# A Parent's Crash Revision Guide

# of

# Primary School Grammar

The National Curriculum 2014 has an increased emphasis on grammar. For many parents it is a challenge to recall the grammatical terms learnt during their school days. This booklet gives a brief definition of the terminology a child is taught during their primary education.

These are not exhaustive lists of the grammar taught but lists the terminology children in each year are expected to become familiar with.

Please speak to your child's teacher if you have further questions.

# Year 1

**Capital Letter** – Used for the start of sentences, for peoples' names and names of places.

**Word** – letters that give a unit of sense.

**Sentence** – Words that give a unit of sense.

**Singular** – only one of a 'thing' (noun). Often has 'a' or 'the' in front of it eg ***the dog.***

**Plural** – more than one of a 'thing' (noun) eg ***the dogs.***

**Punctuation** – symbols that help the reader to make sense of written words.

**Full stop** – comes at the end of a sentence and creates a  pause when reading.

**Question mark** – comes at the end of a question. Voices generally rise when reading aloud.

**Exclamation mark** – shows surprise or excitement when a person speaks.

# Year 2

**Noun** – the name of 'a thing' eg *an **elephant**.*

**Noun phrase** – several words used to describe 'a thing' eg ***the big hairy elephant**.*

**Statement** – a sentence that delivers facts without an exclamation or question eg ***The elephant is big and hairy***.

**Exclamation** - a sentence that shows surprise or excitement of the speaker eg ***That's big!***

**Question** – a sentence that asks a question eg ***Why are elephants so big?***

**Command** – a sentence that gives an order eg ***Don't stroke the elephant***.

**Compound sentences** – are two or more units of sense (sentences) joined together with a 'joining word', eg *I like cats. + I like dogs.* →***I like cats and dogs***.

**Suffix** – a string of letters added to the end of a word that changes its meaning or tense eg run + **ing** → *runn**ing**;* rain + **ed** → *rain**ed**;*
quick + **ly** → *quick**ly***

**Adjective** – a word that describes a noun eg *the **blue** door.*

**Verb –** a 'doing' word that shows action. Every sentence needs at least one verb in order to make sense eg *I **sneezed**.*

**Adverb** – a word that describes a verb eg *I ran **quickly**.* (Adverbs often end with 'ly'.)

**Past tense** – verb forms that show action took place in the past eg *I **sneezed**.*

**Present tense** – verb forms that show action is currently taking place eg *I **am sneezing**.*

**Apostrophe** – a punctuation mark that shows: i) a contraction eg ***didn't***
                                                ii) shows possession eg *the **boy's** dog.*

**Comma** - a punctuation mark used to show a short pause within a sentence. It can separate items in a list eg ***The cat, dog, goldfish and rabbit all belonged to Martha.***

# Year 3

**Inverted Commas** – also known as speech marks, show the actual words spoken by a character eg *Martha said, "I like cats."*

**Preposition** – Words that show where and object is or where an action took place eg *The box was **on** the table.*

**Conjunction** – A conjunction links two words or phrases together. There are two main types of conjunctions: co-ordinating conjunctions link two words or phrases together as an equal pair (eg *The bat **and** ball were new) ;* subordinating conjunctions introduce a subordinate clause (eg *Joe can't practise kicking **because** he's injured.)*

**Prefix –** a string of letters to the front of a word to change its meaning eg *anti + social* → **antisocial.**

**Clause –** are a group of words within a sentence that may or may not make sense by themselves. They need to contain a verb and are added to other clauses as a main clause or subordinate clause eg *It **was** raining but we **were** indoors.* (two clauses that are main clauses); *When I **grow** up, I want to **be** a policeman* (a subordinate and main clause.)

**Subordinate clause -** A clause which is subordinate (less important) to some other part of the same sentence eg 'The elephant, **who had eaten three buns,** was very sleepy'.

**Direct speech –** the words placed inside inverted commas to show what a person has said eg **"I love school,***" said the boy.* It contrasts with reported speech eg The boy said he loves school.

**Consonant -** letters that are not vowels

**Vowel -** the letters *a, e, i, o, u* are vowels.

# Year 4

**Determiner –** a determinate refers to a specific noun eg <u>**a**</u> dog, <u>**the**</u> box, <u>**those**</u> eggs, <u>**that**</u> book.

**Pronoun – words** that can be used instead of the noun eg 'John likes elephants' → '**He** likes elephants'**.**

**Possessive pronoun –** words that show you who owns something eg *his, hers, theirs.*

**Adverbial -** An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. They can be made from adverbs, prepositions or subordinate clauses eg 'She worked **until she had finished**;' '**Later that night**, they left for the airport'.

# Year 5

**Modal verbs** - modal verbs are used to change the meaning of other verbs. The main modal verbs are: *will, would, can, could, may, might, shall, should, must* and *ought*.

**Relative pronoun/Relative clause** - A relative clause (underlined in examples)  is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun (in bold in examples) such as *who* or *that* to refer back to that noun, eg 'That's the boy **who** <u>lives near school</u>'. 'The prize **that** <u>I won</u> was a book'.

**Parenthesis**  - a remark that is added to a sentence, often to provide an explanation or extra information, that is separated from the main part of the sentence by commas, brackets or dashes eg My sister – who lives in Australia – is coming to visit next summer.

**Bracket –** (sometimes referred to simply as parentheses) are used when you want to enclose something that is incidental to the rest of the sentence something that is background or almost unnecessary. Brackets should be used for clarity if the information also includes a comma eg *The 30th anniversary of the eruption of Mount St. Helens (May 18, 1980) brought back vivid memories of ash and darkness.*

**Dash** - dashes are best used when you want to enclose or set off something that deserves a lot of attention, is meant to interrupt your sentence eg  *They fled through the woods, and then George—dear, sweet George the accountant—jumped out from behind a tree and stabbed them.* Unlike brackets, one dash can be used by itself eg *There was only one thing missing from the pirate ship—pirates.*

**Cohesion** - A text has cohesion if it is clear how the meanings of its parts fit together. Various cohesion devices can be used such as the determiner 'the' which refers back to something already mentioned eg 'Julia's dad bought her a football. **The** football was expensive!'

**Ambiguity -** Anything that is said to be **ambiguous** is open to more than one interpretation. Statements of headlines or notices can be ambiguous eg *Police shot man with knife. Baby changing room.*

# Year 6

**Subject -** The subject of a verb is normally the noun, the noun phrase or pronoun eg ***The children*** *will study the animals*.

**Object -** An object is normally a noun or pronoun that comes straight after the verb and shows what the verb is acting upon eg '*Y2 designed **puppets.***'

**Active/Passive form -** An active verb has its usual pattern of subject and object (in contrast with the passive) eg active→ *The school arranged a visit*; passive→*A visit was arranged* by the school.

**Synonym -** Two words are synonyms if they have the same meaning, or similar meanings eg *talk* → *speak, old* → *elderly*

**Antonym -** have the opposite meaning eg *hot* → *cold.*

**Ellipse – ...** can be used sparingly to indicate hesitation or faltering speech or thoughts; a break in time; or to shorten long quotations.

**Hyphen -** used to join words to indicate that they have a combined meaning or that they are linked in the grammar of a sentence eg *a pick-me-up, rock-forming minerals and long-term*

**Colon** - means "that is to say" or "here's what I mean." Use a colon to introduce a series of items eg *You need to bring the following: a coat, a packed lunch, swimming costume, towel, and sun lotion.* A colon may also be used between independent clauses when the second sentence explains, or expands on the first sentence eg *He got what he worked for: he really earned that promotion.*

**Semi-colon** The main task of the semicolon is to mark a break that is stronger than a comma but not as final as a full stop. It's used between two main clauses that balance each other eg *The road runs through a beautiful wooded valley; the railway line follows it. I have a big test tomorrow; I can't go out tonight.* A conjunction or full stop could have been used instead of a semi-colon.

**Bullet point** – You can use bullet points for a list of points or to highlight key issues. You usually use bullet points when it is not important that the items on the list are in any particular order eg      *You will need to bring:*
- *a towel*
- *a swimming costume*
- *a coat*

# *The old fashioned rules of punctuation*

*Start sentences with a capital letter.*

*That way you'll make your writing better.*

*A full stop always marks the end.*

*It closes every sentence penned.*

*The comma is for small, short breaks,*

*And for lists the writer makes.*

*Dashes – like these – tell you something by the way;*

*They give extra information (so do brackets, I may say).*

*Full stops finish off: colons pause to compare.*

*They also do this: list, explain and prepare.*

*The semi-colon makes a break; then comes another clause.*

*It does the job of words that link – it's a medium-length pause.*

*An apostrophe shows the owner of anyone's thing,*

*And it's handy for shortenings.*

*I'm glad! He's so mad! She's having a lark!*

*To show strong feelings you should use the exclamation mark!*

*A question mark comes after What? When? Where? and Why? and How?*

*Do you? Could I? Shall we? Why not? Give your answer, now!*

*"Inverted commas" enclose what's said.*

*Sometimes they are called "speech marks" instead.*