Grammar and Punctuation

(and a little bit on reading)

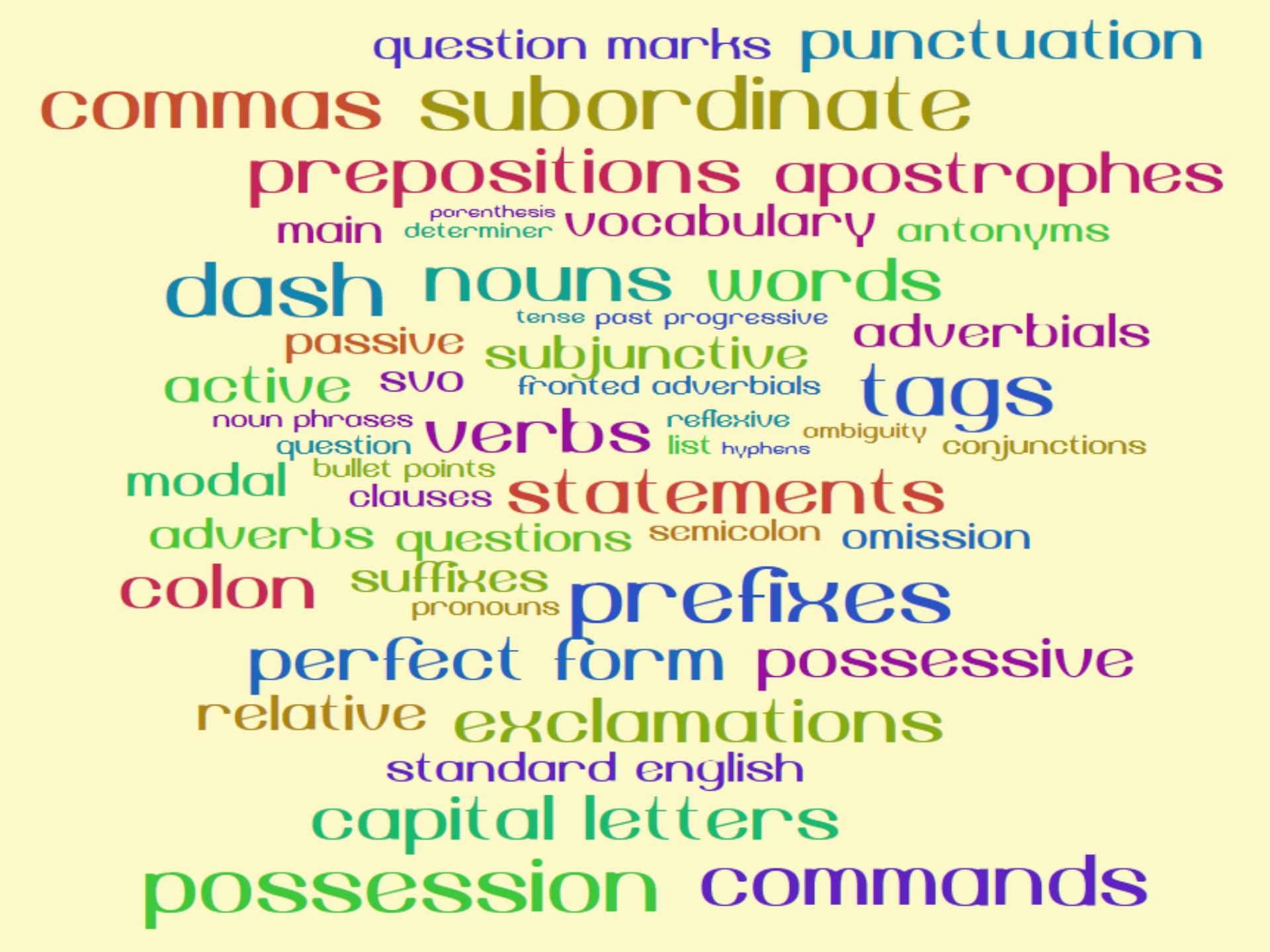
DOs and DON'Ts

Get Ready for the SATs



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question marks
punctuation
commas
subordinate
prepositions
apostrophes
parenthesis
main
determiner
vocabulary
antonyms
dash
nouns
words
tense past progressive
adverbials
passive
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active
svo
fronted adverbials
tags
noun phrases
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ambiguity
question
list
hyphens
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clauses
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semicolon
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colon
suffixes
pronouns
prefixes
perfect form
possessive
relative
exclamations
standard english
capital letters
possession
commands

Research shows that grammar and punctuation are best taught through meaningful units of work which have the relevant objectives embedded within them and plenty of opportunities to apply new learning.

However, since the introduction of the grammar, punctuation and spelling test in 2013, it has been found that many children lose marks not due to a lack of knowledge about the more challenging domains of the test, but because of simple errors and omissions.

This resource contains tips and advice to ensure that Year 6 children approach the standard assessment test in grammar and punctuation with an awareness of possible pitfalls, and a conscious knowledge of how to avoid them.

These are the main areas where mistakes are made and where you need to take extra care.

capital letters

punctuation

including

commas

full stops

apostrophes

verbs

especially

question marks

tenses

main and subordinate clauses

Key Stage 2 test – distribution of questions in the 2016 sample test

Table 1: Content domain coverage for questions in Paper 1

	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
50 Questions	13	3	6	8	14	5	1
	26%	6%	12%	16%	28%	10%	2%

Over half of the questions focused on grammatical terms/ word classes and punctuation – the basics!

These are needed anyway to either:

- **improve your writing, or to**
- **discuss your writing**

BUT – beware! Some of the more challenging areas (previously Level 6) will appear within this domain.

Grammar, Punctuation and Spelling
Place a tick or cross in the relevant boxes depending on where you see your own subject knowledge.
Print out or complete on screen by clicking in the relevant boxes.



Year 1

Year 2

Domains	Confident	Some idea	No idea	Need to teach it?
Grammar				
Word classes: nouns, pronouns, adjectives, verbs, adverbs, determiners, conjunctions.	☐	☐	☐	☐
Reflexive pronouns	☐	☐	☐	☐
Possessive pronouns	☐	☐	☐	☐
Relative pronouns	☐	☐	☐	☐
Noun phrases,	☐	☐	☐	☐
Adjectives	☐	☐	☐	☐
Verbs	☐	☐	☐	☐
Past tense	☐	☐	☐	☐
Past progressive	☐	☐	☐	☐
Perfect form of	☐	☐	☐	☐
Tense consistency (previously assessed as tense agreement)	☐	☐	☐	☐
Modal verbs	☐	☐	☐	☐
Adverbs	☐	☐	☐	☐
Adverbials	☐	☐	☐	☐
Determiners	☐	☐	☐	☐
Conjunctions	☐	☐	☐	☐
Words functioning as more than one class	☐	☐	☐	☐
Transforming words	☐	☐	☐	☐
Main clauses	☐	☐	☐	☐
Subordinate clauses	☐	☐	☐	☐
Relative clauses	☐	☐	☐	☐
Statements (or declarative sentences)	☐	☐	☐	☐
Questions	☐	☐	☐	☐
Question tags	☐	☐	☐	☐
Commands	☐	☐	☐	☐
Exclamations	☐	☐	☐	☐
Subject, verb, object (SVO),	☐	☐	☐	☐
Standard English verb inflections	☐	☐	☐	☐
Synonyms, and Antonyms	☐	☐	☐	☐
Passive and active voice	☐	☐	☐	☐
Prepositions	☐	☐	☐	☐
Subjunctive	☐	☐	☐	☐
Punctuation	☐	☐	☐	☐
Capital letters	☐	☐	☐	☐
Commas after fronted adverbials	☐	☐	☐	☐
Commas to avoid ambiguity	☐	☐	☐	☐
Commas in a list	☐	☐	☐	☐
Colon	☐	☐	☐	☐
Semicolon	☐	☐	☐	☐
Punctuation for parenthesis	☐	☐	☐	☐
Single dash	☐	☐	☐	☐
Apostrophes for contracted forms (omission)	☐	☐	☐	☐
Apostrophes for singular possession	☐	☐	☐	☐
Apostrophes for plural possession	☐	☐	☐	☐
Question marks	☐	☐	☐	☐
Dialogue punctuation	☐	☐	☐	☐
Hyphens	☐	☐	☐	☐
Bullet points	☐	☐	☐	☐
Vocabulary	☐	☐	☐	☐
Prefixes	☐	☐	☐	☐
Suffixes	☐	☐	☐	☐

40% of the above ‘domains’ are taught by the end of Year 2

Analysis of KS2 GPS test 2016

	Grammatical terms and word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms and consistency	Punctuation	Vocabulary	Standard English and formality
Multiple choice	37 whom/ whose/ who's (Y4)	45 functions of sentences (Y2)	43 noun phrase (Y2)	13 modal verbs (Y5) 44 subjunctive (Y6) 46 present perfect (Y3)	5 question mark (Y1) 6 colon (Y6) 12 hyphen (Y6) 18 exclamation marks (Y1) 19 (capital letters) (Y1)	21 root words (Y3)	15 standard English, verbs (Y4)
Circle/ underline	3 object (Y6) 24 preposition (Y3) 28 & 32 conjunctions (Y2) 42 adverbs (Y2)		27 subordinate clause (Y3) 39 relative clause (Y5)	26 tenses (Y2)	8 inverted commas (Y3) 22 apostrophe for possession (Y2)		
Insert word or words Punctuation	7 adverb (Y2) 11 & 33 pronouns (Y4) 36 adjectives from nouns (Y5)		2 conjunctions (Y2)	35 simple past tense (Y2)	9 & 30* commas (Y2) 17 contractions (Y2) 20 semicolon (Y6)		
Complete/ match lines/ table	4 Determiners (Y4)	14 sentence forms (Y2)	29 main and subordinate clauses (Y3)	10 past/ present progressive (Y2) 40 active and passive (Y6)	23 commas for clauses (Y3)	1 add a suffix to form an adjective (Y5)	
Constructed response sentence or explanation	38 noun/ verb* (Y5)	25 question (Y1)		41 active voice (Y6)	16 parenthetic punctuation* (Y5)	31 prefixes (Y1) 34 antonym* (Y6)	
Total marks	12	3	5	8	13	4	1

* = 2 mark questions

Notice how many questions assessed Y6 objectives.

8 out of 46 questions – 17%

From Y1 objectives	5
From Y2 objectives	15
From Y3 objectives	7
From Y4 objectives	5
From Y5 objectives	6

Make sure you get the basics right!

In the test, do what you are asked to do. If a question is multiple choice and you are asked to tick one box – TICK ONE BOX!

Tick the sentence that must end with a **question mark**.

	Tick **one**.
What I wanted had already sold out	
Ask Ryan what he thinks about it	
What time will the film start	
I didn't know what to say	

DON'T do this. Even if you leave the correct answer blank and cross out the boxes on the wrong answers, you will not be awarded the mark as you have not positively identified the correct one.

In the test, do what you are asked to do. If a question is multiple choice and you are asked to tick one box – TICK ONE BOX!

Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was	is	☐
was	was	☐
is	is	☐
is	was	☑

You will still be awarded a mark if you write the correct words on the lines, BUT if you write them with capital letters you will lose the mark. Stick to ticking the correct box and you won't go wrong!

Objectives for capital letters

Y1

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Y2

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Notice that these are objectives for Year 1 and Year 2.

Who still forgets to use a capital letter in the correct place?

Or – even worse – who puts a capital letter in the *wrong* place? Read on …

Information about capital letters

Capital letters are used for all proper nouns and must start every sentence.

They must be clear and unambiguous, especially the ones which look the same when they are a capital and a lower case letter:

c C f F m M o O p P s S u U v V w W x X z Z

A capital letter must be the same size as any ascender in the word. You must write write capital letters of the correct **size**, **orientation** and relationship **to one another** and **to lower case letters**. Take particular care with words that begin Wh and remember that the personal pronoun I is always a capital (whatever McDonald's think).



Capital letters

Capital letters are used at the start of sentences and for proper nouns.

Days of the week

Rivers

Mountains

Months of the year

Countries

The personal pronoun I

People

Street names

On the first Sunday in May every year, George liked to climb Mount Everest but I preferred to sail the River Danube.

19 Which sentence uses **capital letters** correctly?

Tick **one**.

The athlete won four gold medals at the olympic games in London.	☐
The athlete won four Gold Medals at the Olympic Games in London.	☐
The athlete won four Gold medals at the Olympic games in London.	☐
The athlete won four gold medals at the Olympic Games in London.	☑

Think carefully with questions like this.
Which are the names?

Write the contracted forms of the words on the left, using apostrophes in the correct places.

he is _____

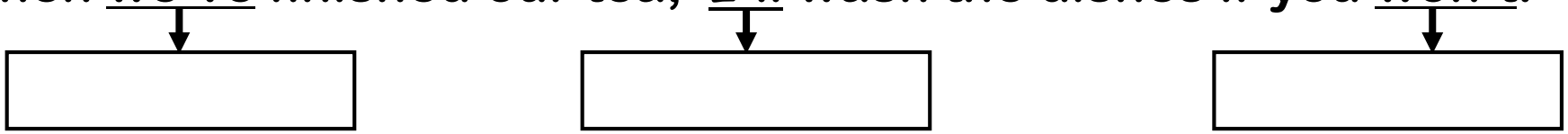
could not _____

I am _____

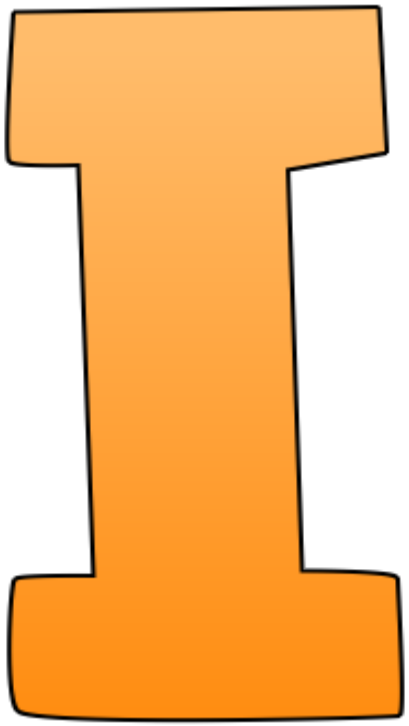
will not _____

Change the underlined words in the sentence to be separate words.

When we've finished our tea, I'll wash the dishes if you won't.



Form a capital letter I like this with horizontal strokes. This shows very clearly what it is:



21 Write the **contraction** for each of the words below.

The first one has been done for you.

do not **don't**

I am i'm

has not hasn't

DON'T do this!

The personal pronoun I is <u>always</u> a capital and this one was written for you. Don't change it to a lower case i.

Objectives for final punctuation

Y1

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Y2

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Y6

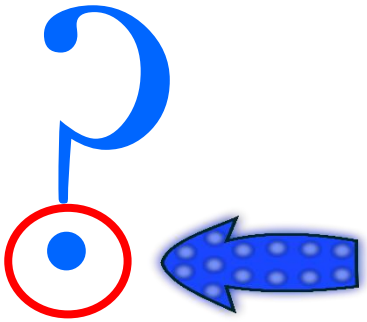
Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?).

Question marks may come in different shapes and sizes, but when writing in English, they are **always** the same way round and always sit on the line immediately after the last word.

? ? ? ? ?



It's easy to tell that it is final punctuation because it comes with a built in 'full stop'.

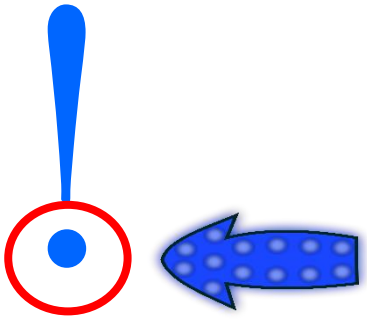


Exclamation marks don't have the same variety as question marks, but they **always** sit on the line immediately after the last word.

! ! ! !



It's easy to tell that it is final punctuation because it comes with a built in 'full stop'.



Key Stage 2 actual 2015

Write a suitable question to fit the answer below.

Remember to use correct punctuation.

Question	Answer
How old is he? ✓	He is ten years old.

Not acceptable:

how old is Tom? No initial capital letter

How old is tom? No capital letter for proper noun

How old is Tom No question mark for final punctuation

Objectives for commas

Y2
Use commas to separate items in a list.

Y4
Use a comma after the reporting clause in direct speech, e.g. The troll said, "Who goes there?"

Use commas after fronted adverbials.

Y5
Use commas to indicate parenthesis.

Use commas to clarify meaning or avoid ambiguity.

Commas

Commas are used for different purposes in sentences but are always written immediately after the preceding word and on the same line.

It is important to make sure that commas are formed correctly so that it is clear what they are and to ensure that they can't be mistaken for anything else.



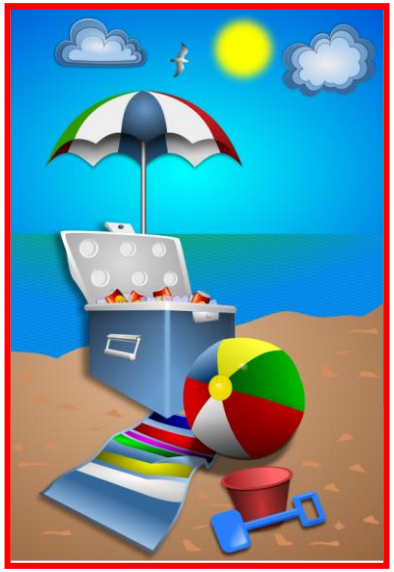
The comma should take the shape of a filled-in curved number 9. The round part should sit on the line with the tail falling below it, like descender letters.
Commas must not incline to the right.
All commas should be written in the same way, and all face the same way.

Commas ,

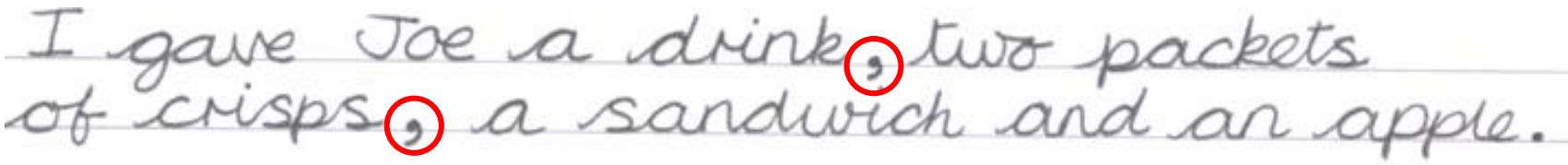
Commas are used to:

- separate subordinate clauses
- mark off items in a list
- separate spoken words from unspoken words
- avoid ambiguity

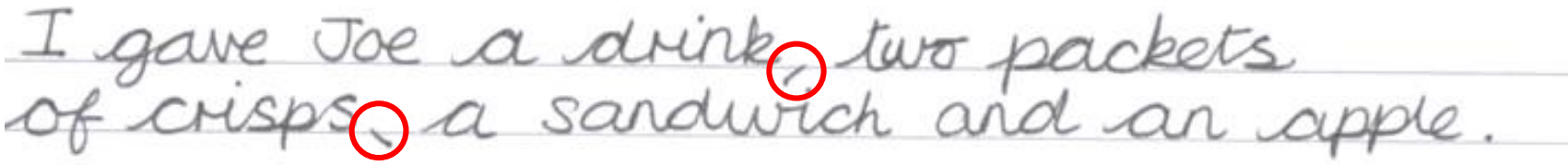
"Although the sun isn't shining yet, we will still be going to the beach today," said Mum. "You need to bring a towel, a swimming costume, flip-flops and a packed lunch."



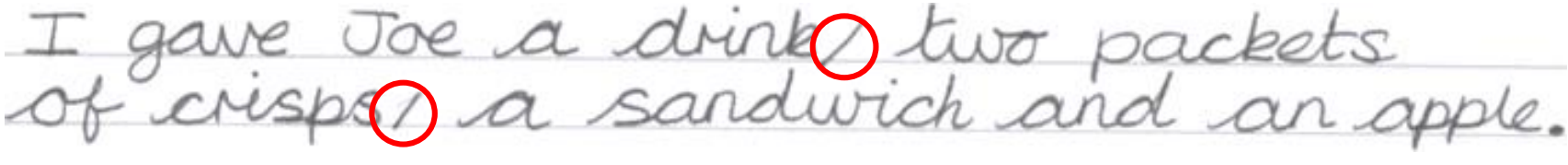
Look at these examples of <u>commas in a list</u>. Only the first one is acceptable. Why do you think the others are not?



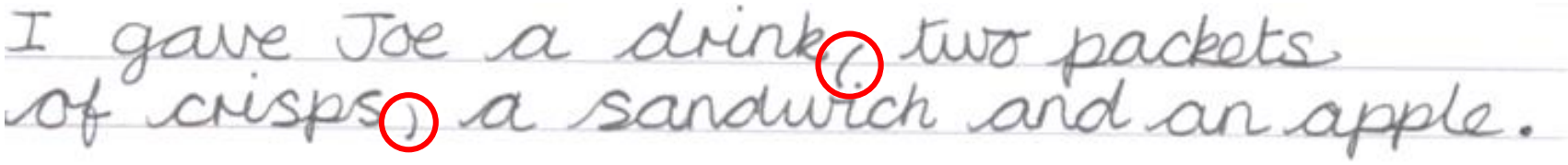
Correct shape, correctly orientated, start on the line and consistent.



Incorrect shape, inconsistent orientation.



Incorrect shape, don't start on the line, look like forward slashes.



Incorrect shape, inconsistent orientation, don't start on the line, look like brackets.

Key Stage 2 actual 2015

Write out the words from the boxes to make one sentence.

You can use the boxes in any order.

Remember to punctuate your answer correctly.

went to Spain	who is in my class
over the summer	Ben Green

Ben Green, who is in my class, went to Spain over the summer. ✓

Ben Green, who is in my class, went to Spain over the Summer. ✗

No capital letter needed on 'summer'. Look at what you were given.

Ben Green, who is in my class, went to Spain over the summer ✗

No full stop at the end.

DO make capital letters clear and unambiguous.

DON'T change any words you are given – they will be correct!

DON'T forget the full stop at the end.

9 Insert **one** comma in the correct place in the sentence below.

Limping slightly, the old man walked to the end of the road.

Make sure you place the comma correctly:

- **it starts between the words;**
- **it is written on the line;**
- **it must incline to the left.**

35 Explain how the use of **commas** changes the meaning in the two sentences.



Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

Question	Requirement	Mark
35 G5.6a	**Award 1 mark** for an explanation of the meaning of both sentences, e.g. • *The commas in the first sentence mean that all mangoes taste delicious / all mangoes are grown in hot countries.* *There are no commas in the second sentence, so it means that only mangoes grown in hot countries taste delicious.* **Also accept** responses that are not written in full sentences. **Do not accept** responses that explain only one sentence. **Do not accept** responses that discuss the function of the commas without fully explaining the effect on the meaning, e.g. • *There are commas in the first sentence so those words aren't important.*	**1m**
Commentary: This question assesses understanding of how commas can clarify or change the meaning of a sentence. This is a new part of the test framework, replacing commas to mark phrases or clauses. In this case, the commas affect meaning because they indicate whether the relative clause is non-defining (as in the first sentence) or defining (as in the second sentence), but it is not necessary for children to use this terminology in their answer. Pupils need to explain the effect on meaning in both sentences in their answer.		

The pupils, who passed the test, had a party.



All the pupils passed the test.

All the pupils had a party.

The pupils who passed the test had a party.



Not all the pupils passed the test.

Only the pupils who passed the test had a party.

The others didn't.



30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon, Sally and Bob went to the cinema.

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left, Jon, Sally and Bob went to the cinema.

23 Tick one box in each row to show whether the **commas** are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.	✓	
Her hobbies include walking, gardening, sewing and reading.		
My bag filled, with chocolates and sweets fell onto the floor.		✓
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		✓

to separate a relative subordinate clause

to mark off items in a list

1 mark

Discuss which ones are correct and why.

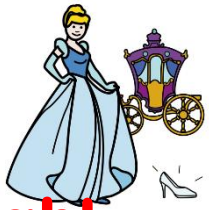
What is the function of the comma in each correct sentence?

Commas with adverbials

An **adverbial** is a word or a group of words that gives more information about the verb or the sentence. An adverbial can be a clause which makes sense by itself, or a phrase which needs to link to a clause. Adverbials answer questions such as:

Where? When? Why? How?

Where was Cinderella when her Fairy Godmother arrived?
She was **in the kitchen**.



When did she have to be home from the ball?
She had to be home **by the last stroke of midnight**.

Why did she leave her glass slipper on the step?
Cinderella left her glass slipper on the step **because she left in such a hurry**.



How did the Prince find her?
He searched the land **looking everywhere for the foot that fit**.

Adverbials can come **after**
the verb or the object in a sentence:

Cinderella ran **swiftly** down the steps.

She left her glass slipper **on the step.**

She left her glass slipper on the step **because she left in such a hurry**.

However, unlike other parts of a sentence adverbials can sometimes be moved to different positions. If an adverbial is placed at the start of a sentence, it is known as a **fronted adverbial** and *must* be followed by a comma.

Swiftly, Cinderella ran down the steps.

Because she left in such a hurry, she left her glass slipper on the step.

The Big Bad Wolf ate his bacon sandwich ravenously.

Ravenously, the Big Bad Wolf ate his bacon sandwich.





Goldilocks entered the house cautiously.

Cautiously, Goldilocks entered the house.

Jack began to climb the beanstalk as soon as he saw it.

As soon as he saw it, Jack began to climb the beanstalk.



Notice that a fronted adverbial is ***always*** followed by a comma.

Commas are also used to separate a subordinate clause or phrase which gives extra information in a sentence.

Alice, burning with curiosity, followed the rabbit across the field.



She saw the rabbit, who was dressed in a waistcoat and carrying a pocket-watch, disappear down a rabbit-hole.

Alice, not stopping to think, followed him and found herself falling down a very deep well.



The sides of the well, which were filled with cupboards and bookshelves, whizzed past her as she fell.

She finally landed, unhurt, on a heap of sticks and dry leaves.

Insert commas to separate the subordinate clause or phrase in each sentence.

Alice approaching cautiously saw the table set out under a tree.

The March Hare and the Hatter who were using the Dormouse as a cushion were having tea.

Alice indignantly sat down in a large armchair.

The March Hare in an encouraging tone of voice offered Alice some wine.

She looked all round the table which was laden with tea and cakes but could not see any wine.



Did you insert the commas correctly?

Alice, approaching cautiously, saw the table set out under a tree.

The March Hare and the Hatter, who were using the Dormouse as a cushion, were having tea.

Alice, indignantly, sat down in a large armchair.

The March Hare, in an encouraging tone of voice, offered Alice some wine.

She looked all round the table, which was laden with tea and cakes, but could not see any wine.



Commas are also used to separate the reporting clause from the words spoken when writing dialogue.

Spoken words followed by a reporting clause:

> "I wonder how many miles I have fallen by now," said Alice to herself.

A reporting clause followed by spoken words:

> She said to Dinah earnestly, "Now, Dinah, tell me the truth. Did you ever eat a bat?"

A reporting clause splitting spoken words which make one sentence:

> "I'll look first," said Alice, "and see if the bottle is marked *poison* or not."

A reporting clause splitting spoken words which make two sentences:

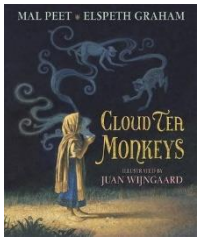
> "I'll eat this cake," said Alice. "If it makes me grow bigger then I'll reach the key."

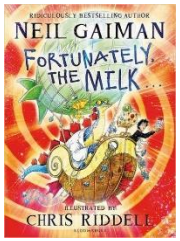
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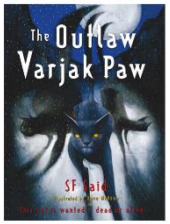
Commas are also used by writers as a stylistic choice to make their writing more elegant, easier to read, when they want the reader to stop and think, etc.

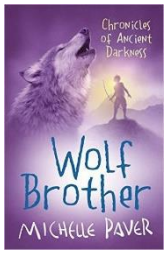
If you look in your reading books, you will find examples of comma use that break all the rules you have learnt!

BUT – these are experienced writers who know the rules and choose to break them for effect. Stick to the rules you know!









Objectives for adverbs and adverbials

Y2

Use of–ly to turn adjectives into adverbs

Y3/4

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

Y5

Link ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)

Y6

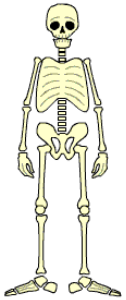
Link ideas across paragraphs using a wider range of cohesive devices, e.g. the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*)

Adverbials

Adverbials add more information to verbs and sentences. They tell the reader: How? In what way? When? Where? To what extent? With what?

Look at the bones of a paragraph to describe the action in this illustration.

He crouched



He heard footsteps

Black Jack strode into the room

Black Jack raised his right hand

In it was the necklace

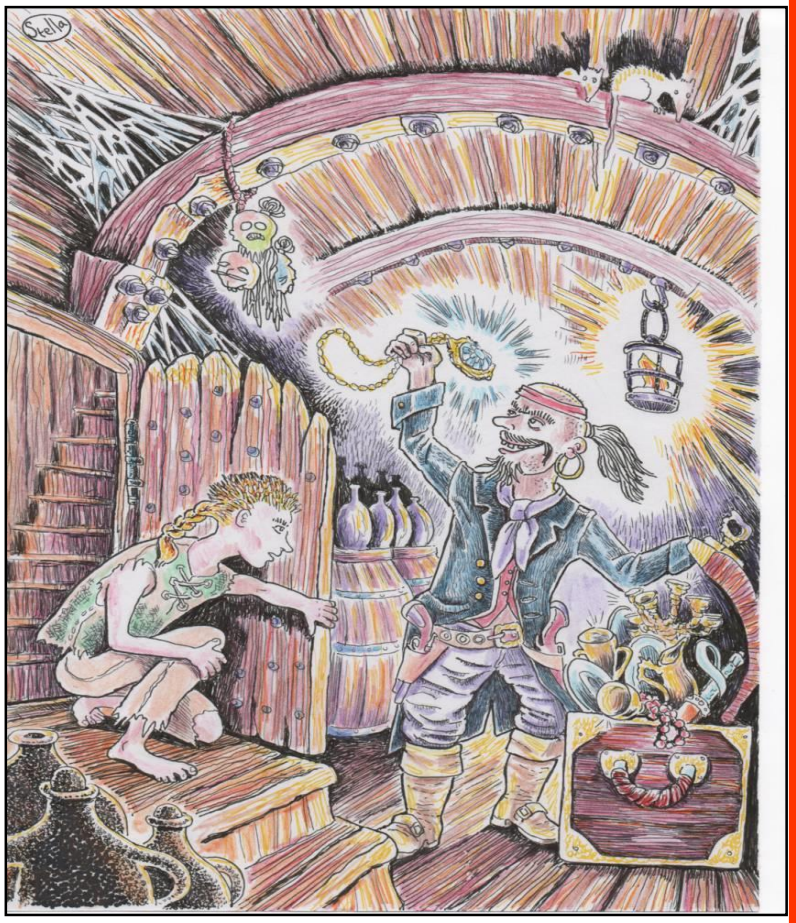


Illustration © Stella Perrett 2011

Adverbials

Adverbials add more information to verbs and sentences. They tell the reader: How? In what way? When? Where? To what extent? With what?

Highlight the adverbials in the following passage which describes what is happening in the picture.

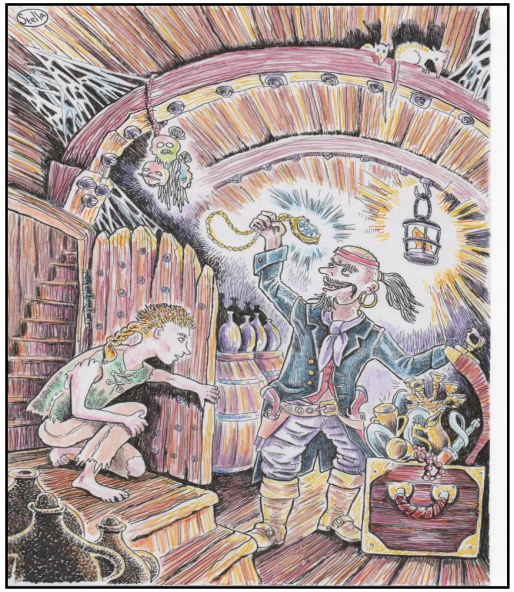


Illustration © Stella Perrett 2011

Without moving a muscle, he crouched on the steps behind an open door. Before he could find a better place to hide, he heard heavy footsteps approaching. Black Jack himself strode boldly into the room, his lilac neckerchief tied around his neck and his tarry pigtail hanging down beneath his red bandanna. His black beard and staring eyes made Jim gape in horror. Black Jack raised his right hand in triumph. In it was the diamond necklace, glittering like a star in the lamplight.

Objectives for clauses

Y1
Use joining words and joining clauses using *and*

Y2
Use subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*)

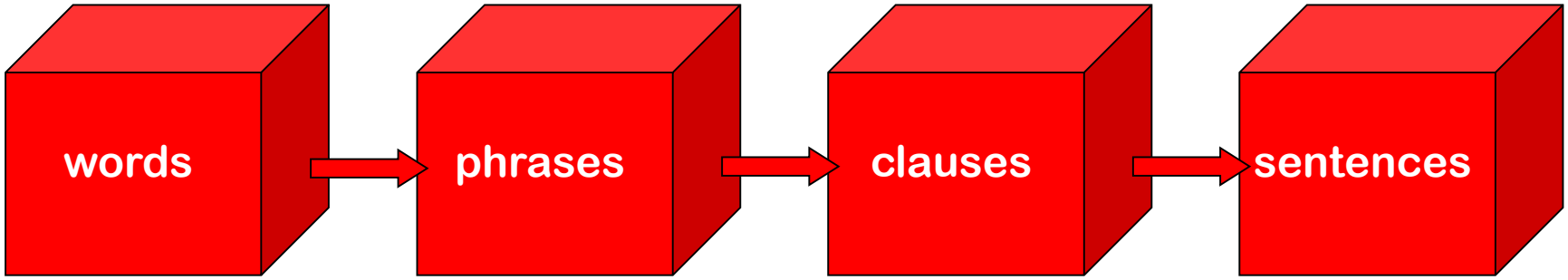
Y3/4
Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*

Y5/6
Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun.

Words, Phrases and Clauses

A **sentence** is a group of **words** which are put together in the right order and make sense to the reader. Within the sentence there are smaller units of meaning called **clauses** which are made up of **phrases**.

The words are put together to make phrases, phrases build up to clauses and clauses are put together to make multi-clause sentences.



Objectives for subject/ object

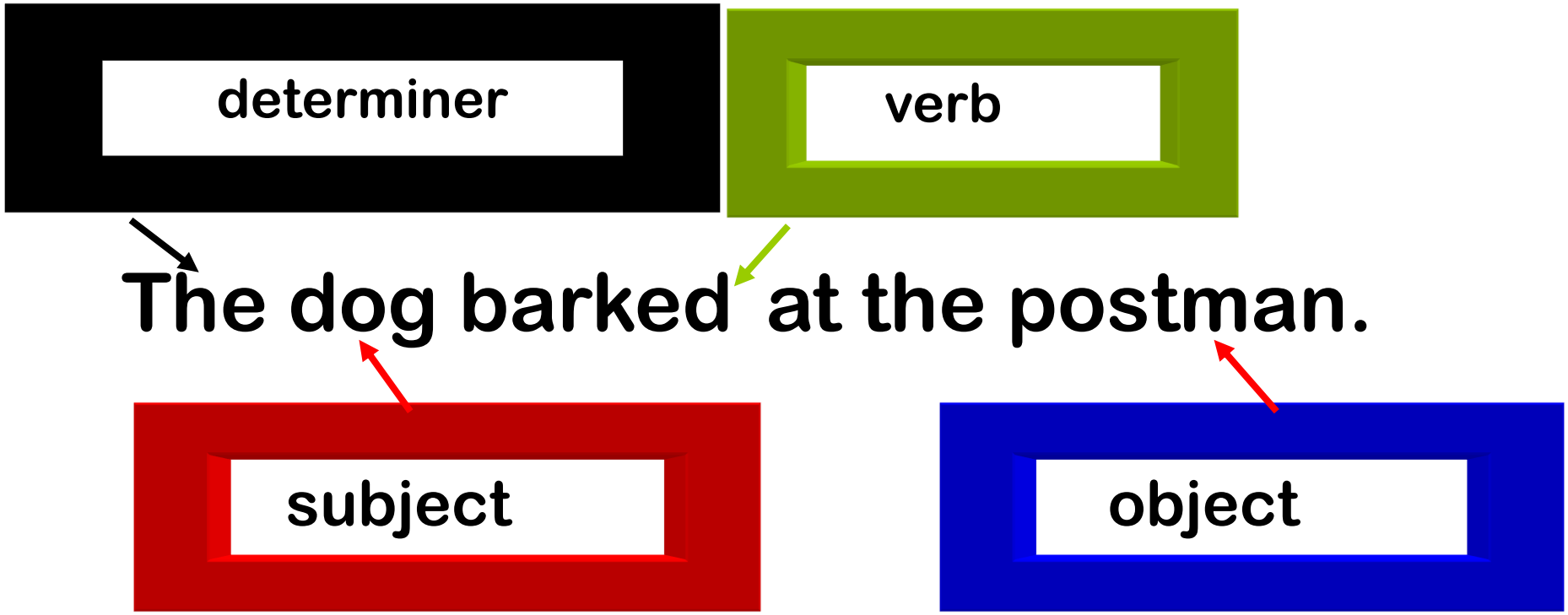
Y5/6

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

This means that your writing needs to have a writer's voice, make sense and be correct.

Don't write in the same way as you would speak when you are in the playground!

Subject and object



A single-clause sentence might not have an object. An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.

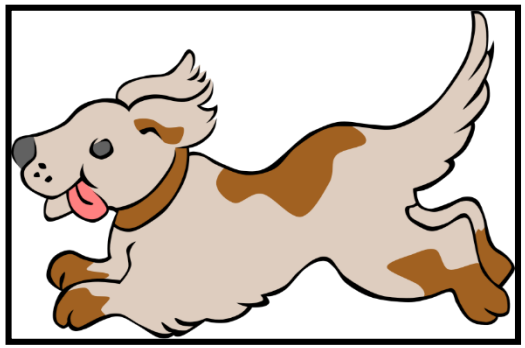
Clauses

A clause is a group of related words that make sense when read together.
The simplest clause contains a subject and a verb.
Sentences are made up of clauses.
This is a single-clause sentence:

The dog ran.

verb

subject



Multi-clause sentences

A multi-clause sentence is made up of a main clause and one or more subordinate clauses.

verb

subject

Although the little dog ran as fast as he could towards the park, he could not escape the dog-catcher.



A subordinate clause:

- cannot stand alone as a complete sentence because it does not provide a complete thought;
- is dependent on the main clause;
- has a subject and verb;
- usually starts with a conjunction or a relative pronoun.

The cat had been having violin lessons, although he had not been playing for long.

Despite the fact it was very big, the cow managed to jump over the moon.

The dish grabbed the spoon and dragged her away, even though the little dog was laughing.



Underline the subordinate clauses in these sentences:

We turned off the lights before we left the room.

Sarah went to the party even though she wasn't feeling well.

Although George was fast, Mary won the running race.

I always brush my teeth after I have eaten my breakfast.

Because I practise a lot, my piano playing is improving.

Danny took out his compass before looking at the map.

Unless it stops raining, we won't be having a barbecue.

All the others has disappeared when they got back.

It was almost time for tea so Jane decided not to go out.

When she was standing next to her sister, Susie looked tall.

They finished the walk which seemed never-ending.

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What do you notice about the use of commas?

Relative clauses

Relative clauses are used to identify which person or thing we mean. Commas are not used in a relative clause but *who, which* and *that* are used to inform the reader about the subject.



Grandma was eaten by the wolf **who** then wore her clothes.



Two small children discovered the house in the forest **which** was made of gingerbread.



This is the book **that I** am reading at the moment.

WHO is used for people WHICH or THAT is used for things

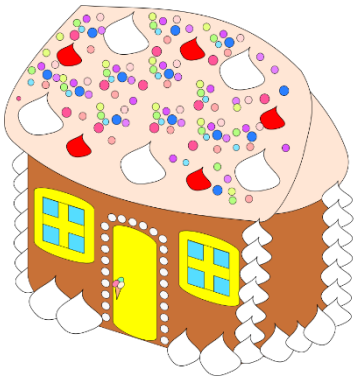
Embedded clauses

If the relative clause is placed in the middle of the sentence, it is an embedded clause which needs punctuation on either side of it.



Grandma, **who had been eaten by the wolf**, was rescued by the woodcutter.

The house, **which was made of gingerbread**, was discovered by two small children.



An **embedded clause** may be lifted from the sentence and it will still make sense.

WHO is used for people WHICH is used for things

Examples of an implied (i.e. omitted) relative pronoun.

That's the book ~~which~~ I am thinking about reading.

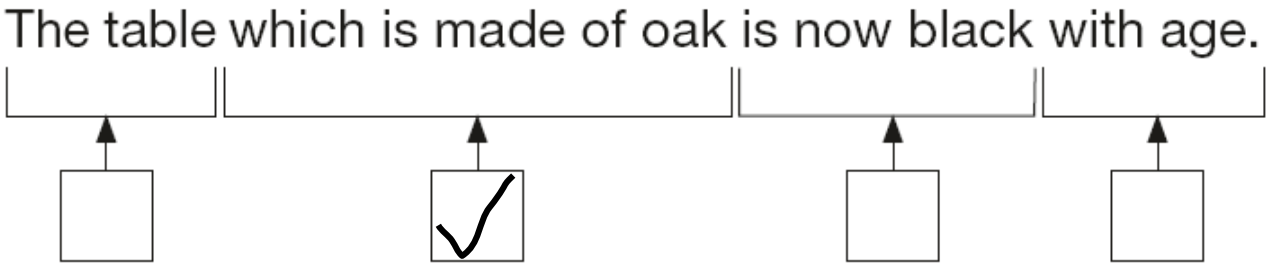
It's something ~~that~~ I'd rather not think about.

The bus ~~which~~ we were supposed to catch was late.

She's the girl ~~that~~ I was telling you about.

Nothing ~~that~~ she does surprises me anymore.

Tick one box to show which part of the sentence is a **relative clause**.



DO tick one box.

DON'T tick more than one.

Check that the sentence still makes sense without the relative clause:

The table is now black with age.

Objectives for conjunctions

Y1
Join words and clauses using *and*

Y2
Use subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*)

Y3/4
Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*

Y3/4
Express time, place and cause using conjunctions e.g. *when*, *before*, *after*, *while*, *so*, *because*

Conjunction Information

Conjunctions are words which join other words, or which link phrases and clauses in sentences.



Co-ordinating conjunctions are used when each part of the sentence is equally important and makes sense by itself.



Subordinating conjunctions are used to join a subordinate clause to a main clause. The subordinate clause relies on information in the main clause.

Coordinating Conjunctions						
for	**and**	nor	**but**	**or**	yet	**so**

FANBOYS or ASBO (for the most common ones)!

Subordinating Conjunctions		
after	if	though
although	if only	till
as	in order that	unless
as if	now that	until
as long as	once	when
as though	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	while

Objectives for verbs

Y2

- Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

- Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she **is** drumming, he **was** shouting].

Y5

- Indicate degrees of possibility using modal verbs [for example, might, should, will, must]

Progressive Verbs

Verbs are words that tell the reader what is happening in a sentence.
They are action, being or having words.

The verb is at the heart of a clause and can be written in different tenses.

Progressive tenses show an action which is ongoing at the time, either now or in the past.

Mr Davis is rummaging around until he finds the padlock. (present progressive)

Mr Davis was rummaging around until he found the padlock. (past progressive)

From *Framed* by Frank Cottrell Boyce

Identify the past progressive

Aladdin was polishing his lamp when the Genie suddenly appeared.

Hansel and Gretel were walking in the forest when they discovered a house made of gingerbread.

While the seven little men were working in the diamond mine, Snow White was cooking their supper.

Mary was walking to school and her lamb was following her.

While Humpty was sitting on the wall, Miss Muffet was eating curds and whey.

What was Goldilocks doing whilst the bears were out of the house?





Bo Peep was waiting patiently for her sheep when she spotted them returning home.

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Write one word on the line below to complete the sentence in the **past tense**.

I Went to Scotland during the school holidays.

Find examples of the progressive form of the verb in your reading book. They are usually used to show a concurrent action or an action which interrupts.

Mary was walking to school and her lamb was following her.

These two actions were happening at the same time.

Aladdin was polishing his lamp when the Genie suddenly appeared.

Aladdin was doing something then another action occurred.

Tense

It is important to make the correct choice of tense and keep it consistent throughout the writing.

Past (simple)	Present (simple)	Future (simple)
He worked every day.	He works every day.	He will work every day.
Past (progressive)	**Present (progressive)**	**Future (progressive)**
He was working.	He is working.	He will be working.
Past (perfect)	**Present (perfect)**	**Future (perfect)**
He had worked.	He has worked.	He will have worked.

Tense - spot and change
Simple present



Deep in her hole in the forest Jub hears the noise that the children make. Her heart is as sore as toothache. All night long, the children cry or ask for the light to be left on. They refuse to go to sleep on their own. Jub rocks back and forth in her hole and she moans with sorrow. When dawn comes, it grows quieter, and poor exhausted Jub falls fast asleep.

As she sleeps, she dreams of a Golden Pen which can write on night itself. When she wakes, there is the Golden Pen on her little table.

From The Lost Happy Endings by Carol Anne Duffy and Jane Ray

Tense - spot and change
Simple past



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From The Lost Happy Endings by Carol Anne Duffy and Jane Ray

Look for interesting vocabulary in stories. Here are some words from The Lost Happy Endings.
Use a dictionary to find the meaning of the following words used in this story, then write new sentences using the words:

Vocabulary detective	
fumble	vicious
rustle	shriek
villainous	drifting
hysterics	lugged
seize	hideously
furious	agog

Go further …
Use a thesaurus to find synonyms for these words and use them in new sentences.



From The Lost Happy Endings by Carol Ann Duffy and Jane Ray

Tense - what fits?

The old man potatoed to the sound of birdsong. The visitor had pineappled and, with him, his mate. The birds cabbaged seeds from their beaks. Soon, green shoots mushroomed through the earth.

Time strawberried. The song of birds lettuced with the buzzing of the insects. Small creatures tomatoed. Wild animal peared through the green shadows. There once was a forest that was turnipped with all the things that everyone beetrooted.

From The Tin Forest by Helen Ward and Wayne Anderson

Tense - what fits?

The old man woke to the sound of birdsong. The visitor had returned and, with him, his mate. The birds dropped seeds from their beaks. Soon, green shoots sprouted through the earth.

Time passed. The song of birds mingled with the buzzing of the insects. Small creatures appeared. Wild animal slipped through the green shadows. There once was a forest that was filled with all the things that everyone wanted.

From The Tin Forest by Helen Ward and Wayne Anderson

Past progressive Verbs

Verbs are words that tell the reader what is happening in a sentence.
They are action or being words.

The verb is at the heart of a clause and can be written in different tenses.

The past progressive tense is used to describe an on-going activity in the past. Often, it is used to set the scene for another action and can be used to describe an activity in the past which was interrupted:

Syd was climbing up the ladder as Grandad was waiting in the attic. (past progressive)

From Grandad's Island by Benji Davies

Grandad was pulling a sheet down until a big metal door was revealed. (past progressive)



NB These terms used to be *present continuous* and *past continuous* but the **Linguistic Association of Great Britain** prefers the use of the term **progressive.**

Confusingly, both terms appear in the NC 2014.

Identify the past progressive

(remember the auxiliary verb!)

Syd (to stand) on the deck when Grandad pulled the handle.

Grandad (to steer) the ship to keep them on a smooth course.

Syd dropped the anchor as Grandad (to clamber) down from the boat.

When they arrived, a cool breeze (to blow) through the trees.

At every turn, Syd and Grandad saw new wonders as they (to explore) the island.

I'm (to think) of (to stay) said Grandad.

Syd (to cry) as he hugged Grandad one last time.

From Grandad's Island by Benji Davies

In real life, there will be a mixture of simple past and past progressive.

Modal verbs

A modal verb is a type of auxiliary verb that is used to indicate possibility, power, allowability, duty and advice.

Examples of modal verbs are:

He will go.		He won't go.
He shall go.		He shan't go.
He must go.		He mustn't go.
He should go.		He shouldn't go.
He could go.		He couldn't go.
He would go.		He would go.
He might go.		He might not go.
He may go.		He may not go.
He can go.		He can't go.
He ought to go.		He ought not to go.

Y 5/6

Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.

Matilda's Plan for the Parrot Trick



Look at Matilda's plan below. With a partner, identify the verbs which tell the reader whether she will **definitely** do or not do something or whether it is just a **possibility**.

I won't get permission from Fred to borrow Chopper.

I will have to promise him all my next week's pocket-money.

Chopper can talk, but he must talk at the right time for my trick to work.

I shouldn't be spotted carrying the parrot home if I go in the afternoon.

I might find it difficult to get the cage up the chimney.

I can act quite well so I should be able to fool my parents.

I mustn't forget to make sure the parrot is all right.

My parents may believe the room is haunted.

The parrot will be sooty and grumpy after his ordeal.

I should take him home the following afternoon.

I must not be seen.



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I should take him home the following afternoon.

I must not be seen.

Can you explain to a partner which are definite and which are possible?

Now your turn – write a new plan using different modal verbs.

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates **certainty**	Modal verb indicates **possibility**
It will be very cold tomorrow.	✓	
John might have missed the train.		✓
Ann can speak six languages.	✓	
You could finish your work by the end of the lesson.		✓

DO place one tick in each row.

DON'T place more than one tick in each row.

Strange happenings in the rings of Saturn …



Watch closely …

The aliens want to inhabit Planet Earth!

Cause and effect (including modal verbs)

A **conditional** sentence is one in which

- one thing depends upon another
- cohesive devices are used

Identify the modal verbs.

Examples

If I win the lottery, then I shall buy a budgie for every lonely person in the country.

If the dog hadn't eaten my homework, then I could have handed it in on time.

If you'd bought me a goat when I asked for one, then you wouldn't have had to mow the lawn.

If you are pulling a face like that when the wind changes direction, then your face will stay like that forever.



If the aliens had not left their home world when they did, they would have been destroyed.

Provided their technology continues to work, they can travel further.

If the aliens come to the Antarctic, **then…**

As long as their technology is safe, **then…**

Provided they are friendly, **then…**

If… As long as… **then**

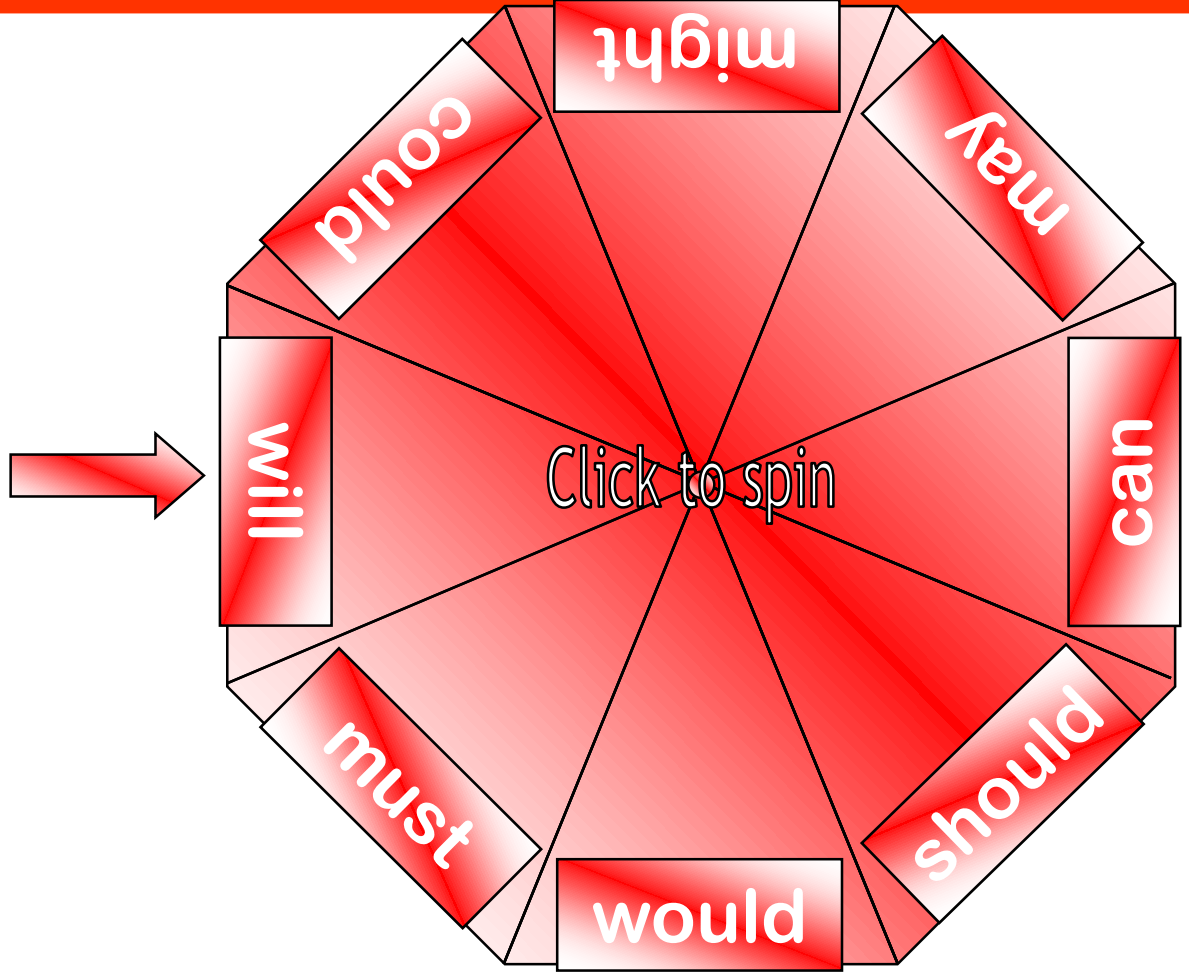
this will (may,might,could) happen

Write some examples **then…**

Provided… **then**

of your own – should the aliens come or not?

Spin the modal spinner on the next two slides and
read the example sentences.
Do they fit or do they need some words changing to make sense?



Choose the most appropriate modal verb for each statement.

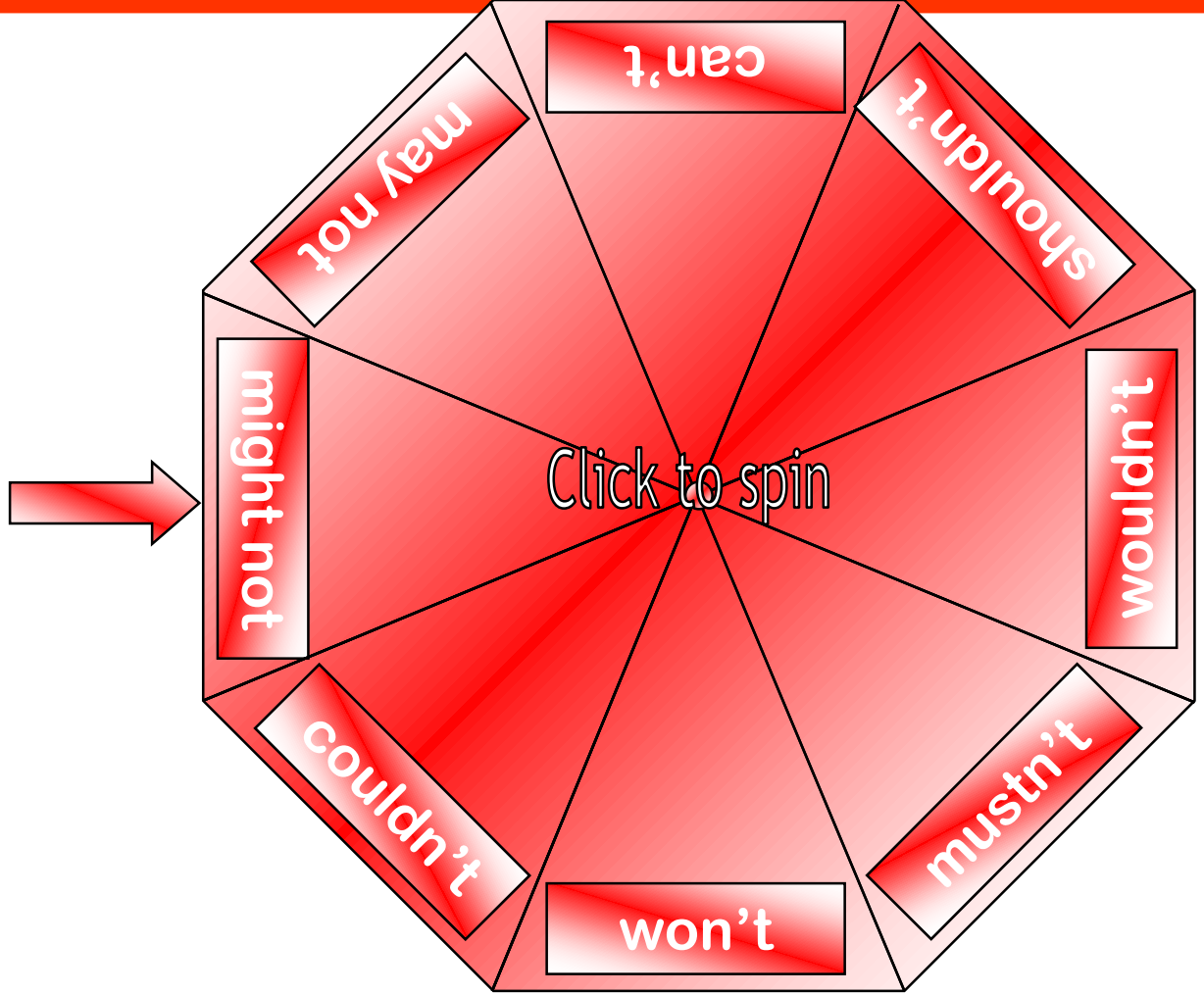
The aliens _____ make their home on the earth.

They _____ find a suitable location.

They _____ look elsewhere in the universe.

The organisation SPREAD _____ assist them.

They _____ be very worried at the moment.



Choose the most appropriate modal verb for each statement.

The aliens _____ have the right technology.

They _____ be able to survive on earth.

They _____ even consider our planet as a location.

The organisation SPREAD _____ refuse to assist them.

They _____ worry as it will all be resolved in time.

Objectives for apostrophes

Y1

Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).

Y2

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

Y4

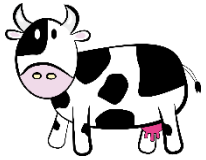
Use apostrophes to indicate singular and plural possession (e.g. *the girl's name*, *the girls' names*).

Place the apostrophe in words with regular plurals (e.g. *girls', boys'*) and in words with irregular plurals (e.g. *children's*).

The apostrophe ’

Apostrophes are used to:

- show the place of missing letters (e.g. I’m for I am)
- mark possessives (e.g. Dad’s watch).



When the apostrophe shows that something belongs to someone or something it is known as possession)

e.g. Jack’s mother.



When the apostrophe shows that some letters are missing it is know as contraction or omission.

e.g. She wasn’t happy that Jack sold the cow for a handful of beans!

Apostrophes



Apostrophes have two different uses in sentences but are always written just above the writing, slightly higher than the ascenders (tall letters) and between the letters, not above them.

It is important to make sure that apostrophes are formed correctly so that it is clear what they are and to ensure that they can't be mistaken for anything else.

,

The apostrophe should take the shape of a filled-in curved number 9, just like a comma. All apostrophes should be written in the same way, and all face the same way. They must be placed between the letters.

____

Look at these examples of apostrophes. Only the first one is acceptable. Why do you think the others are not?

Jack's mother sent him to market
to sell the cow. He hadn't gone
far when he met an old man.



Correct shape, correctly orientated, correctly placed and consistent.

Jack/s mother sent him to market
to sell the cow. He hadn/t gone
far when he met an old man.



Between the correct letters, but positioned
too low and look like forward slashes.

Jacks' mother sent him to market
to sell the cow. He hadn't gone
far when he met an old man.



Correct shape, correct orientation, but not placed correctly.

Apostrophes ’



Use an apostrophe to show **possession** or **omission**, **never** to show a plural.

The possessive apostrophe . . .

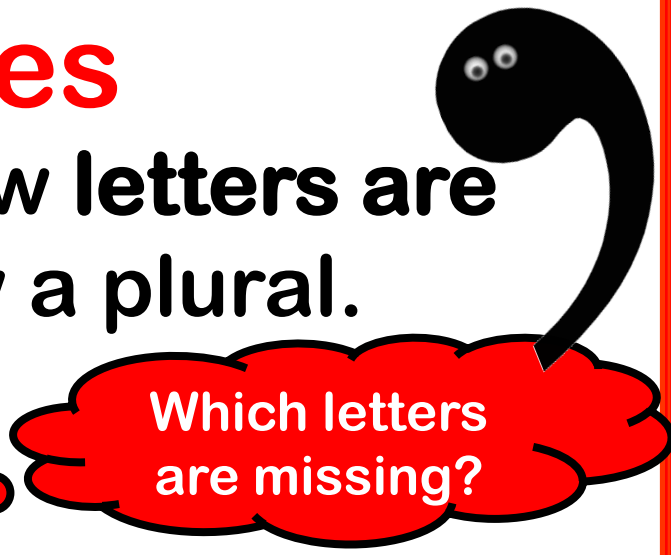
Find the owner.

Jack’s beans grew overnight.

Find the owner	→	Jack
Add the apostrophe	→	Jack’
Add *s* if there isn’t one	→	Jack’s

Apostrophes

Use an apostrophe to show **letters are missing, never** to show a plural.



The apostrophe for contraction . . .

The apostrophe **replaces** the letter or letters. Make sure you put it in the right place.

Words in full	Letter taken out	Shortened version
do not	o	don't
can not	no	can't
could not	o	couldn't
would not	o	wouldn't

Common errors

Just because a word ends in the letter ‘s’ does not mean it needs an apostrophe. Only insert one to show possession or omission.

It’s is a contraction of ***it is*** – do not use an apostrophe if you use **its** as a possessive pronoun. Compare with the others – his, hers, ours, theirs – no apostrophes!

Who’s is a contraction of who is. **Whose** is used as a possessive pronoun – no apostrophe.

You’re is a contraction of **you are** – do not use if you are talking about ownership.

Common errors

We're is a contraction of **we are** – do not use for the past tense of are (were).

They're is a contraction of **they are** – do not use to mean there (place) or their (possession).

When we speak or when we write speech, we sometimes say '**should've**', short for **should have**. It is easy to make a mistake and write **should of** instead. The word **of** must never, ever follow any of these words:

should	**could**
would	**might**
must	

Objectives for dialogue punctuation

Y3
Introduction to inverted commas to punctuate direct speech.

Y4
Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").

Y5/6
Integrate dialogue to convey character and advance the action

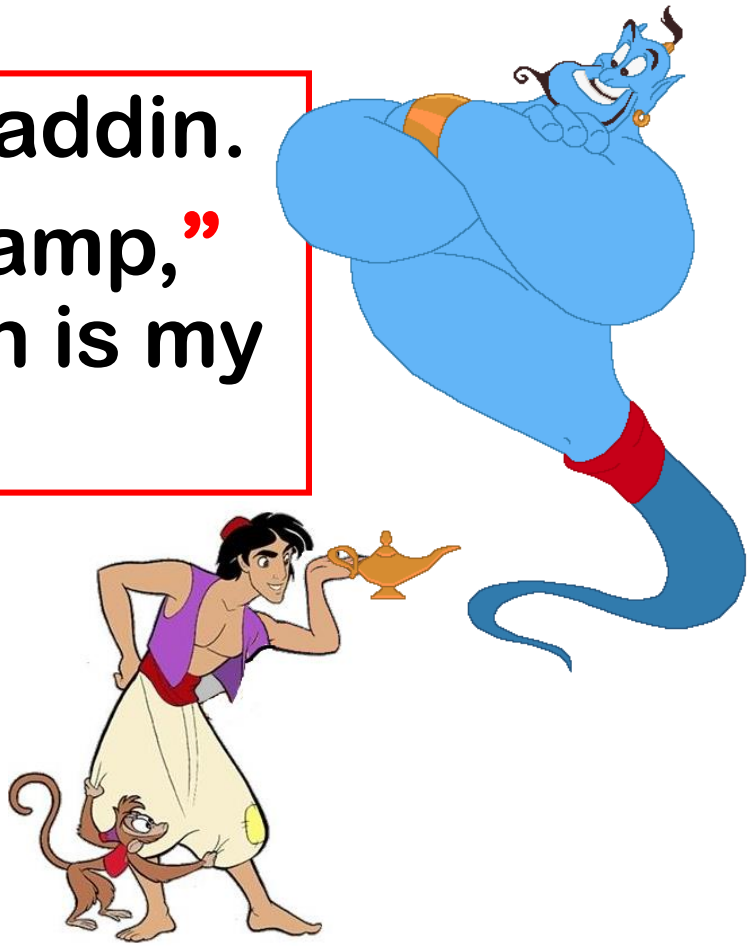
Dialogue punctuation “ ”

Inverted commas are used to:

- show speech in writing

“Who are you?” cried Aladdin.

“I am the Genie of the Lamp,” said the genie. “Your wish is my command.”



Dialogue

Dialogue is used in narratives and reports in order to tell the reader who is saying what. It is also known as **direct speech**.

All punctuation must be **inside** the inverted commas (also known as speech marks):

- “ ” Inverted commas come in sets of two and are placed **before** the first word spoken, and **after** the last word spoken.
- “ ” The first spoken word **always** starts with a capital letter.
- “ ” Other sentence punctuation in enclosed within the inverted commas.
- “ ” If the reporting clause comes first, it must be followed by a comma.

Inverted commas

Inverted commas are used to show speech within writing.

They are placed at the same height as an apostrophe ’ which is slightly higher than the ascenders (tall letters).



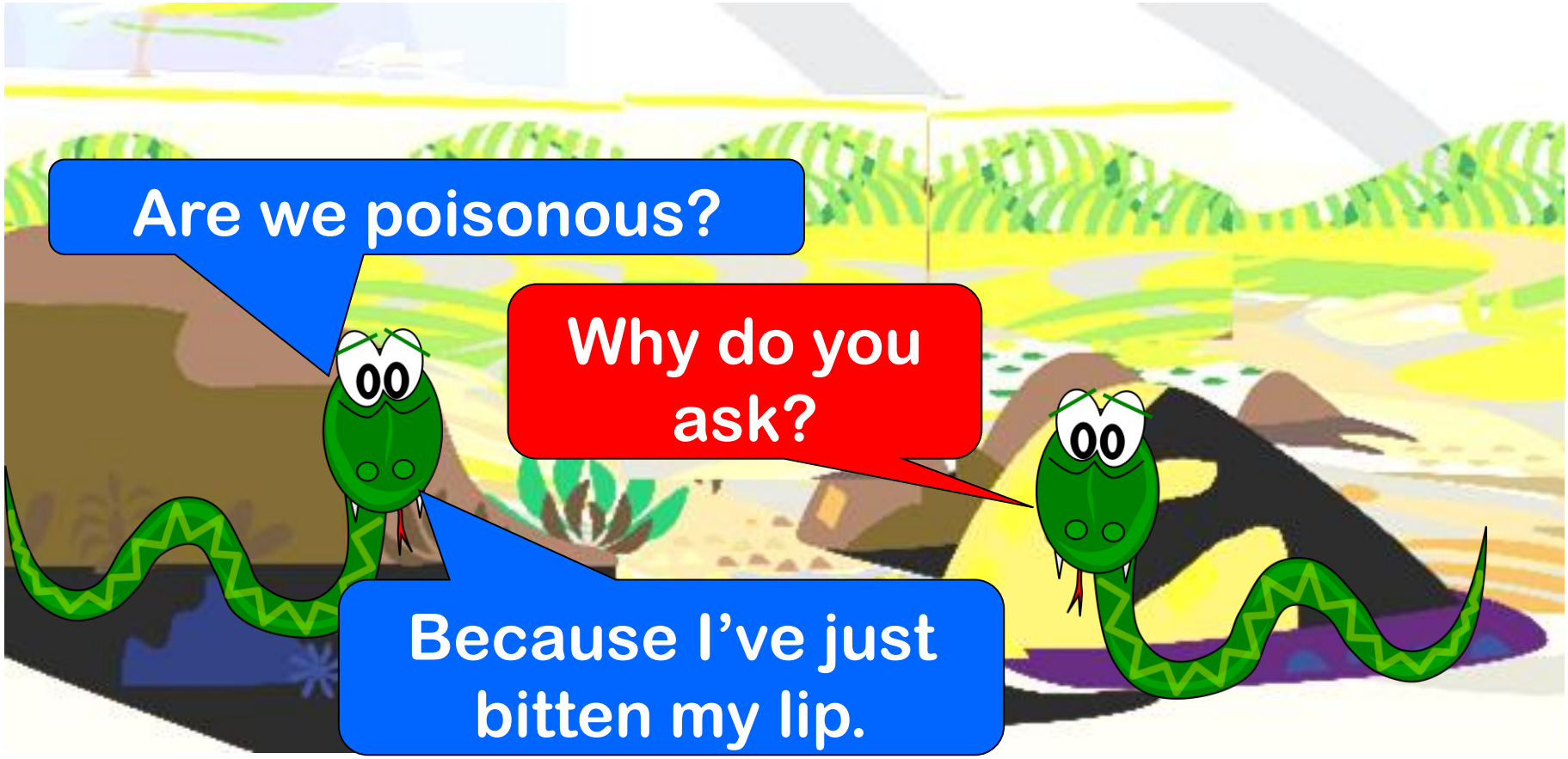
It is important to make sure that inverted commas are formed correctly so that it is clear what they are and to ensure that they can’t be mistaken for anything else.



The inverted commas before the spoken words should take the shape of two filled-in curved number 6s and should face to the right. The inverted commas after the words being spoken should face to the left and take the shape of two filled in curved number 9s.

To remember where to place the inverted commas and the other punctuation, imagine the speaker with a speech bubble – which words would be inside the bubble? These are the words that go between the set of inverted commas.

Remember to punctuate just as you would within any sentence.





"Are we poisonous?" said one snake to the other.

"Why do you ask?" enquired his companion.

"Because I've just bitten my lip," replied the first snake.

Insert the inverted commas and other punctuation in the right places.



I can show you the world, Jasmine said Aladdin.

I'm not sure. I am afraid of what my father would say she said.

Tell me princess, when did you last let your heart decide he asked.

Will you show me the splendid, shimmering sights she murmured.

Aladdin whispered in her ear I will show you a whole new world of unbelievable sights as we soar and tumble through an endless diamond sky

I want to see this dazzling place she said how will we do this?

I will take you wonder by wonder replied Aladdin on a magic carpet ride!

Insert the inverted commas and other punctuation in the right places.



“I can show you the world, Jasmine,” said Aladdin.

“I’m not sure. I am afraid of what my father would say,” she said.

“Tell me princess, when did you last let your heart decide?” he asked.

“Will you show me the splendid, shimmering sights?” she murmured.

Aladdin whispered in her ear, “I will show you a whole new world of unbelievable sights as we soar and tumble through an endless diamond sky.”

“I want to see this dazzling place,” she said. “How will we do this?”

“I will take you wonder by wonder,” replied Aladdin, “on a magic carpet ride!”

Objective for the colon and semi-colon

Y6

Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. *It's raining; I'm fed up*).

Use the colon to introduce a list.

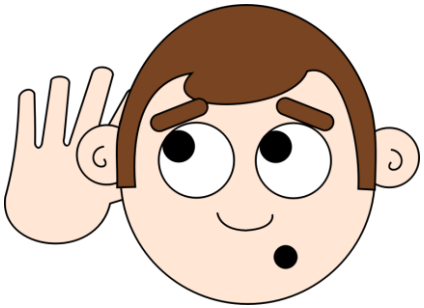
The colon :

A colon carries the first part of the sentence forward to the second part.

Self-centred: someone who ignores other people's problems.



Busybody: someone who doesn't.



The colon :

A colon is used to:

1. Separate two independent clauses where the second clause explains or follows on from the first;
2. Introduce dialogue;
3. Introduce a list of items;
4. Give emphasis.

1) Separate two independent clauses where the second clause explains or follows on from the first.

The colon takes the first part of the sentence and passes it on the second half, which is usually the more important information.

The first word after the colon does not have a capital letter unless it is introducing dialogue or is a proper noun.

A good way to check whether a colon would work is to replace it with the word *'namely'* and if that works, then a colon will. The exception to this rule is when the colon is used to introduce dialogue.

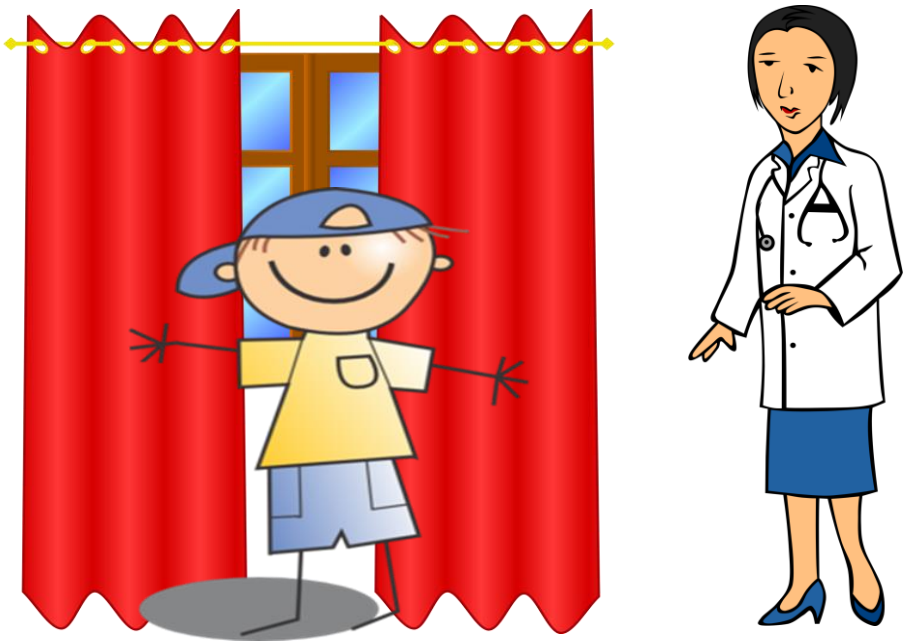


Alexandr has built a successful business: comparing meerkats, not selling insurance.

2. Introduce dialogue (especially in playscripts).

The colon follows the name of the speaker and introduces the words actually spoken:

Patient: "Doctor, I think I'm a pair of curtains!"
Doctor: "Pull yourself together!"

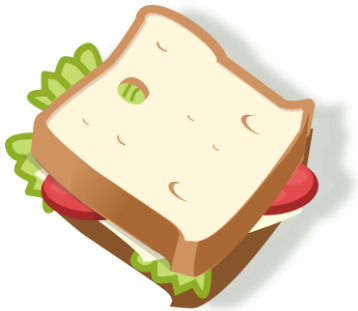


3. Introduce a list of items.

The first part of the sentence must be an independent clause and make sense by itself for a colon to be used correctly:

You need four things to make your sandwich:
bread, cheese, lettuce and tomatoes.

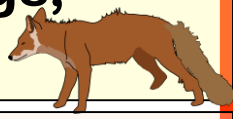
(Do not use a colon when the listed items are part of the flow of the sentence:
You need bread, cheese, lettuce and tomatoes. The first part of this is not an independent clause.)



Insert colons in the following sentences:

You may find the following in your garden at night hedgehogs, mice, moles and foxes.



There was nothing more to do he had completed his task.

She arrived at the station late she had missed the last train.



Take care of the pennies the pounds will take care of themselves.

Like me, he enjoys singing unlike me he is good at it.

You will need four items for a Groovy Green Smoothie 1 banana, sliced; 150g green grapes; 200g vanilla yoghurt; 50g fresh spinach leaves.



Boy I have discovered a cure for amnesia.

Girl What is it?

Boy I can't remember.

To blaze the trail to lead the way.

All may enter the cave adults must be accompanied by child.



Insert colons in the following sentences:

You may find the following in your garden at night: hedgehogs, mice, moles and foxes.






There was nothing more to do: he had completed his task.

She arrived at the station late: she had missed the last train.



Take care of the pennies: the pounds will take care of themselves.

Like me, he enjoys singing: unlike me he is good at it.

You will need these four items for a Groovy Green Smoothie: 1 banana, sliced; 150g green grapes; 200g vanilla yoghurt; 50g fresh spinach leaves.



Boy: I have discovered a cure for amnesia.

Girl: What is it?

Boy: I can't remember.

To blaze the trail: to lead the way.

All may enter the cave: adults must be accompanied by child.

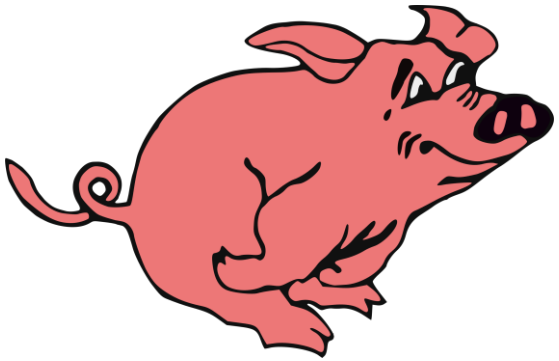




4. Give emphasis:

The colon can be used to emphasise a phrase or word at the end of a sentence. A dash could also be used for the same purpose.

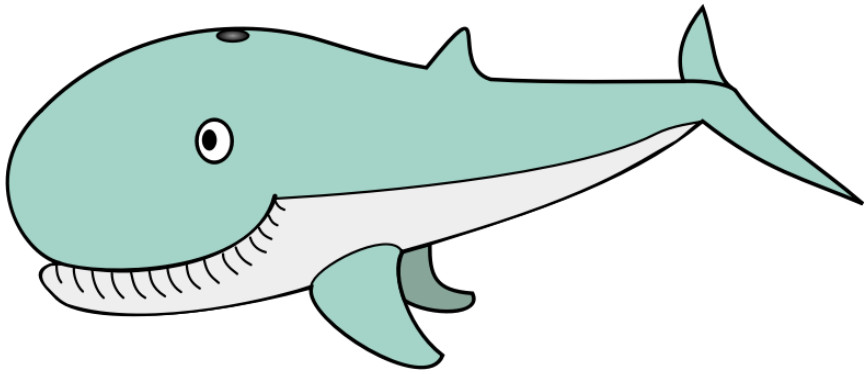
As he heard that familiar howl, there was only one thing to do: run!



The semi-colon ;

The semi-colon joins together clauses that are closely related and are of equal importance.
The clauses can either have similar meanings, or show a contrast.

Whales are found all over the world; they migrate to find food and a mate.



The whale is not a fish; it is a mammal.

Semi-colons

Semi-colons are used to separate two closely related clauses in a sentence to give them equal importance, **or** to sharpen a contrast between the two. A semi-colon is stronger than a comma, but not as strong as a full stop, and is written using both: **;**

The 'comma' part sits on the line just like a comma, with the 'full stop' part directly above it at the same height as lowercase letters. Knowing that a semi-colon is made up of both a comma and a full stop is a good way to remember when to use one.

Robin Hood and his merry men lived in the forest; the dense trees protected them from discovery.

To show equal importance



Robin Hood stole from the rich to feed the poor; the Sheriff of Nottingham did the exact opposite.

To sharpen the contrast

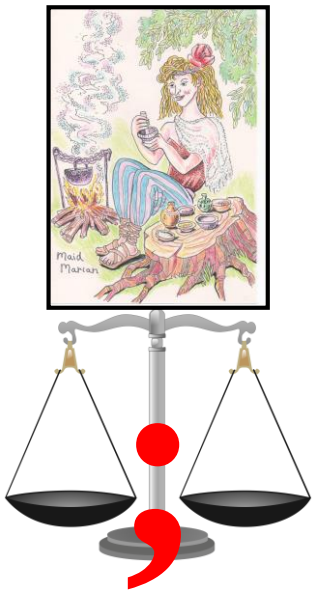


Semi-colons

A semi-colon does not count as a full stop, so the word after it does not need a capital letter (unless it is a proper noun).

It can help to do a balancing act between two clauses and is placed between two sentences of similar importance, dealing with the same subject, but which would make complete sense on their own.

Maid Marian lived in the forest with Robin's merry band of men



she preferred it to her previous life of luxury.

Maid Marian lived in the forest with Robin's merry band of men; she preferred it to her previous life of luxury.

Match the two halves of the sentences below from a story about Robin Hood:

The hooded man drew an arrow;

Hours had passed since he climbed the tree;

Mist was what he wanted;

He brought the bow level with his face;

They heard hooves and voices from the track;

He closed one eye;

He waited;

It began three years ago;



the other men were doing the same with theirs.

the people fought back.

he stared along the arrow.

he waited silently.

he notched it in his bow.

the mist had gathered in that time.

the voices called out to each other.

he remembered a day like this.

Check the sentences against your matched up pairs:

The hooded man drew an arrow; he notched it in his bow.

Hours had passed since he climbed the tree; the mist had gathered in that time.

Mist was what he wanted; he waited silently.

He brought the bow level with his face; the other men were doing the same with theirs.

They heard hooves and voices from the track; the voices called out to each other.

He closed one eye; he stared along the arrow.

He waited; he remembered a day like this.

It began three years ago; the people fought back.



Semi-colons

Another use for the semi-colon is to separate items in a list if the items listed are long or include other punctuation, e.g.

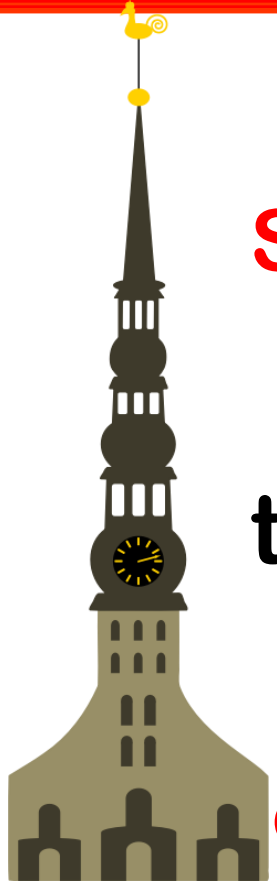
> On my desk you will see the following items: lots of files of lesson plans; a mug with cold tea in it; pens, pencils and a rubber; a list of things to do today (with nothing crossed out yet); a stapler; a small pot containing elastic bands, staples and paper clips; and a half-eaten sandwich.

This is done to make the list easier to read and to make it clear to the reader what the separate items are.

Objectives for synonyms and antonyms

Y5/6
Understand how words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Y5/6
Use a thesaurus.



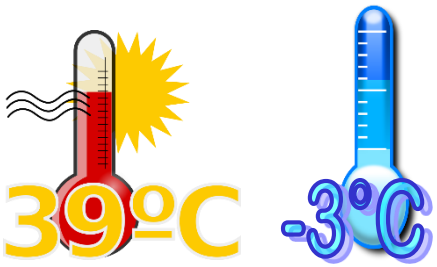
Synonyms and Antonyms

Synonyms are words which have **similar** meanings to each other

tall – high, towering, giant

Antonyms are words which have **opposite** meanings to each other

hot – cold



big - small



Synonym and antonym information

Synonyms are words that have very similar meanings, such as close, near, adjacent, local, but which have slight differences in context, e.g. *The shop was close* could be *The shop was local*, but *They were close friends* wouldn't work as *They were local friends*.

Antonyms are words which have opposite meanings, such as near/ far, hot/ cold. Many antonyms are formed from the root word by the addition of a prefix. e.g. happy/ unhappy; possible/ impossible.

A dictionary of synonyms and antonyms is called a thesaurus, but take care! There is another group of words called homonyms – words that look and sound the same but have different meanings, e.g. watch:

I looked at my watch. Watch the football match.
Her shoes were a good match for her dress.

Replace with synonyms - choose words which express the meaning more effectively:

My mum was very cross when I was late home.

I had walked home through the dark forest.

The forest was a thick tangle of secret paths.

There were old leaves and dead branches on the ground.

Ivy grew up the tall trees.

I was glad to leave it and go home.

Here are some suggestions:

My mum was very angry/ annoyed when I was late home.

I had staggered/ stumbled home through the shadowy/ sinister forest.

The forest was a dense/ impenetrable tangle of hidden/ mysterious paths.

There were rotting/ decaying leaves and thick/ gnarled branches on the ground.

Ivy grew up the towering/ lofty trees.

I was thankful/ relieved to leave it and go home.

Replace with antonyms - choose words which **change** the meaning :

My mum was very cross when I was late home.

I had walked home through the dark forest.

The forest was a thick tangle of secret paths.

There were old leaves and dead branches on the ground.

Ivy grew up the tall trees.

I was glad to leave it and go home.

Replace with antonyms - choose words which **change** the meaning :

My mum was very pleased/ happy when I was home early.

I had trekked/ hiked home through the bright/ sundrenched forest.

The forest was a charming/ twisting tangle of surprise/ fascinating paths.

There were orange/ autumn leaves and slender/ smooth branches on the ground.

Ivy grew up the soaring/ waving trees.

I was regretful/ saddened to leave it and go home.

I have **huge**	Who has a synonym for happy?	I have **joyful**	Who has an antonym for deep?	I have **shallow**	Who has an synonym for angry?
I have **furious**	Who has an antonym for weak?	I have **strong**	Who has a synonym for fast?	I have **quick**	Who has an antonym for happy?
I have **unhappy**	Who has a synonym for lovely?	I have **gorgeous**	Who has an antonym for equal?	I have **unequal**	Who has a synonym for hungry?
I have **ravenous**	Who has an antonym for big?	I have **small**	Who has a synonym for loud?	I have **noisy**	Who has an antonym for soft?
I have **hard**	Who has an antonym for healthy?	I have **unhealthy**	Who has a synonym for thin?	I have **slender**	Who has an antonym for reliable?
I have **unreliable**	Who has a synonym for yelled?	I have **shouted**	Who has an antonym for pleasant?	I have **unpleasant**	Who has a synonym for dirty?

I have **filthy**	Who has an antonym for dry?	I have **soaking**	Who has a synonym for strong?	I have **powerful**	Who has an antonym for soft?
I have **harsh**	Who has a synonym for keen?	I have **eager**	Who has an antonym for fresh?	I have **stale**	Who has a synonym for sweet?
I have **sugary**	Who has an antonym for sensible?	I have **silly**	Who has a synonym for tired?	I have **sleepy**	Who has an antonym for careful?
I have **careless**	Who has a synonym for fragile?	I have **delicate**	Who has an antonym for polite?	I have **impolite**	Who has a synonym for busy?
I have **idle**	Who has an antonym for tidy?	I have **untidy**	Who has a synonym for remember?	I have **recollect**	Who has an antonym for tightly?
I have **loosely**	Who has a synonym for whisper?	I have **murmur**	Who has an antonym for patient?	I have **impatient**	Who has a synonym for massive?

34 a) Write an explanation of the word **antonym**.

They are words that mean the opposite to each other.

1 mark

b) Write one word that is an **antonym** of fierce.

_____

1 mark

In a question like this, make sure you use the words

words and opposite

to show you know what antonym means.

	Accept	Do not accept
Circling or underlining of the answer	Any unambiguous indication of the correct answer, such as the answer being enclosed within a box	Answers in which more than the required number of words has been circled / underlined Answers in which the correct answer is encircled / underlined, together with any whole surrounding words Answers in which less than half of the required word is encircled / underlined

Key Stage 2 sample - 2016

Circle the two words in the sentence below that are **synonyms** of each other.

He was lucky to win first prize – he knew it was fortunate that his closest rival had decided not to take part.

DON'T circle anything else!

Objectives for adjectives

Y2
Form adjectives using suffixes such as *–ful*, *–less, e.g.*

helpful, beautiful, thoughtful, breathless, careless, fearless.

Y2
Use suffixes *–er*, *–est* in adjectives, e.g.

brighter, smoother, younger, smallest, happiest, cleverest

Y5
Convert nouns or adjectives into verbs using suffixes
e.g. *–ate; –ise; –ify*]

Adjectives

Adjectives describe nouns and add detail to a sentence. Adjectives come before a noun, or after the verb 'to be', e.g. She is beautiful.

Adjectives can have comparatives and superlatives:

happy	happier	happiest



It was quite dark inside the grimy, deserted warehouse.

Adjective Information

Adjectives can make sentences more interesting to read but must always earn their place and give the reader extra information. Choose your adjectives wisely.

They can go before a noun to make the meaning more specific: The vicious dog snarled.

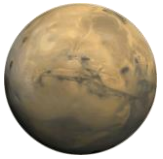
They can go after a the verb to be, as its complement: The dog was vicious.



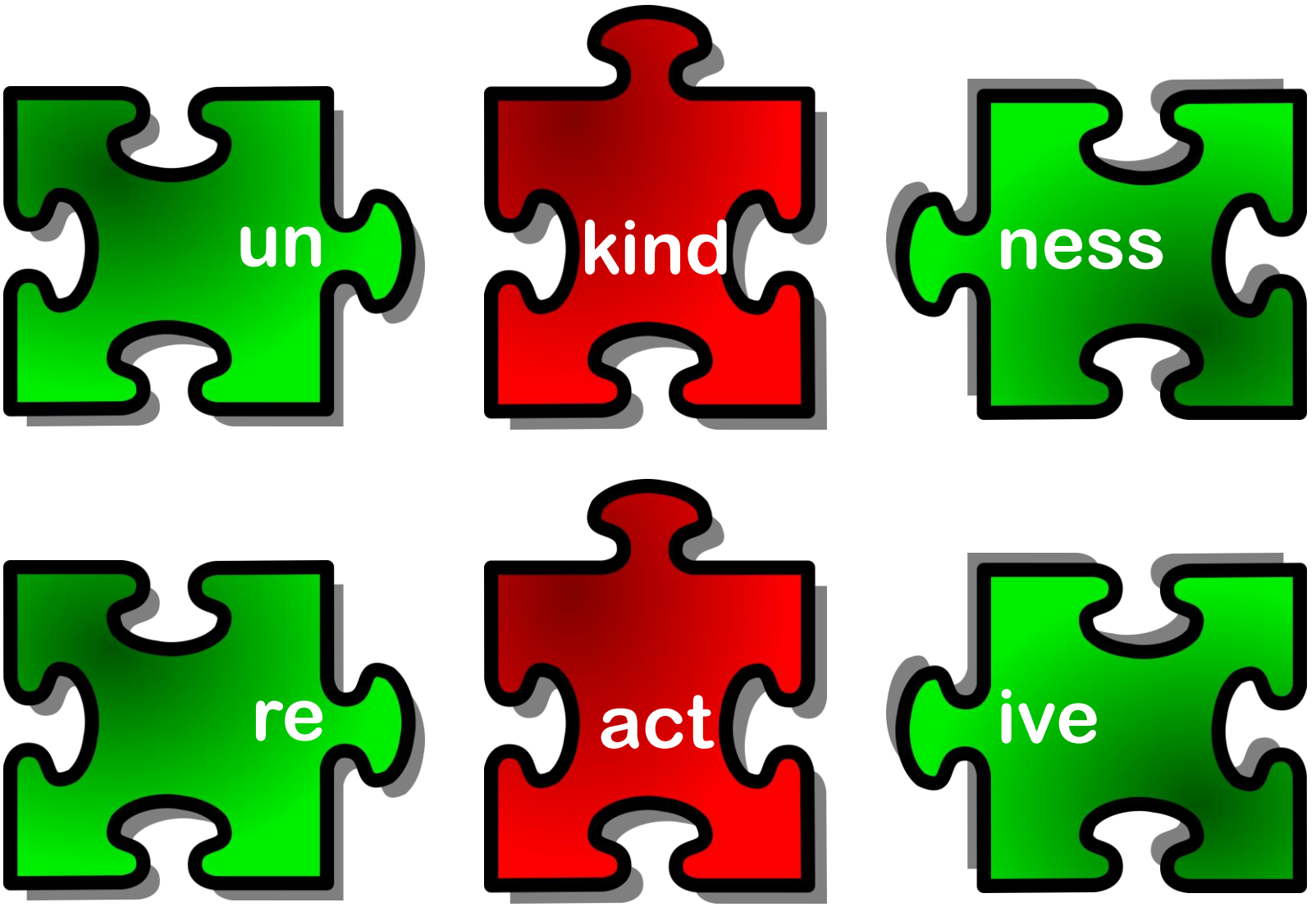
They can come in twos:
The untamed, ferocious dog snarled.

They can come in degrees:

Mars is smaller than Earth, but Mercury is the smallest planet.



Test questions often focus on how prefixes and suffixes can transform words from nouns or verbs to adjectives:



Transforming words

happy (*adjective*) **to feel or show pleasure**	**ness** **ly** **est** **er**

What other words can you make using the suffixes?

To which word classes do the new words now belong (or is there no change)?

happiness = noun

happily = adverb

happier = adjective (no change)

happiest = adjective (no change)

Transforming words

vis **(*root*)** **sight, seeing**	**ible** **or** **ion** **ual**	**ise** **s** **ly**	**ation** **er**

What other words can you make using the suffixes?

To which word classes do the new words now belong (or is there no change)?

visible = adjective (no change)

visibly = adverb

visor = noun

vision = noun

visual = adjective (no change)

visualise = verb

visualisation = noun

visualiser = noun

Complete the sentence with an **adjective** formed from the verb create.

The artist was very 

and produced many original works.

Do not accept
Answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised Ambiguity in the comparative sizes of letters

36 Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a **famous** [fame] sportswoman.

Her athletic [athlete] achievements already include winning

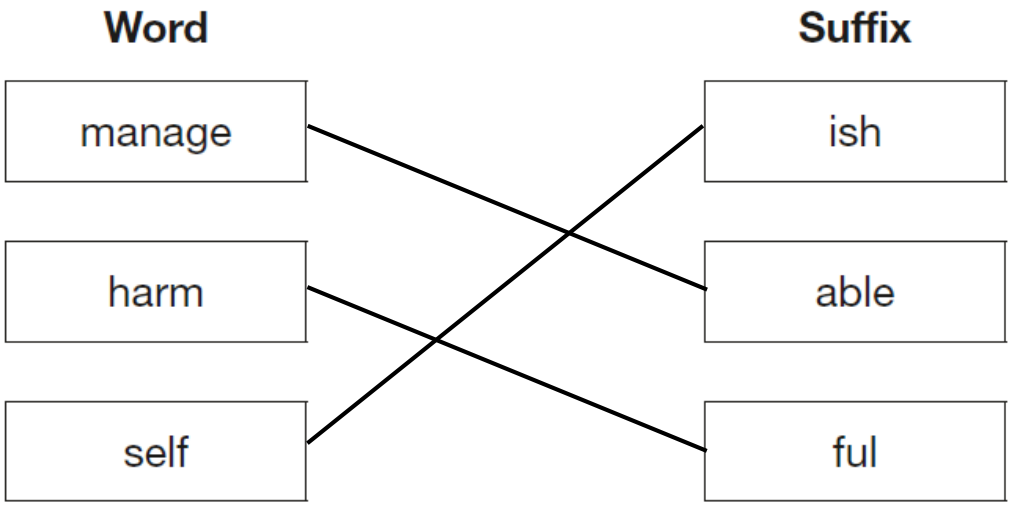
races in her home town. She hopes to win national [nation]

competitions one day.

1 mark

Make sure that you spell these new words correctly. Use your knowledge of prefixes and suffixes to help you.

1 Draw a line to match each word to the correct **suffix** to make an **adjective**.



1 mark

You must get all three correct for 1 mark so look carefully at each one. If there is one you aren't sure of, do the others first, then the one that's left will match the last one.

Don't just guess!

Objectives for spelling words with prefixes and suffixes

Y1

Add prefixes and suffixes, e.g. –s or –es to show plurals

Know how the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [for example, *unkind*, or *undoing*: *untie the boat*]

Y2

Form **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]

Form **adjectives** using **suffixes** such as *–ful*, *–less*

Use **suffixes** *–er*, *–est* in **adjectives** and use–ly in Standard English to turn adjectives into **adverbs**

Y3

Form **nouns** using a range of **prefixes**, such as *super–*, *anti–*, *auto–*

Y3/4

Apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

Y5

Convert **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*)

Use **Verb prefixes** (e.g. *dis–*, *de–*, *mis–*, *over– and re–*)

Prefixes and suffixes are a huge area of the curriculum for transforming words and to help with spelling. Prefixes and suffixes are always spelt the same wherever they appear, e.g. the prefix *il* is always *il*, so must be added to the beginning of the word as a whole prefix, not just a letter:

Add a **prefix** to the beginning of each word to form its **antonym**.

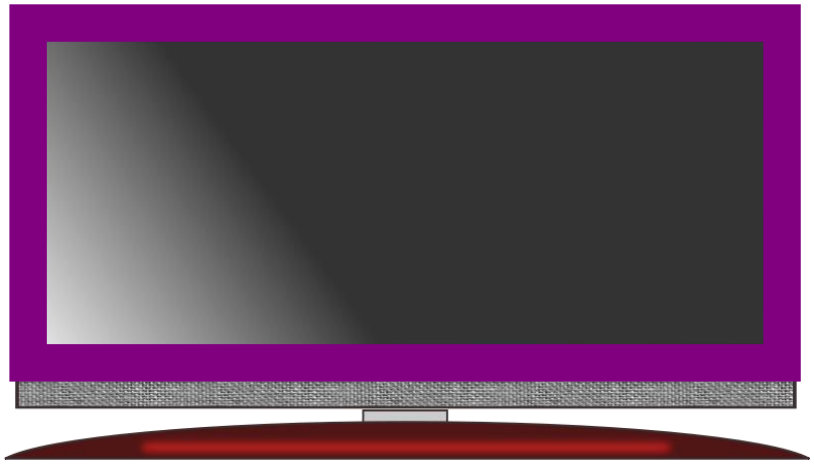
dis agree 

i legal 

i regular 

DO make sure you use a complete prefix before the root word.

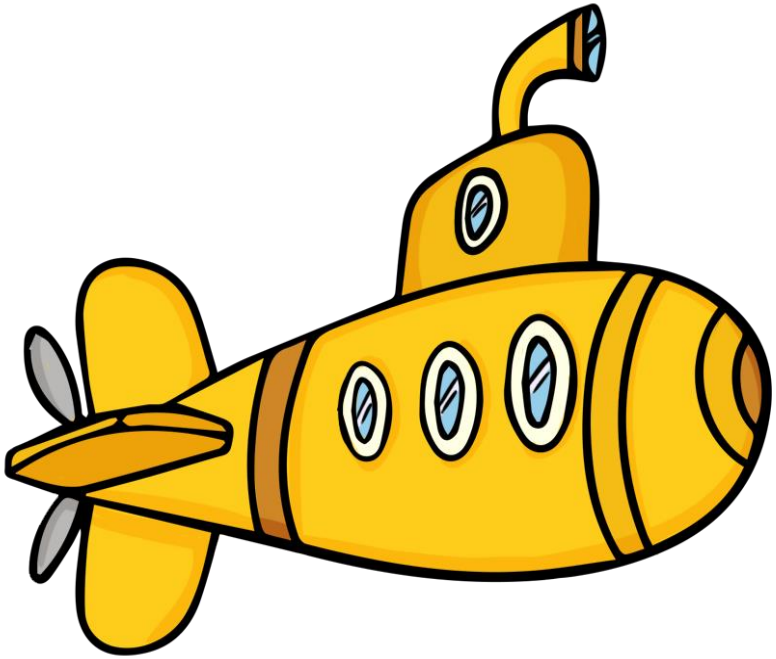
DON'T just add a letter – it MUST be a prefix.



The word television is made up of the prefix **tele** and the root word **vision**.

Explain how the prefix and the root word give television its meaning.

tele means	far off or distant
vision means	able to see



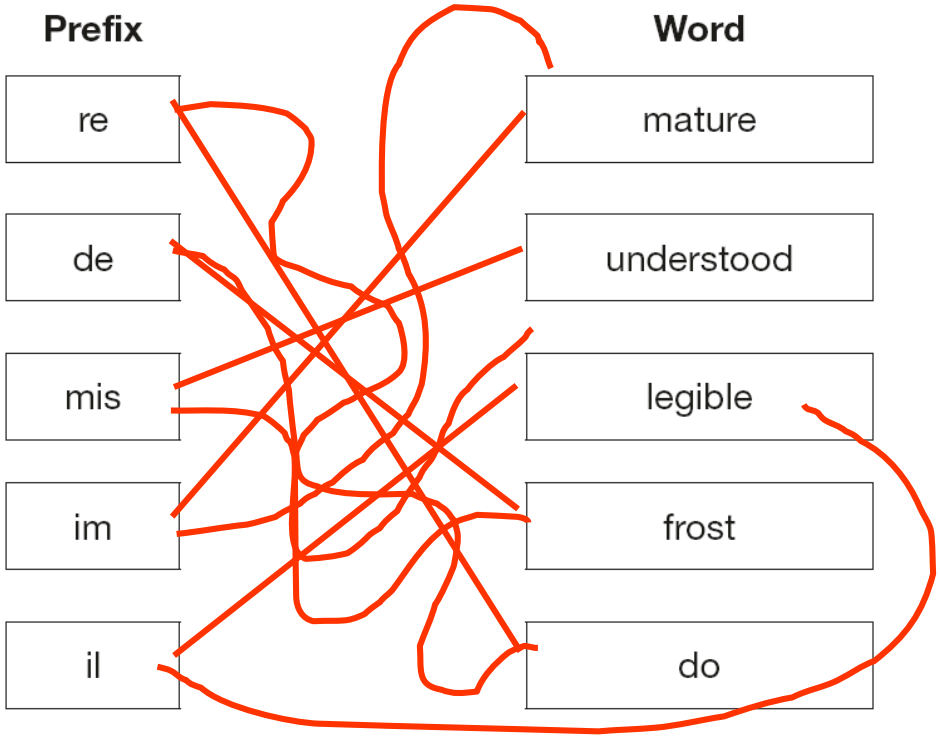
The word submarine is made up of the prefix **sub** and the root word **marine**.

Explain how the prefix and the root word give submarine its meaning.

sub means	under or below
marine means	to do with the sea

	Accept	Do not accept
Drawing lines to 'match' boxes	Lines that do not touch the boxes, provided the intention is clear	Multiple lines drawn to / from the same box (unless this is a question requirement)

Draw a line to match each **prefix** to the correct word so that it makes a new word.



DO draw one clear neat line between boxes that point exactly at the chosen box.

DON'T draw complicated lines or miss the box completely.

Morphology looks at the parts of words that make up the whole words. These words all have a complete meaning so they are called free morphemes:

rock, jump, quick, brother

Bound morphemes cannot stand alone, but must be connected to another morpheme, e.g.

-s, -es, -ing, –er, ed

If you know that prefixes and suffixes are added to root and root words, and that they are always spelt the same and they have the same meaning each time, it helps you to understand the words and to spell it.

Key morphemic knowledge to support spelling at KS2

English Appendix 1: spelling

Pupils can be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. ***Teachers should be familiar with what pupils have been taught about spelling in earlier years***, such as which rules pupils have been taught for adding prefixes and suffixes.

Complete the table below by adding a suffix to each noun to make it into an adjective

Noun	Adjective
care	caring, careful, careless, carefree, uncaring
nature	natural, naturalistic, unnatural
mess	messy, messier, messiest
danger	dangerous
beauty	beautiful, beauteous

Reading test Key Stage 2

Content domain

2a	2b	2c	2d	2e	2f	2g	2h
Give / explain the meaning of words in context.	*Retrieve and record information / identify key details from fiction and non-fiction.*	*Summarise main ideas from more than one paragraph.*	*Make inferences from the text / explain and justify inferences with evidence from the text.*	*Predict what might happen from details stated and implied.*	*Identify / explain how information / narrative content is related and contributes to meaning as a whole.*	*Identify / explain how meaning is enhanced through choice of words and phrases.*	*Make comparisons within the text.*
10	15	1	18	3	1	2	0
20%	30%	2%	36%	6%	2%	4%	0%

Over two thirds of questions assess retrieval and inference.

Just under a quarter of questions assess vocabulary.

Notice how many multi-morphemic words are in this text.

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheeeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.



The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

Wild Ride extract from 'The Last Leopard', by Lauren St John.

This is an article about the dodo, a bird that is now extinct.



An artist's impression of the dodo from 300 years ago.

The Way of the Dodo

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Notice how many multi-morphemic words are in this text.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



A modern reconstruction of a dodo.

Notice how many multi-morphemic words are in this text.

Objectives for prepositions



Y2

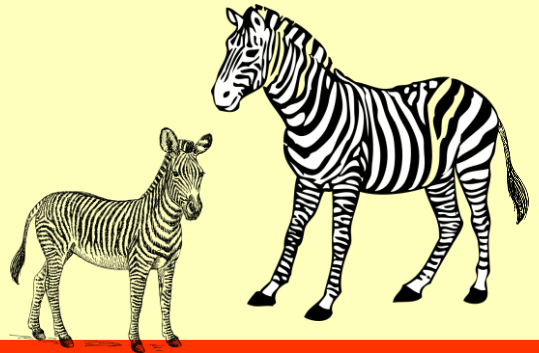
Use expanded **noun phrases** for description and specification e.g. the man in the moon

Y3/4

Use conjunctions, adverbs and prepositions to express time and cause, (e.g. *before*, *after*, *during*, *in*, *because of*)

Y3/4

Use noun phrases expanded by preposition phrases (e.g. *the zebra* expanded to: *the baby zebra in the paddock with its mother*).



Prepositions

A preposition is a word that tells the reader position, direction, like *above*, *below*, *at*, *over*, *in*, *with*. It is usually followed by a noun phrase. The job a preposition does can be either adjectival or adverbial.

"Rev. Rat went to the aquarium after breakfast and murdered Mr Badger behind the shark tank with a fish hook."

"No. I think Miss Mamba, working together with Miss Cobra, killed him inside the terrace café just before lunch. They strangled him with a feather boa."

"Never. It was Professor Bear. He was walking towards the chimpanzee house in time for tea when he shot Mr Badger between the ears with his revolver."

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Spot the prepositions



"Now this is what you do in the obstacle race, children.

Are you listening carefully? First you run towards the bath of jelly, then you jump into it, wade across it and climb out of the bath at the other side.

Then you run to the string of sausages, and skip over them twenty seven times. Next you climb up the twenty foot pole, ride carefully along the tightrope on a unicycle, and abseil down the rope at the other end.

After that you balance the bowl of tomato soup on top of your head, climb over the live alligator, and creep under the baby elephant, between its back legs.

Then all you have to do is run backwards to the finishing line, carrying me."



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Then all you have to do is run backwards **to** the finishing line, carrying me."



Objectives for noun phrases

Y2

Learn to use expanded noun phrases to describe and specify, e.g. *the blue butterfly, the enormous crocodile*.



Y 3/4

Explore, identify, collect and use noun phrases, e.g. *The strict maths teacher with the curly hair; the blue butterfly with the bright yellow spots on its wings*.



Y 5/6

Use expanded noun phrases to convey complicated information concisely, e.g. *The silver Mercedes with a blue soft top and alloy wheels sped down the deserted street, revving its powerful engine.*



Expanded noun phrases

An expanded noun phrase is a phrase containing a noun which consists of more than either a single noun or a noun prefaced by a determiner.



It gives the reader a clearer picture of the items being described.

Choose words carefully!

- ***the bright wide stripes***
- ***the wicker basket securely attached to the balloon***
- ***the flickering dancing flames***

Expanded noun phrase information

If a group of words acts like a noun in the sentence (but does not include a verb) it is a noun phrase. Expanded noun phrases use adjectives to build a clearer and more detailed picture in the reader's mind.

The expansion can come before the noun or after it, e.g.



The flamboyant, colourful lady in her pink flowery dress.

The young, bespectacled boy, a swell in his best outfit.

The wild animals in the secure walled enclosures.

43 Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause	☐
as a fronted adverbial	☐
as a subordinate clause	☐
as a noun phrase	☑

1 mark

Think about the possible answers.

The underlined words can't be a clause – why?

Objectives for parenthesis

Y5
Use brackets, dashes or commas to indicate parenthesis.

Parenthesis

A parenthesis (plural parentheses) is a word, a phrase or a clause which is added into a sentence to give more information, or to provide an explanation. It must be able to be lifted from the surrounding text without affecting the meaning.

A parenthesis is usually separated by commas but dashes and brackets may also be used depending on the type of writing. Generally, dashes are used for informal writing, brackets for formal or technical writing, and commas work for anything. A parenthesis can be part of a sentence, or it can be one or more sentences inserted into a paragraph.

Dopey (the smallest dwarf) was always the last in the line.

Remember – it is the word, phrase or clause which is the parenthesis, NOT the punctuation.



Commas

Commas are used for different purposes in sentences but are always written immediately after the preceding word and on the same line.

It is important to make sure that commas are formed correctly so that it is clear what they are and to ensure that they can't be mistaken for anything else.



The comma should take the shape of a filled-in curved number 9. The round part should sit on the line with the tail falling below it, like descender letters.
All commas should be written in the same way, and all face the same way.

Snow White, in a moment of madness, took a bite from the shiny, red apple.

Brackets

Brackets are used to enclose words which are added to a sentence as an 'aside' to make the meaning clearer and are mainly used in formal writing.

Brackets may be round ( ), square [ ], angled < > or curly { }, but round brackets are the ones to use in writing.

It is important to make sure that brackets are formed correctly so that it is clear what they are and to ensure that they can't be mistaken for anything else.

The first bracket should take the shape of the left half of a capital letter C and should be positioned immediately before the first word of the parenthesis, leaving a space after the preceding word. It should sit slightly below the line. The second bracket should be a mirror-image of the first.

Snow White (in a moment of madness) took a bite from the shiny, red apple.

Dashes

Dashes are used to indicate a change of thought and to lead to something unexpected, but they are also used to separate a brief parenthesis. Dashes are always written as a horizontal line about the width of a lowercase **e** with a space on either side.

The dash should be positioned at about half the height of a lowercase letter, similar to the horizontal stroke in a lowercase letter **e**.

Snow White – in a moment of madness – took a bite from the shiny, red apple.

Notice that in every case, we can lift the parenthesis from the sentence and it would still make sense:

Snow White – in a moment of madness – took a bite from the shiny, red apple.

Remember to take out the punctuation with the parenthesis!

Commas, brackets and dashes

Remember that no matter which punctuation you use, or how long the parenthesis might be, it is always an **extra piece** of information and the sentence must not rely on it. The sentence must still make sense if the parenthesis is removed. Identify the parenthesis in the following:

The seven dwarfs who worked in a diamond mine sang as they trudged home from work.



Snow White the sweet and lovely princess loved all the creatures of the forest.



The magic mirror as everybody knows always told the truth.



Commas, brackets and dashes

Remember that no matter which punctuation you use, or how long the parenthesis might be, it is always an **extra piece** of information and the sentence must not rely on it. The sentence must still make sense if the parenthesis is removed.

The seven dwarfs – who worked in a diamond mine – sang as they trudged home from work.



Snow White, the sweet and lovely princess, loved all the creatures of the forest.



The magic mirror (as everybody knows) always told the truth.



Other combinations may be acceptable.

Objectives for active and passive

Y6

Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).

The passive avoids the culprit!

Active and passive



In an active sentence, the subject is doing something to the object, but in a passive sentence, the subject is having something done to them:

Goldilocks broke into the house.

The house was broken into by Goldilocks.

OR – don't reveal the agent:

The house was broken into.



Usually used for reports, but also used in mystery writing to conceal facts from the reader.

Objectives for the subjunctive



Y5/6

Pupils should be taught to:
develop their understanding of the concepts set out in Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

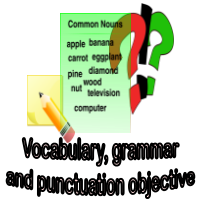
The Subjunctive Mood

The Subjunctive is a wishful mood that tells you of an intention for the future which is doubtful. It is often used with an 'if' clause:

- If Cinderella were to go to the ball, she would dance until midnight.
- If The King's horses and men were to arrive in time, Humpty would survive.

The subjunctive is usually only used in formal writing, and indicates that the possibilities being suggested are doubtful. It uses a plural 'were' when in less formal writing the singular 'was' would be used.

- If I **were** you, I wouldn't eat any more sausages.
- If Dad **were** to eat more healthily, he would be fitter.



Vocabulary, grammar and punctuation objective

Pupils should be taught to develop their understanding of vocabulary, grammar and punctuation concepts by:

- recognising vocabulary and structures that are appropriate for formal writing, including subjunctive forms.

Objectives for sentence construction

Y1

Write sentences by:

- **composing a sentence orally before writing it**
- **re-reading what they have written to check that it makes sense**

Y2

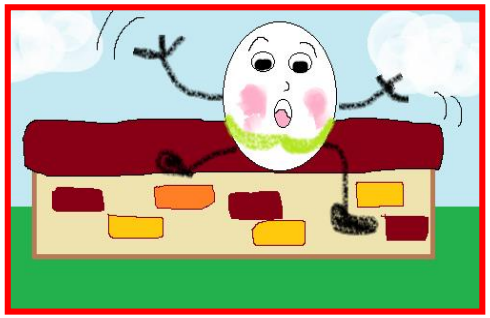
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences

Y3/4

Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*

Comma splices and run-ons

When a comma is placed between two main clauses, it is known as a comma splice. If nothing is used, it is known as a run-on. Both are incorrect!



Humpty sat on the wall, he had a great fall. ×

Humpty sat on the wall he had a great fall. ×

Humpty sat on the wall. He had a great fall. ✓

Humpty sat on the wall and soon he had a great fall. ✓

This is included to help you with your writing. This is a very common mistake that children make and can affect how well your writing has the desired effect on your reader. Always make sure that your sentences are clearly constructed and correctly punctuated.

Comma Splice Information

A sentence is a group of words which together are a unit of meaning, connected to each other and make sense on their own.

A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.

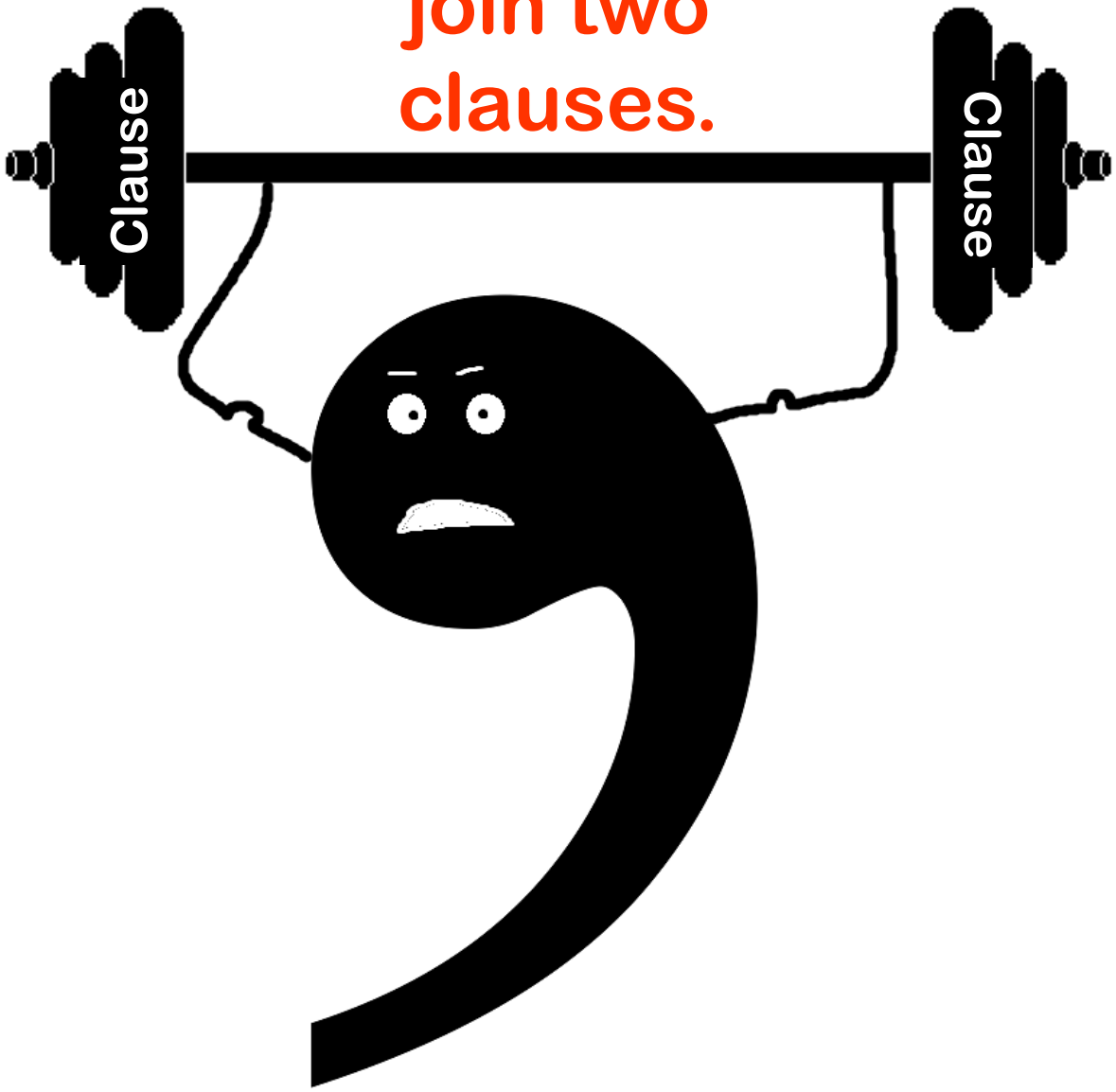
If a sentence contains more than one clause, it must be either punctuated correctly or it must use conjunctions to link ideas. A comma is just not up to the job!

I caught one last glimpse of the Titanic, she plunged to her watery grave.

Two main clauses, so a comma is not strong enough.



A comma is TOO WEAK to join two clauses.



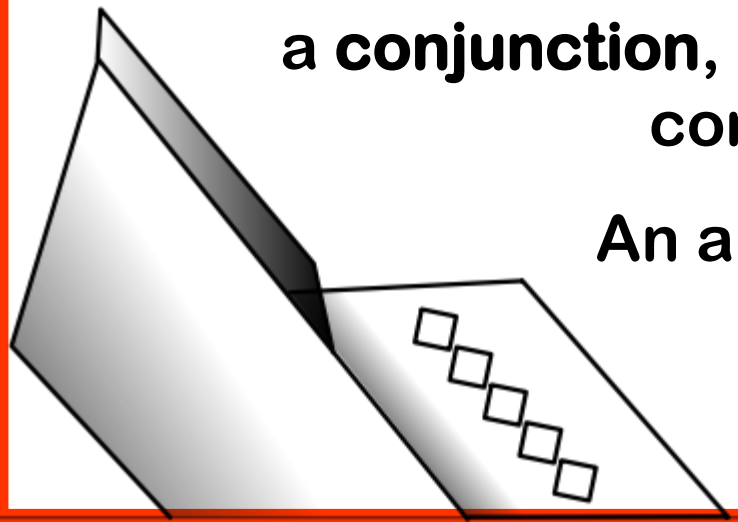
Fixing comma splices and run-ons

I caught one last glimpse of the Titanic,

she plunged to her watery grave.

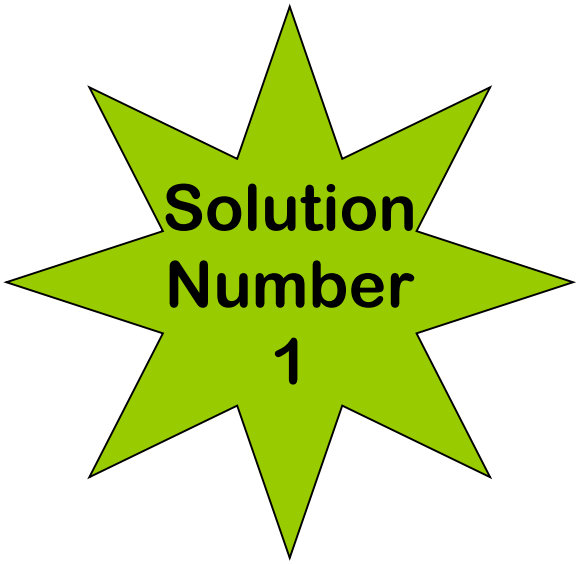
If each part makes sense by itself, then each part is a **main clause** and they need linking together with either a **conjunction**, or with stronger punctuation than a comma, e.g. a **semi-colon**.

An alternative 'fix' is to write two separate sentences.



Correcting comma splices and run-ons

I caught one last glimpse of the Titanic, she plunged to her watery grave.

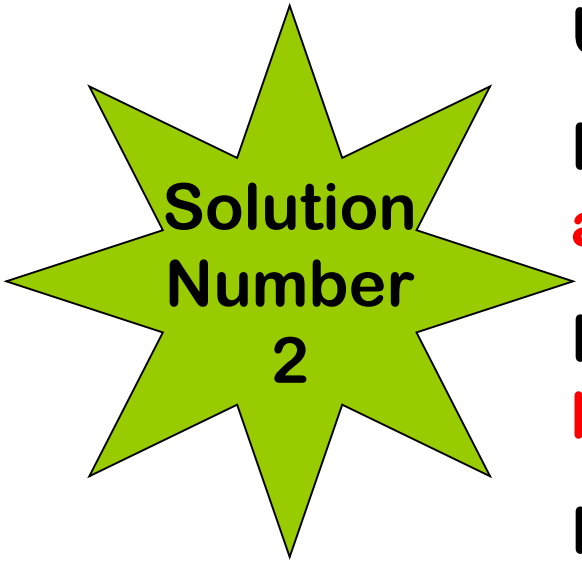


Use a full stop and make two separate sentences:

I caught one last glimpse of the Titanic. She plunged to her watery grave.

Correcting comma splices and run-ons

I caught one last glimpse of the Titanic, she plunged to her watery grave.



Use a conjunction:

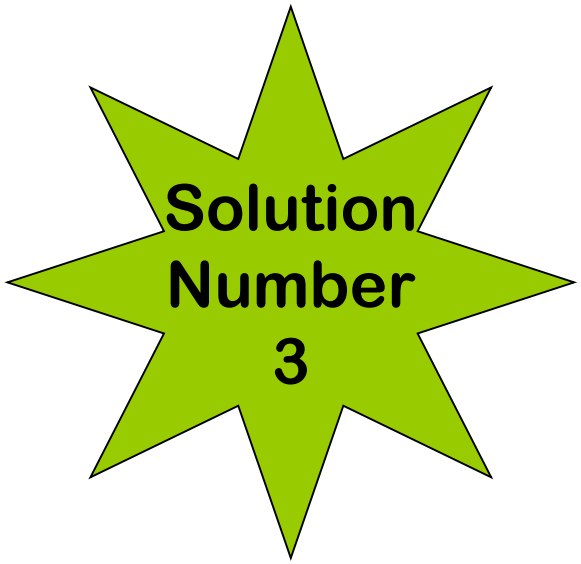
I caught one last glimpse of the Titanic and she plunged to her watery grave.

I caught one last glimpse of the Titanic but she plunged to her watery grave.

I caught one last glimpse of the Titanic before she plunged to her watery grave.

Correcting comma splices and run-ons

I caught one last glimpse of the Titanic, she plunged to her watery grave.



Use a semi colon which is stronger than a comma:

I caught one last glimpse of the Titanic; she plunged to her watery grave.

Improve this example which includes a run-on **and** a comma splice.



I was serving drinks to the passengers the Captain called me over for a glass of wine, a loud thud echoed round the room.

Solution Number 1

I was serving drinks to the passengers. The Captain called me over for a glass of wine. A loud thud echoed round the room.

Solution Number 2

I was serving drinks to the passengers **when** the Captain called me over for a glass of wine **and** a loud thud echoed round the room.

Solution Number 3

I was serving drinks to the passengers; the Captain called me over for a glass of wine. A loud thud echoed round the room.

I was serving drinks to the passengers the Captain called me over for a glass of wine, a loud thud echoed round the room.

Or it is usually a combination of solutions that will achieve the best result:

I was serving drinks to the passengers when the Captain called me over for a glass of wine. Suddenly, a loud thud echoed round the room.



A sentence is a group of words that make sense on their own.
A sentence usually contains a subject, and must contain a verb.

Choose your solutions to improve these sentences which have commas splices and run-ons.

I plunged into the cold blackness he had knocked me in.

I entered the lifeboat, I saw the same woman.

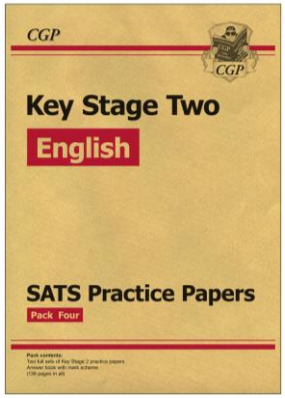
The ship was tilted, I was slipping around like crazy.

I was cradled in a man's arms I was dropped into the darkness.

I noticed the deck cracking, suddenly it snapped in two.

Everyone was rushing to the promenade deck, I didn't bother.

They rowed the boat away my heart slowed down to a gentle drumbeat.



Practice papers can be a good way of giving you an idea what the test will look like and will also help you identify areas where you need to do a bit more work.

https://www.cgpbooks.co.uk



BUT …

- **Don't overdo it. You don't want to get to the test week and be so exhausted that you can't think straight;**
- **Eat healthily – your brain will function better if you eat properly;**
- **Get plenty of rest and relaxation – early nights and fresh air;**
- **Be positive! A positive attitude will help you to do your best.**

