

**QUIZ!**

**Grammar**

# HARDER GRAMMAR, PUNCTUATION AND SPELLING REQUIREMENTS

Adverbials, cohesive devices, determiners, modifiers, subordinates... we all use them without even thinking about it, but could you explain them?

Even for teachers who are confident in their grammar knowledge the new curriculum throws up a couple of potential issues:

## CONTENT COMING FORWARD

The new curriculum expects children to tackle harder grammar earlier, for example:

- Subordination and co-ordination in Year 2 (was Year 4).
- Prepositions in Year 3 (was Year 5).
- Modal verbs in Year 5 (not previously taught).
- Subject and object in Year 6 (not previously taught).
- The subjunctive in Year 6 (not previously taught).

## CHANGING TERMINOLOGY

A lot of the more child-friendly terms we've become used to are out, and the proper, formal terminology is in, for example:

- The 'progressive form of verbs', conjunctions and prepositions instead of 'connectives'.
- 'Determiners' instead of 'articles'.
- We now say 'multi-clause' sentence instead of 'compound sentence'.



## **YEAR 1**

- Joining words and clauses using 'and'.
- How the prefix 'un-' changes the meaning of verbs and adjectives.

## **YEAR 2**

- Forming nouns and adjectives using suffixes.
- Subordination and coordination.
- How grammatical patterns in a sentence indicate intent.

## **YEAR 5**

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Linking ideas across paragraphs using adverbials of time, place and number.

# **GRAMMAR HIGHLIGHTS**

## **BY YEAR**

## **YEAR 3**

- Forming nouns using a variety of prefixes.
- Expressing time, place and cause using conjunctions, adverbs or prepositions.
- Present perfect.

## **YEAR 6**

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.

## **YEAR 4**

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- Apostrophes to mark plural possession.



# 2017 Results

	School	National
Expected	88%	77%
Greater Depth	46%	23%

So, what are  
questions like at the  
end of Key Stage  
1?

What type of word is underlined in the sentence below?



Gran thought the flowers were pretty.

Tick **one**.

noun

☐

verb

☐

adjective

☐



Circle the **adverb** in the sentence below.

Jamie knocked softly on his brother's bedroom door.

Which sentence uses an **apostrophe** correctly?



Tick **one**.

Lucy's bag is green and has lots of pockets.

☐

Lucys' bag is green and has lots of pockets.

☐

Lucys bag is green and has lot's of pockets.

☐

Lucys bag is green and has lots of pocket's.

☐



So, what are  
questions like at the  
end of Key Stage  
2?



Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		



Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		



Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		

Can words be used in more than one way?





He likes to **run**.

He likes his **run**.



# Word classes or families

**Nouns**

**Adverbs**

**Verbs**

**Pronouns**

**Determiners**

**Adjectives**

**Prepositions**

a word that refers to a person, place,  
thing, event, substance, or quality:

*'Doctor', 'coal', and 'beauty' are all  
nouns.*

# Nouns



**Common nouns: cows, milk**

**Collective nouns: herd**

**Proper nouns: Jasmine, London, January**

**Abstract nouns: truth, goodness, mercy**

The function of any noun is to name. If a word is the name of a person, a place, an animal, a thing or an idea it is a noun.

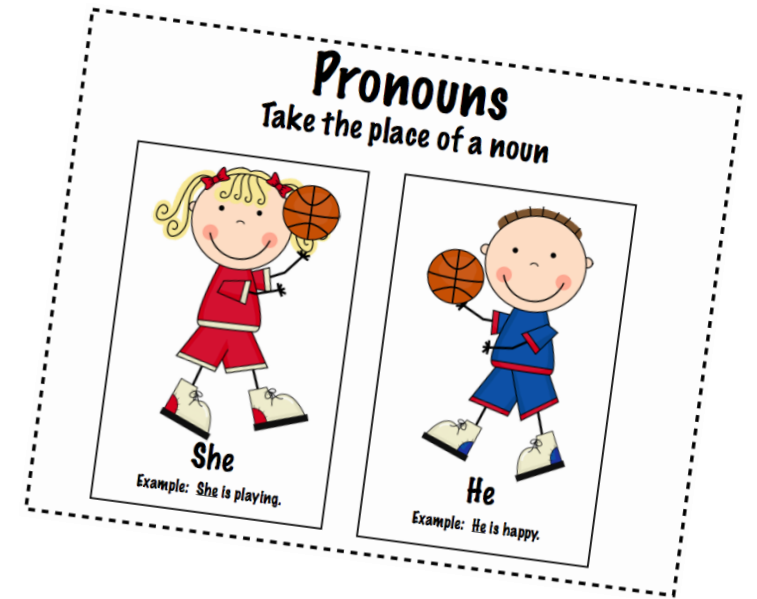


| a word that is used instead of a noun  
or a noun phrase:

*Pronouns are often used to refer to a  
noun that has already been mentioned.*

*"She", "it", and "who" are all examples  
of pronouns.*

# Pronouns



## Pronouns are another word class

- They are words that can stand in place of a noun or indeed a whole noun phrase.
- Pronouns help us avoid repeating ourselves too often...

## Personal

I  
we  
you  
he  
she  
it  
they

## Possessive

mine  
ours  
yours  
his  
hers  
its  
theirs

## Relative

who  
whom  
whose  
which  
that  
*when*  
*where*  
*why*

## Demonstrative

this  
that  
these  
those

# Determiners

introduce or point out nouns and they include:

- Articles: **a/an, the**
- Demonstratives: **this/that, these/those**
- Possessives: **my/your/his/her/its/our/their**
- Quantifiers: **some, any, no, many, much, few, little, both, all, either, neither, each, every, enough**
- Numbers: **three, fifty, three thousand etc**
- And some question words: **which (which car?), what (what size?), whose (whose coat?)**

in grammar, a word that is used before a noun to show which particular example of the noun you are referring to:

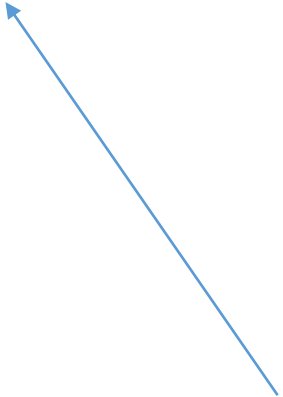
*In the phrases "my first boyfriend" and "that strange woman", the words "my" and "that" are determiners.*

# Determiners V Possessive Pronouns

Determiner – it goes before the noun



***That is **my** car. Its much nicer than  
**yours**.***



Possessive pronouns– takes the place of  
the noun as you would say  
'your car.'



Which ones are determiners?

***Is that your scarf? It's very similar to mine.***

***That's not their house. Theirs has got a red front door.***

Which ones are determiners?

*Is that **your** scarf? It's very similar to **mine**.*

*That's not **their** house. **Theirs** has got **a** red front door.*

**Red – determiners**

**Blue - pronouns**

# Adjectives

a word that describes a noun or  
pronoun:

*"Big", "boring", "purple", and "obvious"  
are all adjectives.*



The traditional definition of an **adjective** is a 'describing word', but this can be confusing.

Lots of other words can be descriptive. The words swooped and flickered, for instance, are very descriptive **verbs**.

A better way to define an **adjective** is a word which gives more information about a noun.



# Changing nouns to adjectives

Can you change these nouns into adjectives?

nature

danger

beauty

history

accident

length



# Prepositions

A preposition is a word like **with, at, in, over**. It indicates the relationship between 2 words or parts of a sentence.

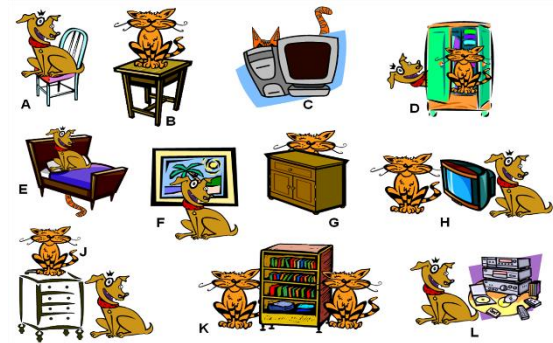
It is usually followed by a noun phrase.

- **at that moment**
- **in the garden**
- **over the moon**

They are functional words that often come at the beginning of a phrase.

in grammar, a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word:

*In the sentences "We jumped in the lake", and "She drove slowly down the track", "in" and "down" are prepositions.*



# Verbs

a word or phrase that describes an action, condition, or experience:

*The words "run", "keep", and "feel" are all verbs.*



How could you sort the words into groups?

finish

was/were  
finishing

will be  
finishing

have/has  
been finishing

had finished

finished

am/is/are  
finishing

have/has  
finished

will have  
been  
finishing

will have  
finished

had been  
finishing

will finish

# Different types of verb forms

	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	finish	finished	will finish
<b>Progressive</b>	am/is/are finishing	was/were finishing	will be finishing
<b>Perfect</b>	have/has finished	had finished	will have finished
<b>Perfect Progressive</b>	have/has been finishing	had been finishing	will have been finishing

# Auxiliary verbs

- Primary auxiliaries, which can also occur alone as main verbs (be, have, do).
- Modal auxiliaries, which are used to build up verb phrases and contain an element of possibility or obligation. (Will, may, can, must, ought (to), shall, might, could, would, should.)

# Adverbs

a word that describes or gives more information about a verb, adjective, adverb, or phrase:

*In the phrase "she smiled cheerfully", the word "cheerfully" is an adverb.*

*In the phrase "the house was spotlessly clean", the word "spotlessly" is an adverb.*

Answer the questions:

- How? **Manner**
- When? **Time**
- Where? **Place**
- How often? **Frequency**
- How much? **Degree**

May be single adverbs, phrases or clause

Usually modify verbs but can also modify adjectives.



## Difference between adverbs and prepositions.

Which is the adverb?  
Which is the preposition?

HINT: A preposition  
requires an object. An  
adverb does not.

You may not go in the garden.

Go over there and stand by the trees

## Difference between adverbs and prepositions.

Which is the **adverb**?

Which is the **preposition**?

HINT: A preposition  
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You may not go **in** the garden.

Go **over there** and stand **by** the trees



## Fronted adverbials

Simply means that the adverbial is positioned at the beginning of the sentence.

*Fronted adverbials can also be prepositional phrases.*

**Far in the distance,** the mountain peaks were outlined against the darkening sky.

**With a heavy heart,** Blue Kangaroo hopped down the stairs.

**Seconds later,** the van bumped down the lane.

# Conjunctions

[C] (WRITTEN ABBREVIATION **conj**) a word such as 'and', 'but', 'while', or 'although' that connects words, phrases, and clauses in a sentence

**Conjunctions** are words which can join two parts of a sentence.

Some conjunctions join words or phrases.

## co-ordinating

, **f**or  
, **a**nd  
, **n**or  
, **b**ut  
, **o**r  
, **y**et  
, **s**o

## subordinating

after  
although  
because  
before  
even if  
even though  
rather than  
since  
where  
whereas  
which  
while

Difference between preposition and conjunction.

Prepositional phrases – has no verb near it.

Conjunction – has a verb following the ‘key word.’

This makes a subordinating conjunction - more on these later!

# So...

A **noun** names things (dog, Rover)

A **pronoun** stands in for a noun (it, which)

A **determiner (article)** introduces or points out a noun (the, a)

An **adjective** tells you more about a noun (big)

A **verb** tells you what happened in the sentence (barked)

An **adverb** tells you how, when or where something happened (slowly, then, away)

A **conjunction** is a word that joins words, phrases or clauses ( and, or, because, although)

**Prepositions** are functional words that often come at the beginning of a phrase (in, with, at)

Activity



# How about 'I'?



When do we use 'I' and when do we use 'me'?

- a) Fred and I went to the shop.
- b) Fred and me went to the shop.

- a) Please will you bring it over to George and I?
- b) Please will you bring it over to George and me?



Sentences

# What is a sentence?

A sentence is a group of words which express an idea and, together, make complete sense and usually contain a subject and a verb.

**Sentences** are made up of



```
graph TD; A["Sentences are made up of"] --> B["Clauses which are made up of"]; B --> C["Phrases which are made up of"]; C --> D["Words"]
```

**Clauses** which are made up of

**Phrases** which are made up of

**Words**



# Noun Phrases

the poisonous  
dragon

the dragon on the  
mountain peak

the dragon

this dragon

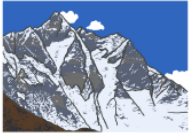


my dragon

a dragon with rose-coloured scales

# Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.



What a dangerous mountain to climb!



What amazing children they are!

twinkl



How kind of him to do that!

# Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.



Help me!  
Please stop doing that.



twinkl

Statements,  
questions,  
exclamations  
and  
commands

# Questions

Questions are sentences that ask you something. They usually end with a question mark.



What did you have for dinner?



twinkl

# Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours.  
They are beautiful to look at.



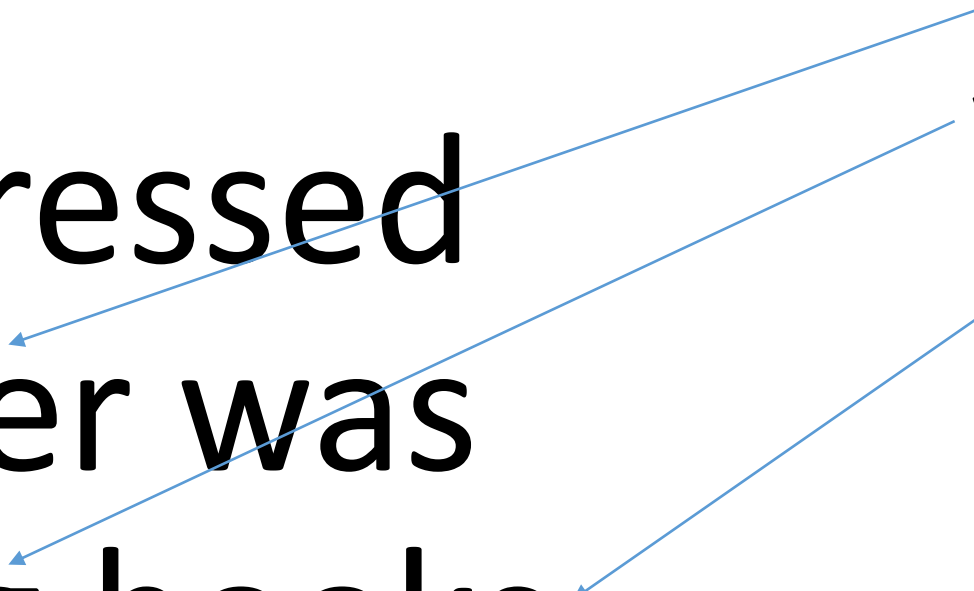
twinkl

# Simple, compound and complex sentences

# Simple

The stressed  
teacher was  
carrying books.

This has a  
subject, a  
verb and an  
object.

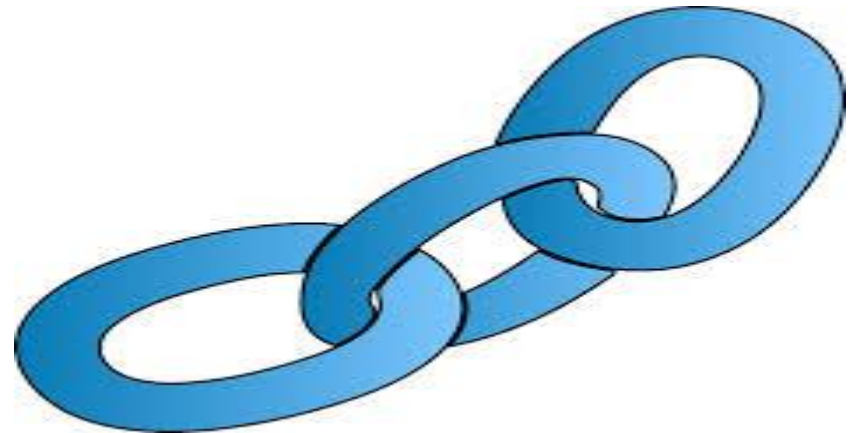


```
graph LR; A[This has a subject, a verb and an object.] --> B[The stressed teacher was carrying books.]; A --> C[The stressed teacher was carrying books.]; A --> D[The stressed teacher was carrying books.]
```

# Compound

The stressed teacher was carrying books  
and the children were carrying their  
bags.

This is when two  
simple clauses are  
joined by a  
conjunction.



# Complex

**Subordinate clause** – cannot act as a free-standing unit and is introduced by a conjunction. The conjunction “sticks” to the clause it introduces.

While the teacher was carrying the books, the children were carrying their bags.

This is when a sentence contains a subordinate clause or clauses.

**Main clause** – self-contained unit.  
Can stand alone.



# Relative Clauses

- Start with a relative pronoun
  - who, whom, which, that, whose

Or a relative adverb

- where, when, why

Poppy, **who was watching the race**, could not believe her eyes.

I live in Cambridge **which is a university city**.

The gate, **where the policeman was standing**, was completely covered by a web of ivy.

# Active and Passive Voice

A sentence can be **active** or **passive**.

**A sentence is active when the subject is carrying out the action.**

**A sentence is passive when the subject of the sentence has an action done to it by someone or something else.**

**Active** - Rain interrupted the tennis tournament.

**Passive** - The tennis tournament was interrupted by rain.

**Passive** - The tennis tournament was interrupted.





# Sorting the subjunctive



The subjunctive expresses wishes or possibilities and more formal commands.

It is used to form sentences that do not describe known facts.

These include statements about one's state of mind, such as opinion, belief, purpose, intention, or desire.

# Sorting the subjunctive



Expressing wishes or possibilities:

If ..... were ....., ..... would .....

If he were Peter Rabbit, he would have listened to his mother.



If I were the Prime Minister, I would .....

# What about punctuation?



That Tumor Really Means Business

# Punctuation

- helps readers make sense of written text
- helps writers convey their message clearly and accurately

**‘chunks’ text up into meaningful units,  
marking a variety of grammatical  
boundaries**

# Commas

In a list to separate items, but not before the final and:

**My favourite fruits are raspberries, strawberries, peaches and figs.**

After a subordinate clause at the **beginning** of a sentence:

**If the train arrives on time, I will not be late.**

**Tired of waiting, Rose crawled into the dimly-lit tunnel.**

With many connecting (conjunctive) adverbs:

**However, the playground will be closed.**

**Therefore, John took his umbrella.**

With adverbial phrases:

**One misty morning, the great creature poked his head out of the cave and sniffed the air.**

With an embedded clause:

**Bilbo, who was feeling very nervous, began to make his way along the path.**

To add additional information:

**Rebecca, our best player, scored the goal.**

**Beware the comma splice!**

**This happens when a comma is used incorrectly to connect two main clauses.**

**I enjoy travelling, I have visited many interesting places.**

Here is a good example of the  
difference punctuation can  
make...

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

Mangoes which are grown in hot countries are  
delicious.



# Colon

- To introduce a list. This has to have a full sentence before it.

**There were a lot of things on Anna's floor:  
clothes, books, magazines, shoes and the  
remains of a pizza she had eaten on Friday night.**

- To add further explanation to a point previously made.

**The climate is undergoing changes: summers are wetter and  
cooler and the sun rarely shines.**

# Inverted Commas

- Inverted commas mark the beginning and the end of direct speech. They enclose the actual words a speaker has said.
- Any punctuation at the end of the speech goes before the closing inverted commas.
- Each new speaker starts on a new line.
- The dialogue word/speech tag /reporting clause is separated from the speech by a comma.

**“It has rained every day for a month,” Clare complained.  
Anna sighed, “You are going to Spain next week. The sun will  
shine there.”**

# Semi-colon



- to separate two closely related main clauses.

**The moon was gleaming silver; it looked like an enormous lantern.**

- to separate items in a list where the items are longer phrases.

**I need several ripe tomatoes; a jar of black olives; a kilo of fresh pasta; some diced bacon and a bottle of good quality olive oil.**

# The apostrophe

- Show possession
- Show omission

**What are the rules?**



# The apostrophe of omission

The apostrophe is also used when letters are **omitted** (left out) from a word or words.

The apostrophe always goes in the place where letters are missing. For example:

***have not***

becomes

***haven't***

because the 'o' is omitted.

# The apostrophe of possession: singular 'owner'.

The first use of the apostrophe is to show possession (when something belongs to someone). The apostrophe always goes **after the last letter** of the word describing **the person to whom something belongs (the 'owner')**.  
If the 'owner' is singular, the apostrophe is followed by an 's'.

**The book belonging to the boy becomes**  
**The boy's book**

**The bike belonging to Joe becomes**  
**Joe's bike.**

**The computer belonging to my friend becomes**  
**My friend's computer**

# The apostrophe of possession: plural ‘owner’

When the ‘owner’ in a sentence (the person or thing to whom something belongs) is **plural (more than one) AND** ends in an **s** (boys, ) there is NO ‘s’ after the apostrophe.

**The books belonging to the boys becomes**

**The boys’ books**

**The toys belonging to the babies becomes**

**The babies’ toys**

**The bowls belonging to the cats becomes**

**The cats’ bowls**

# Adding an apostrophe to a word ending in s

- When a word ends in an s, you get a choice where to put your apostrophe.

i.e.

- James's coat is red.
- James' coat is red.



# Hyphen

PART-TIME

A hyphen is used to link words and parts of words. They are found in compound words. They also join prefixes to other words.

**Compound adjectives** before nouns:

a **well-known** author  
an **English-Italian** dictionary  
**sweet-smelling** flowers  
the **bad-tempered** ladybird

**Compound nouns** where the second part is a preposition:

a **break-in**  
a **write-off**  
a **go-between**  
a **hold-up**

Words beginning with the prefixes

**co-, non- and ex-:**

**co-ordinator**  
**non-smoking**  
**ex-soldier**



# Dash

A dash is used mainly in informal writing.  
It often replaces commas, semicolons,  
colons and brackets.

**Rebecca - our best player - scored the goal.**

**The moon was gleaming silver - it looked like an enormous lantern.**

**The climate is undergoing changes - summers are wetter and cooler and the sun rarely shines.**

# Brackets



Brackets are used to separate text in a sentence to explain, comment on or give more information. They can be used in the place of dashes and commas.

**Rebecca (our best player) scored the goal.**

**Along the banks of the Amazon (the longest river in the world)  
many extraordinary creatures can be found.**

# Ellipsis



**Three** dots that usually mark where a word/phrase/sentence has been omitted intentionally . It is also used to show an unfinished sentence which raises a question or creates tension.

**Something was coming...**

**James swallowed hard. “Maybe you could...talk to her?”**

**I wanted to show you but...**

Thank you for listening.

Any questions?