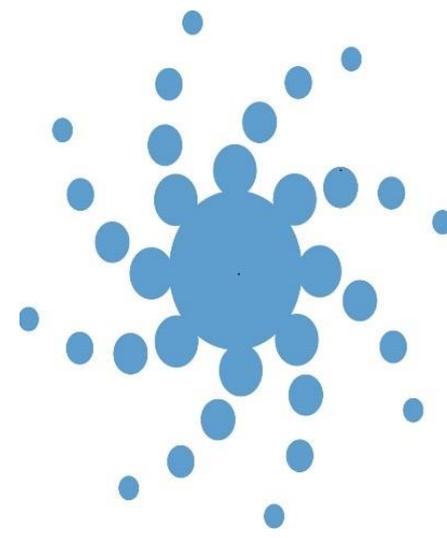


Grammar, Punctuation and Spelling



Name: _____

Class: _____



'Transforming Life chances'

Children first- Aspire- Challenge- Achieve

Aspire: To be the best I can be in everything that I try to do. To use the adults and resources available both at school and at home, to aspire for personal excellence and professional competence.

Challenge: To aim high, to push my limits to be able to strive for the highest possible achievements. To make every minute count to by maximising all learning opportunities both at school and at home. To seek challenge and to use my thinking tools to develop my thinking and push myself forward. To be responsible and in control of my own destiny. To be a skilled, independent, reflective learner.

Achieve: To demonstrate the highest levels of thinking and habits. To question, to challenge, to think independently and interdependently to achieve my personal academic aims. To be proud of who I am and what I achieve.

'You are who you choose to be!'

	T6	T1	T2	T3	T4	Target
	65					



Grammar

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Active voice	Where the <u>subject</u> performs the <u>action</u> . <i>See also: passive voice</i>	The <u>boy</u> <i>kicked</i> the ball. (Subject, action) <u>She</u> <i>smashed</i> the window. (Subject, action)
Adjective	A word that <u>describes a thing</u> (the <u>noun</u> or <u>pronoun</u>).	The <u>boy</u> is <u>tall</u> . (<i>noun, adjective</i>) <u>She</u> is <u>happier</u> than him. (<i>pronoun, adjective</i>) The <u>green</u> <u>bird</u> is <u>happy</u> . (<i>noun, adjective</i>)
Adverb	A word that <u>describes or adds meaning to words other than nouns</u> . They often tell us <u>how</u> , <u>when</u> or <u>where</u> something happened.	He ran <u>quickly</u> . (adverb) <u>Sometimes</u> it rains. (adverb) He <u>soon</u> learnt how to do it. (adverb)
Adverbial phrases	A <u>group of words</u> that could be replaced with <u>one adverb</u> . These can go at the beginning , in the middle or at the end of a sentence.	The girl talked <u>at the top of her voice</u> . (<i>This could be replaced with the adverb 'loudly'.</i>) <u>At around seven o' clock</u> , we walked home. (<i>This could be replaced with the adverb 'later'.</i>)
Antonyms	Two words that mean the opposite of one another.	dark / light tall / short above / below
Clause	A group of words built around a verb . Sentences can be made of one or more clauses. Main clause: This is the most important clause in a sentence. It must make sense by itself. Subordinate clause: This depends on the main clause to make sense. It cannot be a sentence by itself. Relative clause: This is a type of subordinate clause and begins with a relative pronoun , e.g. that, which, who. It tells us more about the noun .	I'll walk to the town , before it gets dark. (Main clause, subordinate clause) As soon as he gets home, we can start cooking . (<i>Subordinate clause, main clause</i>) The man , who was nearly thirty years old, walked along the beach . (Main clause, relative clause,)

<p>Conjunction</p>	<p>Words that link ideas together.</p> <p>Coordinating conjunction: This links two words or phrases together as an equal pair. E.g. and, but, so, or</p> <p>Subordinating conjunction: This introduces a subordinate clause. E.g. although, because, unless, even though</p>	<p>I like vegetables and fruit. (Coordinating conjunction).</p> <p>Do you want tea or coffee? (Coordinating conjunction).</p> <p>I like pineapple, although I don't have it very often. (Subordinating conjunction).</p> <p>I don't buy strawberries, unless they are reduced. (Subordinating conjunction).</p>
<p>Contractions</p>	<p>Two words shortened to make one word.</p> <p>Use an apostrophe to show where letters are missing. (Not often found in formal style writing)</p>	<p>I will → I'll</p> <p>she would → she'd</p> <p>John has → John's</p> <p>will not → won't</p>
<p>Determiners</p>	<p>A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.</p>	<p>Pass me a pen.</p> <p>Pass me the pen.</p> <p>Pass me that pen.</p> <p>Pass me some pens.</p> <p>Pass me three pens.</p>
<p>Direct speech</p>	<p>This is where the <u>exact words</u> that were spoken are written inside a pair of <u>inverted commas</u>.</p> <p>There is usually also a reporting clause that tells you who said / shouted (etc.) the words.</p>	<p>"Hello," said mum. (Exact words spoken.)</p> <p>Nathan shouted, "Where are you going? We're late!" (Exact words spoken.)</p>
<p>Modal verbs</p>	<p>These go before another verb and tell us how <u>possible / likely</u> something is.</p> <p>Modal verbs can indicate certainty – something is definitely going to happen (must, will, shall).</p> <p>Modal verbs can indicate possibility – something might happen (can, could, may, might, ought, should, would)</p>	<p>I will go to town. (This is a <u>certainty</u>.)</p> <p>I could go to town. (This is a <u>possibility</u>.)</p> <p>Later on, we shall go running. (This is a <u>certainty</u>.)</p> <p>Later on, we may go to town. (This is a <u>possibility</u>.)</p>

<p>Noun</p>	<p>Naming words (person, animal, place, thing or idea).</p> <p>Common nouns: general names for a person, place, thing or idea. E.g. boy, town, music, happiness.</p> <p>Proper nouns: names for a specific person, place or thing. E.g. James, London, January. These always begin with a capital letter.</p> <p><i>See also: pronouns</i></p>	<p>The <u>cat</u> was scared of the loud <u>music</u>. (Common nouns)</p> <p>It is <u>time</u> to get some <u>sleep</u>. (Common nouns)</p> <p><u>Mr Thomas</u> stood outside <u>Connaught School</u> last <u>Friday</u>. (Proper nouns)</p>
<p>Noun phrases</p>	<p>These are a group of words that could be replaced with one noun.</p>	<p><u>All of the small dogs</u> raced around the park. (This could be replaced with the noun '<u>dogs</u>'.)</p> <p>Unfortunately, Simon dropped <u>some of the fragile plates</u> onto the floor. (This could be replaced with the noun '<u>plates</u>'.)</p>
<p>Object</p>	<p>A noun, pronoun or noun phrase that is having something done to it.</p> <p><i>See also: subject</i></p>	<p>The boy <i>dropped</i> a <u>pen</u>. (<i>Verb, object</i>)</p> <p>He <i>drank</i> <u>coffee</u>. (<i>Verb, object</i>)</p> <p>Amy <i>pushed</i> <u>it</u> over. (<i>Verb, object</i>)</p>
<p>Passive voice</p>	<p>Where the action comes before the agent.</p> <p>(The passive voice often uses 'by' i.e. The was..... by.....)</p> <p><i>See also: active voice</i></p>	<p>The <u>ball</u> <i>was kicked</i> by the <u>boy</u>. (<i>Action before agent</i>)</p> <p>The <u>window</u> <i>was smashed</i> by the <u>girl</u>. (<i>Action before agent</i>)</p>
<p>Prefix</p>	<p>A letter or group of letters which is added to the beginning of a root word to change its meaning.</p>	<p>do → <u>undo</u></p> <p>circle → <u>semicircle</u></p> <p>legal → <u>illegal</u></p>
<p>Prepositions</p>	<p>Tell you where or when something is / was compared to something else.</p>	<p>He waited <u>inside</u> his car <u>before</u> going out <u>in</u> the rain.</p>
<p>Pronoun</p>	<p>Takes the place of a noun or noun phrase. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us</p> <p>Possessive pronouns: pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs</p> <p>Relative pronouns: introduce a relative clause. E.g. who, which, that</p>	<p><u>Steve</u> left the <u>book</u> in <u>Westgate</u>. <u>He</u> left <u>it there</u>. (Pronouns)</p> <p><u>James and Becci</u> read <u>some books</u>. <u>They</u> read <u>them</u>. (Pronouns)</p> <p>That is <u>my book</u>. That is <u>mine</u>. (Possessive pronoun)</p> <p>This pen, <u>which</u> has a blue lid, is brand new. (Relative pronoun)</p>

<p>Sentence</p>	<p>A sentence is made up of one or more main clauses. There are different types of sentences.</p> <p>Command: This tells someone to do something. These often start with a verb.</p> <p>Exclamation: Where you are saying something surprising or with force. These end with an <u>exclamation mark</u>.</p> <p>Question: This asks for information. They often start with a question word. They must end with a <u>question mark</u>.</p> <p>Statement: This gives information. It usually has the subject before the verb. It usually ends in a full stop.</p>	<p><u>Don't</u> shout out. (Command)</p> <p><u>Stop</u> doing that. (Command)</p> <p>What a surprise! (Exclamation)</p> <p>Awesome! (Exclamation)</p> <p>Is that yours? (Question)</p> <p>I'm excited, are you? (Question)</p> <p>I am hungry. (Statement)</p> <p>Next week I am going abroad. (Statement)</p>
<p>Singular and plural</p>	<p>Most nouns have a singular and plural form – singular for 'one' and plural for 'more than one'.</p> <p>Usually nouns can be changed to plural by adding 's'. Some words have irregular plural forms and others stay the same for singular and plural.</p>	<p>1 pot → 2 pots</p> <p>1 tooth → 2 <u>teeth</u> (Irregular)</p> <p>1 fish → 2 fish (No change)</p>
<p>Standard English</p>	<p>The formal version of English.</p>	<p><u>I did</u> my homework. (NOT 'I done')</p> <p><u>We were</u> walking home. (NOT 'We was')</p>
<p>Subject</p>	<p>The <u>noun, pronoun or noun phrase</u> that is <u>doing</u> what the verb says.</p> <p><i>See also: object</i></p>	<p>The <u>boy</u> <i>dropped</i> a pen. (Subject, verb object)</p> <p><u>He</u> <i>drank</i> coffee. (Subject, verb)</p> <p><u>Amy</u> <i>pushed</i> it over. (Subject, verb)</p>
<p>Suffix</p>	<p>A <u>letter or group of letters</u> which is added to the <u>end of a root word</u> to change its meaning.</p>	<p>do → <u>doing</u></p> <p>agree → <u>agreement</u></p> <p>legal → <u>legalise</u></p>
<p>Synonym</p>	<p>Two words that have a similar meaning to one another.</p>	<p>happy / cheerful</p> <p>big / large</p> <p>angry / furious</p>
<p>Verb</p>	<p>'Doing' or 'being' words</p> <p><i>See also: modal verb</i></p>	<p>I <u>jumped</u> around the garden.</p> <p>I <u>have</u> three pens.</p> <p>She <u>is</u> tired but I <u>am</u> not.</p>

Tenses

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Future (simple)	<p>For an action which <u>will</u> happen in the <u>future</u>.</p> <p>Usually uses '<u>will</u>' and then the verb.</p>	<p>They <u>will</u> live in London.</p> <p>He <u>will</u> walk home.</p> <p>I <u>will</u> eat dinner.</p>
Past (simple)	<p>For an action which <u>was completed</u> in the <u>past</u>.</p> <p>Usually uses verbs with the <u>-ed</u> suffix.</p>	<p>They <u>lived</u> in London.</p> <p>He <u>walked</u> home.</p> <p>I <u>ate</u> dinner. (<i>Irregular verb</i>)</p>
Present (simple)	<p>For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.</p>	<p>They <u>live</u> in London. (True)</p> <p>He <u>walks</u> home. (Happening now)</p> <p>I <u>eat</u> dinner. (Frequent habit)</p> <p>I <u>visit</u> Gran every Christmas. (Regular habit)</p>
Progressive	<p>The progressive tense is used for actions that are <u>ongoing</u>.</p> <p><u>Present progressive:</u></p> <p>Use the <u>present</u> form of '<u>to be</u>' and the <u>present</u> form of the <u>main verb</u>, (an '<u>ing</u>' ending).</p> <p><u>Past progressive:</u></p> <p>Use the <u>past</u> form of '<u>to be</u>' and the <u>present</u> form of the <u>main verb</u>, (an '<u>ing</u>' ending).</p>	<p><u>Present progressive:</u></p> <p>I <u>am walking</u>.</p> <p>She <u>is going</u>.</p> <p>They <u>are eating</u>. (<i>Irregular main verb</i>)</p> <p><u>Past progressive:</u></p> <p>I <u>was walking</u>.</p> <p>She <u>was going</u>.</p> <p>They <u>were eating</u>. (<i>Irregular main verb</i>)</p>
Perfect	<p>The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.</p> <p><u>Present perfect:</u></p> <p>Use the <u>present</u> form of '<u>to have</u>' and the <u>past</u> form of the <u>main verb</u>, (usually an '<u>ed</u>' ending).</p> <p><u>Past perfect:</u></p> <p>Use the <u>past</u> form of '<u>to have</u>' and the <u>past</u> form of the <u>main verb</u>, (usually an '<u>ed</u>' ending).</p>	<p><u>Present perfect:</u></p> <p>I <u>have walked</u>.</p> <p>She <u>has gone</u>. (<i>Irregular main verb</i>)</p> <p>They <u>have eaten</u>. (<i>Irregular main verb</i>)</p> <p><u>Past perfect:</u></p> <p>I <u>had walked</u>.</p> <p>She <u>had gone</u>. (<i>Irregular verb</i>)</p> <p>They <u>had eaten</u>. (<i>Irregular verb</i>)</p>

Punctuation

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Apostrophes	<p><u>For omission:</u> Show you have omitted (missed out) some letters, often when joining words together. <u>See: contractions.</u></p> <p><u>For possession:</u> Show that one thing belongs to another.</p>	<p><u>For omission:</u></p> <p>have not → haven't</p> <p>she will → she'll</p> <p><u>For possession:</u></p> <p>The tree's leaves. (The leaves belong to the <u>tree.</u>)</p> <p>The trees' leaves. (The leaves belong to the <u>trees.</u>)</p>
Brackets	<p>Used to add extra information that is not essential.</p> <p>The sentence should make sense even if the information in the brackets is ignored.</p>	<p><u>Mr Arnold</u> (<i>my new neighbour</i>) <u>shouted at my cat.</u></p> <p><u>The tree in my garden</u> (<i>a large oak</i>) <u>was chopped down last night.</u></p>
Capital letters	Used at the <u>beginning of a sentence</u> or for <u>proper nouns</u>.	<u>Tomorrow</u> Mrs <u>Green</u> is going to walk to B agshot.
Colons	Used before a definition or an explanation about something or to introduce a list.	<p>I know what to do: I'll use a bucket and spade. (<i>explanation</i>)</p> <p>Spiders: small black creatures with eight legs. (<i>definition</i>)</p> <p>I have three cats: Tom, Jerry and Smudge. (<i>introduce a list</i>)</p>
Commas	<p>1. Separate <u>items in a list</u></p> <p>2. Separate <u>parts of a sentence i.e. clauses.</u></p>	<p>1. I need to buy flour, eggs and milk.</p> <p>2. Tom, who is my friend, met me in town.</p>
Dashes	Used to separate parts of a sentence.	<p>The men – all fifty of them – started to run towards the new shop.</p> <p>The girl finally arrived at my house – only one hour late!</p>
Exclamation marks	Show when something is <u>surprising</u> or said with <u>force</u>.	<p>Wow! That's amazing!</p> <p>Bang! That was loud!</p>
Full stops	Used at the <u>end of a sentence</u>.	<p>His name is Ben.</p> <p>I live in London.</p>

<p>Hyphen</p>	<p>Used to link two or more words together, often to make the meaning clearer.</p>	<p>I have five ten-pound notes.</p> <p>The seven-year-old boy stood up.</p>
<p>Inverted commas</p>	<p>Go around <u>speech</u> (what someone has said).</p> <p>Speech always begins with a capital letter, even if there is a reporting clause first (e.g. Tom said, “Hi.”). A comma is used to introduce the speech.</p> <p>The end punctuation goes before the closing inverted commas. (e.g. “How are you?” “That’s great!” shouted Amy.)</p>	<p>“Hello,” said mum.</p> <p>Nathan shouted, “Where are you going? We’re late!”</p>
<p>Question marks</p>	<p>Show that someone has asked a <u>question</u>.</p>	<p>What is your name?</p> <p>Where are you going?</p>
<p>Semi-colons</p>	<p>Used to link two complete sentences on the same theme.</p>	<p>She dropped the bag; it was heavy.</p> <p>Mr Philips was tired; he hadn’t slept well the previous night.</p>