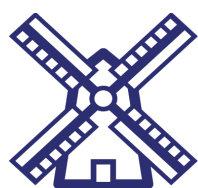


A GUIDE TO GRAMMAR, PUNCTUATION AND SPELLING PART TWO



SILVERDALE
PRIMARY
ACADEMY

Functions of Sentences

Subject - normally the noun, noun phrase or pronoun. It is usually just before the **verb** in a statement or just after



the
auxiliary verb in a question.
***That** is uncertain.*
The children

*will study animals. Will **the children** study animals?*

Object - is normally a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting on. The children designed **puppets**. I like **that**.

Active - follows the usual pattern of subject and object.
The school arranged a visit.

Passive - the object becomes the focus of the sentence (the usual pattern is reversed). A visit was arranged by the school.

Statement -
declarative sentence
which may be either



true or false. E.g. *I like chocolate. The moon is made from cheese.*

Question - A sentence which requires a response and must end in a question mark. E.g. *Where are you going?* A rhetorical question doesn't need a verbal reply. E.g. *Is it that time already?*

Command - an authoritative sentence. E.g. *Eat your dinner.*



Combining Words, Phrases and Clauses

Phrase - a group of words that expand a single word. It does not make sense on its own. E.g. *The old lady sighed.* [noun phrase]
She waved to her mother.



[preposition phrase]

Clause - a special type of phrase which has a verb. Clauses may be a complete sentence on their own, a main clause or a subordinate clause. *It was raining.*
[single clause sentence]

Main clause - will make sense on its own. *It was raining but the sun was shining.* [two main clauses]
He walked his dog in the pouring rain. [main clause followed by subordinate clause]

Subordinate clause - are subordinate to the main clause.
That's the street where Ben lives.
Although it was raining, I still went out.



Relative clause - a special type of subordinate clause that modifies a noun. Often begin with who, which, where, when, whose or that.
E.g. *That 's the **boy who** lives near school.* [who refers back to the boy]



Co-ordinate clause - clauses that are linked as an equal pair by a co-ordinating conjunction. *They talked and drank tea for an hour.*



Verb Forms, Tense and Consistency

Often described as 'action' words but this is not a universal rule. Usually have a tense (past, present or future).

Perfect - generally calls attention to the consequences of a prior event. It



is formed by turning the verb into past tense or by adding *have* before it. E.g. *He went to lunch* . [*He has gone to lunch implies he is still away.*]

Participle - verbs in English have two participles: past E.g. *I walked home*. And present E.g. *I am waking home*.

Progressive - form of the verb generally describes events in progress. E.g. *Jane is singing*.

[present progressive]

Amanda was making a patchwork quilt. [Past progressive] *Sam had been practising for an hour when I called*. [Past perfect progressive]



Auxiliary

- can

be used to make questions and negative

statements. E.g. be, have, do and the modal verbs. *Have you finished your picture?* [Used to make a question] *They are*

winning the match. [Be used in the progressive] *No, I don't know him*. [used to make a negative]

Modal - are used to change the meaning of other verbs. They can express meanings such as certainty, ability or obligation. E.g. will, would, can, could, may, might, shall, should, must and ought. *I can do this*. *This ride may be too scary*. *You should help him*.

Transitive - takes at least one object in a sentence to complete its meaning. *He loves Juliet. She understands grammar.*



Intransitive - a verb which does not need an object in a sentence to complete its meaning. *We all laughed.*

Punctuation

Apostrophe - used to show possession.

Rose's mum.

[apostrophe goes before the s]

Words ending in 's'.

James' mum.

[apostrophe goes after the s] Plurals

with possession. *The girls' toys.*

[apostrophe goes after the s]



Parenthesis - brackets, dashes and commas. Indicate additional information. E.g. *The large dog, who barked loudly, was quite sweet really.* [commas] *The large dog - who barked loudly - was quite sweet really.* [dashes] *The large dog (who barked loudly) was quite sweet really.* [brackets]

Ellipsis - the omission of a word or phrase which is expected or predictable. E.g. *She tried to call out his name ...* Can also be used to show the passing of time. E.g. *I remember when I was young...*



Semi-colon - can be used between two independent but closely related clauses. E.g. *The door swung open; the figure came in.*



Colon - can introduce a list. E.g. *I went: swimming, dancing and running this week.* [The final item should be preceded by and rather than a comma] Can be used to introduce a definition, statement or explanation of something. E.g. *I know how I'm going to handle this: I'm going to hide!*

Bullet points - introduce a list which involves phrases or sentences. The first word of each bullet point should begin with a capital letter but only end in a full stop if the bullet point is a complete sentence.



Vocabulary

Antonym - words whose meanings are opposites. E.g.
(*hot / cold*) (*light / dark*)
(*light/ heavy*)

Synonym - words whose meanings are the same. E.g.
(*talk / speak*) (*old / elderly*)



Suffix - a group of letters added at the end of a word to change its meaning. E.g. *call / called* [changed the tense]
teach / teacher [turned a verb into a noun] *terror / terrorise*
[turns a noun into a verb]

Prefix - a group of letters added at the beginning of a word to change its meaning. E.g. *disappear* [changes to opposite meaning]

Hyphen - used to join two words together to make the meaning clear. E.g. *recover*
[to get over something] *re-cover* [to cover something again]



Additional Information

Use of subjunctive forms - if *I were* or *were they* to come

Cohesive devices - words used to show how the different parts of a text fit together (they create cohesion). E.g. *Julia's dad bought her a football. The football was expensive.* [determiner refers us back to a particular football]



Useful Websites

www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/
www.topmarks.co.uk/english-games/7-11-years/spellingand-grammar

Years 5 and 6 Word List

accommodate	accompany	according
achieve	aggressive	amateur
ancient	apparent	appreciate
attached	available	average
awkward	bargain	bruise
category	cemetery	committee
communicate	community	competition
conscience	conscious	controversy
convenience	correspond	criticise
curiosity	definite	desperate
determined	develop	dictionary
disastrous	embarrass	environment
equipped	equipment	especially
exaggerate	excellent	existence
explanation	familiar	foreign
forty	frequently	government
guarantee	harass	hindrance
identity	immediate	immediately
individual	interfere	interrupt
language	leisure	lightning
marvellous	mischievous	muscle
necessary	neighbour	nuisance
occupy	occur	opportunity
parliament	persuade	physical
prejudice	privilege	profession
programme	pronunciation	queue
recognise	recommend	relevant
restaurant	rhyme	rhythm
sacrifice	secretary	shoulder
signature	sincere	sincerely
soldier	stomach	sufficient
suggest	symbol	system
temperature	thorough	twelfth
variety	vegetable	vehicle
yacht		