Grammar

Term	Function	Examples
Active voice	**Where the subject performs the action.** *See also:* ***passive voice***	The **boy** *kicked* the ball. (**Subject**, *action*) **She** *smashed* the window. (**Subject**, *action*)
Adjective	**A word that describes a thing** (the noun or pronoun).	The *boy* is **tall**. (*noun*, **adjective**) *She* is **happier** than him. (*pronoun*, **adjective**) The **green** *bird* is **happy**. (*noun*, **adjective**)
Adverb	**A word that describes or adds meaning to words *other than nouns*.** They often tell us **how**, **when** or **where something happened**.	He ran **quickly**. (**adverb**) **Sometimes** it rains. (**adverb**) He **soon** learnt how to do it. (**adverb**)
Adverbial phrases	**A group of words that could be replaced with one adverb.** These can go at the **beginning**, in the **middle** or at the **end** of a sentence.	The girl talked **at the top of her voice.** *(This could be replaced with the adverb '**loudly**'.)* **At around seven o' clock**, we walked home. *(This could be replaced with the adverb '**later**'.)*
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.	**I'll walk to the town**, *before it gets dark. (***Main clause***, subordinate clause)* *As soon as he gets home,* **we can start cooking**. *(Subordinate clause,* **main clause***)* **The man**, *who was nearly thirty years old,* **walked along the beach.** *(***Main clause***, relative clause,)*

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

	may, might, ought, should, would)	is a possibility.)
Noun	**Naming words** (person, animal, place, thing or idea). **Common nouns: general names** for a person, place, thing or idea. E.g. boy, town, music, happiness. **Proper nouns:** names for a **specific** person, place or thing. E.g. James, London, January. These always begin with a **capital letter**. *See also:* ***pronouns***	The **cat** was scared of the loud **music**. (**Common nouns**) It is **time** to get some **sleep**. (**Common nouns**) **Mr Thomas** stood outside **Connaught School** last **Friday**. (**Proper nouns**)
Noun phrases	**These are a group of words that could be replaced with one noun**.	**All of the small dogs** raced around the park. (This could be replaced with the noun '**dogs'**.) Unfortunately, Simon dropped **some of the fragile plates** onto the floor. (This could be replaced with the noun '**plates'**.)
Object	**A noun, pronoun or noun phrase that is having something done to it.** *See also:* ***subject***	The boy *dropped* a **pen**. (*Verb*, **object**) He *drank* **coffee**. (*Verb*, **object**) Amy *pushed* **it** over. (*Verb*, **object**)
Passive voice	**Where the action comes before the agent.** (The passive voice often uses 'by' i.e. The …. was…… by……..) *See also:* ***active voice***	The **ball** *was kicked* by the boy. (*Action* before agent) The **window** *was smashed* by the girl. (*Action* before agent)
Prefix	**A letter or group of letters which is added to the beginning of a root word to change its meaning.**	do → **un**do circle → **semi**circle legal → **il**legal
Prepositions	Tell you **where** or **when** something is / was compared to something else.	He waited **inside** his car **before** going out **in** the rain.

Pronoun	**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 **Possessive pronouns:** pronouns that indicate *belonging*. E.g. mine, yours, his, hers, theirs **Relative pronouns:** introduce a **relative clause.** E.g. who, which, that	**Steve** left the **book** in **Westgate**. **He** left **it** **there**. (**Pronouns**) **James and Becci** read **some books**. **They** read **them.** (**Pronouns**) That is **my book**. That is **mine.** (**Possessive pronoun**) This pen, **which** has a blue lid, is brand new. (**Relative pronoun**)
Sentence	**A sentence is made up of one or more main clauses.** There are different types of sentences. **Command:** This **tells someone to do something**. These often start with a **verb**. **Exclamation:** Where you are saying something **surprising** or with **force**. These end with an **exclamation mark**. **Question:** This **asks for information**. They often start with a **question word**. They must end with a **question mark**. **Statement:** This **gives information**. It usually has the **subject** before the **verb**. It usually ends in a **full stop**.	**Don't** shout out. (**Command**) **Stop** doing that. (**Command**) What a surprise**!** (**Exclamation**) Awesome**!** (**Exclamation**) **Is** that yours**?** (**Question**) I'm excited, **are** you**?** (**Question**) I am hungry. **(Statement)** Next week I am going abroad. **(Statement)**
Singular and plural	**Most nouns have a singular and plural form – singular for 'one' and plural for 'more than one'.** 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.	1 pot → 2 pot**s** 1 tooth → 2 **teeth** **(Irregular)** 1 fish → 2 fish (**No change**)
Standard English	**The formal version of English.**	**I did** my homework. (NOT 'I done') **We were** walking home. (NOT 'We was')
Subject	**The noun, pronoun or noun phrase that is doing what the verb says.** *See also:* ***object***	The **boy** *dropped* a pen. (**Subject**, *verb* object) **He** *drank* coffee. (**Subject**, *verb*)

		Amy *pushed* it over. (**Subject**, *verb*)
Suffix	**A letter or group of letters which is added to the end of a root word to change its meaning.**	do → do**ing** agree → agree**ment** legal → legal**ise**
Synonym	**Two words that have a similar meaning to one another.**	happy / cheerful big / large angry / furious
Verb	'**Doing'** or '**being'** words *See also:* ***modal verb***	I **jumped** around the garden. I **have** three pens. She **is** tired but I **am** not.

Tenses

Term	Function	Examples
Future (simple)	**For an action which will happen in the future.** Usually uses '**will'** and then the **verb**.	They **will live** in London. He **will walk** home. I **will eat** dinner.
Past (simple)	**For an action which was completed in the past.** Usually uses **verbs** with the **-ed** suffix.	They **lived** in London. He **walked** home. I **ate** dinner. *(Irregular verb)*
Present (simple)	**For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.**	They **live** in London. (True) He **walks** home. (Happening now) I **eat** dinner. (Frequent habit) I **visit** Gran every Christmas. (Regular habit)

Progressive	**The progressive tense is used for actions that are ongoing.** **Present progressive:** Use the **present** form of '**to be**' and the **present** form of the main verb, (an '**ing**' ending). **Past progressive:** Use the **past** form of '**to be**' and the **present** form of the main verb, (an '**ing**' ending).	**Present progressive:** I **am walking**. She **is going**. They **are eating**. *(Irregular main verb)* **Past progressive:** I **was walking**. She **was going**. They **were eating**. *(Irregular main verb)*
Perfect	**The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.** **Present perfect:** Use the **present** form of '**to have**' and the **past** form of the main verb, (usually an '**ed**' ending). **Past perfect:** Use the **past** form of '**to have**' and the **past** form of the main verb, (usually an '**ed**' ending).	**Present perfect:** I **have walked**. She **has gone**. *(Irregular main verb)* They **have eaten**. *(Irregular main verb)* **Past perfect:** I **had walked**. She **had gone**. *(Irregular verb)* They **had eaten**. *(Irregular verb)*

Punctuation

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

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