'.</p> <p>The 'free gift' actually cost us forty pounds.</p>

<p><b>Apostrophes</b></p> <p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><u>Contractions (missing letters/omission):</u></p> <p>E.g.: <i>Is not = isn't      Does not = doesn't      I am = I'm</i>  <i>shall not = shan't      cannot = can't      will not = won't</i></p> <p><u>Showing Possession: (ownership)</u></p> <p><i>With nouns (plural and singular) not ending in an s add 's:</i>  the girl's jacket (jacket belongs to the girl)  the children's books (books belong to the children)</p> <p><u>REMEMBER:</u> look for what the apostrophe 'hook' is attached to because if nothing then the apostrophe is not needed e.g. girls playing football (playing is a verb and not attached to girls), so no apostrophe 'hook' is needed) to attach 'playing' to 'girls'</p> <p><u>With plural nouns ending in an s, add only the apostrophe:</u>  the guards' duties (duties belong to the guards)  the Jones' house (house belongs to the Jones family)</p> <p><u>Possessive apostrophes for irregular plural nouns can be tricky:</u>  men's (men is already plural so just add the 's NOT mens' or mens's)  women's, children's, mice's, sheep's</p> <p><u>With singular nouns ending in an s, you can add EITHER 's OR an apostrophe alone:</u>  the witness's lie or the witness' lie (be consistent)</p> <p><u>REMEMBER</u> simple plurals NEVER need an apostrophe unless something belongs to them  E.g.  The <u>horses are</u> in their field. ('are' does not belong to the horses)  The <u>horses' field</u> is very muddy. ('field' does belong to the horses)</p> <p><u>REMEMBER</u> 'its' is irregular and so NEVER has an apostrophe except for contraction 'it is' = 'it's'. When showing possession, 'its' is just 'its'.  E.g.  The horse is muddy and <u>its tail</u> is all tangled. ('tail' does belong to the horse but no apostrophe is used to show this because 'its' is irregular).</p>
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<p><b>Commas in a list</b></p> <p>Used between a list of 3 or more words to avoid over-using <i>and</i> but <b>never</b> use a comma before <i>and</i> or before the last item in a list.</p>	<p>Jenny's favourite subjects are maths, literacy and art.</p> <p>Joe, Evan and Mike were chosen to sing at the service.</p> <p>The giant had a large head, hairy ears and two big, beady eyes.</p>
<p><b>Commas to mark phrases or clauses</b></p>	<p><u>To indicate contrast:</u></p> <p>The snake was brown, <i>not green</i>, and it was quite small.</p> <p><u>Where the phrase (embedded clause) could be in brackets:</u></p> <p>The recipe, which we hadn't tried before, is very easy to follow.</p> <p><u>Where the phrase adds relevant information:</u></p> <p>Mr Hardy, aged 68, ran his first marathon last year.</p> <p><u>To mark a subordinate clause:</u></p> <p>If at first you don't succeed, try again.</p> <p>Though the snake was small, I still feared for my life.</p> <p><u>Introductory or opening phrases:</u></p> <p>In general, sixty-eight is quite old to run a marathon.</p> <p>On the whole, snakes only attack when riled.</p> <p><u>Conjunctive verbs:</u></p> <p>Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p><b>Commas that make meaning clear (that can save lives!)</b></p>	<p>Where exactly a comma is placed in a sentence can change its meaning, so be careful your meaning is very clear e.g.</p> <p>Let's eat grandpa. (Grandpa is going <u>to be eaten</u>!)</p> <p>Let's eat, grandpa. (You are going <u>to eat with</u> grandpa)</p>
<p><b>Brackets (also known as parentheses)</b></p> <p>Used for additional information or explanation.</p> <p>Can be used instead of commas or dashes to mark an embedded phrase.</p>	<p><u>To clarify information:</u></p> <p>Jamie's bike was red (bright red) with a yellow stripe.</p> <p><u>For asides and comments:</u></p> <p>The bear was pink (I kid you not).</p> <p><u>To give extra details:</u></p> <p>His first book (The Colour Of Magic) was written in 1989.</p>

<p><b>Ellipsis</b> . . .</p> <p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).</p> <p>Can also be used to indicate missing words when only summarising information for reference is needed.</p>	<p><u><i>A pause in speech:</i></u></p> <p>"The sight was awesome. . .truly amazing."</p> <p><u><i>At end of a sentence to create suspense:</i></u></p> <p>Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p> <p><u><i>To indicate missing words:</i></u></p> <p>Overall, Gandhi is remembered for... and every year in India a national holiday is enjoyed by everyone.</p>
<p><b>Dash</b></p> <p>Can be used alone or as a pair.</p> <p>Used to show interruption (often in dialogue) or to show repetition.</p> <p>Used the in the same way as brackets or commas to show additional information.</p> <p>Used to show additional detail to the end of a sentence (afterthought or suspense) instead of ellipsis.</p>	<p><u><i>To show interruption:</i></u></p> <p>"The girl is my - "</p> <p>"Sister," interrupted Miles, "She looks just like you."</p> <p><u><i>To show repetition:</i></u></p> <p>"You-you monster!" cried the frightened woman.</p> <p>"St-st-stop!" stammered the boy.</p> <p><u><i>To show additional information:</i></u></p> <p>When we arrive - if we ever do - I am jumping straight in the pool!</p> <p><u><i>To show additional detail to a sentence (afterthought):</i></u></p> <p>I'll clean my room - when pigs start to fly!</p> <p><u><i>To add additional detail to a sentence (suspense):</i></u></p> <p>As the door creaked open Ali peered inside - nothing.</p>
<p><b>Hyphen</b></p> <p>Looks like a dash but is NOT the same.</p> <p>Hyphens are used to make compound words and can also be used to avoid ambiguity (confusion) in meaning.</p>	<p><u><i>As compound adjectives (adjective-adjective):</i></u></p> <p>well-meaning, pig-headed, tight-fisted, sixty-year-old, sure-footed hair-raising, green-eyed, rock-bottom</p> <p><u><i>To clarify meaning:</i></u></p> <p>Man eating shark (man eating a shark) <b>Man-eating</b> shark (a shark that likes to eat men)</p> <p>An extra large pizza for me please (more than one large pizza) An <b>extra-large</b> pizza for me please (a very large single pizza)</p>

<p><b>Colons</b></p> <p>Used before a list, summary or quote.</p> <p>Used to complete a statement of fact.</p>	<p><u>Before a list:</u></p> <p>I could only find three of the ingredients: sugar, flour and coconut.</p> <p><u>Before a summary:</u></p> <p>To summarise: we found the camp, set up our tent and then the bears attacked!</p> <p><u>Before a line of speech:</u></p> <p>Tom asked: "May I have another cupcake?"</p> <p><u>Before a statement of fact:</u></p> <p>There are only three kinds of people: the good, the bad and the ugly.</p> <p>In Standard English Grammar, colons are NOT used in sentences to simply list an item or two e.g. I like to eat apples, cheese and crisps.</p> <p>*No colon is required after eat.</p>
<p><b>Semi-colons ('winky face')</b></p> <p>Used in the place of a full-stop OR a conjunction. Shows thoughts on either side of it are balanced and connected.</p> <p>Both sides of a sentence must contain a verb, make sense and be related before linking them with a semi-colon.</p> <p>Semi-colons can also separate words or items within a <i>detailed</i> list.</p>	<p><u>To link two separate sentences that are closely related:</u></p> <p>The children came home today; they had been away for a week.</p> <p>Pets are wonderful in a family; expensive if they fall ill though.</p> <p><u>In a list where the items are detailed:</u></p> <p>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from Henson Company.</p> <p>At the zoo we watched lions being fed; fat monkeys swinging from branches and playing in trees; saw the elephants enjoying a bath; and the penguins swimming in their newly-designed swimming pool.</p>
<p><b>Bullet Points</b></p> <p>When using bullet points to present lists of items and/or facts within a report you must be consistent throughout the whole document.</p>	<p>Bullet points are a layout feature used to make reading a document easier - to make the often technical content of a text really clear.</p> <p>Bullet points are introduced by a colon.</p> <p><u>Capital letter and full stops:</u></p> <p>Mr Mole won the following events:</p> <ul style="list-style-type: none"> <li>• Egg-and-spoon race.</li> <li>• Toss the pancake.</li> <li>• Apple bobbing.</li> </ul> <p><u>Lowercase letters and no final full-stop:</u></p> <p>Mr Mole won the following events:</p> <ul style="list-style-type: none"> <li>• egg-and-spoon race</li> <li>• toss the pancake</li> <li>• apple bobbing</li> </ul> <p><u>REMEMBER:</u> make your punctuation choice and stick to it.</p>

### Progression of vocabulary from Year 1 – Year 6

<b>Year 1</b>	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Year 2</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
<b>Year 3</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause
<b>Year 4</b>	pronoun, possessive pronoun, adverbial
<b>Year 5</b>	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
<b>Year 6</b>	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym