

Word Class

<p><b>Nouns</b> Naming words</p>	<p>Proper = names Collective = groups Concrete = physical things Abstract = ideas/feelings</p>
<p><b>Pronouns</b> Replace nouns</p>	<p>I, you, he, she, it, we, they, me, you, him, her, it, us, them, mine, yours, his, hers, ours, theirs</p>
<p><b>Determiners</b> Before nouns</p>	<p>Tell you something specific about the noun. a, an, the, some, that, six, his</p>
<p><b>Prepositions</b> Where or when</p>	<p>Tells you where things are or when something happened in relation to something else.</p>

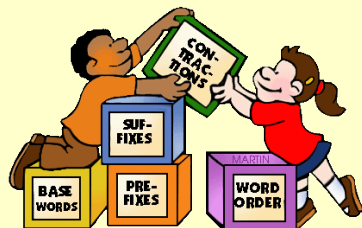
Word Class

<p><b>Verbs</b> Being or doing words</p>	<p>Verbs are important because they tell you what's happening in a sentence. Verbs change depending on who's doing the action e.g. 'He tries' or 'We try'</p>
<p><b>Adjectives</b> Describing words</p>	<p>Adjective are always the word that is describing the noun. E.g. Colin's head is <b><i>massive</i></b>.</p>
<p><b>Adverbs</b> Describe verbs or adjectives</p>	<p><u>Describing Verbs:</u> Adverbs tell you how or when an action was done. Often, adverbs end in -ly.</p> <p><u>Describing Adjectives:</u> Words like very, quite, extremely, nearly, really.</p>



# Year 6

# Grammar Revision



Conjunctions

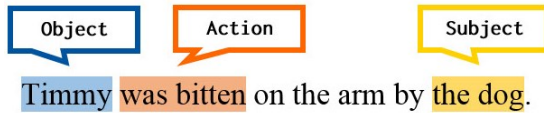
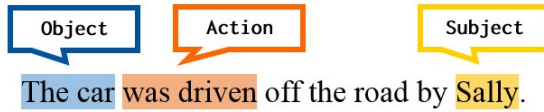
Coordinating		Subordinating	
Join two main clauses in a compound sentence.		Join a main clause and a subordinate clause in a complex sentence.	
For Nor Or	And But Yet  So	After As Before Since While	Although Because If When Until



*The Glue in Sentences*

Passive Voice

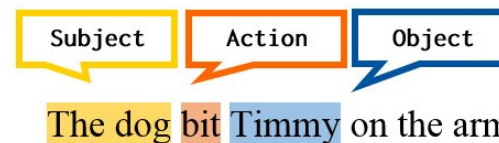
# passive



In passive sentences, something is done to the subject.  
For example;  
My sister was attacked **by** wild penguins.

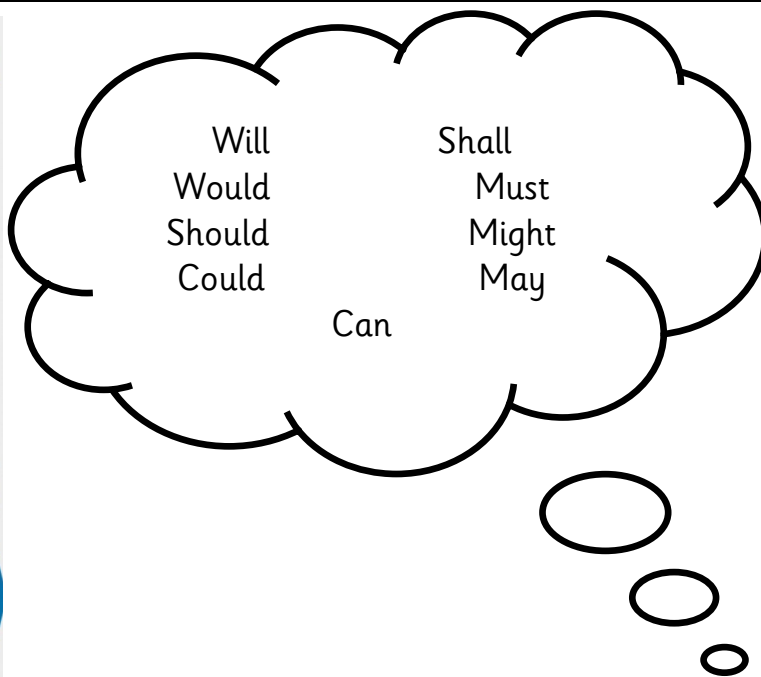
Active Voice

# active



In active sentences, the subject of the sentence does something to the object. For example;  
Wild penguins attacked my sister.

Modal Verbs



Formal or Informal

## Informal Tone

- Uses contractions (didn't/ hasn't)
- Use slang (the family are **chuffed to bits**)
- Use idioms (He's a real **pain in the neck.**)
- Use question tags (You're coming later, **aren't you?**)
- Use personal pronouns

## Formal Tone

- Avoid contractions
- Avoid slang (The family are **extremely pleased**)
- Avoid idioms (He is a real **nuisance**)
- Use more complicated vocabulary (instead of 'asked for' use 'requested').
- Use the subjunctive form.



**Present Tense**

**Simple Present**

Used to describe something that happens regularly, to give an instruction, to describe something that has been arranged or to talk about the future after certain conjunctions have been used (after, when, before, as soon as, until).

**SIMPLE PRESENT**

I walk,  
you walk,  
he/she/it walks,  
we walk,  
you walk,  
they walk

**Present Continuous**

Also known as Present Progressive and describes events which are happening right now in the present moment.

**PRESENT CONTINUOUS**

I am walking,  
you are walking,  
he/she/it is walking,  
we are walking,  
you are walking,  
they are walking

**Present Perfect**

To describe something that happened in the past and is continuing today; an action that was completed recently; and for an action that did not happen at a specific time.

**PRESENT PERFECT**

I have walked,  
you have walked,  
he/she/it has walked,  
we have walked,  
you have walked,  
they have walked

**Present Perfect Continuous**

Also known as Present Perfect Progressive, describes events which are started at some point in the past that may not be finished.  
*I have been baking / We have been baking / She has been baking*

**Past Tense**

**Simple Past**

Also known as Past Simple and describes events which happened at a specific time, but are now completed.

**SIMPLE PAST**

I walked,  
you walked,  
he/she/it walked,  
we walked,  
you walked,  
they walked

**Past Continuous**

Also known as Past Progressive and describes events which happened in the past, over a period of time.

**PAST CONTINUOUS**

I was walking,  
you were walking,  
he/she/it was walking,  
we were walking,  
you were walking,  
they were walking

**Past Perfect**

Describes completed events of the past which happened before another action took place.

**PAST PERFECT**

I had walked,  
you had walked,  
he/she/it had walked,  
we had walked,  
you had walked,  
they had walked

**Past Perfect Continuous**

Also known as Past Perfect Progressive, describes actions that were in progress before some other actions and continued until that time.  
*I had been baking / We had been baking / She had been baking*

**Future Tense**

**Simple Future**

Describes events which will take place.

**SIMPLE FUTURE**

I will walk,  
you will walk,  
he/she/it will walk,  
we will walk,  
you will walk,  
they will walk

**Future Continuous**

Also known as Future Progressive and describes events which will take place over time.

**FUTURE CONTINUOUS**

I will be walking,  
you will be walking,  
he/she/it will be walking,  
we will be walking,  
you will be walking,  
they will be walking

**Future Perfect**

Describes events which will be finished before another action takes place.

**FUTURE PERFECT**

I will have walked,  
you will have walked,  
he/she/it will have walked,  
we will have walked,  
you will have walked,  
they will have walked

**Future Perfect Continuous**

Also known as Future Perfect Progressive, describes events which will have taken place for some time and not yet be finished.  
*I will have been baking / We will have been baking*

**Semi-Colons**

**In Lists**

They break up lists of long phrases or clauses.



*When we were in France, we played table tennis; we went to a cheese factory; I bought some posh chocolate; and my brother broke our tent.*

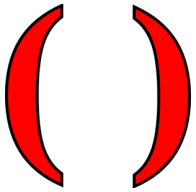
**Break up Clauses**

Used to turn two related main clauses into one sentence. Both must be about the same thing and equally important.

*Olly was getting tired; the elephant kept struggling.*

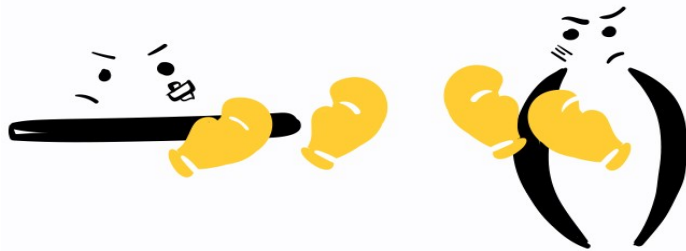


Parenthesis



Brackets go around extra information and keep it separate from the rest of the sentence. When the extra information is removed, the sentence should still make sense.

E.g. Marco **(a farmer)** had lost a sheep.



A pair of dashes can be used instead of brackets.  
E.g. The dogs—Tess and Bob—loved playing fetch.



Colons Part 1

**Introduce a list**

If you're writing a list, a colon shows that the list is about to begin.

*I need these ingredients for the cake: 2 eggs, 100g sugar, 100g butter, 100g flour and a big bar of chocolate.*



**Before Bullet Points**

Can be used to introduce a list of bullet points.

*Come to Spark Zoo. Here are some of our attractions:*

- *A large collection of lions and tigers*
- *Rare breeds of parrot*
- *The UK's biggest playground.*



Adverbial Phrases

A group of words that tells you something about the action. Could be how, when or where. These can go at the start or the end of the sentence. If they are at the start, they are called fronted adverbials.

For example:

Mario ate his pasta **as quickly as he could**.

**As quickly as he could**, Mario ate his pasta.

If the adverbial phrase is at the front, it must always have a comma after it!

**KEEP CALM AND USE FRONTED ADVERBIALS**

Where	When
Above the clouds,	Soon,
Outside,	Yesterday,
Back at the house,	Immediately,
In the distance,	In the morning,

Colons Part 2

**Introduce Explanations**

Colons show that you're about to explain a point you've just made.

*The frog was feeling full: he'd eaten twenty-three flies.*



**Join two main clauses**

First point: more specific point

The second point is always about the same thing as the first point. Gives more information.

*Milo had a problem: he didn't know how to sit on the chair.*



## Speech Punctuation

### Beginning and end

Do you have speech marks at the start and end of the words spoken?

### New line

Have you started a new line every time someone new speaks?

### Capital letter

Do you have a capital letter at the start of speech?

### Commas

Have you remembered to add commas?

### Punctuation

Do you have punctuation inside the speech marks?

### Different Names

There are three names for this punctuation:

1. Inverted Commas
2. Quotation Marks
3. Speech Marks

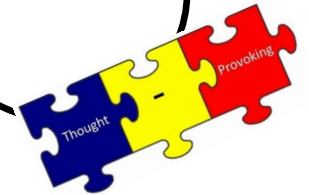


## Hyphenated Words

A hyphen is used to mark the changing of a word's meaning. They can also be used when two separate words have been linked together to form a new one.

For example:

- Football manager resigns!
- Football manager re-signs for another year.
  - He worked twenty-four hour shifts.
  - He worked twenty four-hour shifts.
- It has a half-hearted affair.



## Apostrophes for contractions

Contractions are when two words are combined into a shorter form.



aren't

we've

we're

won't

don't

haven't

who'll

I'll

An apostrophe takes the place of the missing letter or letters.

aren't	couldn't
are not	could not
can't	didn't
can not	did not

## Apostrophes for Possession

Apostrophes can be used to show that one thing belongs to or is connected to something.



### The cat's tail was fluffy.

Cat is a singular noun so you need to add an 's' to show that the tail belongs to the cat.

### Charles's cat was naughty.

Charles is a singular noun so, even though it ends in an 's' already, you need to add an 's' to show the cat belongs to Charles.

### The brothers' feet were muddy.

Brothers is a plural noun that ends in an 's' so you don't add another 's' after your apostrophe.

### The children's toys were broken.

Children is a plural noun but it doesn't end with an 's' so you need to add an 's' to show the toys belong to the children.



Exclamation Sentences

An exclamatory sentence is one that expresses strong feelings. It may show surprise or anger. Or Simply show that something is shouted.

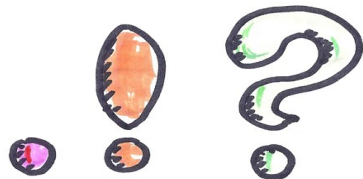


How	Adjective	Pronoun	Verb	!
How	pretty	she	is	!
How	determined	he	is	!
How	generous	you	are	!

What	Noun Phrase	Pronoun	Verb	!
What	a bright student	she	is	!
What	a pleasant day	it	is	!
What	a wonderful writer	you	are	!

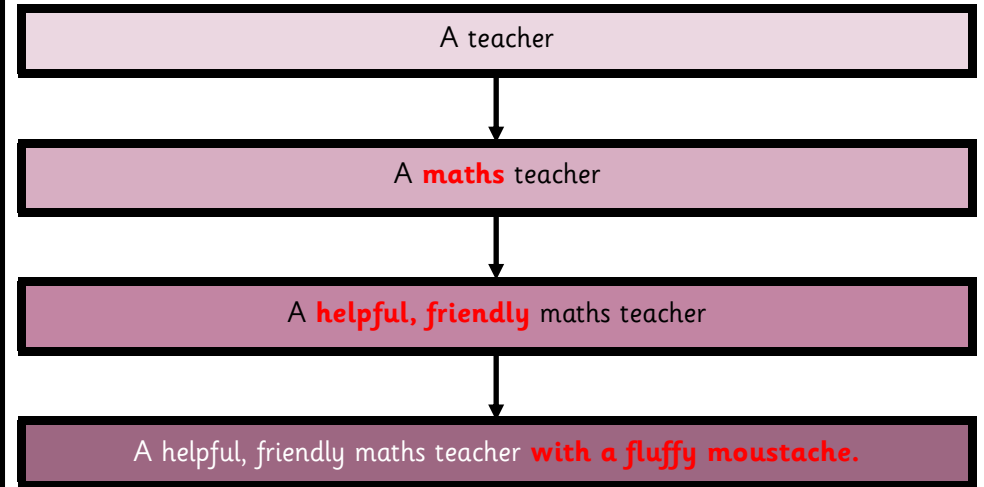
Sentence Types

<b>Statement</b>	Tell you something. E.g. I am tired.
<b>Command</b>	Tells you what to do. E.g. Make your bed.
<b>Questions</b>	Ask you something. E.g. Who are you?
<b>Exclamations</b>	Show strong feelings. E.g. What a mess you've made!



Noun Phrases

An expanded noun phrase is a phrase made up of a noun and at least one adjective. For example:



Phrases and Clauses

<b>Clause</b>	Part of a sentence that has a subject and a verb.
<b>Phrase</b>	A phrase either doesn't have a verb or doesn't have a subject. At the back / two tall teachers
<b>Main clause</b>	Makes sense on its own.
<b>Subordinate clause</b>	Gives extra information but doesn't make sense on its own. Jenny read the book <b>although she didn't</b>