

Grammar Terminology for Year 5 and Year 6

Clause: a group of words containing a subject and a verb.

Subordinate clause: a clause which is subordinate to some other part of the same sentence.

It doesn't make sense when 'removed' from the sentence e.g. *Because it was raining...*

Relative clause: gives more information about the noun and contains a relative pronoun e.g.

That boy, who is called Fred, goes to my school.

Conjunction: a word which links two words or phrases together e.g. *and, but, so, when, before, after, while, because.*

Subordinating conjunctions: introduce a subordinating clause e.g. *when, if, that, because.*

Coordinating conjunctions: link two words or phrases as an equal pair e.g. *or, and, but.*

Noun: a 'naming' word that names people, places or things.

Proper noun: names a specific person, place, title, brand, company, day of the week, month of the year, event (these have a capital letter).

Pronoun: replaces a noun e.g. *she, he, it, her, him, his.*

Relative pronoun: use of *who, that* or other relative pronoun to refer back to the noun e.g.

That's the boy who lives near school.

Expanded noun phrase: a phrase that adds extra detail about the noun.

Adjective: a describing word, such as colour, shape, texture or size.

Verb: a doing' or 'being' word e.g. *run, sing, talk, walk, write, was, are, have.*

Modal verb: changes the meaning of other verbs and is generally used to express possibility or certainty e.g. *will, would, can, could, may, might, shall, should, must* and *ought.*

Adverb: adds more detail to the verb e.g. *running fast*, modifies an adjective e.g. *really exciting*, indicates degrees of possibility e.g. *perhaps, surely.*

Active: an active sentence has its usual pattern of subject followed by object e.g. *The school arranged a visit.*

Passive: the object comes before the subject e.g. *A visit was arranged by the school.*

Subject: the subject of a verb is normally the noun, noun phrase or pronoun that 'does' the action e.g. *Rula's mother went out. Freya baked a cake.*

Object: an object is normally a noun, pronoun or noun phrase that comes straight after the verb, and has the action done to it e.g. *Year 2 designed puppets.* [noun acting as object]

Prefix: a group of letters at the start of a word that turn it into another word e.g. *disagree.*

Suffix: a group of letters used at the end of one word to turn it into another word e.g. *taller, politeness, calling, simplify.*

Ellipsis: the omission of a word or phrase which is expected and predictable e.g. *She did it because she wanted to ~~do it~~, creates suspense e.g. The door creaked open...*

Synonym: two words are synonyms if they have the same meaning, or similar meanings e.g. *talk - speak, old - elderly.*

Antonym: two words are antonyms if their meanings are opposites e.g. *hot - cold.*

Parenthesis: use of brackets, dashes or commas to add extra information to a sentence.

Subjunctive: is used to explore conditional or imaginary situations e.g. *If I were President, I wouldn't put up with it.*

Copley Junior School



Spelling, Punctuation and Grammar A Guide for Parents/Carers - Years 5 and 6



Please see our Spelling Scheme of Work for Years 5 and 6 by visiting our website at:

<http://www.copley.doncaster.sch.uk/learning/curriculum/english-curriculum/spelling>

Dear Parents/Carers,

Spelling, Punctuation and Grammar (SPaG) is tested nationally in Year Six. At the end of Year 6, all children will be assessed on their ability to recall their knowledge and understanding in these areas so it is vital that we work together to prepare them for this. Quality teaching of SPaG in school and your support with tasks set as homework, will give your child the best possible chance of success.

The National Curriculum for English places a strong emphasis on **vocabulary development, grammar, punctuation and spelling.**

For your child to do well in the SPaG tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology appropriate to their year group. We understand that supporting your child with learning SPaG can be challenging, so we hope you will find this reference and glossary helpful. We hope you will keep it to help you support your child with their learning. The information is also available on our website.

***Please note that children are expected to be secure in the previous year's objectives as well as their own.**

Curriculum expectations in Y5

- Converting nouns or adjectives into verbs using suffixes e.g. *-ate; -ise; -ify*
- Verb prefixes e.g. *dis-, de-, mis-, over- and re-*
- Relative clauses beginning with *who, which, where, when, whose, that, or an omitted relative pronoun*
- Indicating degrees of possibility using adverbs e.g. *perhaps, surely* or modal verbs e.g. *might, should, will, must*
- Devices to build cohesion within a paragraph e.g. *then, after, that, this, firstly*
- Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby* and number e.g. *secondly* or tense choices e.g. *he had seen her before*
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Curriculum expectations in Y6

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out - discover; ask for - request; go in - enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]
- Use of the passive to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*
- The difference between informal speech [for example, the use of question tags: *He's your friend, isn't he?*, or the use of subjunctive forms such as *If I were or Were they to come* in some very formal writing and speech]
- A wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as *on the other hand, in contrast* and ellipsis
- Layout devices [for example, headings, sub-headings, columns, bullet points, or tables, to structure text]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *It's raining; I'm fed up*, use of the colon to introduce a list, use of semi-colons within lists and how hyphens can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*