## Year 6

## Grammar \& Punctuation

## Glossary



Every name is called a noun, Like field and fountain, street and town.

In place of a noun the pronoun stands, Like he and she will clap their hands. A verb is an action, something done,
Like read or write or jump or run. How things are done the adverb tells, Like quickly, slowly, badly, well. An adjective describes a thing, A small, brown dog, a golden ring.
A preposition shows time or place, Like in an hour or on your face.
Connectives join two parts together So sentences can go on forever

## Woodfall Primary School

## What you need to know

Grammatical terms and word classes

- Nouns
- Verbs
- Adjectives
- Connectives
- Pronouns
- Adverbs
- Prepositions
- Articles


## Features of sentences

- Statements
- Questions
- Commands


## Complex sentences

- Clauses
- Phrases
- Subordinating connectives


## Standard English

- Tense agreement
- Subject-verb agreement
- Double negatives
- Use of 'I' and 'me'


## Formal / informal

- Contractions


## Vocabulary

- Word meaning
- Vocabulary in context
- Concision and precision in vocabulary
- Synonyms
- Antonyms
- Word groups / families
- Prefixes
- Suffixes
- Singular and plural


## Punctuation

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas in lists
- Commas to mark phrases or clauses
- Inverted commas
- Apostrophes
- Brackets
- Ellipses
- Colons


## And for level 6

## Formal / informal

- Passive constructions/voice
- Impersonal constructions
- Active voice


## Punctuation

- Semi-colons
- Punctuation for parenthesis


## GRAMMATICAL TERMS

## 1. NOUN

Something that exists - a word that names a person, place, thing, idea, quality, or action e.g. Charles, Neston, grapefruit, privacy, happiness, arrival.

| Type of noun | Function | Example |
| :---: | :---: | :---: |
| proper noun | names a person, place, date, business, book, film, etc and begins with a capital letter | Chester, Sarah Palmer, Ryanair, The Hobbit |
| common noun | a more general naming word and begins in lowercase | city, girl, airline, book |
| singular noun | one object | Shoe, child, plate |
| plural noun | more than one object | shoes, children, plates |
| concrete noun | something you can see, hear or touch | air, soap, music |
| abstract noun | something that you cannot see, hear or touch | a decision, happiness, truth |
| possessive noun | shows ownership, shown usually by the addition of 's, a possessive pronoun | Cynthia's mum, her dress, the teachers' staffroom |
| collective noun | noun refers to individual persons or items as a group | swarm of bees herd of elephants |
| noun phrase | is a group of words which form a noun | change of fortune |

## EXPANDED NOUNS

Extra detail about the noun can be added before or after it. Use:

- Adjectives e.g. The foolish man was arrested.
- Prepositional phrases The man outside the door was arrested.
- Verbs e.g. The trembling man was arrested.
- Embedded clauses e.g. The man, who came from Neston, was arrested.


## 2. PRONOUN

A pronoun replaces a noun to avoid repetition and make language more clear and concise. It refers to something or someone. There are many types:

- I, you, he, she, it, we, they,
- me, you, him, her, us, them
- my, mine, your, yours, his, her, hers, its, our, ours, their, theirs
- myself, yourself, yourselves, himself, herself, themselves, itself, ourselves)
- this, that, these, those
- Someone, any, anyone, anybody, anything, all, each, every, everybody, everyone, everything, few, both, many, much, no one, nobody, none, one, other, somebody, someone, something.
- who, whom, whose, which, what, whoever, whose, what, whatever, whichever, that.
- each other, one another.


## 3. ARTICLE

A word that works with a noun to show if it is

- specific - the e.g. I broke the window.
- One of many - a / an e.g. Pass me a sweet please.


## 4. ADJECTIVE

- An adjective describes or modifies a noun or pronoun. e.g. tall man.
- It can come before a noun e.g. The delicious meal, or after e.g. The meal was delicious.
- A comparative adjective makes a comparison e.g. fatter, quicker, more beautiful
- A superlative adjective shows the extreme e.g. fattest, quickest, most beautiful


## 5. VERB

A verb describes:

- an action e.g. work:
- an occurrence e.g. exists ;
- a state of being e.g. feel.

Verbs are part of the verb phrase of a clause - all the words in a verb phrase are verbs:

| Type of verb | Function | Example |
| :---: | :---: | :---: |
| main verb | gives meaning | Swim, walk, cook |
| Auxiliary verbs | help to show the person, tense, mood, voice, or condition of the main verb <br> The most common auxiliary verbs are to have, to be, to do, with, can, may, shall | It will be made, I have finished. She has been working. |
| modal verb | shows possibility, obligation or intention and adds to the meaning of the verb, using words like: can, may, must, could, will, would, shall, should, might, may | You should go home. May I have some more? It might snow tomorrow. |
| active voice, | the subject of the verb does the action | Jack broke the window. |
| passive voice, | the subject of the verb receives the action | The window was broken by Jack. |
| Imperative verbs | indicate a command or request. | Close the door. |
| person. | refers to the 'first,' 'second,' or 'third' person, and if the verb is singular or plural | I run" is first person singular; " <br> "They run," is third person plural. |
| tense | shows us when the action or state happens or happened and has many different forms: | I walked home yesterday. <br> I walk to work. <br> I will walk to the park. <br> I have walked here. <br> I have been walking for hours. <br> I will have walked 10 miles by 1 pm . <br> I am walking <br> I would have walked. <br> I walked here while he was walking home |

6. 

## 7. ADVERB

An adverb describes or modifies

- a verb e.g. He ate noisily
- an adjective e.g. She is extremely short
- another adverb e.g. He sang exceptionally badly
- a pronoun e.g. nearly everyone


## ADVERBIAL

An adverbial is a word, phrase or clause that does the same job as an adverb: it tells you the time, place or manner in which the verb is done. A conjunction may be used as part of an adverbial clause.
They answer the questions Where? When? Why? How? How often? How long? How much? e.g.

- He spoke very quietly.
- I've read that book three times.
- She's gone to the bank.
- We were sleeping peacefully, in our beds, when the earthquake struck.
- We have been living here in this house, for over twenty years.


## 8. PREPOSITION

Prepositions usually come before a noun, pronoun or adverb to describe a time, place or direction. Some prepositions are also used as conjunctions and adverbs.
e.g. about, above, across, after, along, among, around, as, at, before, behind, below, beneath, beside, between, by, except, for, from, in, in back of, in front of, inside, into, of, off, on, onto, out of, outside, over, past, since, through, to, toward, under, up, upon, with, within, without.
9. CONNECTIVE

A word or phrase that links phrases, clauses or sentences. Connectives can be: Conjunctions link ideas within a sentence:

1. Coordinating conjunctions join two equally important clauses. e.g. The car sped round the corner and it crashed into the wall. Some coordinating conjunctions can also join words or phrases within a clause e.g. I need a knife and fork.
2. Subordinating conjunctions begin subordinate clauses to join them to the main clause e.g. We were hungry because we hadn't eaten all day. Although we'd had plenty to eat, we were still hungry.
Connecting adverbs connect ideas but the clauses remain separate sentences
e.g. I was angry. However, I didn't say anything.

## COORDINATING

CONJUNCTIONS
(link independent clauses to form a compound sentence)
and
SO
but
or

CONNECTING ADVERBS
(link independent clauses,
separated by a full stop or semicolon)

Related ideas (and)
additionally
in addition
furthermore
moreover
also
anyhow
besides
indeed
likewise
equally
similarly
in fact
what is more
alongside this
in the same way as this
as well as this
after all

Cause and effect (so)
consequently
therefore
hence
thus

Making Comparisons (but)
nevertheless
nonetheless
still
however
despite this
on the other hand
only
in contrast to
in spite of notwithstanding

Making Choices (or)
otherwise
conversely
comparatively
alternatively
in comparison
in contrast
instead
otherwise

Time
in the beginning
now
next
subsequently
first, second, ...
firstly, secondly
first of all
soon
soon after
after this
meanwhile
suddenly
immediately
simultaneously
penultimately
eventually
finally
presently
in due course
afterwards
after a while
in the end

Explaining
for example
in other words
SUBORDINATING
CONJUNCTIONS
(link a dependent clause to an independent clause to form a complex sentence)

Cause and Effect (because)
because
as
since
as a result of
in order to
Making Comparisons (but)
although
though
whereas
while
whilst
rather than
except
Making Choices (or)
either ...or
instead of
as long as
if ... then
only if
even if
even though
though
although
in case

just in case
in the event that
unless
whereas
whether or not

Time
before
after
as soon as
by the time
every time
now that
once
since
the first time
until
when
whenever
while
just as
during

## SENTENCE PARTS

A SENTENCE is group of words, which has meaning. There are three types of sentence:

- Statements (gives information)
- Commands (gives instruction)
- Questions (requires an answer)

Sentences begin with a capital letter and end with a full stop, question mark or exclamation mark.

Depending on the combination of phrases and clauses and how these are connected., sentences can be:

- Simple
- Compound
- Complex


## SUBJECT

- A noun, noun phrase or pronoun that identifies or describes who or what is doing the action.
- e.g. Darkness came early. The angry old woman shouted at Dave. He ate his breakfast.


## PHRASE

A group of words, which represents only part of a sentence and does not make sense alone. e.g. spectacular sunrise, the old woman, in the boat, to the horizon, extending for miles, hanging at an angle, in place of, break away, in the interval, flapping in the breeze

## CLAUSE

A group of words that contains both a subject and a verb and can stand alone as a complete sentence:

## 1. Main Clause (independent clause)

A clause that conveys meaning completely on its own.
e.g. I run every morning. He gave her a gift.

## 2. Subordinate Clause (Dependent Clause)

A clause, which adds onto a main clause, to form a complex sentence, with the help of a subordinating conjunction.
e.g. I went to bed because I was tired. Whenever I am tired, I go to bed.
3. Coordinate Clause

A main clause, which is joined, with a coordinating conjunction, to another main clause, to form a compound sentence.
e.g. I like apples but I don't like oranges. I went to the park and I played on the swings.

## 4. Embedded Clause

A subordinate clause, which is embedded (sandwiched) in the main clause, to modify the subject. Commas are used to mark the points it has been embedded.
e.g. All cars, which are parked in the prohibited area in front of the school, will be towed away. The hostess, who was a tall blonde woman with green eyes, led us to the dining room.

## SIMPLE SENTENCE

A main clause working on its own
e.g. The thief was arrested.

## OTHER GRAMMATICAL WORDS

## ANTONYM

A word that has the exact opposite meaning of another.
e.g. Poor is an antonym of excellent. Huge is an antonym of tiny.

## CONTRACTION

Two words combine to make one new shortened one and an apostrophe shows where letter(s) are missed out.

## DOUBLE NEGATIVE

The use of two negatives in a clause or sentence, which results from combining:

- the negative form of verb e.g. can't, won't, $d$
- islike,
- a negative pronoun e.g. nobody, nothing or nobody.
- a negative adverb e.g. never, hardly, rarely
- a negative conjunction (e.g., neither, nor), or "not
e.g. I didn't see nobody. She is not unattractive. It wasn't uninteresting. It's not impossible. This is avoided in formal language.


## HOMOPHONE

Two or more words that have exactly the same sound but different meanings. The two words may or may not be spelled differently.
e.g. Pear/pair/pare; their/there/they're; wear/where/were; to/too/two

## METAPHOR

A figure of speech in which a word or phrase, which ordinarily means one thing is used to describe another (to which it does not literally apply), in order to suggest a similarity between them. e.g. Fred was a tower of strength in the meeting. Her life is a bed of roses. The moon was a silver coin upon the surface of the lake.

## PERSONIFICATION

A way of describing a non-human entity as though it were a human or animal, taking on its typical personality or behaviour.
e.g. The sun kissed the flowers. The wind whistled. Opportunity knocked. The leaves danced in the wind.

## SIMILE

One thing is likened to another in one aspect by the use of the words "like" or "as" This is a more artistic likening than that of an analogy, for effect.
e.g. It was as pretty as a picture. He ran like a cheetah across the track.

Similes can also be used to compare an idea to something to exaggerate or emphasise the point.
e.g. He was happier than a pig in mud.

## SYNONYM

A word that has the same or similar meaning as another word. These words usually have shades of meaning
e.g. microscopic, miniature, tiny, small, ...

## Let's see it all in a sentence:

## Snow fell.

This is a simple sentence, made up of one main clause. It makes sense as there is a subject (snoe) and a verb (fell) but it is not very detailed.

The sentence below has been expanded using lots of the language features in this glossary.
During the night, a blanket of pure-white snow, which was as soft as cotton wool, fell delicately on the wintry ground, covering every inch of it with millions of tiny, shimmering ice-crystals that sparkled extraordinarily brightly in the dazzling morning sun, so bright they would have blinded me if I looked directly at them.

Which parts of sentences described in this glossary can you find in the sentence?
Did you find:

- Prepositional phrase tells us when the snow fell
- Metaphor helps us to imagine the snow
- Hyphenated word acts as an adjective to expand the noun snow
- Embedded clause expands the noun snow
- Simile helps us to imagine how soft the snow is
- Adverbs tells us how the snow fell and how I looked
- Prepositional phrase tells us where the snow fell
- Adjective expands the noun ground
- Added action - the -ing form of the verb covering replaces and covered
- Exaggeration helps emphasis the amount of snow.
- Pronoun avoids the need to repeat the noun ground
- Embedded clause expands the noun ice-crystals
- Powerful verbs adds impact (sparkled, blinded, shimmering, dazzling)
- Qualifying adverb tells us how brightly
- Modal verb tells me there was a possibility of being blinded but this didn't happen
- Conditional word offers an alternative consequence that may have happened
- Articles - (a) tells us the blanket is not specific and (the) tells us the ground is specific

| Punctuation Mark | What it is | What it does | Example |
| :---: | :---: | :---: | :---: |
|  | Full stop | Marks the end of a sentence | A sentence is made up of clauses and phrases. |
| , | Comma | 1. Creates a small interruption within a sentence to help clarify meaning, add expression or emphasise a point <br> 2. Separates items in lists made up of items with 1 or 2 words <br> 3. Used when sentences begin with: <br> - a subordinating connective <br> - a connective that links to the previous sentence <br> - an adverb <br> - a phrase <br> - an-ing word <br> 4. Sets apart extra information inserted into a sentence, in embedded clauses using who, which, whose or where <br> 5. Used in "added action" sentences where an-ing word replaces "and" <br> 6. Separates spoken words from narrative before a speech mark <br> 7. Separates the person being addressed from the sentence <br> 8. Balances two things that are compared <br> 9. Introduces a question after a statement | 1. Mary screamed, afraid that she would fall off. <br> 2. I found a bag containing a red purse, mobile phone, some tissues and car keys. <br> 3. <br> - Because she was tired, Sarah went to bed. <br> - She arrived eventually. However, she missed the game. <br> - Silently, he tiptoed up the stairs. <br> - Later that day, he went in search of the truth. <br> - Staring into the distance, he could just make it out. <br> 4. The dog, which was a tiny puppy, cowered in the corner. <br> 5. The hungry girl gobbled up the spaghetti, slurping every strand greedily. <br> 6. "I'm going home," stated the girl. <br> 7. It seemed like a good idea at the time, officer. <br> 8. The taller they are, the easier it is to reach the shelf. <br> 9. You are giving me this back, aren't you? <br> 10. I started fighting because i felt like it, that's why. |


|  |  | 10. Emphasises a point |  |
| :---: | :---: | :---: | :---: |
| Punctuation Mark | What it is | What it does | Example |
| $?$ | Question mark | Replaces a full stop to show a question, where an answer is required. | How am I expected to do that? <br> Questions start with words like: <br> Who, What, Where, When, Why, How, Is, Are, Am, Have, Has, <br> Was, Were, Did, Do, Shall, Can, Will, etc |
| $1$ | Exclamation mark | Replaces a full stop to suggest an extreme emotion e.g. surprise, shock, fear or anger | "I can't believe you did that!" exclaimed Janet. |
| 110 | Quotation marks <br> Speech marks <br> Inverted commas | 1. Used to show spoken words (other punctuation is placed inside the second speech mark). <br> 2. Used to show sarcasm <br> 3. Used around titles when italics are unavailable | 1. "Go on then," she urged. <br> 2. The so-called "expert" was not as clever as he thought. <br> 3. I went to see "Swan Lake" at the theatre last night. |
| : | Colon | 1. Introduces a list or quotation <br> 2. Replaces "because" to give an explanation | 1. I took my friends with me: Sarah, Jessica and Rachel. <br> 2. I went to bed early: I was so tired. |
| - | Semi-colon | 1. Replaces a full stop or "and" between two clauses that are closely related <br> 2. Used to separate items in lists made up of items with 3 or more words | 1. Mandy screamed in fright; she hid behind the door, shaking. <br> 2. At the circus, we saw clowns juggling with balloons; a fire-eater doing death-defying tricks; animals performing amazing acts and |


|  |  |  | a trapeze artist leaping through the air. |
| :---: | :---: | :---: | :---: |
| Punctuation Mark | What it is | What it does | Example |
| $()$ | Brackets <br> Parentheses | Show an inserted comment, explanation or additional information within a sentence | Michael (my best friend) stayed to help me till the end. |
| - | Dashes | Show a less important comment, explanation or additional information within a sentence (in pairs) or at the end of a sentence (individual) | He ran - fairly quickly - towards the finish line. |
| - | Hyphen | 1. Shows a word is incomplete at the end of a line <br> 2. Used between some compound words | 1. The two children wandered from one place to the next, wondering if they would ever find the answer. <br> 2. No-one knew that the blond-haired boy was so football-mad. |
| 1 | Apostrophe | 1. Shows possession, <br> 2. Shows a missing letter when two words are combined, | 1. Susan's book was very old. The ladies' changing room. <br> 2. I am = I'm can not = can't <br> He is = He's We are $=$ We're |
| -•• | Ellipsis | 1. Shows unimportant words are missing from quotations <br> 2. Shows interrupted dialogue <br> 3. Shows anxiety <br> 4. Indicates a dramatic pause, to build tension | 1. "I loved the first activity when ... he fell over his own foot" <br> 2. "Oh no! What are you doing that f..." she began. <br> 3. "P...p.......please," stammered Jack. <br> 4. The door creaked open. Silence... She peered inside. |



