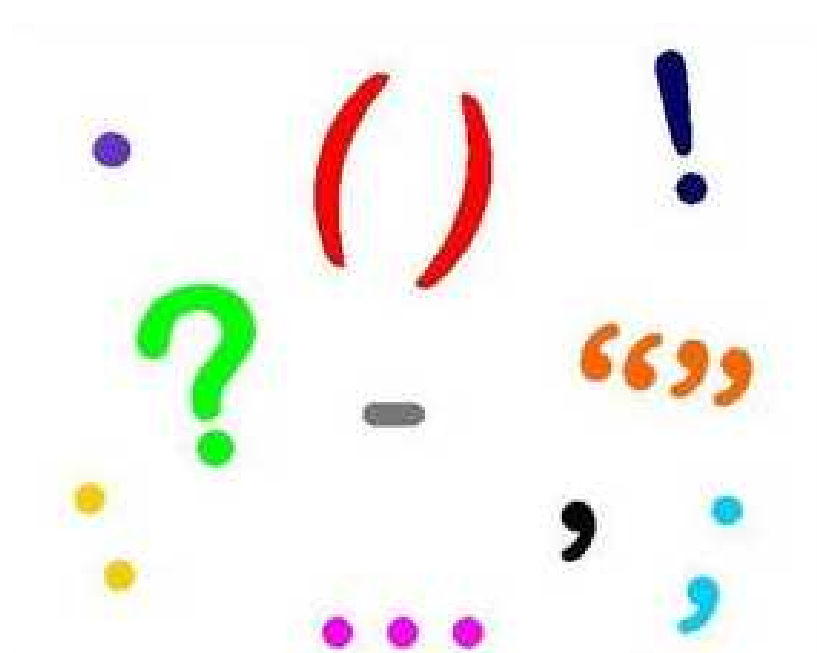




ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
“Realising the potential of every child within a caring, Christian community”

Grammar and Punctuation Guide



Useful Information

- Words written in **bold** are defined somewhere within the guide.
- Underlined words show subheadings/categories within a definition.
- Bullet points show example words/phrases/sentences.
- Phrases/words/letters/punctuation in *italics* are specific examples of the term being described.
- Brackets show links to other information which might be relevant.

Term	Definition and Examples
Active voice (see passive voice)	A sentence is written in the active voice when the subject of the sentence performs the action in the sentence. <ul style="list-style-type: none"> • <i>The girl was washing the dog.</i> • <i>Mark was eating an apple.</i> • <i>He opened the present.</i>
Adjective (see noun)	A word to describe a noun . <ul style="list-style-type: none"> • The <i>little green</i> bird pecked the <i>juicy</i> apple. <p><u>Comparative</u>: The <i>dirtier</i> jumper. <u>Superlative</u>: The <i>dirtiest</i> jumper.</p>
Adverb (see verb)	A word to describe a verb , adjective or another adverb - how, when or where something is done. <ul style="list-style-type: none"> • She climbed <i>quickly</i>. • She climbed <i>yesterday</i>. • She climbed <i>everywhere</i>.
Adverbials	<p><u>Adverb phrase (does not need a verb)</u> A phrase which does the job of an adverb. Could come before or after the main clause.</p> <ul style="list-style-type: none"> • She <i>gleefully and greedily</i> ate the cake. • The carpenter hit the nail <i>with a hammer</i>. <p><u>Adverb clause (needs a verb)</u> A clause which does the job of an adverb. Could come before or after main clause.</p> <ul style="list-style-type: none"> • Keep hitting the gong, <i>until I tell you to stop</i>. • <i>If it doesn't rain</i>, we will go to the beach. <p><u>Fronted adverbial</u> A fronted adverbial is an adverbial that comes at the start of a sentence.</p> <ul style="list-style-type: none"> • <i>Before the sun came up</i>, he ate his breakfast.
Antonym (see synonym)	A word opposite in meaning to another word. <ul style="list-style-type: none"> • <i>hot</i> and <i>cold</i>, • <i>long</i> and <i>short</i>, • <i>up</i> and <i>down</i>.

<p>Article</p>	<p>A small word used before a noun to show whether it is a particular item or a general item.</p> <ul style="list-style-type: none"> • <u>Definite article</u> – <i>The</i> cat sat on the mat. • <u>Indefinite article</u> – <i>A</i> cat walked down the street. <p>You use ‘an’ if the noun begins with a vowel <u>sound</u>.</p> <ul style="list-style-type: none"> • <u>Vowel sounds</u> - an apple, an hour, an eagle, an orange • <u>Consonants</u> – a plane, a table, a ruler
<p>Auxiliary verb (see modal verbs)</p>	<p>Known as helping verbs – they help make the meaning of a verb clear. The most common auxiliary verbs are: <i>have, be</i> and <i>do</i>. Modal verbs are examples too.</p> <ul style="list-style-type: none"> • I <i>have</i> given the matter a lot of thought. • The cat <i>is</i> sleeping. • The window <i>was</i> broken. • We <i>did</i> enjoy the party last night. • <i>Will</i> you come with me? • No, I <i>don't</i> know him.
<p>Clause (see subordinate clause, conjunction, pronouns)</p>	<p>A group of words that has a subject and verb.</p> <p><u>Main clause</u> Must make sense as a sentence on its own.</p> <ul style="list-style-type: none"> • <i>The man sat down.</i> <p><u>Subordinate clause</u> Doesn't make sense on its own but adds extra information to a sentence. It usually starts with a subordinating conjunction. Subordinate means less important.</p> <ul style="list-style-type: none"> • The cat slept <i>while the rain fell</i>. • <i>Until the bell rang</i>, the children worked hard. <p><u>Embedded clause</u> When the subordinate clause is placed within the main clause and usually marked by commas either side.</p> <ul style="list-style-type: none"> • The man, <i>who liked a rest</i>, sat down. <p><u>Relative clause</u> Relates to the noun in the main clause. Usually start with a relative pronoun: who, that, which, whose, where, when.</p> <ul style="list-style-type: none"> • The girl, <i>who enjoyed films</i>, went to the cinema.

<p>Cohesive device (see pronouns, preposition, conjunction)</p>	<p>Words or phrases which link ideas in a sentence together. Some cohesive devices refer back to previously used nouns using pronouns.</p> <ul style="list-style-type: none"> • Joe had a <i>bike</i>. He liked <i>it</i>. <p>Others, such as prepositions, link words in phrases.</p> <ul style="list-style-type: none"> • Samantha put her maths book <i>in</i> the drawer. <p>Adverbs and conjunctions link ideas between clauses.</p> <ul style="list-style-type: none"> • We'll be going shopping <i>before</i> we go to the park.
<p>Complex verb phrase (see auxiliary verb)</p>	<p>A clause which contains both a main verb and an auxiliary verb.</p> <ul style="list-style-type: none"> • <i>She was walking home.</i> (<i>was</i> = auxiliary verb, <i>walking</i> = main verb)
<p>Conjunction (see clause, subordinate clause)</p>	<p>It links two words or phrases together within a sentence. There are three types.</p> <p><u>Co-ordinating conjunctions</u> Link equally important words or phrases e.g. and, so, but, or.</p> <p><u>Correlating conjunctions</u> Act just like co-ordinating conjunctions but work in pairs within a sentence e.g. either ... or ..., not only ... but also ..., whether ... or ...</p> <p><u>Subordinating conjunctions</u> Link a main clause to a subordinating clause e.g. while, because, although, therefore, unless, if.</p>
<p>Contraction (see apostrophe)</p>	<p>A word or phrase that has been shortened by dropping one or more letters. An apostrophe takes the place of the missing letter(s).</p> <ul style="list-style-type: none"> • Are not – <i>aren't</i> • Cannot – <i>can't</i> • She will – <i>she'll</i> • Will not – <i>won't</i> • I will – <i>I'll</i> • Should have – <i>should've</i> • Had not – <i>hadn't</i> • He had – <i>he'd</i> • Let us – <i>let's</i>
<p>Demarcation (see punctuation)</p>	<p>Punctuation to show a sentence start or end.</p> <p>e.g. capital letter at the start and full stop, question mark, exclamation mark or ellipsis at the end.</p>

<p>Determiners</p> <p>(see article)</p>	<p>Determiners are words placed in front of a noun to make it clear what the noun refers to.</p> <p>It can be an article (<i>the, a, an</i>), a demonstrative (<i>this, that, those, these</i>), possessive (<i>my, yours, his, her, its, our, your, their</i>), quantifier (<i>some, every</i>) or interrogative (<i>what, which, whose</i>).</p> <p><u>Article</u></p> <ul style="list-style-type: none"> • I live in <i>the</i> small house. • I live in <i>a</i> small house. <p><u>Demonstrative</u></p> <ul style="list-style-type: none"> • <i>This</i> car needs a wash, <i>that</i> car is fine. • <i>These</i> apples are mine, <i>those</i> apples are yours. <p><u>Possessive</u></p> <ul style="list-style-type: none"> • Did you find <i>my</i> shoes? • This is <i>our</i> house. <p><u>Quantifier</u></p> <ul style="list-style-type: none"> • <i>Some</i> children entered the race. • <i>Every</i> child entered the race. <p><u>Interrogative</u></p> <ul style="list-style-type: none"> • <i>What</i> toppings do you want on your pizza? • <i>Which</i> shoes are yours?
<p>Formal and informal</p> <p>(see contractions)</p>	<p><u>Formal Language</u> The language we use in official, or formal, situations.</p> <p>When writing formally:</p> <ul style="list-style-type: none"> - Try not to use contractions, colloquialisms or question tags (don't you think?) - A colloquialism is a word or phrase that is used mainly in everyday conversation such as 'I wasn't born yesterday'. - Finish letters correctly (yours sincerely, yours faithfully.) <p><u>Informal Language</u> The language used in everyday situations.</p> <p>Informal language might include:</p> <ul style="list-style-type: none"> - Contractions, colloquialisms or question tags. - Capital letters for emphasis. <p>We use informal language for:</p> <ul style="list-style-type: none"> - Letters, texts, emails to family and friends. - Notes. - Lists.
<p>Homograph</p>	<p>Words that are spelt the same but have different meanings and may be pronounced differently.</p> <ul style="list-style-type: none"> • There is a <i>tear</i> in my eye. • I <i>tear</i> the page out the book.

<p>Homonym</p>	<p>Words that are spelt and pronounced in the same way but have a different meaning and origin.</p> <ul style="list-style-type: none"> • We <i>row</i> the boat. • I am standing in a <i>row</i>.
<p>Homophone</p>	<p>Words that are pronounced the same way but have a different meaning and sometimes a different spelling.</p> <ul style="list-style-type: none"> • <i>Saw</i> → <i>Sore</i> • <i>New</i> → <i>Knew</i>
<p>I and me (see subject, object, pronoun, preposition)</p>	<p>I is used on its own or with a noun when either is the subject of the verb:</p> <ul style="list-style-type: none"> • <i>I went</i> for a walk. • <i>Jane and I went</i> for a walk. <p>Me is used on its own or with a noun when either is the object of the verb:</p> <ul style="list-style-type: none"> • The teacher <i>blamed me</i>. • The teacher blamed <i>Jane and me</i>. <p>Me is also used when the pronoun is used as part of a preposition:</p> <ul style="list-style-type: none"> • Jane came cycling <i>with me</i>.
<p>Imperative (see subject)</p>	<p>An imperative is a verb that gives a direction or a command. They are often known as ‘bossy verbs’.</p> <p>The verb is used in its simplest form, typically without a subject.</p> <ul style="list-style-type: none"> • <i>Sit</i> down. • <i>Come</i> here. • <i>Put</i> the glass in the sink.
<p>Inflection</p>	<p>An inflection is an adaptation of a verb or noun, typically used to form a correct grammatical relationship within a sentence – it is used to indicate tense, mood, number, person, gender.</p> <p><u>Number</u></p> <ul style="list-style-type: none"> • Man → Men • Girl → Girls <p><u>Tense</u></p> <ul style="list-style-type: none"> • Have → Had • Says → Said <p><u>Mood</u></p> <ul style="list-style-type: none"> • Happy → Unhappy
<p>Internal sentence punctuation (see demarcation, punctuation)</p>	<p>Punctuation which occurs within a sentence, rather than at the end.</p> <p>Commas, hyphens, colons, semi colons are the most common internal punctuation.</p>

<p>Modal verb</p>	<p>A verb that changes the meaning of other verbs to show the likelihood of something happening.</p> <p>e.g. could, should, would, might, may, must</p> <ul style="list-style-type: none"> • I <i>could</i> go to the park today. • I <i>must</i> do my homework tonight. • We <i>might</i> visit the zoo at the weekend. 		
<p>Nominalisation</p>	<p>Turning words from other word classes, usually verbs, into a noun phrase.</p> <ul style="list-style-type: none"> • The charity <i>walk</i>. • The fun <i>run</i>. • Scientists cannot agree what causes global <i>warming</i>. 		
<p>Non-standard English</p>	<p>Not following the usual rules of pronunciation, spelling or vocabulary to represent local patterns of speech (dialect).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Non-standard English:</u> We was well pleased. I writ me story. I need a kip. I ain't doing it.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>English:</u> We were very pleased. I wrote my story. I need a sleep. I am not doing it.</p> </td> </tr> </table>	<p><u>Non-standard English:</u> We was well pleased. I writ me story. I need a kip. I ain't doing it.</p>	<p><u>English:</u> We were very pleased. I wrote my story. I need a sleep. I am not doing it.</p>
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<p>Noun</p>	<p>A word that names a person, place or thing.</p> <p><u>Common Noun</u> Names a general thing, e.g. <i>table, chair, park, boy, dentist</i>.</p> <p><u>Pronouns</u> A word used to replace a noun to avoid repetition, e.g. <i>I, you, she, he, we, they</i>.</p> <p><u>Proper Noun</u> Names a specific person, place or thing, e.g. <i>Brentwood, Mark, Elizabeth, Father Christmas, Wednesday</i>.</p> <p><u>Concrete Noun</u> Refers to objects that exist physically e.g. <i>clock, pens, dog</i>.</p> <p><u>Abstract Noun</u> Names a thing such as a feeling, time, quality or idea that has no physical form, e.g. <i>sorrow, courage, freedom, heroism</i>.</p> <p><u>Collective Noun</u> A special name for a group of people, animals or things, e.g. <i>family, team, herd, pack of cards, bouquet of flowers</i></p>		
<p>Noun phrase (see article, adjective, preposition)</p>	<p>A noun phrase typically consists of a noun that is modified by other words such as articles, adjectives, additional nouns or preposition phrases to add extra information.</p> <ul style="list-style-type: none"> • <i>The shed</i> • <i>The blue shed</i> • <i>The blue garden shed</i> • <i>The blue garden shed behind the rose bushes.</i> 		

<p>Object</p> <p>(see subject)</p>	<p>A noun that is acted upon by the subject.</p> <ul style="list-style-type: none"> • The boy hit <i>the bear</i>. • The boy hit <i>the brown bear</i>. • The boy hit <i>it</i>. • The dog ate <i>the bone</i>. • They gave <i>some old books</i>.
<p>Passive voice</p> <p>(see active voice, object, subject)</p>	<p>Where the subject is not doing the action of the sentence but is being acted upon by something else in the sentence. (The subject is having something done to it, rather than performing an action itself.)</p> <ul style="list-style-type: none"> • Passive voice = <i>The door was closed by the girl</i>. • Active voice = <i>The girl closed the door</i>. • Passive voice = <i>The cake was baked by the chef</i>. • Active voice = <i>The chef baked the cake</i>.
<p>Phrase</p> <p>(see adverb phrase, noun phrase, preposition phrase, complex verb phrase)</p>	<p>A sequence of words that is grammatically connected.</p> <ul style="list-style-type: none"> • <i>the brown bear</i> • <i>a grumpy teacher</i> • <i>through the window</i> • <i>has been working</i>
<p>Prefix</p> <p>(see suffix)</p>	<p>A letter or string of letters added to the front of a word to change its meaning.</p> <ul style="list-style-type: none"> • appear – <i>dis</i>appear • behave – <i>mis</i>behave • work – <i>over</i>work • take – <i>re</i>take - <i>under</i>take
<p>Preposition</p> <p>(see noun, pronoun, noun phrase)</p>	<p>A word that shows the relationship between a noun or pronoun and another word in a sentence. This could be to show location (on, under, in), timing (before, after, during) or direction (from, toward, along).</p> <ul style="list-style-type: none"> • The cat is <i>on</i> the table. • We played football <i>before</i> lunch. • The ball rolled <i>along</i> the floor. <p><u>Preposition phrase</u> A preposition followed by a noun, pronoun or noun phrase.</p> <ul style="list-style-type: none"> • We pushed our chairs <i>under the desk</i>. • The exam lasted <i>for forty-five minutes</i>. • The car moved <i>toward the kerb</i>.
<p>Pronouns</p> <p>(see noun, subject, object, conjunction, subordinate clause)</p>	<p>A word used to replace a noun to avoid repetition.</p> <ul style="list-style-type: none"> • Fred is reading. → <i>He</i> is reading. • Children are singing. → <i>They</i> are singing.

	<p>There are different groups of pronouns.</p> <p><u>Personal subject pronouns</u> They are used as substitutes for a noun in a sentence (where the noun is the subject of the sentence) e.g. I, you, he, she, it, we, they.</p> <p><u>Personal object pronouns</u> They are used as substitutes for a noun in a sentence (where the noun is the object in the sentence) e.g. me, you, him, her, it, us, them.</p> <p><u>Reflexive pronouns</u> They refer to another noun in the sentence and end in 'self' or 'selves' e.g. myself, yourself, himself, herself, itself.</p> <p><u>Possessive pronouns</u> These pronouns show ownership e.g. mine, yours, those, his, hers, its, ours, yours, theirs, one's.</p> <p><u>Relative pronouns</u> Act as conjunctions introducing a subordinate clause e.g. who, which, that, whom, whose.</p>
<p>Punctuation (see contraction, adverbials)</p>	<p><u>Capital letters</u> Uppercase form of a letter used for: the beginning of a sentence, people's names, the pronoun I, days of the week, months of the year, names of places, book titles, film titles, play titles, headings, subheadings.</p> <ul style="list-style-type: none"> • Katie lived in Brentwood. <p><u>Full stops</u> . Show the end of a sentence or finish sentences.</p> <ul style="list-style-type: none"> • Matthew loves football. <p><u>Question marks</u> ? Show the end of a question in place of a full stop.</p> <ul style="list-style-type: none"> • Where shall we go? • Do you want some cake? <p><u>Exclamation marks</u> ! Show strong feelings (such as joy, shock, anger) or emphasise commands. They are used in place of a full stop.</p> <ul style="list-style-type: none"> • I hate you! • I can't believe it! <p><u>Commas in lists</u> , __, __, __, Used between items in a list except for the last two where you would use 'or', 'and' or 'but'.</p> <ul style="list-style-type: none"> • We had chicken, potatoes, carrots, peas and broccoli. • I didn't know whether to laugh, cry or scream.

Commas to clarify meaning ,

Used to add extra information in a sentence.

- The carpenter, working patiently and methodically, did a wonderful job.

Commas after fronted **adverbials** ,

When we put an **adverb phrase or clause** before the **main clause**, we use commas to separate them.

- When we found the saw, he started the job.

Inverted commas “ ”

We use inverted commas to show someone is speaking.

- “I need a hammer,” said Bob.
- Nick said, “Catching butterflies is sometimes tricky.”

Apostrophes ’

1) To show possession (when one thing belongs to another).

- Andrew’s car was red.
- Jesus’ disciples included Matthew, Mark and John.
- The children’s party had started.

If it’s a plural ending in s, the possessive apostrophe comes after the s.

- The boys’ jumpers.
- The girls’ toilets were out of order.

2) To show omissions and **contractions**:

- I can’t attend the party. (cannot)
- You could’ve waited for me. (could have)
- ‘Twas the night before Christmas... (It was)

Note that:

- ‘It’s’ refers to the contraction of ‘it is’ or ‘it has’.
- ‘Its’ refers to something belonging to it.

Parenthesis () - ,

This is when extra detail or information can be added to a sentence. This can be shown by brackets (), dashes - -, or commas , , .

- The motorway (not popular with local people) will be built next year.
- The motorway - not popular with local people - will be built next year.
- The motorway, not popular with local people, will be built next year.

	<p><u>Colons</u> :</p> <p>Used to introduce a list, result, quotation or explain the meaning of a previous statement.</p> <ul style="list-style-type: none"> • You will need to bring: a coat, wellingtons and a water bottle. • Sally felt proud of herself: she had finished her homework. <p><u>Semi-Colons</u> ;</p> <p>1) Separate multiple words in a complex list which already involves commas.</p> <ul style="list-style-type: none"> - My favourite cities are: London, England; Paris, France; Venice, Italy; Toronto, Canada and Chicago, USA. <p>2) Used to separate two or more statements that are dependent on each other.</p> <ul style="list-style-type: none"> - The bomb exploded; the noise was deafening. - The meeting was over; it was already midnight. <p><u>Dashes</u> –</p> <p>Can be used to add extra detail or information to a sentence.</p> <ul style="list-style-type: none"> • The motorway – not popular with local people – will be built next year. <p><u>Hyphens</u> -</p> <p>A small dash used to link two or more words which serve as a single adjective.</p> <ul style="list-style-type: none"> • Eco-action, well-known, chocolate-covered, left-handed, ready-made. <p><u>Bullet points</u></p> <p>Break up information into separate points in a list.</p> <p>Come to Spark Zoo! Here are some of our attractions:</p> <ul style="list-style-type: none"> • A large collections of lions and tigers • Rare breeds of parrot • The UK’s biggest playground.
Relative clause	<p>Adds extra information about the noun within a sentence. The clause usually begins with who, that, which, whose, where, when.</p> <ul style="list-style-type: none"> • There’s the cat <i>that</i> doesn’t like fish. • The boy, <i>who</i> ran quickly, tried to catch the bus.
Rhetorical device	<p>Something that is meant to persuade or impress the audience. It is a question or statement that doesn’t expect to be answered. A rhetorical question is the most common rhetorical device.</p> <ul style="list-style-type: none"> • <i>Why do I bother?</i> • <i>Wow, it’s hot outside!</i>

<p>Root word</p>	<p>A root word is the part of the word that contains the original meaning. Suffixes and prefixes can be added to a root word to change its meaning. Compound words contain two or more root words.</p> <ul style="list-style-type: none"> • <i>Unhappy</i> – the root word is happy. • <i>Happiness</i> – the root word is happy. • <i>Football</i> – the root words are foot and ball.
<p>Sentence</p> <p>(see punctuation, clause, subordinate clause, subject, conjunction)</p>	<p>A sentence is a group of words that are connected in meaning and grammar. It begins with a capital letter and has punctuation to end it. It must include a verb.</p> <p><u>Simple</u> A simple sentence has to have a subject and a verb. It has one main clause.</p> <ul style="list-style-type: none"> • The dog barked. • The boy played. <p><u>Compound</u> A compound sentence is where two main clauses are joined together usually using a conjunction. They are sometimes called multi-clause sentences.</p> <ul style="list-style-type: none"> • The tickets were sold on Thursday and the raffle was drawn on Friday. • They went to the park but they did not go to the zoo. <p><u>Complex</u> A complex sentence has a main clause and extra information in a subordinate clause.</p> <ul style="list-style-type: none"> • The cat slept while the rain fell. • While the rain fell, the cat slept. <p><u>Statement</u> Sentences which tell you something. They are usually in the same order – subject, verb, object.</p> <ul style="list-style-type: none"> • The cow eats the grass. • We are studying plants. <p><u>Command</u> To give instructions or orders and tell people what to do. Commands can end in an exclamation mark or a full stop. The imperative verb in the sentence gives the order.</p> <ul style="list-style-type: none"> • Look behind you! • Put the cake in the oven.

	<p><u>Question</u> Sentences which ask you something. They usually start with a question word (who, what, where, when, why, how, which) and end with a question mark.</p> <ul style="list-style-type: none"> • Who ate my sandwich? • What time does netball club finish? <p>Sometimes sentences can be rearranged to make questions:</p> <ul style="list-style-type: none"> • They are hungry. → Are they hungry? <p><u>Exclamation</u> Sentences starting with the words ‘what’ or ‘how’ and followed by a subject, verb and any other element.</p> <ul style="list-style-type: none"> • What big teeth you have! • How beautiful Cinderella is! <p>Exclamations show strong feelings. They aren’t always proper sentences but always have an exclamation mark.</p> <ul style="list-style-type: none"> • Oh no! I don’t believe it! 						
<p>Singular and plural</p>	<p>A singular noun refers to one object, place, person or animal.</p> <ul style="list-style-type: none"> • The <i>cat</i> drank her milk. <p>The plural of a noun means more than one object, place, person or animal.</p> <ul style="list-style-type: none"> • The <i>dogs</i> ran through the wood. <p>Some words have the same form whether singular or plural.</p> <ul style="list-style-type: none"> • One <i>sheep</i>/several <i>sheep</i> 						
<p>Standard English</p>	<p>The variety of the English language that is used for formal speech and writing. It is not the English of any particular region and it can be spoken with any accent.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Standard English</u></td> <td style="width: 50%;"><u>Non-Standard English</u></td> </tr> <tr> <td>Go away!</td> <td>Buzz off!</td> </tr> <tr> <td>I need some food.</td> <td>I need grub.</td> </tr> </table>	<u>Standard English</u>	<u>Non-Standard English</u>	Go away!	Buzz off!	I need some food.	I need grub.
<u>Standard English</u>	<u>Non-Standard English</u>						
Go away!	Buzz off!						
I need some food.	I need grub.						
<p>Subject (see object, passive voice, active voice)</p>	<p>The subject tells you who or what the sentence is about.</p> <ul style="list-style-type: none"> • The <i>boy</i> eats a peach. • <i>Jason</i> eats a strawberry. • <i>She</i> eats a banana. 						

<p>Subject-verb agreement</p> <p>(see subject, verb)</p>	<p>This is when the verb agrees with the subject of the sentence.</p> <p><u>Present tense</u></p> <ul style="list-style-type: none"> • She plays (not she play) • They play (not they plays) <p><u>Past tense</u></p> <ul style="list-style-type: none"> • She was playing/they are playing • I laughed/the girls laughed
<p>Subordinate clause</p> <p>(see clause, conjunction)</p>	<p>A subordinate clause doesn't make sense on its own but adds extra information to a sentence. It usually starts with a conjunction. Subordinate means less important.</p> <ul style="list-style-type: none"> • The cat slept <i>while the rain fell</i>. • <i>Until the bell rang</i>, the children worked hard.
<p>Suffix</p> <p>(see root word)</p>	<p>A suffix is a letter or group of letters that is added to the end of a root word to modify or change its meaning.</p> <ul style="list-style-type: none"> • Playful • Fearless • Quickly
<p>Synonym</p> <p>(see antonym)</p>	<p>Different words which have the same or similar meaning.</p> <ul style="list-style-type: none"> • <i>talk – speak – chat</i> • <i>difficult – hard – challenging</i> • <i>sad – unhappy – miserable</i>
<p>Syntax</p>	<p>The arrangement of words and phrases to create well-formed sentences.</p> <ul style="list-style-type: none"> • To your house we are going. (awkward syntax) • We are going to your house. (correct syntax)
<p>Tense</p> <p>(see verbs)</p>	<p>The verb tense tells you when something happens – in the past, present or future.</p> <ul style="list-style-type: none"> • I <i>walked</i> to the park. (past) • I <i>walk</i> to the shop. (present) • I <i>will walk</i> to school. (future)
<p>Tense agreement</p> <p>(see tense)</p>	<p>When writing a sentence the tense should be uniform throughout the sentences so that things happen at the same time.</p> <ul style="list-style-type: none"> • The boy <i>went to sleep</i> late last night, after he <i>watched</i> the end of a film.
<p>Verbs</p> <p>(see modal verbs)</p>	<p>A verb is a word used to express an action or a state of being.</p> <p><u>Infinitive verb</u> The basic form of a verb. It has no tense and is often preceded by the word 'to'.</p> <ul style="list-style-type: none"> • To <i>prepare</i> • To <i>go</i> • To <i>look</i>

	<p><u>Simple past</u> A sentence that is in the past, you usually add ‘d’ or ‘ed’ to the verb but there are some exceptions.</p> <ul style="list-style-type: none"> • Hannah <i>smiled</i> at the baby. • Hannah <i>talked</i> to her friend. • Hannah <i>ran</i> to the park. <p><u>Simple present</u> A sentence that is set in the present. Usually this is simply using the infinitive verb. We then add an ‘s’ for he, she and it.</p> <ul style="list-style-type: none"> • I <i>smile</i> at the baby. • Hannah <i>talks</i> to her friend. <p><u>Present perfect</u> A sentence that is set in the present but shows an action which has now finished.</p> <ul style="list-style-type: none"> • She <i>has found</i> her book. • She <i>hasn’t</i> any money. <p><u>Modal verbs</u> Modal verbs show how certain or possible something is. These are all examples of modal verbs: may, might, could, can, must, would, should, will.</p> <ul style="list-style-type: none"> • Ella <i>should</i> change her socks. • I <i>might</i> go for a run later. • You <i>will</i> go to school today. <p><u>Present progressive</u> This is made up of the present tense of the verb ‘to be’ and an ‘ing’ ending.</p> <ul style="list-style-type: none"> • I <i>am walking</i>. • They <i>are skipping</i> to school. <p><u>Past progressive</u> This is made up of the past tense of the verb ‘to be’ and an ‘ing’ ending.</p> <ul style="list-style-type: none"> • They <i>were watching</i> the football match. • I <i>was playing</i> the recorder.
<p>Word class</p>	<p>A word class is a group of words that can perform a similar function within a sentence. Some words can belong to more than one class.</p> <p><u>Word classes:</u></p> <ul style="list-style-type: none"> • Noun, verb, adjective, adverbs, preposition, determiner, pronoun, conjunction.
<p>Word families</p>	<p>Word families consist of groups of words that share a common root,</p> <ul style="list-style-type: none"> • <i>extend, extent, extensive.</i> • <i>act, action, react, reaction, activate.</i>

Higher Level Terms:

Term	Definition and Examples
<p>Finite and non-finite</p> <p>(see verbs – infinitive verbs)</p>	<p><u>Finite</u> Verbs which have a past or present.</p> <ul style="list-style-type: none"> • David <i>plays</i> the piano. • My sister <i>spoke</i> French. <p><u>Non-finite</u> Verbs in any other form (infinitive, ing or ed)</p> <p>The infinitive (to -)</p> <ul style="list-style-type: none"> • <i>To function</i> properly, the power must be switched on. <p>The present participle (-ing)</p> <ul style="list-style-type: none"> • <i>Breathing</i> heavily, we ran up the stairs. • <i>Scowling</i> fiercely, she opened the window and shouted. <p>The past participle (-ed):</p> <ul style="list-style-type: none"> • <i>Exhausted</i> by the climb, the hikers decided to rest. • <i>Terrified</i>, the children hid behind the curtain.
<p>Impersonal construction</p>	<p>An impersonal construction is a sentence without an agent or where the agent has been replaced with the impersonal pronoun ‘it’:</p> <ul style="list-style-type: none"> • Children are expected to be polite at school. (with an agent) • <i>Politeness is expected at school.</i> (without an agent) • Be wise and take an umbrella. (without pronoun) • <i>It may be wise to take an umbrella.</i> (impersonal pronoun ‘it’)
<p>Subjunctive</p> <p>(see verbs)</p>	<p>The subjunctive form is only used in formal speech and writing. It is often the verb infinitive without the ‘to’. It is used to emphasise urgency, importance, uncertainty or conditionality.</p> <ul style="list-style-type: none"> • To join → <i>join</i> • The manager recommended that he <i>join</i> the company. • To stay → <i>stay</i> • He asked that the people <i>stay</i> quiet. <p>‘Were’ is also a kind of subjunctive when it is used with ‘I’ and ‘he/she/it’ instead of ‘was’.</p> <ul style="list-style-type: none"> • If I <i>were</i> you I’d accept. • I wish I <i>were</i> home right now. • If I <i>were</i> chosen, I would do my best.
<p>Verb inflection</p> <p>(see verbs)</p>	<p>Verbs can occur in different inflections which means extra letter(s) are added to show different tenses.</p> <ul style="list-style-type: none"> • The infinitive: starts with “to” → <i>to sign</i> • Present plural → <i>they sign</i> • Present singular: adding “s” → <i>he signs</i> • Past tense: adding “ed” → <i>he signed</i> • Past participle → <i>we have signed</i> • Present participle: adding “ing” → <i>he is signing</i>