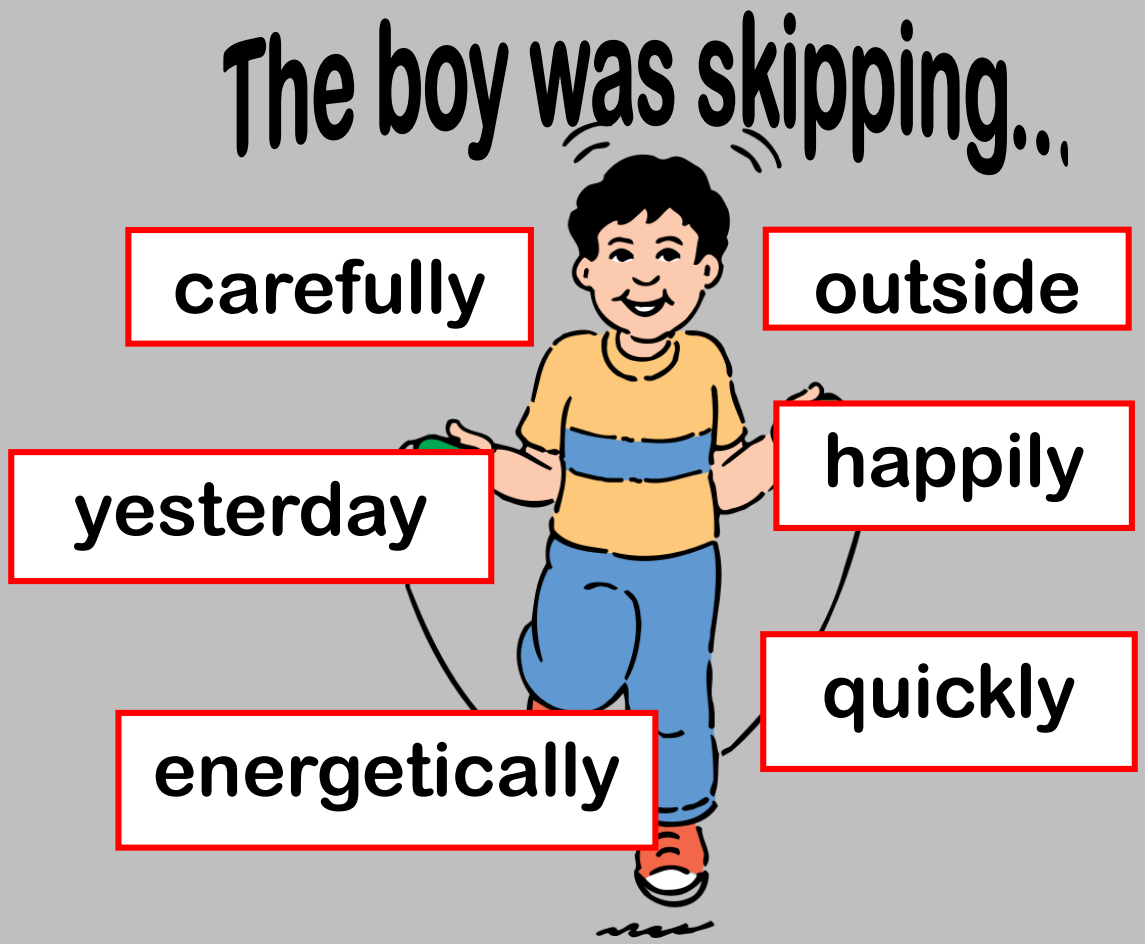
Grammar and Punctuation

Posters - source: www.Teacher-of-Primary.com



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Grammar and Punctuation

The National Curriculum 2014 states:

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.

Grammar and Punctuation

From abstract nouns to verb tenses and the passive voice, your child will be taught lots of grammatical terminology and concepts during their time in primary school. Each year group should be taught the terminology and concepts set out in the table on the next page, and revisit them in subsequent years. Your child should be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

This handy set of posters includes the technical grammatical terms used in the Programme of Study for English. These are the terms we use with the children from Reception. For example, we would not call nouns, naming words or adjectives, describing words. We would just call them nouns and adjectives and remind them that adjectives tell us more about the noun. If when you are working with your child at home, you may find these posters helpful in consolidating your child's knowledge and understanding.

Y1	Y2	Y3	Y4	Y5	Y6
• letter • capital letter • word • singular • plural • punctuation • full stop • question mark • exclamation mark	• noun • noun phrase • statement • question • exclamation • command • compound • adjective • verb • suffix • adverb • past tense • present tense • apostrophe • comma	• adverb • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter • vowel • vowel letter • inverted commas or speech marks	• determiner • pronoun • possessive pronoun • adverbial	• modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity	• subject • object • active • passive • synonym • antonym • ellipses • hyphen • colon • semi-colon • bullet points

Some Tips for Helping at Home

- Read and speak with your child. Most of the language your child uses for writing will come from these experiences.
- When your child says something that is grammatically incorrect, repeat their sentence using the correct grammar.
  Common mistakes include:
  We was going… - We were going…
  All of them is going… - All of them are going
  Them ones… - Those ones…
  I sawed it - I saw it
  Should of – should have
  Could of – could have
  Would of – would have
  That's the one what I want. – That's the one that I want.
- **Read what's around you** 'Grammar is all about pattern, and patterns are everywhere in the world, so use them as a starting point to talk about grammar,' suggests education consultant Geoff Dean. 'For example, the names of hairdressers' shops and the slogans on the sides of lorries can teach children a lot about language and meaning.'
- Talk to your child about what they have been learning in grammar and encourage them to use it correctly in speaking and writing.
- Encourage your child to respond to your questions in full sentences and not just one word answers.

Grammar and Punctuation Games

Grammar Spy

This is a grammar version of 'I Spy' which can be played anywhere and which younger brothers and sisters can join in with. Instead of saying, "I spy with my little eye something beginning with..." change it to, "I spy with my little eye a noun beginning with..."

Starting with a noun is easiest because it's so similar to the original game, but you can also try saying, "I am thinking of a verb/adjective/adverb beginning with...".

Apostrophe Action

Make fifty cards with words that don't have an apostrophe but should have – so dont, Katherines, the dogs bone, lets. Also include some that don't have apostrophes – so CDs, 1950s etc. Put them in a pile. Say a phrase or sentence with that word, and players have to place the apostrophe. If they get it right they win the card. The winner is the one with the most cards at the end.

Get your sentences in order

For younger children, write the words of a simple sentence – such as, 'A duck swims on the pond.' – on individual slips of paper, and get them to put the words in the correct order, with a capital letter at the beginning and a full stop at the end.

Grammar and Punctuation Games

Sentence Maker

Give children a sentence that can be made more detailed.

The dog barked.

The big dog barked.

The big dog barked loudly.

The big dog barked loudly in the garden.

Late at night, the big dog barked loudly in the garden.

Late at night, the big dog barked loudly in the garden because he heard a strange noise.

Why not cut up the sentence into different parts and move them around:

Because he heard a strange noise in the garden, the big dog loudly barked, late at night.

Silly sentence makers

Appeal to your child's silly side by encouraging him to make up funny sentences which still make grammatical sense. Write a selection of subjects, verbs, adjectives, adverbs, conjunctions etc. on individual flashcards and get your child to compose crazy sentences, such as, 'The hairy baby rode to the moon on a purple banana.'

Take control over sentences

A good activity for older children is to challenge them to write sentences of at least 25 words that only contain one verb, This exercise helps them to understand how to control a sentence, rather than overcomplicating it.

Grammar and Punctuation Games

Alphabet Noun Game

Decide on a theme e.g. animals and then challenge each other to think of a noun on this theme beginning with each letter of the alphabet.

Adjective Race

Who can list the most adjectives to describe something in one minute.

Opposites

You say an adjective e.g. large and the child says the opposite e.g. small.

Action verbs

You call, "The next verb is… (jump, crawl, slither, slide, slither)." and the child acts it out.

Silent Verbs

One person mimes an action and another has to guess the verb.

Movement Verbs

Give the sentence 'He/she entered the room' One person goes out the room and enters the room in an interesting way. The other(s) suggest verbs to reflect how he/she entered e.g. rushed stormed, sauntered, crawled. Repeat and collect movement verbs. (Be careful not to mix up with adverbs which modify the verb, e.g. slowly or quickly.

Conjunction Story

Create an endless story. Take it in turns to say a line which is handed on by suggesting another conjunction. Example: Once upon a time there was a girl who… spent many happy days in the fields because…

Grammar and Punctuation Games

Dictionary corner

Learning to use a dictionary is an important part of mastering grammar. Build familiarity with the dictionary by playing games with it: for younger children, write down a mixture of correctly and wrongly spelled words ('toothbrush' and 'toofbrush') and get them to find the right spelling, or challenge an older child by calling out unfamiliar words and timing how long it takes him to find the definition.

Treasure Hunt

Find as many different types of punctuation as possible. Use books, websites, recipes, magazines, instructions, newspapers, leaflets and brochures. Award different points for different types of punctuation and see who wins.

Tense tents

To help your child understand verb tenses, draw some 'tense tents' on pieces of paper. Write down some verbs in their various tenses – present (e.g. play), past (played), future (will play), future continuous (will be playing) and so on – and get your child to move the verbs into the correct tent.

Useful websites:

The British Council
https://learnenglishkids.britishcouncil.org/grammar-vocabulary

Scholastic Grammar
https://www.scholastic.com/parents/school-success/homework-help/learn-a-subject/parent-primer-grammar.html

BBC Bitesize Grammar
https://www.bbc.co.uk/bitesize/topics/zhrrd2p

The School Run
https://www.theschoolrun.com/english/grammar

Topmarks
https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar

Primary Homework Help
http://www.primaryhomeworkhelp.co.uk/interactive/literacy2.htm#grammar

51 Grammar and punctuation posters

Abstract nouns
Adjectives
Adverbs
Adverbials
Alliteration
Antonyms
Apostrophes for possession
Apostrophes for omission
Assonance
Brackets
Bullet points
Capital letters
Clauses
Colons
Commas
Comma splices and run-ons
Commands
Complex sentences
Conjunctions
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Dialogue
Ellipses
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Expanded noun phrases
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Modal verbs
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Personification
Phrases
Prefixes
Prepositions
Pronouns
Question marks
Relative clauses
Reporting clauses
Semicolons
Similes
Subjunctive
Subordinate clause
Sentences
Singular and plural
Statements
Suffixes
Tense
Verbs

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Abstract Nouns

Abstract nouns are nouns that name emotions, qualities or states. They cannot be recognised by any of our senses.

love

happiness

integrity

friendship

trust

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Adjectives

Adjectives describe somebody or something 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.

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Adverbs

Adverbs

modify verbs

They tell the reader:

How?

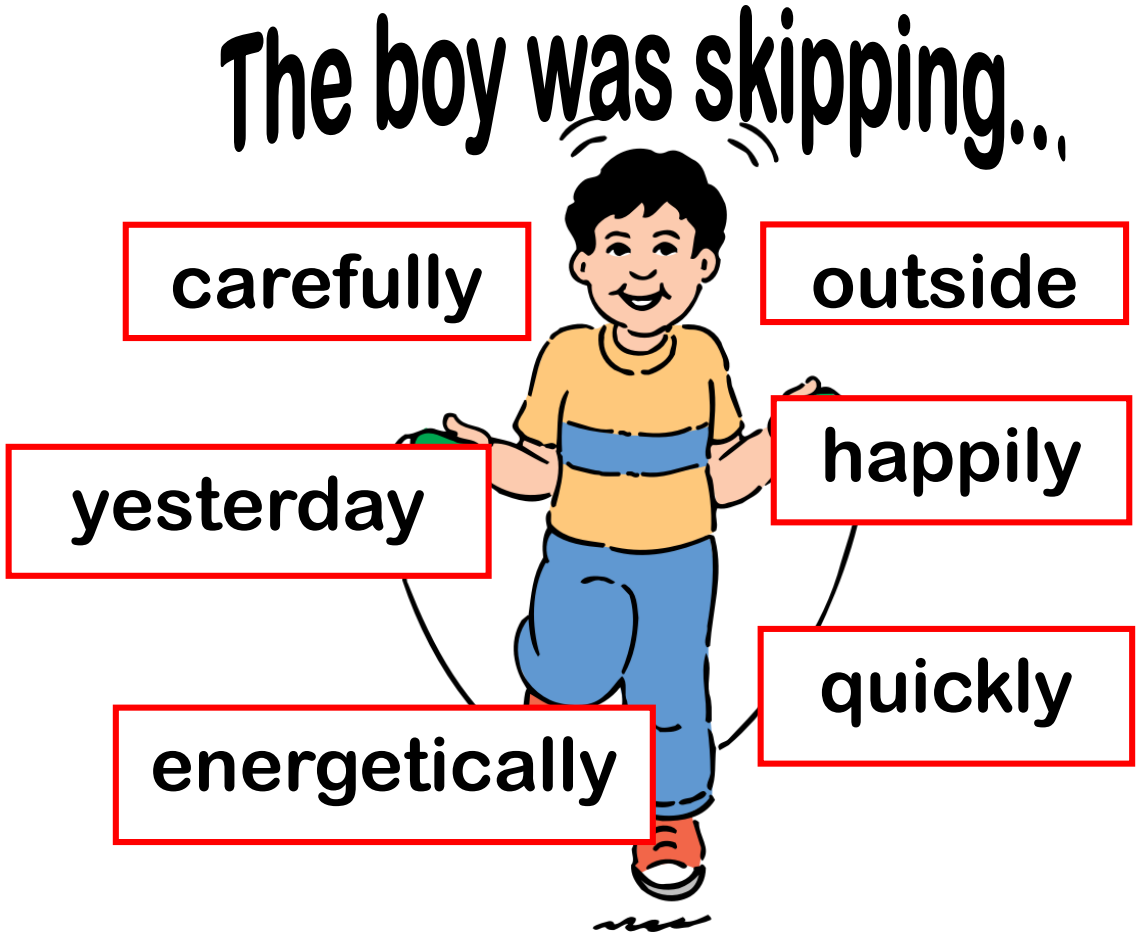
In what way?

When?

Where?

To what extent?

With what?



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Adverbials

We know that **Adverbs** modify verbs.

When an adverb has more than one word, it is known as an adverbial phrase.

The girl was running...



with her dog.

towards the park.

through the leaves.

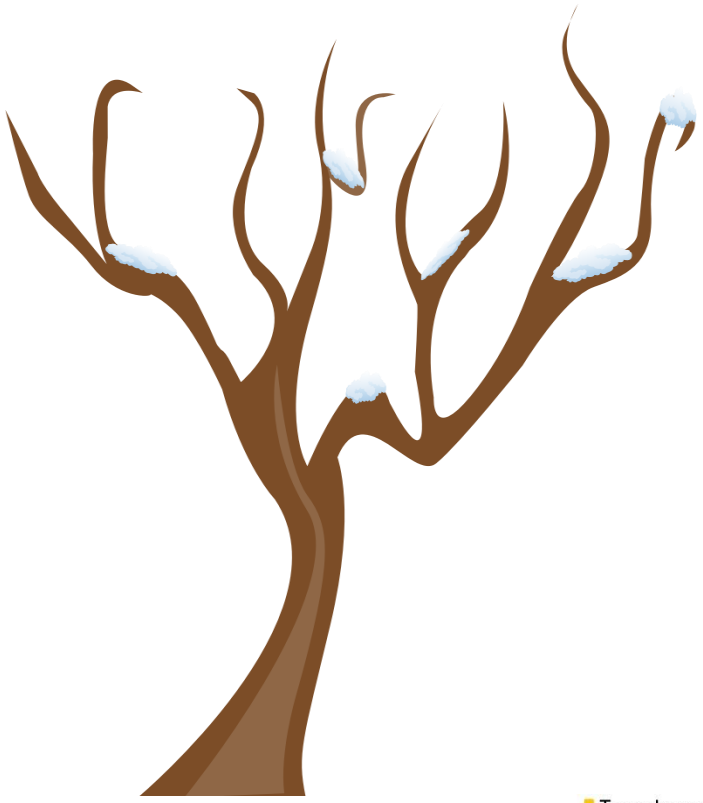
in the warm autumn sunshine.

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Alliteration

Alliteration refers to the same sound at the **start** of a series of words.

The bare branches of the tall trees.

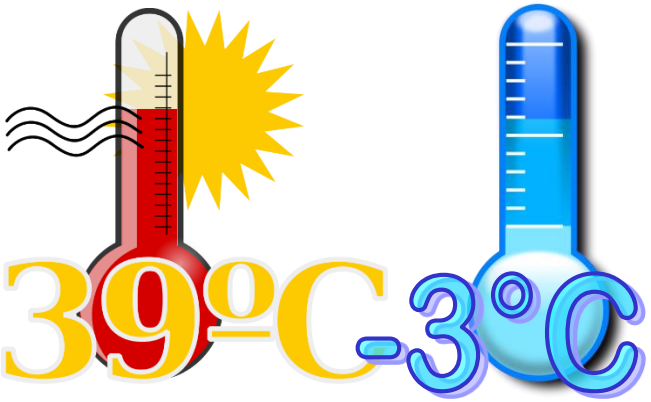


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Antonyms

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

hot – cold



big - small



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Apostrophes ’

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

The possessive apostrophe . . .



Cinderella’s slipper was left on the stair.

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

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Apostrophes ’

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

The apostrophe for omission …

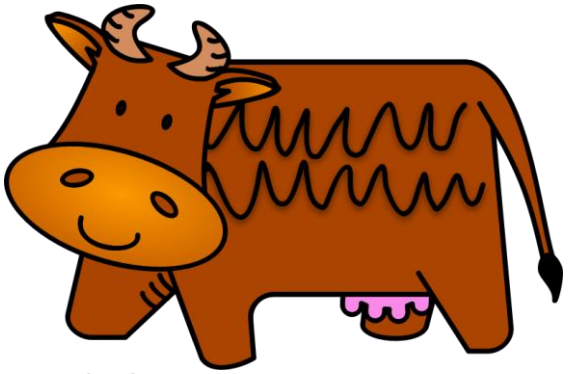


The apostrophe **replaces** the letter.
Make sure you put it in the right place.

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

Assonance

Assonance refers to the same vowel sound within a series of words that are close to each other. Often used in poetry.



How now,
Brown cow?

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils.



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Brackets ( )

Brackets are used to enclose words which are added as an aside to explain the meaning. They should only be used where the information is extra.

Lepidoptery (the study of butterflies) can be an interesting hobby.



Marsupials (animals that keep their young in pouches) are only found in Australia.



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Bullet points

You will need:
- 1 flat tray;
- 4 glass bowls;
- 1 large bowl;
- 1 whisk.

Bullet points are used to draw the reader's attention to key facts quickly and easily.

The clause before the list of bullet points must end with a colon to introduce the list.

You will need:
- 1 x 90g packet of raspberry jelly;
- 500 ml hot water;
- 500ml cold water;
- 1 flat tray;
- 4 glass serving bowls;
- 1 large bowl;
- 1 whisk.

Every bullet point is the same and in the same place relative to the text.

In this list, each item is separated by a semicolon.

The last item in the list ends with a full stop.

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Capital letters

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



On the first **S**unday in **M**ay every year, **G**eorge liked to climb **M**ount **E**verest but **I** preferred to sail the **R**iver **D**anube.

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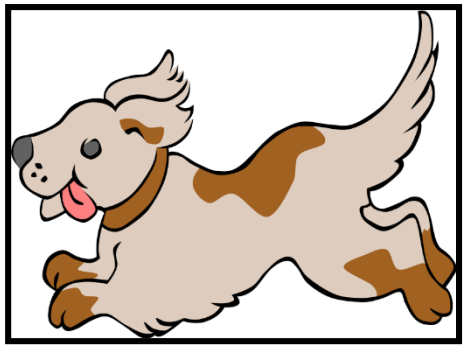
Clauses

A clause is a group of related words that make sense when read together. The simplest clause contains a subject and a verb.

The dog ran.

verb

subject



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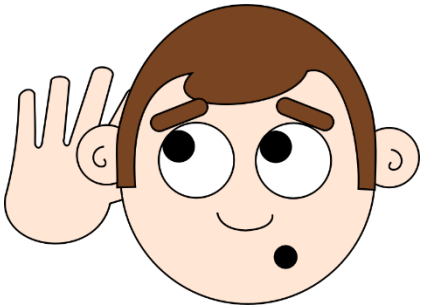
Colons :

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.



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Commas ,

Commas are used to:

- separate subordinate clauses
- mark off items in a list

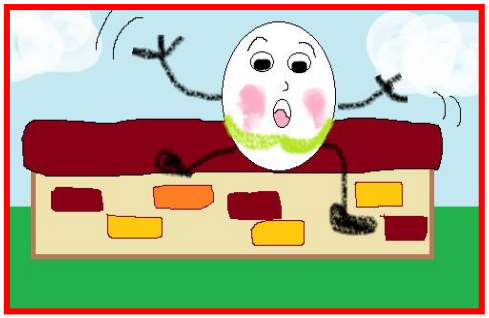
Although the sun isn't shining yet, we will still be going to the beach today. You need to bring: a towel, swimming costume, flip-flops and a packed lunch.



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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. ✓

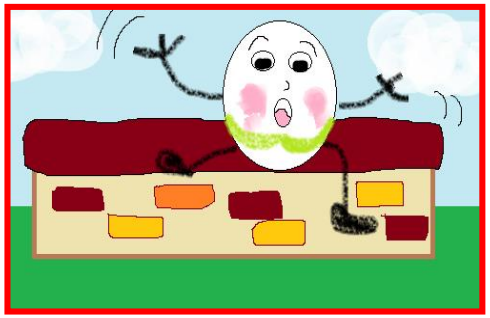
Humpty sat on the wall and soon he had a great fall. ✓

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Commands

Commands are used in imperative sentences to tell someone what to do. They are used in instruction writing and in rules. The subject of any command is the second person (you).

Get off that wall at once!





How to make a paper hat

- **Fold the newspaper in half.**

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Complex sentences

A complex 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.



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Conjunctions

Conjunctions are used to join together words, phrases, clauses and sentences.

Coordinating conjunctions join items that are of equal importance:
All the King's horses **and** all the King's men.



Subordinating conjunctions join main clauses to subordinate clauses.
They couldn't repair the egg **even though** they were first on the scene.



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Dashes –



Dashes are used in pairs to separate information in a sentence which is not essential:



The prince was handsome – gorgeous, actually – and the Ugly Sisters were jealous.

They are also used singly to mark off a subordinate clause where you want to show the reader where to pause:

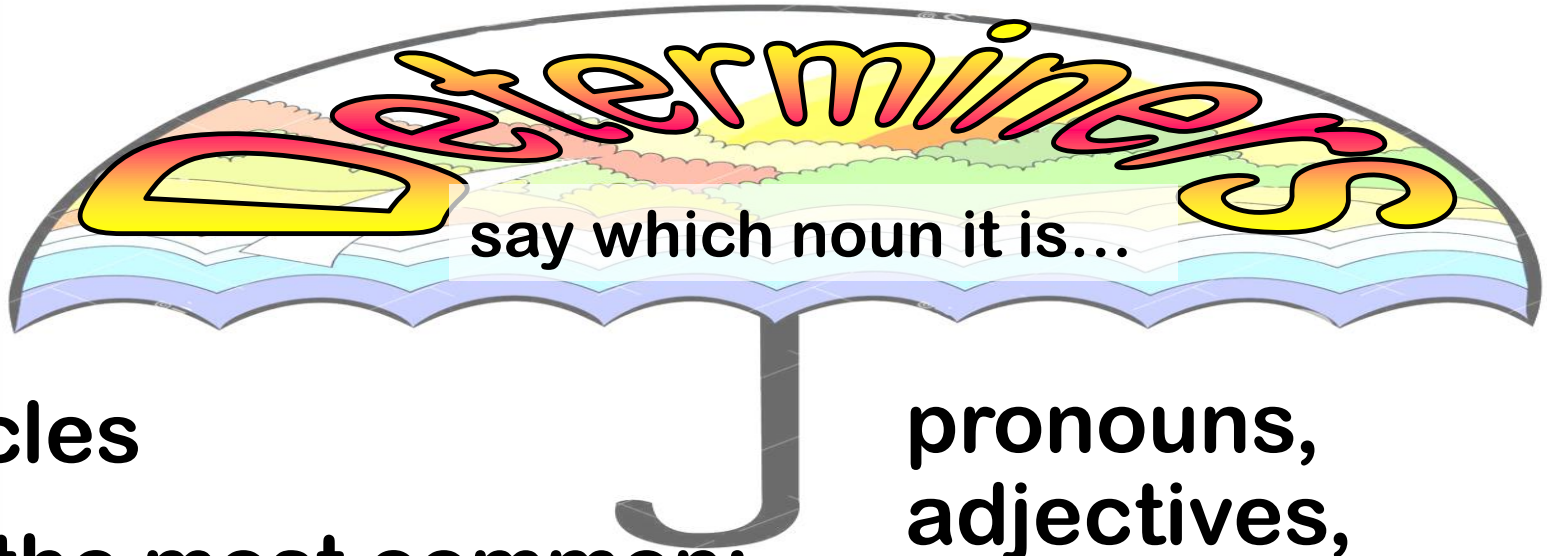


One thing's for sure – she must be home by midnight.

They are more common in informal writing and there is a space before and after a dash.

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Determiners



articles

are the most common:

a, an and the

pronouns,
adjectives,
quantifiers,
possessives

the Fairy Godmother

a glass slipper

an ugly sister

her dress

every house

enough time

their jewellery

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Dialogue

Dialogue is used in narratives to show who is saying what. It is also known as direct speech. All punctuation must be inside the inverted commas:

“You shall go to the ball, Cinderella,” said her Fairy Godmother.

If the reporting clause comes first, the separating comma goes immediately after it:

The Fairy Godmother said, “You shall go to the ball, Cinderella.”



INverted **Comm**a**S** always

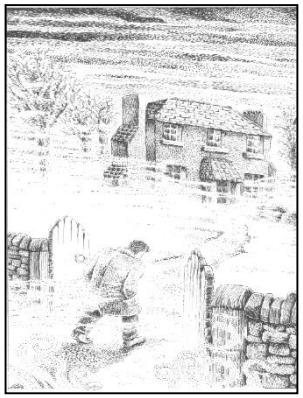
Have **O**ther **P**unctuation **E**nclosed

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Ellipses

Ellipsis (plural ellipses) is the term for the three dots … that show that something has been left out or is still to come.
It can also lead to a flashback in a story.
They are often used for dramatic effect at the end of a paragraph or narrative.

Not knowing what was in store, he set off through the mist towards the haunted house …



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Exclamation marks !

An exclamation mark is used at the end of a sentence to show strong feelings such as surprise or anger. The sentence can be exclamative, imperative, declarative or it can be an interjection.

Exclamative: That's a shame!

Imperative: Get down right now!

Declarative: You've won!

Interjection: Oh, dear!



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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*

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Fronted adverbials

When an adverbial phrase appears at the start of a sentence, it is known as a fronted adverbial.

When her dog set off in front of her, Lucy had no choice but to follow.

As they ran, the leaves rustled beneath their feet.

Heading towards the park, the dog never looked back.

Excited and breathless, they arrived at the park gates.



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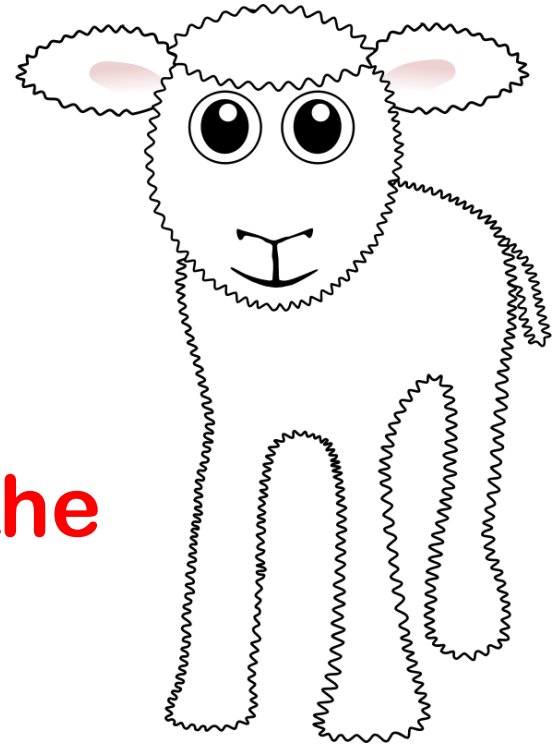
Full stops .

A sentence must make complete sense. It begins with a capital letter and ends with final punctuation, usually a full stop.

Mary had a little lamb.

Its fleece was white as snow.

Everywhere that Mary went, the lamb was sure to go.



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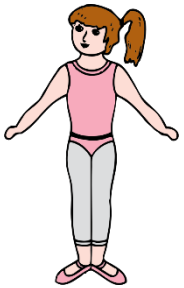
Hyphens

Hyphens are used to join words to make the meaning clear:

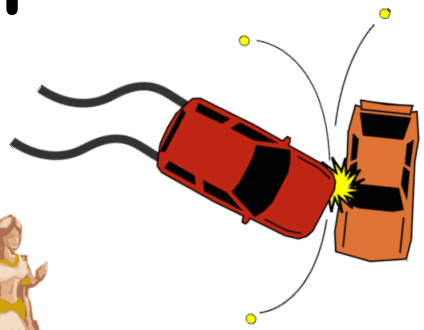
well-known singer



ten-year-old girl



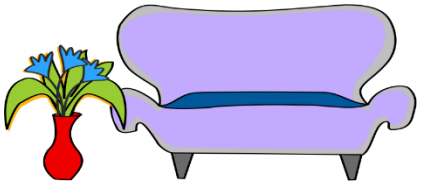
write-off



passer-by



re-cover (rather than recover)

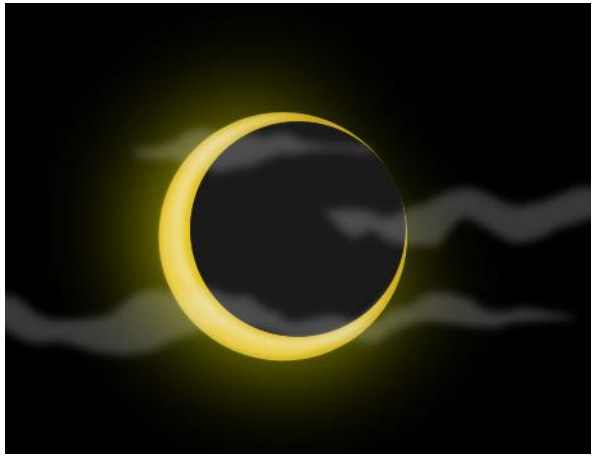


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Metaphors

Metaphors compare things by saying they **are** something else:

The moon **was** a ghostly galleon.





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Modal verbs

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

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

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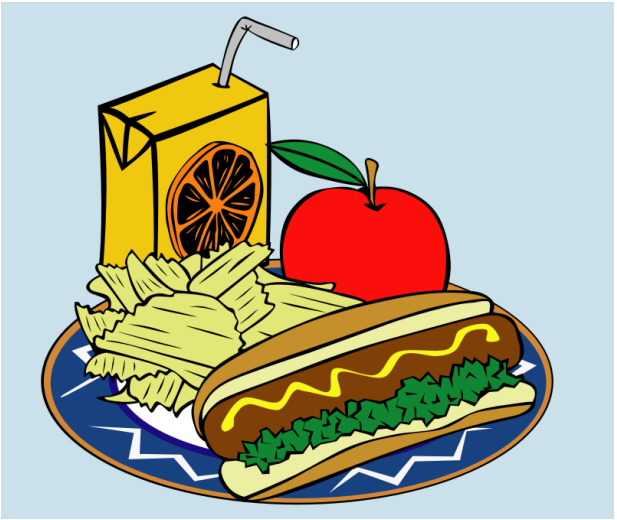
Nouns

Nouns name things:

juice

crisps

plate



apple

bread

hot dog

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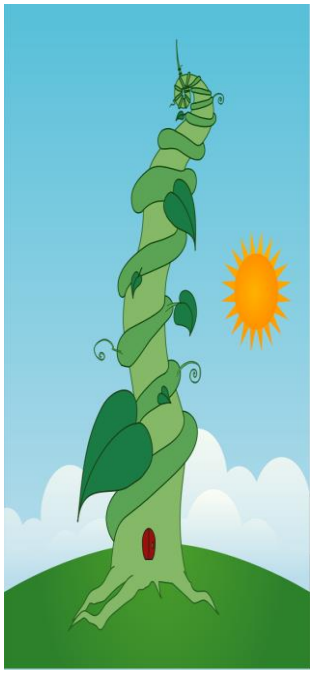
Parenthesis

A parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It can be separated from the rest of the sentence by commas, dashes or brackets.

Jack (in a moment of madness) sold the cow for a handful of beans.

Jack, in a moment of madness, sold the cow for a handful of beans.

Jack – in a moment of madness – sold the cow for a handful of beans.



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Passive verbs

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.

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Personification

Personification is a special kind of metaphor that gives human characteristics to non-human things.



The branches clawed at the covers with their jagged fingers.

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Phrases

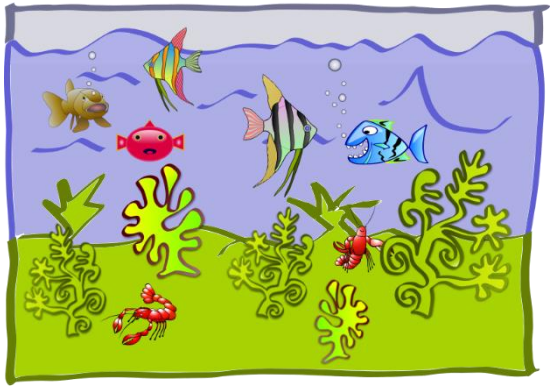
A phrase is a small group of words that forms a meaningful unit within a clause. They do not contain a subject or a verb and do not make sense by themselves.

There are different kinds of phrases.

Here are the most common:

A noun phrase includes a noun:

the deep blue aquarium



A verb phrase includes a verb:

should have been meeting for lunch

A prepositional phrase tells the reader where, when, how, with what:

behind the aquarium after lunch with the fish hook

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Prefixes

A prefix is an affix placed at the beginning of a root word to modify or change its meaning. Prefixes are **regular** – they are always spelt the same and they always make the same change to the root word.

Prefix	Meaning	Examples
auto-	self	automobile, autograph, automatic, autograph
bi-	two	bicycle, biped, biennial, bisect.
tele-	over a distance	television, telephone, telegraph.
trans-	across	transport, translate, transact

More prefixes

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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."

More prepositions

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Pronouns

A pronoun is a word that can stand in place of a noun. Pronouns avoid repetition.

There are first person pronouns:

I, me, we, us,

There are second person pronouns:

you

There are third person pronouns:

he, him, she, her, they, them, it

There are other pronouns that refer back to something:

which, who, that

There are possessive pronouns:

mine, ours, his, hers, his, yours, its

NB Possessive pronouns don't have apostrophes

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Question marks ?

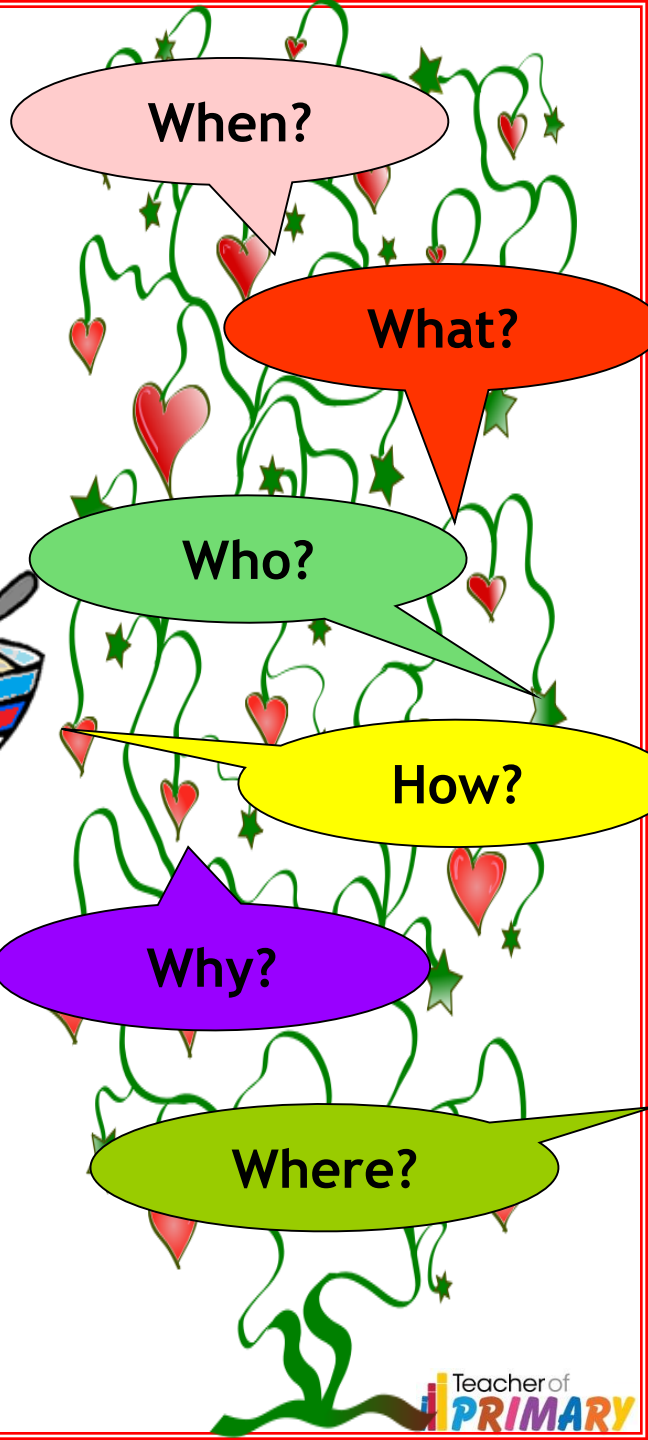
A question mark is final punctuation which is used at the end of an interrogative sentence:



"Who has been eating my porridge?" said Baby Bear.

or at the end of a question tag:

"You aren't just going to leave this mess, are you?"



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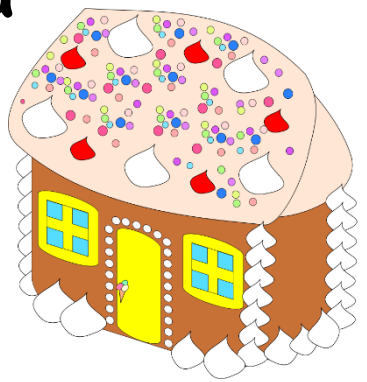
Relative clauses

Defining relative clauses are used to identify which person or thing we mean. Commas are not used in a defining relative clause.



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

Non-defining relative clauses add extra information but also identify which person or thing we mean.



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

WHO is used for people WHICH is used for things

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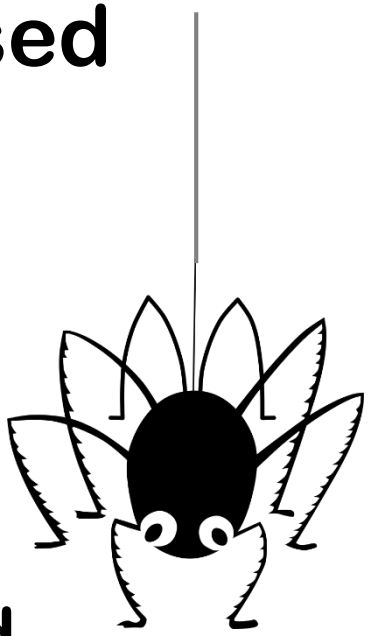
Reporting clauses

A reporting clause identifies who is speaking in dialogue. It can be placed either before or after the words actually spoken which must be enclosed in inverted commas.

"Open Sesame!" shouted Ali Baba.

Miss Muffet screamed, "Aargh!"

Snow White said, "Are you seriously expecting me to do all your cooking and cleaning?"



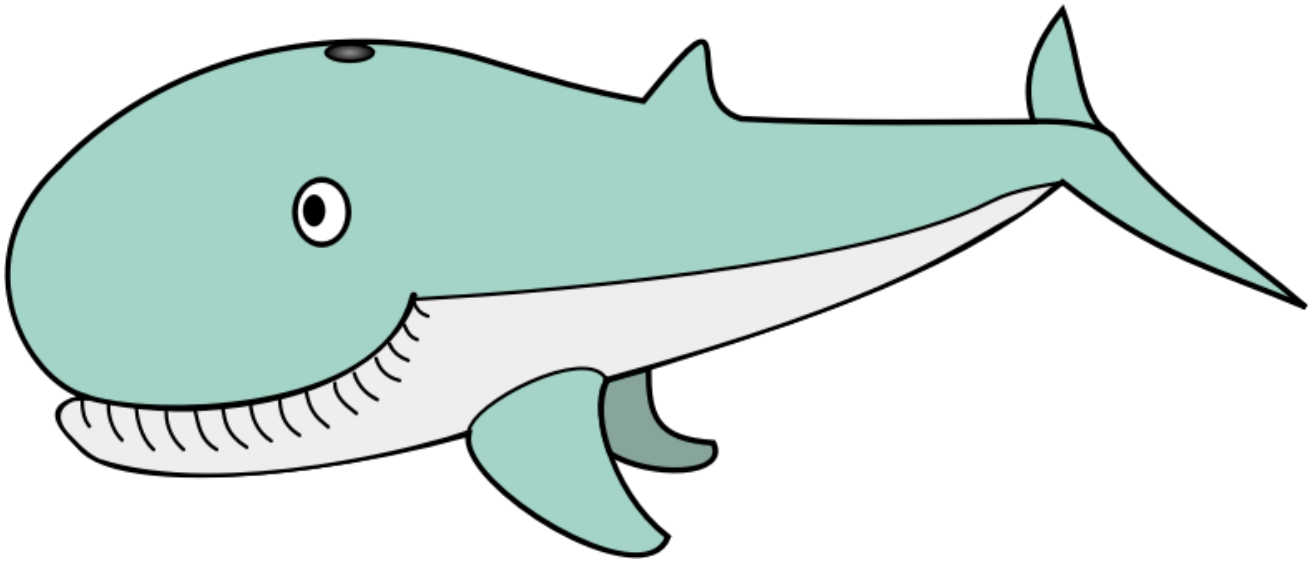
If the reporting clause comes first, it must have a comma or a colon.

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Semicolons ;

The semicolon joins together clauses that are closely related and are of equal importance.

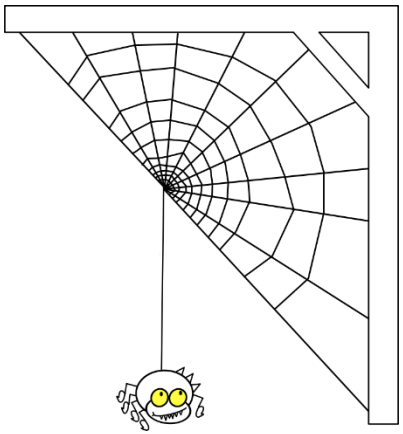
The whale is not a fish; it is a mammal.



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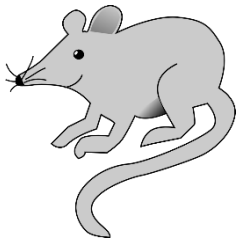
Similes

Similes directly compare two things by using words such as *like, as, so, or than.*



Cobwebs hung at the windows **like** dirty lace curtains.

He sat there, **as** quiet **as** a mouse.



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Subjunctive

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.

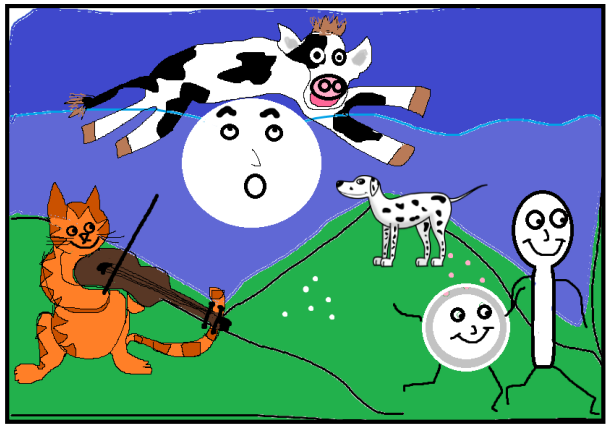
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Subordinate clauses

A subordinate clause is a clause that cannot stand alone as a complete sentence because it does not make sense by itself. It has a subject and verb.

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

Despite its size, the cow managed to jump over the moon.



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

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Sentences

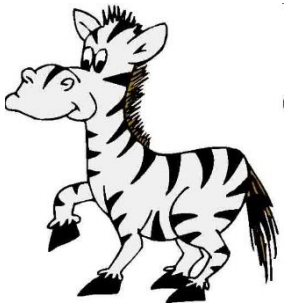
A sentence is a related group of words that makes sense. It can be a statement, question, exclamation, or command, and is made of a main clause and sometimes one or more subordinate clauses.

The zebra couldn't resist the humbug.

If it eats the humbug, will it stripes become more prominent?

Look at that zebra's stripes now!

Zebra! Stop eating humbugs!





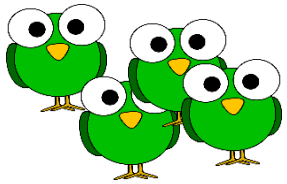
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Singular and plural

A noun names a person, place, thing, or idea.
Nouns can be one, or more than one.



1 bird

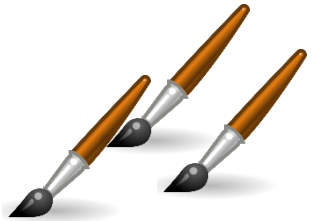


4 birds

Just add s to most nouns.

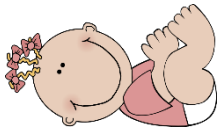


1 brush

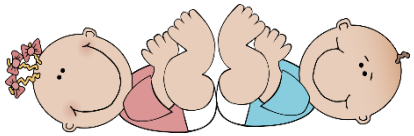


3 brushes

Add es to nouns ending
sh, ch, s or x



1 baby



2 babies

Change the y to i and add es
to nouns ending in a
consonant + y

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Statements

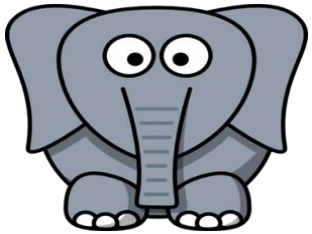
There are four types of sentences we use when we write:

- statements
- questions
- commands
- exclamations

A **statement**
(or declarative sentence)
declares or *states* something
and ends with a full stop.



The peacock displayed its feathers.



The elephant looked surprised.

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Subject and object

In an active sentence, the subject is doing something to the object.

The alien piloted the flying saucer.

subject



object

Even if you add extra details, the subject is still doing something to the object.

Hovering just above the stratosphere, the cunning alien expertly piloted the flying saucer towards an unsuspecting earth.

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Suffixes

A suffix is an affix placed at the end of a root word to modify or change its meaning and alter its word class. Suffixes are **regular** – they are always spelt the same and they always make the same change to the root word. There are many suffixes.

Suffix	Examples
-ed	worked, played, rested, helped, danced.
-ing	working, playing, resting, helping, dancing.
-ly	happily, carefully, slowly, weekly.
-tion	creation, communication, explanation

More suffixes

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Tense

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

Present (simple)	Past (simple)	Future (simple)
I work every day.	I worked every day.	I will work every day.
Present (progressive)	**Past (progressive)**	**Future (progressive)**
I am working.	I was working.	I will be working.
Present (perfect)	**Past (perfect)**	**Future (perfect)**
I have worked.	I had worked.	I will have worked.

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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.

Verbs have tenses.

The dog barks. (present)

The dog barked (past)



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Coordinating Conjunctions

for	and	nor	but	or	yet	so

Subordinating Conjunctions

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

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Prefixes

PREFIX	MEANING	EXAMPLE
anti-	against	antisocial, antibiotic
auto-	by oneself	automobile, autograph
bi-	two	bicycle, bilingual
ex-	out of	exhale, extract
im-	not	impossible, impartial
in-	not	incapable, inactive
mis-	wrongly	misunderstand, misinform
mono-	one	monorail, monologue
multi-	many	multipurpose, multifunctional
over-	too much	overslept, overjoyed
trans-	across	transfer, transatlantic
un-	not	unkind, unhealthy

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Prepositions

above	between	of
about	beyond	off
across	by	on
against	down	since
along	during	to
among	except	toward
around	for	through
at before	from	under
behind	in	until
below	inside	up
beneath	into	with
beside	near	within

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Suffixes

SUFFIX	MEANING	EXAMPLE
-s	plural	cars, trains, planes
-en	irregular plural	children, oxen
-ed	past tense	worked, painted
-ing	continuous	running, jumping
-er	comparative	warmer, happier
-est	superlative	warmest, happiest
-able	capable of being	enjoyable, likeable
-hood	state	childhood, motherhood
-ful	full of	cheerful, helpful
-less	without	careless, hopeless
-ness	quality	sickness, weakness
-ous	condition	dangerous, famous

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