

*A guide to
Grammar,
Punctuation and
Spelling
Part Two*



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/spelling-and-grammar

Years 5 and 6 Word List

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