

# **BERWICK MIDDLE SCHOOL**



## **Grammar and Punctuation**

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## Grammatical Terms/Word Classes/Features of Sentences

Term & definition	Examples			
<p><b>Common Noun</b> Common nouns are nouns that are used to name everyday things.</p>	dog horse table chair sky shoe jumper spoon knife plate scissors hair eyes nose grass cloud sun			
<p><b>Proper noun</b> These are nouns used to name particular people and places. They always begin with a capital letter.</p>	Monday Tuesday ... January February... Polish French English German Mrs Hope David Smith London Poland Berwick Upon Tweed River Tweed Mount Everest Easter Christmas War Horse The Sheep Pig			
<p><b>Collective noun</b> These are nouns that name a group or collection of people or things.</p>	a <b>herd</b> of cows a <b>flock</b> of sheep a <b>flock</b> of birds a <b>swarm</b> of bees a <b>shoal</b> of fish an <b>army</b> of ants an <b>army</b> of soldiers a <b>bunch</b> of flowers			
<p><b>Abstract noun</b> An abstract noun names things that cannot actually be seen, heard, smelt, felt or tasted.</p>	power love honesty boredom freedom hardship friendship childhood happiness sadness			
<p><b>Adjective</b> An <b>adjective</b> is a word used to describe (or tell you more about) a noun and usually comes before the noun. The order of adjectives is <b>size, shape</b> then <b>colour</b>.</p>	The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face.  A <b>huge, round, crimson</b> balloon floated up into the sky.			
<p><b>Verb</b> A verb is a word, or a group of words, that tells you what a person or thing is doing. It is often called a 'doing' word.</p>	to run to walk to sleep to shout to jump to eat to talk to sing to live to think to draw to write to do to have			
<p><b>The verb to be</b> This is one of the trickiest verbs. It can be used with an adjective e.g. I <b>am</b> hungry. <b>OR</b> it can be used with another verb e.g. I <b>am</b> playing.</p>	Simple present (positive form)	Negative form	Question form	Simple past (positive form)
	I <b>am</b>	I <b>am not</b>	<b>Am</b> I?	I <b>was</b>
	You <b>are</b>	You <b>are not</b>	<b>Are</b> you?	You <b>were</b>
	He/she/it <b>is</b>	He/she/it <b>is not</b>	<b>Is</b> he/she/it?	He/she/it <b>was</b>
	We <b>are</b>	We <b>are not</b>	<b>Are</b> we?	We <b>were</b>
	You <b>are</b>	You <b>are not</b>	<b>Are</b> you?	You <b>were</b>
	They <b>are</b>	They <b>are not</b>	<b>Are</b> they?	They <b>were</b>
<b>The verb to do</b>	I <b>do</b>	I <b>do not</b>	<b>Do</b> I?	I <b>did</b>
	You <b>do</b>	You <b>do not</b>	<b>Do</b> you?	You <b>did</b>
	He/she/it <b>does</b>	He/she/it <b>does not</b>	<b>Does</b> he/she/it?	He/she/it <b>did</b>
	We <b>do</b>	We <b>do not</b>	<b>Do</b> we?	We <b>did</b>
	You <b>do</b>	You <b>do not</b>	<b>Do</b> you?	You <b>did</b>
	They <b>do</b>	They <b>do not</b>	<b>Do</b> they?	They <b>did</b>
<p><b>Adverb</b> An adverb tells you more about the verb (it 'adds' to the verb). It can tell you how, how often and when an action is done. An <b>adverbial phrase</b> is a group of words which act as an adverb.</p>	<p><b>Manner</b> quietly slowly quickly bravely greedily carefully</p>	<p><b>Time</b> yesterday this morning today at 6 p.m.</p>	<p><b>Frequency</b> every morning daily every afternoon each week</p>	

<p>An adverb can also tell you more about an adjective or another adverb.</p>	<p>That game is <b>simply</b> marvellous.  <i>Simply is an adverb qualifying the adjective marvellous – telling you how marvellous the game is.</i></p> <p>He arrived <b>very</b> early.  <i>Very is an adverb explaining how early he arrived. Early is also an adverb.</i></p>		
<p><b>Adverb or Adjective?</b>  Some words can be either adverbs or adjectives depending on whether they qualify a noun or verb.</p>	<p><i>Life is <b>hard</b>. (adjective to describe the noun Life)</i>  <i>Kim works <b>hard</b>. (adverb qualifying the verb works)</i>  <i>I took an <b>early</b> train. (adjective )</i>  <i>The train arrived <b>early</b>. (adverb)</i></p>		
<p><b>Pronoun</b>  Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use in place of a noun is called a <b>pronoun</b>.</p> <p>We use <b>pronouns</b> so that we do not have to repeat the same nouns over again.</p>	<p><b>Personal pronouns</b>  <i>I me we us</i>   <i>you he him she</i>   <i>her it they them</i></p>	<p><b>Possessive pronouns</b>  <i>mine your/yours</i>   <i>his her/hers it/its</i>   <i>our/ours</i>   <i>their/theirs</i></p>	<p><b>Relative pronouns</b>  who what which   that whoever   whom whose   when where</p>
<p><b>Prepositions</b>  Prepositions are words which show the relationship of one thing to another. They often tell you the <b>position</b> of things in time or space.</p>	<p><b>Place</b>  in on under  next to beside  in front of behind  below above  between</p>	<p><b>Time</b>  in on at</p>	<p><b>Movement</b>  into across onto  up past</p>
<p><b>Clause (main, subordinate and relative)</b>  A clause is a group of words which contains a verb; it is part of a sentence.</p>	<p>There are two kinds of clauses:  1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress.  2. A <b>subordinate clause</b> (does <b>not</b> make sense on its own; it depends on the main clause for its meaning)  E.g. Sue bought a new dress <b>when she went shopping</b>.  ‘when she went shopping’ is the subordinate clause as it would not make sense without the main clause.  A <b>relative clause</b> is a type of subordinate clause that gives us extra information about a noun.  E.g. Sue, <b>who bought a new dress</b>, was going to a party that night.  The chair <b>that was lying on the floor</b> was broken.</p>		
<p><b>Phrase</b>  A phrase is a group of words which does <b>not</b> make complete sense on its own and does <b>not</b> contain a verb; it is <b>not</b> a complete sentence</p>	<p>a small, unhappy child = <b>an expanded noun phrase</b>  under the stairs = <b>a prepositional phrase</b>  every Saturday at 3 o’clock = <b>adverbial phrase</b></p>		

<p><b>Conjunctions</b> Conjunctions join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p>	<p><u>She went to the shops. She bought a box of chocolates.</u> We can use a conjunction to join these sentences together: <u>She went to the shops <b>and</b> bought a box of chocolates.</u></p>
<p><b>Coordinating conjunctions</b> Coordinating conjunctions link main clauses and create compound sentences.</p>	<p><b>FANBOYS</b> = for, and, nor, but, or, yet, so The most common three are <b>but, and, or</b> Mary likes melon and strawberries. (You could say: Mary likes melon and she likes strawberries.)</p>
<p><b>Subordinating conjunctions</b> Subordinating conjunctions link a main clause (makes grammatical sense by itself) with a subordinate clause (does not make sense on its own).</p>	<p><b>When we got home</b>, we were hungry. We were hungry <b>because</b> we hadn't eaten all day.</p> <p>Other subordinating conjunctions include: <b>if, while, after, until, before, although, as...</b></p>
<p><b>Determiners</b> A determiner introduces a noun and gives some information about it.</p>	<p><b>those</b> books; <b>one</b> chair <b>Two</b> apple trees stood on <b>one</b> side of <b>the</b> house.</p> <p>Other determiners: <b>a, an</b> and <b>the, this, that, these</b> Examples: <b>the</b> chair; <b>a</b> table; <b>an</b> elephant</p> <p>*There is sometimes confusion about whether to use <b>a</b> or <b>an</b>. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <b>an</b>; if a word begins with a consonant sound, you should use <b>a</b>.</p>

### Features of sentences/Types of sentences

<p><b>Statements</b> These are sentences which state facts.</p>	<p>It is hot. The butter is in the fridge. The book cost £6.</p>
<p><b>Questions</b> Questions are sentences which ask for an answer and always have a question mark.</p>	<p>Are you hot? Where is the butter? How much is the book?</p>
<p><b>Commands</b> These are sentences which give orders or requests. They usually start with the verb (but not always) and sometimes have an exclamation mark.</p>	<p>Open your book at page 4. Please sit down. Answer all the questions. Get out of my way!</p>
<p><b>Exclamations</b> Exclamations are sentences which express a strong feeling of emotion and always have an exclamation mark.</p>	<p>My goodness, it's hot! I absolutely love this movie! What a beautiful sunset! This book is fantastic!</p>
<p><b>Simple sentence</b> A simple sentence is made up of one main clause.</p>	<p>The bird sat in the tree. He loves milk. She walks home.</p>

<p><b>Compound sentence</b> A compound sentence is made up of two main clauses linked by a coordinating conjunction.</p>	<p>The teacher talked and the boy listened.  Carole likes to swim but John hates it.</p>
<p><b>Complex sentence</b> A complex sentence is made up of a main clause and one or more subordinate clauses (see earlier). They usually, but not always, use a comma to separate the clauses.</p>	<p>While the bird sang, the boy read his book. Although I was afraid, I carried on, hoping I would not meet them again. She left quickly because she was late.</p>

<p style="text-align: center;"><b>Vocabulary/language</b></p>	
<p><b>Synonyms</b> These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p>Bad = awful, terrible, horrible      Walk = stroll, crawl, tread  <u>Synonyms mean the Same.</u></p>
<p><b>Antonyms</b> These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u>. The antonym of <u>tall</u> is <u>short</u>.  <u>Antonyms are opposites.</u></p>
<p><b>Prefix</b> Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning (often the antonym).</p>	<p>Adding 'un' to happy – <b>unhappy</b> Adding 'dis' to appear – <b>disappear</b> Adding 're' to try – <b>retry</b></p>
<p><b>Suffix</b> Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child – <b>childish</b> <i>turns the noun into an adjective</i> <b>Adding 'able' to like – likeable</b> <i>turns the verb into an adjective</i> Adding 'ion' to act – <b>action</b> <i>turns the verb into a noun</i> Adding 'hood' to child – <b>childhood</b> <i>turns the common noun into an abstract noun</i></p>
<p><b>Root words</b> Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' from.</p>	<p><u>help</u> is a root word. It can grow into: <u>helps</u>   <u>helpful</u>   <u>helped</u>  <u>helping</u>   <u>helpless</u>   <u>unhelpful</u>   <u>helpfulness</u></p>

<p><b>Singular</b> A singular noun names one person, place or thing (a single item).</p>	<p>a book one mango a watch a dress one fox a story one turkey one half a knife the wife an elephant</p>
<p><b>Plural</b> More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding –s:</i> three book<u>s</u> four pencil<u>s</u></p> <p><i>Some nouns ending in –o are made into plurals by adding –es:</i> two mango<u>es</u> a herd of buffalo<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i> five watch<u>es</u> ten dress<u>es</u> some fox<u>es</u></p> <p><i>For words ending in a vowel and then –y, just add –s:</i> Eight turkey<u>s</u> Six trolley<u>s</u> Two valley<u>s</u></p> <p><i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> four storie<u>s</u> a few babi<u>es</u></p> <p><i>Most nouns ending in –f or –fe change to –ves in the plural:</i> six halves several kni<u>ves</u> the wive<u>s</u></p> <p>Irregular plurals: woman/<b>women</b> man/<b>men</b> fish/<b>fish</b> sheep/<b>sheep</b> octopus/<b>octopi</b> goose/<b>geese</b> deer/<b>deer</b></p>

<p style="text-align: center;"><b>Punctuation</b></p>	
<p><b>Capital letter</b> Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p>Joel has karate training every <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>rimary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p><b>Full stop</b> Placed at the end of a sentence that is not a question or statement. It comes after a completed action or thought.</p>	<p>Terry Pratchett's last book is not yet out in paperback.</p> <p>I asked her whether she could tell me the way to Brighton.</p> <p>He thought he was alone.</p>
<p><b>Question mark</b> Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p><b>Exclamation mark</b> Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I don't believe it! Wonderful!</p>

<p><b>Apostrophes</b> Used to show that letters have been left out (contractions/omission) or to show possession (i.e. 'belonging to')</p>	<p><b>Contractions/Omission:</b> <i>is not = isn't    could not = couldn't will not = won't    I will = I'll    I am = I'm    He is = He's</i> The apostrophe always goes where the missing letters would be.</p> <p><b>Showing Possession:</b> <i>With nouns (plural and singular) not ending in an s add 's:</i> the girl's jacket, the children's books</p> <p><i>With names or nouns ending in an s, add the apostrophe and 's' if you would naturally pronounce the extra 's':</i> the Jones's house    Charles's army</p> <p><i>But do not add the 's' if you would not pronounce it:</i> the guards' duties,</p>
<p><b>Commas in a list</b> Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two, big, beady eyes. I stood up, walked to the door, turned the handle and left.</p>
<p><b>Commas to mark phrases or clauses, after adverbials</b></p>	<p><i>To mark a subordinate clause:</i> If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p><i>After adverbials and some conjunctions which start a sentence:</i> Unfortunately, the bear was already in a bad mood. Several hours later, Abbie woke up.    Furthermore, I demand a refund.</p>
<p><b>Inverted commas (speech marks)</b> Punctuation marks used in pairs ( " ") to indicate:</p> <ul style="list-style-type: none"> <li>a) quotes (evidence).</li> <li>b) direct speech</li> </ul>	<p><i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p>
<p><b>Punctuation for parenthesis: brackets, pairs of commas and pairs of dashes</b></p> <p>Used for additional information or explanation. <i>Dashes are more informal</i></p>	<p><i>To clarify information/give extra details:</i> Jamie's bike (which was leaning against the wall) was bright red with a yellow stripe.</p> <p>His first book, The Colour Of Magic, was written in 1989.</p> <p><i>For asides and comments:</i> The bear was pink -I kid you not – and he loved it.</p>
<p><b>Dash (single)</b></p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><i>To show interruption:</i> "The girl is my – " "Sister," interrupted Miles, "She looks just like you."</p> <p><i>To show repetition:</i> "You-you monster!" cried the frightened woman.</p>

	"St-st-stop!" stammered the boy.
<b>Hyphen</b> Used to clear up ambiguity	In year 6 pupils need to know how to use hyphens in compound words e.g. sugar-free, good-looking, hard-hearted, two-year-old.  <i>They also need to be able to use them to make the meaning clear e.g. a man-eating lion has been spotted in Berwick NOT a man eating lion has been spotted in Berwick. The sentence without the hyphen means that a man was seen eating a lion!</i>
<b>Colons</b>  a) Used to introduce a list  b) Used to introduce an explanation or clarification  c) Used to introduce a quote in a newspaper article	<i>To introduce a list (what comes before the colon should make sense by itself)</i> I could only find three of the ingredients: sugar, flour and coconut.  <i>Introduce an explanation or make something clearer:</i> There was only one thing left to do: jump! The play was awful: the actors did not know their lines and the scenery was rubbish.  <i>Introduce a quote in a newspaper:</i> The victim's mother said: "Our family is very angry."
<b>Semi-colons</b> a) Used in place of a conjunction. Links two closely related main clauses (each part could be a sentence by itself).  b) Used to separate items in a complex list (note: the semi-colon can go before and). <i>The section before the colon MUST be a main clause.</i>	<i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.  <i>In a complex list:</i> I have several favourite TV programmes: Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; and Buffy, by Joss Whedon.  We packed a variety of things for our trip to the beach: buckets and spades; sandwiches and drinks; lots of towels; and sun hats and sun cream.

<b>Subject and Object</b>	
<b>Subject</b> The subject of the sentence is the person/thing doing the action. It is what the sentence is all about.	I love you. <b>He</b> ate the cake in one go! <b>Sally</b> picked up the pen.
<b>Object</b> The object of the sentence is having something done to it.	I love <b>you</b> . He ate the <b>cake</b> in one go! Sally picked up the <b>pen</b> .



## Modal verbs

<p><b>Modal verbs of certainty</b> These are used alongside another verb to show a high degree of possibility.</p>	<p><b>can shall will</b> I <b>can</b> speak French fluently. We <b>shall</b> go out later. He <b>will</b> give you homework at the end of the lesson.</p>
<p>These are used alongside another verb to show a lesser degree of possibility.</p>	<p><b>might may could</b> I <b>might</b> watch a film later. We <b>may</b> learn to speak French next year. She <b>could</b> give you homework later.</p>
<p>Other modal verbs</p>	<p><b>must should would ought to</b></p>

## Verb tenses

<p><b>Present (Simple)</b> <i>Action in the present taking place once or several times – used about something which happens routinely</i></p>	<p>They <b>walk</b> home. Do you <b>walk</b> home? I <b>do not walk</b> home.</p>
<p><b>Present Progressive</b> <i>To be (in the simple present) + verb + ing</i> <i>Action taking place at the moment of speaking</i></p>	<p>They <b>are walking</b> home. <b>Are they walking</b> home? They <b>are not walking</b> home.</p>
<p><b>Present Perfect</b> <i>Have / has + past participle</i> <i>Action that started in the past &amp; has consequences for the present/ action that stopped recently</i></p>	<p>I <b>have been</b> to Italy. She <b>has read</b> that book. I <b>have lost</b> my passport.</p>
<p><b>Past (Simple)</b> <i>Regular verbs: Verb + ed</i> <i>Action in the past taking place once or several times</i></p>	<p>She <b>walked</b> home. <b>Did she walk</b> home? She <b>did not walk</b> home?</p>
<p><b>Past Progressive</b> <i>To be (in the simple past) + verb + ing</i> <i>Action going on at a certain time in the past/ actions taking place at the same time/ action in the past that is interrupted by another action</i></p>	<p>Last week I <b>was walking</b> home. Yesterday, we <b>were singing</b> Christmas songs. Ellie <b>was</b> walking home while Daniel <b>was</b> watching TV. She <b>was</b> reading a book when the cat jumped on her.</p>
<p><b>Past Perfect</b> <i>Had + past participle</i> <i>Action taking place before a certain time in the past</i></p>	<p>They <b>had walked</b> home before me. She <b>had eaten</b> her dinner. We <b>had booked</b> our holiday already.</p>
<p><b>Future</b> <i>Action which is to take place in the future</i></p>	<p>I <b>will walk</b> home by myself tomorrow. Tomorrow I <b>am going to eat</b> my dinner.</p>

Active and passive voice	
<b>Active voice</b> This is when the subject is doing something.	Sally picked up the pen.
<b>Passive voice</b> This is when the subject is having something done to it. (The passive voice often includes the word 'by')	The pen was picked up (by Sally).  Milk is delivered every morning (by the milkman).

Formal and subjunctive	
<b>Formal</b> This means language which you would not use with your friends – 'posh' language. Formal language is used in a range of situations e.g. job applications, letters of complaint, a written argument, a speech.	Language needs to be chosen specifically e.g. instead of <i>ask for</i> use <i>request</i> ; instead of <i>bought</i> use <i>purchased</i> ; instead of <i>kids</i> use <i>children</i> or <i>young people</i> .
<b>Subjunctive</b> This is used to express things that could or should happen and is usually used in more formal writing. <b>NB 3<sup>rd</sup> person is always used even with 'I'</b>	If I was to become Prime Minister, I would.... <b>X</b>  If I <b>were</b> to become Prime Minister, I would... <b>✓</b>

### Rules for punctuating direct speech

1. Inverted commas (speech marks) go around what is **actually** being said. *"I don't care," said the girl.*
2. Speech must begin with a **capital letter**. *The angry boy yelled, "Hurry up!"*
3. There must be some punctuation **before the final inverted commas**. *"Where are you going?" she asked.*  
(This could be a comma, a full stop, a question mark, an exclamation mark or ellipsis.)
4. If there is a reporting clause before the speech, it must be separated from the speech by a comma.  
*The angry boy yelled, "Hurry up!"*
5. New speaker/new paragraph (even if they have only said 1 word!).  
*The angry boy yelled, "Hurry up!"*  
*"No," replied the girl.*

In year 6, as preparation for the SAT punctuation and grammar paper, you will be given quick, 10 minute SPAG tests four nights a week. The type of questions will be the same for the whole week. Here are a few tips to help you:

**1. Attempt ALL questions.**

*(Have a go – you might get it right! If you don't answer, you definitely get a big, fat 0!)*

**2. Don't panic!**

*(Remember, you won't know everything yet but we will cover it all before the SATs so read number 1 again and have a go!)*

**3. Get help if you are stuck.**

*(Use this booklet and don't be afraid to ask an adult – but remember, some of the terms we use in year 6 have changed in the last few years so your parents may not be familiar with them.)*

**4. Don't use the internet!**

*(You won't have the internet in your SATs, the websites will not always use the year 6 terms and may give you information you don't need to know yet. You might become confused.)*

**5. Be alert!**

*(Remember, sometimes we put in deliberate mistakes for you to spot; you won't get this in your SATs but we want to keep you on your toes!)*

What you should be looking for is **progress**. If you get 0 in your first test, don't worry. If you listen carefully and check through this booklet, you will improve in the next test.

Each time you improve your score within a week, you will get a housepoint.  
Each time you get full marks, you get a housepoint.