KS2 Grammar, Punctuation & Spelling

# Glossary for Parents

**This document is split into three sections:**

**Grammar**

**Tenses**

**Punctuation**

**It explains all the terminology Y6 children need to know for their SATs.**

# Grammar

| Term | Function | Examples |
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| **Active voice** | **Where the subject performs the action.**<br><br>*See also: **passive voice*** | The **boy** *kicked* the ball. (**Subject**, *action*)<br><br>**She** *smashed* the window. (**Subject**, *action*) |
| **Adjective** | **A word that describes a thing** (the noun or pronoun). | The *boy* is **tall**. (*noun*, **adjective**)<br><br>*She* is **happier** than him. (*pronoun*, **adjective**)<br><br>The **green** *bird* is **happy**. (*noun*, **adjective**) |
| **Adverb** | **A word that describes or adds meaning to words *other than nouns*.**<br><br>They often tell us **how**, **when** or **where something happened**. | He ran **quickly**. (**adverb**)<br><br>**Sometimes** it rains. (**adverb**)<br><br>He **soon** learnt how to do it. (**adverb**) |
| **Adverbial phrases** | **A group of words that could be replaced with one adverb.**<br><br>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**'.)*<br><br>**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<br><br>tall / short<br><br>above /<br><br>below |
| **Clause** | **A group of words built around a verb.**<br><br>Sentences can be made of one or more clauses.<br><br>**Main clause:** This is the **most important clause** in a sentence. It must make sense by itself.<br><br>**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)*<br><br>*As soon as he gets home, **we can start cooking**. (Subordinate clause, **main clause**)*<br><br>**The man**, *who was nearly thirty years old,* **walked along the beach.** *(**Main clause**, relative clause,)* |

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| | **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.**<br><br>**Coordinating conjunction:** This **links** two words or phrases together as an **equal pair.** E.g. and, but, so, or<br><br>**Subordinating conjunction:** This **introduces a subordinate clause**. E.g. although, because, unless, even though | I like vegetables **and** fruit. (**Coordinating conjunction**).<br><br>Do you want tea **or** coffee? (**Coordinating conjunction**).<br><br>I like pineapple, **although** I don't have it very often. (**Subordinating conjunction**).<br><br>I don't buy strawberries, **unless** they are reduced. (**Subordinating conjunction**). |
| **Contractions** | **Two words shortened to make one word**.<br><br>Use an **apostrophe** to show where letters are missing.<br>(Not often found in formal style writing) | I will → **I'll**<br><br>she would → **she'd**<br><br>John has → **John's**<br><br>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.<br><br>Pass me **the** pen.<br><br>Pass me **that** pen.<br><br>Pass me **some** pens.<br><br>Pass me **three** pens. |
| **Direct speech** | **This is where the exact words that were spoken are written inside a pair of inverted commas.**<br><br>There is usually also a reporting clause that tells you who said / shouted (etc.) the words. | **"Hello," said mum. (Exact words spoken.)**<br><br>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.**<br><br>Modal verbs can indicate **certainty** – something is *definitely* going to happen (must, will, shall).<br><br>Modal verbs can indicate **possibility** – something *might* happen (can, could, may, might, | I **will** go to town. (This is a certainty.)<br><br>I **could** go to town. (This is a possibility.)<br><br>Later on, we **shall** go running. (This is a certainty.)<br><br>Later on, we **may** to go to town. (This is a possibility.) |

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| | ought, should, would) | |
| **Noun** | **Naming words** (person, animal, place, thing or idea).<br><br>**Common nouns: general names** for a person, place, thing or idea. E.g. boy, town, music, happiness.<br><br>**Proper nouns:** names for a **specific** person, place or thing. E.g. James, London, January. These always begin with a **capital letter**.<br><br>*See also: **pronouns*** | The **cat** was scared of the loud **music**. (**Common nouns**)<br><br>It is **time** to get some **sleep**. (**Common nouns**)<br><br>**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**'.)<br><br>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.**<br><br>*See also: **subject*** | The boy *dropped* a **pen**. (*Verb*, **object**)<br><br>He *drank* **coffee**. (*Verb*, **object**)<br><br>Amy *pushed* **it** over.<br><br>(*Verb*, **object**) |
| **Passive voice** | **Where the action comes before the agent.**<br><br>(The passive voice often uses 'by' i.e. The …. was…… by )<br>*See also: **active voice*** | The **ball** *was kicked* by the boy. (*Action* before agent)<br><br>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<br><br>circle → **semi**circle<br><br>legal → **il**legal |

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| **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<br><br>**Possessive pronouns:** pronouns that indicate *belonging*. E.g. mine, yours, his, hers, theirs<br><br>**Relative pronouns:** introduce a **relative clause.** E.g. who, which, that | **Steve** left the **book** in **Westgate**. **He** left **it** **there**. (**Pronouns**)<br><br>**James and Becci** read **some books**. **They** read **them.** (**Pronouns**)<br><br>That is **my book**.<br>That is **mine.** (**Possessive pronoun**)<br><br>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.<br><br>**Command:** This **tells someone to do something**. These often start with a **verb**.<br><br>**Exclamation:** Where you are saying something **surprising** or with **force**. These end with an **exclamation mark**.<br><br>**Question:** This **asks for information**. They often start with a **question word**. They must end with a **question mark**.<br><br>**Statement:** This **gives information**. It usually has the **subject** before the **verb**. It usually ends in a **full stop**. | **Don't** shout out. (**Command**)<br><br>**Stop** doing that. (**Command**)<br><br>What a surprise**!** (**Exclamation**)<br><br>Awesome**!** (**Exclamation**)<br><br>**Is** that yours**?** (**Question**)<br><br>I'm excited, **are** you**?** (**Question**)<br><br>I am hungry. **(Statement)**<br><br>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'.**<br><br>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**<br><br>1 tooth → 2 **teeth (Irregular)**<br><br>1 fish → 2 fish (**No change**) |

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| **Standard English** | **The formal version of English.** | **I did** my homework. (NOT 'I done')<br><br>**We were** walking home. (NOT 'We was') |
| **Subject** | **The noun, pronoun or noun phrase that is doing what the verb says.**<br><br>*See also:* ***object*** | The **boy** *dropped* a pen. (**Subject**,*verb* object)<br><br>**He** *drank* coffee. (**Subject**, *verb*)<br><br>**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**<br><br>agree →<br><br>agree**ment** legal →<br><br>legal**ise** |
| **Synonym** | **Two words that have a similar meaning to one another.** | happy /cheerful<br><br>big / large<br><br>angry / furious |
| **Verb** | '**Doing'** or '**being'** words<br><br>*See also:* ***modal verb*** | I **jumped** around the garden.<br><br>I **have** three pens.<br><br>She **is** tired but I **am** not. |

# Tenses

| Term | Function | Examples |
|---|---|---|
| **Future (simple)** | **For an action which will happen in the future.**<br><br>Usually uses '**will**' and then the **verb**. | They **will live** in London.<br><br>He **will walk** home.<br><br>I **will eat** dinner. |
| **Past (simple)** | **For an action which was completed in the past.**<br><br>Usually uses **verbs** with the **…ed** suffix. | They **lived** in London.<br><br>He **walked** home.<br><br>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)<br><br>He **walks** home. (Happening now)<br><br>I **eat** dinner. (Frequent habit)<br><br>I **visit** Gran every Christmas. (Regular habit) |
| **Progressive** | **The progressive tense is used for actions that are ongoing.**<br><br>**Present progressive:**<br><br>Use the **present** form of '**to be**' and the **present** form of the main verb, (an '**ing**' ending).<br><br>**Past progressive:**<br><br>Use the **past** form of '**to be**' and the **present** form of the main verb, (an '**ing**' ending). | **Present progressive:**<br><br>I **am walking**.<br><br>She **is going**.<br><br>They **are eating**. *(Irregular main verb)*<br><br>**Past progressive:**<br><br>I **was walking**.<br><br>She **was going**.<br><br>They **were eating**. *(Irregular main verb)* |

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| **Perfect** | **The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.**<br><br>**<u>Present perfect:</u>**<br><br>Use the **<u>present</u>** form of '**to have**' and the **<u>past</u>** form of the <u>main verb</u>, (usually an '**ed**' ending).<br><br>**<u>Past perfect:</u>**<br><br>Use the **<u>past</u>** form of '**to have**' and the **<u>past</u>** form of the <u>main verb</u>, (usually an '**ed**' ending). | **<u>Present perfect:</u>**<br><br>I **<u>have</u> walk<u>ed</u>**.<br><br>She **<u>has</u> gone**. *(Irregular main verb)*<br><br>They **<u>have</u> eaten**. *(Irregular main verb)*<br><br>**<u>Past perfect:</u>**<br><br>I **<u>had</u> walk<u>ed</u>**.<br><br>She **<u>had</u> gone**. *(Irregular verb)*<br><br>They **<u>had</u> 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**.<br><br>**For possession: Show that one thing belongs to another.** | **For omission:**<br><br>have not →<br><br>haven't she will<br><br>→ she'll **For**<br><br>**possession:**<br><br>The tree's leaves. (The leaves belong to the tree.)<br><br>The trees' leaves. (The leaves belong to the trees.) |
| **Brackets** | **Used to add extra information that is not essential.**<br><br>The sentence should make sense even if the information in the brackets is ignored. | Mr Arnold **(***my new neighbour***)** shouted at my cat.<br><br>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**)*<br><br>Spiders**:** small black creatures with eight legs. *(**definition**)*<br><br>I have three cats**:** Tom, Jerry and Smudge. *(**introduce a list**)* |
| **Commas** | **1. Separate items in a list**<br><br>**2. Separate parts of a sentence i.e. clauses.** | **1.** I need to buy flour, eggs and milk.<br><br>**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.<br><br>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**!**<br><br>Bang**!** That was loud**!** |

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| **Full stops** | **Used at the <u>end of a sentence</u>.** | His name is Ben**.**<br><br>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.<br><br>The **<u>seven-year-old</u>** boy stood up. |
| **Inverted commas** | **Go around <u>speech</u>** (what someone has said).<br><br>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.<br><br>The **<u>end punctuation</u>** goes before the closing inverted commas. (e.g. "How are you**<u>?</u>**" "That's great**!**" shouted Amy.) | **"<u>Hello</u>,"** said mum.<br><br>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**?**<br><br>Where are you going**?** |
| **Semi-colons** | **Used to link two complete sentences on the same theme.** | She dropped the bag**;** it was heavy.<br><br>Mr Philips was tired**;** he hadn't slept well the previous night. |